



The Essence Of Political Education In The Academic Environment Of The Faculty Of Teacher Training And Education Unpam (FKIP UNPAM)

Abi Robian^{1*}, Tajudin²

¹Department of Pancasila and Civics Education, Faculty of Teacher Training and Education, Pamulang University, Indonesia

dosen00900@unpam.ac.id¹, dosen00867@unpam.ac.id²

*Corresponding Author: dosen00900@unpam.ac.id

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Abstract

The Essence of Political Education in the Academic Environment of the Faculty of Teacher Training and Education, UNPAM (FKIP UNPAM), Pamulang, South Tangerang-Banten. Political education is an intentional, deliberate, and systematic educational effort aimed at shaping individuals to be politically aware and capable of acting as responsible political participants, both ethically and morally, in achieving political goals. The objective of this research is to understand the essence of political education within the academic environment of the Faculty of Teacher Training and Education at UNPAM (FKIP UNPAM). The research methodology employed is qualitative descriptive analysis, utilizing survey instruments, observations, and documentation. Once the research data is collected, it will be processed using qualitative analysis techniques by reducing, organizing, and then describing the data qualitatively. The findings indicate that political education within the FKIP UNPAM academic community has been implemented effectively, both through direct and indirect political education approaches.

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INTRODUCTION

Political education is an effort to provide understanding or knowledge about running a healthy government system while in power. This political education certainly has benefits in community life because it trains students to become good members of society and be able to participate in politics. Political education can also instill a good political value for students. In this way, students can become a society that understands the world of politics well and is able to do it well so that politics that is in accordance with the Indonesian nation and not wrong in the use of power (Faridl, 2017).

Politics in a nutshell is everything that has to do with power, government, the process of governing and the form of government organization, institutions/institutions,



the goals of the state or its government. Political science deals systematically and analytically with state issues, and is the oldest social science in the world. Political science is a discipline that operates with its own philosophical concepts and ideas, which is practiced by the method of questioning and analyzing the organization of a country, with the aim that the people can live prosperously and happily.

The function of education is a series of tasks or missions that are carried out and must be carried out by education. The task or mission of education can be directed at the educated person or the people of the nation where he lives. For herself, education serves to prepare her to become a complete human being, so that she can fulfill her life duties well and can live a normal life as a human being. The function of education to the community has at least two major parts, namely the *preservative* function and the directive function. The *preservative* function is carried out by preserving the social order and values that exist in society, while the *directive* function is carried out by education as an agent of social reform, so that it can anticipate the future. In addition, education has the function of (1) preparing as human beings, (2) preparing the workforce and (3) preparing good citizens. (Dwi Siswoyo, et al. 2018: 20-21).

In a democratic country, it includes rights such as the right to freedom of the press, the right to express opinions, the right to religion, and the right to organize. In a democratic country, there is equal freedom for every citizen, as well as recognition of the values and dignity of the individual as a person. Therefore, education must be sought to, educate humans and human children so that they can develop and be free to the maximum. In general, people have not clearly understood their rights and obligations as citizens. Because most of them only live according to their own interests and do not care much about their rights and obligations as good citizens and society. The reason is because of their lack of understanding of public political education. Actually, with this political education, everyone must understand. This political education aims to foster them and be able to develop knowledge in a good political life. The importance of the role of the community is the reason for this political education work. Because in the life of the nation, the community itself participates in carrying out the rights and obligations of citizens. Especially for the younger generation, political education can shape leadership character (Suseno, 2015).

The public's ignorance of politics related to their political rights as a citizen, this is certainly an indicator that political education does not play a maximum role in the country. Therefore, the state is very interested in the education of its citizens, so education must be prioritized and planned as well as possible. The public's ignorance of politics reflects that political education does not play a maximum role in a country. Therefore, the state is very interested in the education of its citizens, so education must be prioritized and planned as well as possible. The community only needs to be guided and directed so that they have the desire to participate in political activities.

The purpose of education and teaching in Indonesia is to form capable moral people, democratic citizens and responsible for the welfare of the community and the homeland based on the principles of Pancasila and the 1945 Constitution. Analogous to the goals of our national education mentioned above, the goals of Indonesian political education are, first, to display the human role of each unique individual as a citizen, by developing



the potential and talents of abilities as much as possible; and second, to be able to actively participate in the political process to build the nation and state. (Kartini Kartono, 2019: 82).

