

Pedagogical Content Knowledge: Analysis of Pancasila and Citizenship Education Teachers on Bhinneka Tunggal Ika Material

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Abstract

The aim of this research is to reveal whether to analyzing the pedagogical content knowledge abilities of PPKn Teachers at SMA Negeri 5 Metro on Bhinneka Tunggal Ika material. This research uses a qualitative method using Danielson's observation sheet which consists of 3 components, namely: 1) teaching knowledge; 2) student knowledge; 3) content knowledge. The objects of this research were 2 class XII PPKn teachers. Data analysis used in this research used Miles interactive method based on observation sheets, interviews and documentation studies. The research results concluded that: 1) the first teacher demonstrated pedagogical content knowledge with good criteria; 2) the second teacher shows pedagogical content knowledge with good enough criteria.

Keywords: pedagogical content knowledge; ppkn teacher; bhinneka tunggal ika

1. Introduction

Education is a process in order to influence students in order to adapt themselves as well as possible to the environment and thus will cause changes in themselves that allow them to function strongly in community life (Hamalik, 2001). Education is also a process built by society to bring new generations towards progress in certain ways in accordance with the abilities that are useful to achieve the highest level of progress (Abdullah, 2007). The Constitution of the Unitary State of the Republic of Indonesia has mandated that one of the duties of the state is to educate the nation's life. This has been contained in the 1945 Constitution of the Republic of Indonesia which is emphasized in Law No. 20 of 2003 concerning the National Education System which states the functions and objectives of education as follows:

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional).

Teacher is the central figure in the implementation of education because the teacher is an indispensable figure to spur the success of students (Sopian, 2016). Teachers are people who are responsible for guiding students to become human beings who humanize humans, so that their main task is to educate, teach, guide, direct, train, assess and evaluate their students in education (Ramayulis, 2013). Teachers

are also people who are responsible for students, both affective potential, cognitive, and psychomotor (Umar, 2010). As stated in Law No. 14 of 2005 concerning Teachers and Lecturers, the duties of teachers as professional educators are to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, primary education, and secondary education (Undang-Undang Republik Indonesia No. 14 Tahun 2005 tentang Guru dan Dosen).

Teachers are the backbone of education as well as the main component that determines the success of education (Eliyanto, 2018). In carrying out its role as an educator, a teacher must have various competencies needed to be a good educator and teacher. Teacher competence is one of the factors that influence the achievement of learning and education goals in schools, but teacher competence does not stand alone, but is influenced by factors of educational background, teaching experience, and length of teaching (Wibowo & Hamrin, 2012). These competencies include pedagogic competence, personality competence, social competence and professional competence (Government Regulation No. 19/2017 on Amendments to Government Regulation No. 74/2008 on Teachers). In line with this, according to Suryosubroto (2009), in carrying out their profession, teachers must be able to master the teaching material as well as master how to teach it. The old theory says that in order to teach well, a teacher must have knowledge of content and knowledge of how to teach or what is commonly referred to as pedagogical knowledge and knowledge of the results of the combination of the two which is referred to as Pedagogical content knowledge (PCK) (Shulman, 1986).

Some previous studies that tried to see the PCK ability of teachers were still low and very rarely did anyone examine the Pedagogical content knowledge of Pancasila and Citizenship Education teachers. Pancasila and Citizenship Education has a mission that is to carry the mission of the nation's moral education, forming smart, democratic, and noble citizens, who consistently preserve and develop democratic ideals and build the nation's character (Kemenristekdikti, 2019). Meanwhile, the vision of Pancasila and Citizenship Education is to realise an educational process that is directed at developing individual abilities, so that they become intelligent, participatory, responsible citizens, forming Indonesian citizens who behave based on the values of Pancasila and the positive characters of society and the Indonesian nation (Kemenristekdikti, 2019). According to Somantri (2001), Citizenship Education is a subject that is essentially democratic but expanded with other sources of knowledge, positive influences from school education, society, and parents, all of which are processed to train students and students to be able to think critically, analytically, and finally be able to act democratically in order to prepare for a democratic life based on Pancasila and the 1945 Constitution. Pancasila and Citizenship Education also has the aim that students have the noble values of Pancasila and students are ready to become a generation that is capable and qualified to face the challenges that occur (Hasmawati & Rumkel, 2021).

One of the important contents in Pancasila and Civic Education is the material on Bhinneka Tunggal Ika which provides sub-materials about recognising and realising identity diversity, caring for local traditions and diversity, cultural diversity campaigns (Ministry of Education Culture Research and Technology, 2022). Bhinneka Tunggal Ika is important to learn because it is a state symbol in accordance with Article 36A of the 1945 Constitution of the Republic of Indonesia, which reads "The state symbol is Garuda Pancasila with the motto Bhinneka Tunggal Ika ". The Bhinneka Tunggal Ika material was chosen by the researcher because the Indonesian people have different ethnicities, customs, races, and religions, but we as Indonesian people must remain united in the struggle to fill independence to realise the ideals of an independent, united, sovereign, just and prosperous country and Bhinneka

