## ABSTRACT

Efforts to reconstruct the learning thinking of Civic Pancasila Education to develop a Life Skills Education Approach. This is based on researchers' concerns about the gap between what actually exists, with the existing conceptual framework (Das Sein and Das Solen), in the education system in Indonesia, especially Civic Education in the development of Polytechnic students. The researchers focus on the application of education theory as a tool of social integration that acts as an agent of value cultivation, Education is strength, Education is an investment for human resource development or Human Capital theory, and social action theory or Action Theory with the AGIL scheme (Adaptation, Goal Attainment, Integration, and Latency). This research used a qualitative approach to find and reconstruct the thinking (Constructivism) of Pancasila and Civic Education to develop a Life Skills Education Approach, with a phenomenological approach. Researchers rely on as many of the views of the participants studied according to the research theme in depth as possible to explore and find the right reconstruction of thinking. The conclusions of this study are:

1. The transmission of civic values or social systems in educational institutions is carried out by civic education;
2. Civic education must shape the character and life skills needed in human resource development;
3. Life skills education (soft skills) in civic education which is the basic foundation for the formation of an intelligent and good national character is, a very important part used as a learning approach to Pancasila and citizenship education at Polytechnics.

## INTRODUCTION

The Covid-19 pandemic that has hit the world since early 2020 and it requires people around the world, including in Indonesia, to carry out social and physical distancing (Djalanate et al., 2020; Muhyiddin & Nugroho, 2021; Supriatna, 2020). People are asked to work from home, study from home, teach from home, and shop from home (Altena et al., 2020; Bubb & Jones, 2020; Wallengren-Lynch et al., 2023). These changes certainly require adequate technology and also have an impact on the ability to use technology and its soft skills.

The ability of students' soft skills is a serious concern of the Government and the State. This is stated in Law Number 12 of 2012 concerning Higher Education which affirms that the objectives of higher education are: (1) The development of students' potential to become human beings who believe and fear God Almighty and have noble character, healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation; (2) The production of graduates who master the branches of Science and/or Technology to meet national interests and increase national competitiveness; (3) The production of Science and Technology

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**ARTICLE INFO**

**Published:** August 30th, 2023

**Keywords:** Pancasila and Civic Education, soft skills, human resources, polytechnic students

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through research that pays attention to and applies the value of the Humanities to be beneficial for the progress of the nation, as well as the progress of civilization and the welfare of mankind; and (4) The realization of reasoning-based Community Service and research work that is useful in advancing general welfare and educating the nation's life. While the principles of Higher Education according to Law Number 12 of 2012 concerning Higher Education are scientific truth, reasoning, honesty, justice, benefits, virtue, responsibility, diversity, and affordability.

An education in a broader sense, not just to obtain a scholarship degree, but to encourage the emergence of superior culture and civilization developed by its citizens (Agus et al., 2021; Hidayat & Azra, 2012; Spring, 2016). In turn, transitional conditions derived from internal dynamics of the nation and external global dynamics will be able to affect human resource needs (Akkermans et al., 2021; Awan & Sroufe, 2022; Nyamrunda & Freeman, 2021). These transitional conditions are less responsive to by our education system in preparing prospective successors of the nation.

In addition, life skills education which plays a role in improving one's soft skills does not seem to be an important part of the Pancasila and citizenship education curriculum and other subjects/lectures. Life skills are the abilities for adaptive and Positive behaviour that enables the individual to deal effectively with the demands and challenges of everyday life (Singh & Kaur, 2013). In this case, researchers believe they are able to take an important role in facing changes and even life demands and challenges needed by students as part of the younger generation in developing social skills that are currently being encouraged by the government as part of our national education system, including vocational education (Polytechnic).

The current research aims to explore and reconstruct the thinking of Pancasila and Civic Learning to improve the Soft Skills of State Polytechnic Students. In particular, this discusses the research question, whether by reconstructing the thinking of Pancasila and Civic Learning can improve the Soft Skills of Polytechnic Students. The research is expected to give readers more information about the implementation of civic learning in higher education institutions, specifically in Indonesia.