This human role allows the development of the talents and abilities of each individual and carries out their political functions in accordance with their status and mission in life. All its activities are institutionalized on the basis of freedom and self-will, in confrontational and cooperative relations; That is, by discussing together, in the activity of formulating answers to social, economic, cultural, and political problems. In short, by openly engaging in dialogue in political groups; It is directed to efforts to arouse and increase creative political participation, in order to build general welfare and national culture, in the midst of community relations, accompanied by a sense of full responsibility. (Kartini Kartono, 2019: 82-83).

Political learning in political education explicitly contains political acts/actions; that is, in the form of political participation, tackling concretely or implementing really/operationally in the political process. The aim is to bring about changes and improvements in political structures, and the order of all affairs. In this regard, the political learning situation requires a dimension of *distance* in space and time, so that people can think objectively and clearly. So psychological distance is one of the requirements in the learning process (politics), so that people can: 1). Be aware of themselves and do correction to mistakes in the past, and will not repeat the same mistakes; 2). Seriously doubt yourself and past actions, and want to start all over again; and 3). Being open and transparent which is a legitimate political demand, being willing to be criticized and accepting positive suggestions from outside. (Kartini Kartono, 2019: 84).

A learning process requires critical and rational analysis, accompanied by an openness or futuristic nature. Therefore, in this learning process, people must constantly ask and ask again, learn to speak and consider external suggestions. Then followed by doing real deeds, namely taking political action. Thus, political education and political deeds are very closely related, because these deeds/actions are essentially the goal of political education.

By getting political education, people actually aspire to intellectual and physical strength to participate in socio-political conditions, and even participate in exerting pressure/pressure. Furthermore, based on human rights, in political education there is a principled dimension of openness towards a better future. Furthermore, in political and political learning activities, people will inevitably choose one party or one party, because people are dissatisfied with various status quo, lameness and injustice. Then he will side with the structures that cause lameness and injustice, or he will side with the group of people who demand the abolition of lameness, injustice, the status quo. (Kartini Kartono, 2019: 85).

On the basis of this background, the researcher is interested in researching the implementation of political education in the academic environment of the Faculty of Teacher Training and Education (FKIP) Pamulang University with the title "The Essence of Political Education in the Academic Environment of the Faculty of Teacher Training and Education Unpam (Fkip Unpam)".



METHODS

The research method used in this study is qualitative, with a descriptive analysis approach. This approach is used in this study considering that the researcher will examine the activities of a cultural group that symbolizes human behavior in daily life. According to Hardiansyah (2018:p.14) It states that qualitative is a research procedure that produces descriptive data in the form of written or spoken words from people and behaviors, which is obtained through a data collection technique using qualitative data analysis techniques, so that it will produce findings from the answers asked.

The research data consisted of primary and secondary data. Primary data was obtained from literacy reference sources relevant to the research title. Then the researcher's secondary data is used as a supporting step to obtain and fulfill information from the primary data. The data collection process is carried out by researchers through three data collection techniques, namely through observation, survey and documentation. These three instruments allow research researchers to obtain data authentically from research sources, both in the form of primary data and secondary research data. For observation and documentation instruments, data collection was carried out in coordination with the community of the Faculty of Teacher Training and Education (FKIP) Unpam, considering that this FKIP environment is the main locus of this research.

RESULT AND DISCUSSION

Research Results

From the results of this study, research data was obtained in the form of survey results, observations, and documentation. The results of the research will be discussed in detail in this discussion, which will start from the presentation of the survey results, both to the main respondent (RU), namely the structural ranks within the Faculty of Teacher Training and Education (FKIP) Pamulang University consisting of the Dean, Head of Study Program, lecturers and staff relevant to this research. In addition, a survey was also conducted on the Supporting Respondents (RP), consisting of students in the community of the Faculty of Teacher Training and Education (FKIP) of Pamulang University who were selected to be excavated and asked for information and statements. In this research, respondents were determined from only two entities, namely consisting of the PPKN Study Program and the Economics Education Study Program, although within the Faculty of Teacher Training and Education (FKIP) Unpam several new study programs have been established such as the Elementary Teacher Education Study Program (PGSD) and the S-1 Physical Education Study Program (PJOK). This considers that the 2 study programs if you look at the time of their establishment are study programs that have been established relatively earlier than the other 2 study programs.