Tunggal Ika is used as an effort to maintain the unity and integrity of the Indonesian nation, including from conflicts that occur such as racism and discrimination (Pertiwi & Dewi, 2021). From this material, students are expected to be able to explain the forms of diversity in Indonesia, be able to analyse potential conflicts that arise due to diversity, be able to identify the impact of conflicts due to diversity, be able to design alternative solutions to conflicts due to diversity, be able to maintain diversity, and be able to care for local traditions in Indonesia (Kardiman et al., 2023). The material will gradually shape students to have an attitude of tolerance, respect for differences, love of peace, and so on so that it can make these students as the nation's successors who are able to bring Indonesia to be more Pancasila (Kardiman et al., 2023). In this regard, if a Pancasila and Citizenship Education teacher does not have the ability to master Pedagogical content knowledge (PCK) then learning becomes meaningless, students will not get the values in the material perfectly so that it will foster an attitude that is contrary to the vision and goals of Pancasila and Citizenship Education.

As a teacher of Pancasila and Citizenship Education must be able to master Pedagogical content knowledge (PCK) so that Pancasila and Citizenship Education learning does not only rely on the teacher's pedagogical ability but also combined with content knowledge including mastery of subject matter. Mastery of the material (content) taught with mastery of how to teach (pedagogy) are two things that are mutually inseparable (Agustina, 2005). So learning Pancasila and Citizenship Education will be more meaningful for students and the values in Pancasila and Citizenship Education can be embedded comprehensively. So that the hope is that students can become Indonesian people who are Pancasila and can bring changes to the Indonesian state in a better direction in accordance with the mandate in the opening of the 1945 Constitution.

Based on the description above, teachers should have good professionalism and competence. Professional educators can be realised by improving and developing the quality of pedagogical content knowledge. This is in accordance with the statement conveyed by Kuhn et al. (2016) that an important component that can develop the professionalism of educators is pedagogical content knowledge. In addition, Tasdan and Koyunkaya (2017) stated that educators must have strong pedagogical content knowledge in order to be the best educators. Therefore, researchers feel the need to conduct research on the PCK ability of Pancasila and Citizenship Education teachers at SMA Negeri 5 Metro to analyse Pedagogical content knowledge in their learning practices on the material of Bhinneka Tunggal Ika.

Method

This research uses qualitative research methods with descriptive methods. According to Denzin & Lincoln (2018) qualitative methods are research methods that use natural settings with the aim of interpreting phenomena that occur and are carried out by involving various existing methods. The reason for using qualitative methods is because the researcher wants to describe the events studied and then describe them in the form of a description of the pedagogical content knowledge (PCK) analysis of PPKn teachers on the Bhinneka Tunggal Ika material at SMA Negeri 5 Metro. The research objects were two class XII PPKn teachers. The data analysis model used by researchers is the interactive model of Miles, et al. (2014). Activities in data analysis are carried out by collecting data, condensing data, presenting data, and drawing conclusions and verification. This research was carried out naturally without any treatment to the research subjects.

Results and Discussions

This research there are two PPKn teachers who are used as research subjects, namely WS as subject 1 and DS subject 2. Both research subjects have different educational backgrounds and teaching experiences. The first subject based on the results of observations and documentation studies, subject 1 is 55 years and 3 months old as of November 2023. His last education was a master's degree which was completed in 2015. Subject 1's tenure as a civil servant teacher is 17 years. The following documentation data is shown in Table 1 below:

Table 1. Subject 1 Data

General Education	Name	Postgraduate in Education
	Year of Graduation	2015
	Rank	Postgraduate
Age		55 Years 3 Months
Dapodik Working Period		24 Years 13 Months

Source: Researcher's Observation and Documentation Study (2023)

Second subject based on the results of observations and documentation studies, subject 2 is 52 years and 10 months old as of November 2023. His latest education is pursuing an undergraduate degree in Civics education. which was completed in 1994. Subject 2's tenure as a teacher with civil servant status is 2 years and 11 months. The following data from the documentation is shown in Table 2 below:

Table 2. Subject 2 Data

General Education	Name	Bachelor of Civics Education
	Year of Graduation	1994
	Rank	Bachelor
Age		52 Years 10 Months
PPPK Working Period		2 Years 11 Months

Source: Researcher's Observation and Documentation Study (2023)

Description of research data on PPKn teachers' pedagogical content knowledge (PCK) in learning practices on Bhinneka Tunggal Ika material carried out by researchers on 2 PPKn teacher subjects. The following are the results of calculating the PCK score for each research subject in Table 3 below:

Table 3. Calculation of PCK Indicator Scores of Research Subjects

PCK Components, Subcomponents, and Indicators	Score	
	Subject 1	Subject 2
1. Knowledge of Teaching		
1a. Setting learning objectives	7	4
1b. Demonstrating knowledge of learning resources	7	3
1c. Designing coherent learning	12	10
1d. Design student assessments	17	11
1e. Building a culture of learning	7	7