METHODS

This research uses a qualitative approach to find and reconstruct the thinking (Constructivism) of Pancasila and Civic Education to develop a Life Skills Education Approach, with a phenomenological approach. Researchers rely on as many of the views of the participants studied according to the research theme in depth as possible to explore and find the right reconstruction of thinking. Data collection is carried out through: (1) Collection of documents and literature; (2) in-depth interviews from actors or practitioners and from course recipients, as well as creative industry players; (3) observations that pay attention to the research environment and informant behavior. The data is then processed through a process of reduction, analysis and triangulation and presented qualitatively.
RESULTS AND DISCUSSION

Learning Pancasila and Civic Education at Polytechnics

The purpose of Civic Education in universities, including at Polytechnics, is basically so that students can improve their insight and character of nationality, state awareness, and have a way of thinking, attitudes, and behaviors that are in accordance with the values of Pancasila and the 1945 Constitution within the framework of Indonesia.

Currently, Civic Education in the concept of citizenship education still places experience as the basis of academic education only. Even though this concept should be able to place Soft Skills as part of Pancasila and citizenship education that is needed in everyday life for students, so it seems that efforts to reconstruct the thinking of Pancasila and citizenship education to develop Soft Skills must be carried out, so that Polytechnic students can grow and develop not only have the hard skills needed but also have adequate soft skills.

Indonesia is a nation born from ethnic, racial, religious, linguistic and cultural diversity. Indonesia also has a very large homeland, flanked by two large continents, namely the Asian Continent in the Northwest and the Australian Continent in the Southeast. Indonesia is also flanked by two oceans, namely the Indian Ocean to the West and South and the Pacific Ocean to the Northeast. (Sutarto, et al 2008: 4) with more than 17,000 islands and the Population Census Results (SP 2020) in September 2020 recorded a population of 270.20 million people. The population of SP 2020 results increased by 32.56 million people compared to SP2010 results. With Indonesia's land area of 1.9 million km2, Indonesia's population density is 141 people per km2. The annual population growth rate during 2010-2020 averaged 1.25 percent, slowing compared to the 2000-2010 period of 1.49 percent. bps.go.id/pressrelease/2021/01/21/1854/hasil-sensus-penduduk-2020. Downloaded May 26, 2021.

Indonesia's natural wealth in the past has produced success for the kingdoms that stand in its archipelago. This wealth is also heard in all corners of the world and invites migrants to race to find these islands. Various myths about the exotic gold island and silver island have sprung up from various fables (fairy tales / legends) around the world to explain how rich the archipelago is. Nutmeg, a typical plant of the island of Maluku in Eastern Indonesia was also once the most expensive commodity in the world. This attraction eventually attracted not only the attention to trade but also the ambition to colonize. This picture is evidenced in the history of Indonesia which had fallen into the hands of European and Asian colonizers. As a result, the Indonesian people needed a great struggle to liberate themselves from foreign colonialism.

The monolithic New Order government was perceived to hinder change and slow Indonesia's path out of the crisis. Therefore, the taps of freedom began to be reopened through the reform agenda. Various changes made during the reform period are part of one big agenda, namely democratization. Democratization that seeks to return political and economic power to the people in accordance with its principles proclaimed by Abraham Lincoln "from the people, by the people and for the people". Democracy, which is a new hope in the midst of a crisis, is also believed by some people to bring political and economic improvements, in short, bring prosperity.
Reconstruction of Pancasila and Citizenship Learning Thinking to Improve Soft Skills of Polytechnic Students

The implementation of teaching and learning activities in educational institutions will definitely begin with a predetermined learning plan, without a plan, the implementation of teaching and learning activities will run unstructured. Activity plans or learning scenarios are commonly referred to as curriculum. Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as ways used as guidelines for organizing learning activities to achieve certain educational goals. In accordance with Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 36 Paragraph 2 it is stated that curricula at all levels and types of education are developed with the principle of diversification in accordance with educational units, regional potentials, and students.

The curriculum is said to be a set of plans and arrangements regarding the objectives, content, and learning materials as well as ways used as guidelines for the implementation of teaching and learning activities to achieve certain educational goals, so the way to grow soft skills in the learning process is to include soft skills content into the learning curriculum. Because the curriculum has been explained as a learning plan that contains the objectives, content, materials and ways used in the learning process to achieve certain goals, especially if the content of soft skills has been included in the curriculum in the Pancasila and Citizenship courses, it will certainly make it easier for lecturers to design learning activities.