The research with the title The Essence of Political Education in the Academic Environment of the Faculty of Teacher Training and Education Unpam (Fkip Unpam), consists of 7 (seven) indicators that are used as a reference for questions in this research, namely, among others, Shaping the nation's character (in the form of citizens' thoughts, attitudes, and behaviors), Building political awareness (in the form of citizens'



awareness of their rights and obligations), Fostering individual personal abilities independent and autonomous, Self-actualization (in the form of actualizing talents and abilities), Developing the social dimension (of course in accordance with their citizenship status), Instilling the nation's ideology in the younger generation, and the last is preparing reliable and qualified candidate political party cadres.

To be able to measure the seven (7) indicators above, as well as to be able to find out what the essence and level of effectiveness of the implementation of political education in the academic environment of the Faculty of Teacher Training and Education Unpam (FKIP Unpam) are, as previously explained in the research methodology chapter, where the researcher uses a survey, observation, and documentation approach in collecting his research data. Furthermore, the researcher used a likert scale in asking his observation questions. The likert scale used consists of 2 types of adverbs, namely, the first includes the adverb "Exist" and its derivatives (None = TA, Ada = A, Quite a lot = CA, and Very many = SA). Next are the adverbs "Necessary" and its derivatives (Unnecessary = TP, Necessary = P, Quite necessary = CP and Very necessary = SP).

For the first indicator, it is to form the character of the nation (in the form of citizens' thoughts, attitudes, and behavior). With the question "Are there any Faculty programs related to the formation of the nation's political character that have been applied to the academic environment?". Responding to this indicator and question, as many as 4 main respondents (RU) answered that the Faculty programs related to shaping the political character of the nation have been carried out in the FKIP Unpam environment.

Furthermore, the same thing was also asked to the Supporting Respondent (RP) regarding the indicator and the same question as the main Respondent (RU), namely "Are there any Faculty programs related to the formation of the nation's political character that have been applied to the academic environment?". Out of a total of 21 Supporting Respondents (RP), there were 3 different responses. Where as many as 57.1% or 11 people from respondents answered that a lot of related programs have been implemented. Then as many as 33.3%, around 6 people answered that there were quite a lot of related programs, and the remaining 9.5% or as many as 2 respondents answered that the program was already in the program.

The second indicator is to build political awareness (Awareness of citizens' political rights and obligations) with the question "Are there any efforts of the Faculty that are being pursued in order to form student political awareness in the FKIP Unpam community that is integrated into teaching and learning activities (KBM)?". Responding to this question, as many as four (4) main respondents (RU) explicitly answered the answers divided into 2 groups of answers. First, 75% of the main respondents, namely or 3 main respondents (RU), answered that efforts to form students' political awareness and integrate in teaching and learning activities (KBM) were very often carried out. Meanwhile, one (1) main respondent (RU) considered that there had been a case in the community of FKIP Unpam.

Furthermore, it was also asked related to the same indicator and question, namely "Are there any efforts by the Faculty to form student political awareness in the FKIP Unpam community that is integrated into teaching and learning activities (KBM)?".



Where the answers of the Supporting Respondents (RP) which totaled 21 people as a whole consisted of 3 main parts, namely, as many as 66.7% answered that the related efforts were quite a lot, 26.6% answered very many. Then as many as 4.7% considered that there had been such a program.

Furthermore, the third (3) indicator, namely, Fostering independent and autonomous individual/individual capabilities. Different from the previous indicators, in this indicator, two questions are made, namely the first "Is there an effort by the Faculty to cultivate the personal abilities of individuals who are independent and autonomous as part of political learning?" and the second, namely, "Are the tasks given in lectures more emphasis on independence and autonomy, such as tasks are required to do themselves, the nature of the task is original, and the results of the work/tasks are carried out by themselves?".

In answering the indicators and the two (2) questions above, the 4 main respondents (RU) simultaneously answered that, efforts to cultivate the personal abilities of individuals who are independent and autonomous as well as the assignment of assignments in lectures have emphasized more on independent and autonomous attitudes such as learning tasks are required to be done by themselves, the nature of the task is original, and the work/assignment is done jointly.