Soft Skills in Education at Polytechnics

Education in Polytechnics which is part of higher education efforts to develop soft skills are clearly very important to be given to students as a provision for them to enter the world of work and industry, for that Polytechnic is expected to produce graduates who are ready to use in the world of work and industry because the demands of the world of work and industry emphasize more on soft skills. In addition to hard skills of course. Based on the National Association of Colleges and Employee Survey (NACE) in Elfindri et al. (2010), there are 19 abilities needed in the job market, the required abilities can be seen in the table as follows:

<table>
<thead>
<tr>
<th>Ability</th>
<th>Score</th>
<th>Skill Classification</th>
<th>Urgency Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>4,69</td>
<td>Soft skill</td>
<td>1</td>
</tr>
<tr>
<td>Honesty/Integrity</td>
<td>4,59</td>
<td>Soft skill</td>
<td>2</td>
</tr>
<tr>
<td>Work</td>
<td>4,54</td>
<td>Soft skill</td>
<td>3</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>4,5</td>
<td>Soft skill</td>
<td>4</td>
</tr>
<tr>
<td>Good Work Ethic</td>
<td>4,46</td>
<td>Soft skill</td>
<td>5</td>
</tr>
<tr>
<td>Motivation/Initiative</td>
<td>4,42</td>
<td>Soft skill</td>
<td>6</td>
</tr>
<tr>
<td>Adaptable</td>
<td>4,41</td>
<td>Soft skill</td>
<td>7</td>
</tr>
<tr>
<td>Analytical</td>
<td>4,36</td>
<td>Psychomotor hard skills</td>
<td>8</td>
</tr>
<tr>
<td>Computer</td>
<td>4,21</td>
<td>Psychomotor hard skills</td>
<td>9</td>
</tr>
<tr>
<td>Organization</td>
<td>4,05</td>
<td>Soft skill</td>
<td>10</td>
</tr>
<tr>
<td>Detail Orientation</td>
<td>4</td>
<td>Soft skill</td>
<td>11</td>
</tr>
</tbody>
</table>
It can be seen from the table above that it can be seen that 16 of the 19 abilities needed by the business world, the industrial world and the world of work are soft skills aspects and the top 7 rankings are also filled/occupied by soft skills aspects. Seeing this reality, it is very clear why soft skills are very important to be given in the educational process. Starting from communication skills to entrepreneurship skills are expected to be taught to students, so that students will become graduates who are ready to use in the world of work and not only have hard skills but also soft skills.

Soft skills or people skills become two parts, namely intrapersonal skills and interpersonal skills, as quoted by Sailah (2008), "Intrapersonal skills are a person's skills in self-regulation. Intrapersonal skills should be addressed first before a person starts connecting with others."

In general, in practice, the employee selection process carried out by companies almost all companies filter based on aspects of logical thinking and analysis skills in the early stages. Then proceed with the selection of character and work attitude, while in the final selection process, a selection is made based on the technical and academic abilities of the prospective employee. Especially the interview selection process, this process is very loaded with soft skills, namely effective communication skills, critical thinking skills, respect for others, work attitudes and motivation (Widodo, 2008).

The point is that in the world of work, soft skills are needed starting from the recruitment process or selection of employees to of course at work. A balance between hard skills and soft skills is very necessary in the business world, industry and the world of work. If only hard skills are possessed, they will be eliminated by employees who have soft skills.

Based on this description, it is very clear about the importance of soft skills given in the learning process and the importance of soft skills in the business world / industry and the world of work. To produce human resources who have good soft skills and meet standards in the world of work, of course, starting from the world of education, especially vocational education, because the world of vocational education is the beginning of learning. But the question is how to produce these skills and how to be integrated in learning, in the previous chapter has described learning or improving soft skills carried out with a life skills education approach (life skills education).

The implementation of teaching and learning activities in vocational education begins with all predetermined learning plans, without a pre-prepared plan, the implementation of teaching and learning activities will run unstructured. Activity plans or learning scenarios are commonly
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referred to as curriculum. Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as ways used as guidelines for organizing learning activities to achieve certain educational goals. In accordance with Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 36 Paragraph 2 it is stated that curricula at all levels and types of education are developed with the principle of diversification in accordance with educational units, regional potentials, and students.

The curriculum is said to be a set of plans and arrangements regarding the objectives, content, and learning materials as well as ways used as guidelines for the implementation of teaching and learning activities to achieve certain educational goals, so the way to grow soft skills in the learning process is to include soft skills content into the learning curriculum. Because the curriculum has been explained as a learning plan that contains the objectives, content, materials and ways used in the learning process to achieve certain goals, if the content of soft skills has been included in the curriculum in a course, it will make it easier for teachers / lecturers to design learning activities.