Furthermore, related to this indicator, the same 2 questions were also asked to the Supporting Respondents (RP), especially related to the Faculty's efforts to cultivate independent and autonomous individual personal abilities as part of political learning. In answering this question, the Supporting Respondents (RP) are divided into four (4) groups, namely 57.1% or as many as 12 respondents answered, if there is an effort by the Faculty in this case the respective Study Programs, both the PPKN Study Program and the Peko Study Program, to cultivate the personal abilities of individuals who are independent and autonomous as part of political learning?". Likewise for the second question, namely, regarding the existence of tasks given in lectures, it emphasizes more on independent and autonomous attitudes, such as tasks are required to do themselves, the nature of tasks is original, and the work/assignment is done by oneself. In this case, the respondent replied that these efforts have been made by their respective study programs. Next, there were 23.8% or as many as 5 Supporting Respondents (RP) answered, if there have been many efforts by the Faculty in relation to this question, 14.3% or as many as 3 people answered quite a lot, and as many as 4.8% or 1 Supporting Respondent (RP) answered that they did not know the existence of the Faculty's efforts in this case the Study Program to foster the personal abilities of independent and autonomous individuals as part of political learning.

The 4th indicator is self-actualization, in the form of self-actualizing talents and abilities related to the understanding of science and political theories, of course. As for the questions related to this question, both those given to the main Respondent (RU) and the Supporting Respondent (RP) the questions given are the same substance, namely "Are there efforts by institutions, both Faculty and Study Programs, to facilitate and support students to be able to actualize themselves in the form of freedom to explore potential, talents and political abilities in this case, of course. Answering this question, as many as 75% or as many as 3 main respondents (RU) answered, that there have been



many various efforts by the Faculty in relation to this question, while the remaining 25% of Supporting Respondents (RP) answered that there have been efforts by the Faculty in relation to institutional efforts, especially in the study program environment to facilitate and support students to be able to actualize themselves.

As a continuation of the question of this self-actualization indicator, there is a follow-up question, namely "Are there student activity units / student activity units (UKM) in the FKIP PPKN Unpam environment such as HIKA, ROHIS, Racana Pramuka and MAPALA, as a campus commitment in facilitating student self-actualization". The answer to this question was obtained as many as 66.7% or 1 Supporting Respondent (RP) answered that there have been various efforts and institutional programs, especially the Study Program in relation to the self-actualization of this student, 22.8% or 5 Supporting Respondents (RP) there are several related programs, while the remaining 9.5% or 2 Supporting Respondents (RP) answered that there have been a lot of programs related to the self-actualization of this student.

Next is the 5th indicator, namely Developing the socio-political dimension (of course in accordance with their citizenship status). From this indicator, there are 2 questions, namely, "Are there the following activities in the FKIP Unpam environment as a social political dimneation of students, such as student Community Service (PKM), social service, *BUKBER on the Road* (sharing takzil on the road). Answering this question, the main respondent (RU) replied that there have been many efforts by the Faculty in relation to this question, namely as many as 50% or 2 respondents, Furthermore, the remaining 50% of respondents answered that there have been efforts by the Faculty in relation to this question.

Furthermore, the indicators and questions of developing the socio-political dimension were also asked to the Supporting Respondents (RP), namely "Do students agree that activities such as student Community Service (PKM), Social Service, *BUKBER on the Road* (sharing takzil on the road) are part of the development of students' socio-political dimnesia. Answering this question as many as 71.4% or around 15 respondents answered yes, 14.3% quite agreed and the remaining 14.3% strongly agreed that the following activities are as a social dimneation of student politics, such as student community service (PKM), social service, *BUKBER on the Road* (distribution of takzil on the road).

The 6th indicator is to instill the nation's ideology in the younger generation. To be able to measure this indicator, the question used is "Is it necessary for the existence of a program to instill Pancasila as a national ideology to students as the young generation of the nation's successors is very necessary?". for the main respondent (RU), and the question "Is it necessary for a program within FKIP to instill Pancasila as a national ideology to students as the younger generation of the nation's successor?".