Integrating soft skills in the curriculum is certainly not an easy thing to do, it is time for the educational process of universal values in vocational education through the integration of soft skills aspects into most of the courses given. The preparatory steps that must be passed by lecturers/teachers who teach courses/subjects are as follows (Elfindri et al., 2010):

1) Arrange learning objectives and determine learning outcomes. In this connection, what is needed is the ability to formulate competencies, commonly known as Competency-Based Curriculum (KBK). Teachers and lecturers must be able to formulate what will be achieved, in accordance with the realm of education previously conveyed.

2) Input in each session of what soft skills courses / subjects will be produced. After the competencies of each session are formulated, then they can also include how to learn how to grow each expected soft skills.

3) Plan how operational methods carry it out, both in each teaching session, and in several meetings.

4) Test a class or group of children. Make observations on children so that then we can see between before and after the trial can produce a real difference. If teachers want to practice a method of classroom action research, then objectively it must also measure how much the soft skills of children change with one of the treatments given.

5) Review the results of the trial for improvement. A process of applying soft skills is not as easy as turning the palm of the hand. We need to be patient, and always improve how best it is between one stage of learning improvement.

6) Finalization of learning methods. After repeated methods, it can then be written in the form of a teaching manual for a lesson. Contains complete contents of teaching materials, teaching methods, aspects of soft skills and teaching methods.

In essence, the preparatory steps that must be prepared in integrating soft skills in the learning above, starting from compiling learning goals and achievement plans, input on each teaching material so that soft skills are not only found in several courses/subjects but in all courses/subjects,
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plan what methods are used, conduct trials first in a class, review of trial results, and finalization of learning methods used for example; role play, discussion and so on.

CONCLUSION

The conclusions of this study are: (1) The transmission of civic values or social systems in educational institutions is carried out by Pancasila and citizenship education. The transmission includes life skills and soft skills; (2) As a holistic frame in shaping the ability of a citizen to contribute to his social system, pancasila and citizenship education must be able to shape character and soft skills for Polytechnic students; (3) Soft skills education in Pancasila and citizenship education which is the basic foundation for the formation of intelligent and good national character and is a very important part used as a learning approach to Pancasila and citizenship education at Polytechnics.

Regarding the reconstruction of Civic Education thinking to develop soft skills there are several conclusions that can be drawn: First, soft skills learning is integrated through learning other subjects including the theme of hard skills implemented in classroom learning and practice in laboratories, workshops or studios or through Civic Education and if this is done with good learning planning it can improve and maintain Soft skills behavior in the production and managerial fields, especially if soft skills are targeted through mastery at the time of learning which begins with an affirmation of the concept and behavior of each soft skill, followed by motivation and job guidance. The existence of soft skills-based performance has an impact on the motivation of students to work their best and succeed. Second, soft skills learning is proven to be effective in improving performance which has an impact on strengthening character values needed in higher education. This happens if lecturers continuously apply integrated soft skills development through assignments and feedback or training so that the ability to manage themselves better will emerge. Third, the development of soft skills implemented through Civic Education will be effective if lecturers are effectively able to provide continuous feedback during learning.

Over the last decade in society has considered the importance of soft skills because it is proven to have significantly increased the application of these soft skills in educational institutions, it is very important for everyone to acquire adequate skills beyond academic or technical knowledge. This is not something that is very difficult to do. Soft skills are able to make up for deficiencies in the field of hard skills and there are many ways to correct those shortcomings. Educators have a special responsibility regarding soft skills, because during this time students in schools and campuses will have a major impact on the development of their soft skills. In addition to raising awareness about the importance of soft skills and encouraging students to improve their skills, lecturers must also actively practice soft skills with their students. This very effective and efficient way to do so is to incorporate materri soft skills into teaching, among others, through Civic Education courses. As a positive thing the side effects of lessons become more interesting, which in turn will increase the success rate of learners. Soft skills play an important role in shaping a person's personality, complementing his hard skills. The development of soft skills through Civic
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Education will be very much in line with the purpose of Civic Education itself, which is to produce smart and good learners. Smart and Good Citizenship.

REFERENCES


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