Answering the question above, the main respondent (RU) answered that out of a total of 4 respondents, of which 100% or 4 respondents answered that the existence of the program to instill Pancasila as the nation's ideology to students as the young generation of the nation's successor is very necessary. Furthermore, the Supporting Respondents (RP) were also asked about the same indicator, namely with the question "Is there a program within FKIP to instill Pancasila as the nation's ideology to students



as the young generation of the nation's successor?". Answering this question, as many as 47.6% or 10 respondents answered that the existence of the program to instill Pancasila as the nation's ideology to students as the young generation of the nation's successors is very necessary.

The 7th last indicator is to prepare reliable and qualified candidates for political party cadres. The question used to measure its implementation is, "Is it necessary for the efforts of FKIP Study Programs to develop students as candidates for reliable and qualified political party cadres in the future from the perspective of political education?". The answer to this question where as many as 50% or as many as 2 main Respondents (RU) answered It is necessary for the efforts of FKIP Study Programs to develop students as candidates for reliable and qualified Political Party cadres, as many as 25% or as many as 1 main Respondent (RU) answered Quite Necessary, and the remaining 25% or 1 next Main Respondent (RU) considered Very Necessary.

Furthermore, the answers from the Supporting Respondents (RP) were obtained as many as 66.7 % or as many as 14 Respondents answered Necessary efforts by FKIP Study Programs to develop students as candidates for reliable and qualified Political Party cadres, as many as 19 % or as many as 14 Respondents answered Very Necessary, as many as 4.8 % or 1 Respondent next answered Quite Necessary and 4.8 % or 1 Respondent the remaining answered not knowing

Research Discussion

From the results of the above research findings, in general, it can be concluded that the implementation of these 7 aspects has been actualized in the community of the Faculty of Teacher Training and Education (FKIP) Unpam. Both in the form of lecture activity programs that are directly integrated with the course learning process, in the form of the implementation of learning or specific political education in the form of courses or fields of study, of course this can be found in the Pancasila Education course and also the Citizenship Education (PKN) course. Where both are classified as general compulsory courses (MKWU) which of course almost all study programs within Pamulang University study them.

Political education today has the main objectives, namely the birth of people's political participation (*politische Beteiligung*), partiality in open public conflicts, and participation in determining general policies. Therefore, the courage to determine one's own stand autonomously is very much prioritized in political education to determine the direction of political struggle in the midst of many conflicts caused by differences in interests. (Kartini Kartono, 2009: 86).

The implementation or practice of learning or political education in both compulsory public courses (MKWU) such as for example in Civic Education (PKN) in which it discusses direct democracy in the general election process (Election), where in practice learning can be carried out using the simulation learning method in the election voting activities, where students are faced in the election process which is a simulation and replica of the election. Furthermore, the political education process can also be carried out in the context of indirect political learning, such as practicing democratic political practices in the form of imposition democratic values in group discussions and



also in the form of direct practice with extracurricular activities in the campus environment, such as HIMA, ROHIS, Scouting, etc. organizations in which there is an indirect political learning process.

However, from the results of the research, it was found that the implementation of the political learning process within the FKIP UNPAM community is only limited to curricular course learning activities such as in the Pancasila Education course and also the Citizenship Education (PKN) course for non-PPKN Study Programs. Meanwhile, in the PPKN Study Program itself, there are various other courses related to learning and political education, such as Political Education, Political System, Civics Science (IKN), Regional Autonomy, Democracy, Constitution, etc.

CONCLUSION

The essence of Political Education in the Academic Environment of the Faculty of Teacher Training and Education UNPAM (FKIP UNPAM) is still centered on political learning in the curricular scope, especially through Pancasila Education and Civic Education (PPKn) courses for non-PPKN study programs. Meanwhile, students in the PPKN Study Program get a more in-depth political education through special courses such as Political Education, Political Systems, Civic Science (IKN), Regional Autonomy, Democracy, and the Constitution. This shows that the implementation of political education at FKIP UNPAM is still formal in the academic structure, so it is necessary to strengthen political learning that is more applicable and inclusive throughout the academic community to encourage wider political understanding and participation.

Furthermore, Pancasila and Citizenship Education (PPKn) in the implementation of learning integrates theory and practice. building student political awareness, such as through election simulations as a form of direct democracy. In addition, political education also occurs indirectly through group discussions and active participation in extracurricular activities such as HIMA, ROHIS, and Scouting. This approach ensures that FKIP UNPAM students not only understand the concept of democracy theoretically, but also internalize democratic values in their academic and social lives.

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