1f. Organising classroom procedures	4	5
1g. Organising the physical space	15	11
1h. Using questioning and discussion techniques	12	8
2. Knowledge about students		
2a. Demonstrate knowledge of students	10	8
2b. Create an environment of mutual respect and caring for each other	10	8
2c. Regulate student behaviour	14	12
2d. Communication with students	27	21
3. Content Knowledge		
3a. Demonstrate content and pedagogical knowledge	10	8

Source: Researcher Calculation Results (2023)

Description:

- Subject 1 (WD)
- Subject 2 (DS)

After knowing the scores for each component in the two research subjects, the next step is to calculate the scores for the three PCK components of PPKn teachers. Following are the calculation results:

Tabel 4. PCK Score of Research Subjects

PCK Component	Score and Category	
	Subject 1	Subject 2
Knowledge of Teaching	2,94 (Good)	2,21 (Good Enough)
Knowledge of Students	3,38 (Good)	2,73 (Good)
Content Knowledge	3,33 (Good)	2,66 (Good)

Source: Researcher Calculation Results (2023)

The difference in PCK scores between the two subjects influences the quality of their learning practices, in this case it can be proven firstly by the differences in teaching knowledge between the research subjects. In the component of setting learning objectives, subject 1 tends to be superior to subject 2 with a score for each subject in this component, namely 2.94 with good criteria for subject 1 and 2.21 with fairly good criteria for subject 2. This can be Judging from the indicators of adjusting objectives to student learning formats and suitability of objectives to learning methods or models, subject 1 is better at adapting learning objectives to student learning formats and learning methods or models, where subject 1 has a method, namely material consolidation. In subject 1's learning, based on the analysis of observation findings, it emphasizes the meaningfulness of understanding the material for students by explaining important points about the Bhinneka Tunggal Ika material, then students are assigned to develop the material using several learning sources such as books and the internet, and there is a lot of interaction. between students and teachers, for example, students respond to the material and ask questions, the teacher also asks questions to the students, after that the students are given the opportunity to face the teacher to explain what they have learned and understood from the Bhinneka Tunggal Ika material. From such learning methods, learning objectives can be achieved.

Subject 2's learning is more monotonous with only the teacher explaining the important points and then the students taking notes. There is not always reciprocal interaction between students and teachers, such as asking and answering questions. Methods like this are unable to sharpen students' understanding because students are only burdened with writing. Several interviews with students prove that the learning method used by subject 2 only takes notes about the material. And the method used by subject 2 is less able to achieve the learning objectives. There is actually a similarity between subjects 1 and 2, namely that they never explain the learning objectives when learning begins. Both subjects never conveyed the learning objectives during the learning process. The two research subjects immediately entered into the material and explained it to the students.

Sub component of knowledge of learning resources, subject 1 makes more use of several learning sources such as textbooks, worksheets, the 1945 Constitution book, and the internet. Meanwhile, subject 2 only uses textbooks and worksheets. In learning practice, the material explained in subject 1 is broader and more comprehensive than subject 2 whose explanation only takes material from textbooks and LKS. Based on the interview, subject 2 did not do the same thing because he did not want to burden his students. In the same component, namely the sub-component of student assessment design on the clarity indicator of the assessment plan for assessing student work, subject 1 can be seen in his learning practice assessing students' abilities in Bhinneka Tunggal Ika material in understanding using the material consolidation method, participants take turns making presentations by explaining their understanding of material by understanding the main points of the material and then paraphrasing them in each student's language. In this case, it can be seen that there is clarity in assessing students' work, apart from using material notebooks, teachers also assess their understanding by reinforcing the material. This is different from subject 2 which only relies on taking students' work grades from their notebooks. With steps like this, students don't project too much understanding of what they understand. So it can be seen that subject 2 is less clear in the assessment plan for assessing student work.

The sub-component uses questioning and discussion techniques, subject 1 is able to use a variety of questions or suggestions as cognitive challenges and high-level thinking for students and involves students in making questions, proposing topics, providing challenges in thinking. This directly teaches students self-courage and understanding. Having questions from teachers and students can provide a broader understanding for students, plus subject 1 often uses a wider vocabulary so that students gain new knowledge from things like that. Meanwhile, in subject 2 learning practice, students seem passive, it is rarely seen that both teachers and students ask questions, which makes learning not seem active.

The student understanding component of each subject has a different score but within the same criteria. Subject 1 has a score of 3.38 in the good category while subject 2 is 2.73 in the good category. In this component, subjects 1 and 2 have almost the same understanding. However, there are several indicators in the sub-components that show some significant differences between the two subjects. First, the indicator of teacher understanding of the active nature of student learning in the sub-component shows knowledge about students. Subject 1 has a very good understanding of this indicator, therefore in his learning practice subject 1 together with the students looks more active than subject 2 who is less active in practice. The opportunities that subject 1 often gives students, such as expressing opinions and asking questions, make learning more active. Meanwhile, in subject 2, learning did not show student activity because learning was more inclined towards just taking notes and seemed passive.

Indicators of teacher knowledge regarding variations in learning approaches for groups of students, subject 2 is better than subject 1. Subject 2 always groups students in small groups to jointly look for

notes for the material. Meanwhile, subject 1 places more emphasis on individual-based learning. Another sub component is managing student behavior, indicators for teacher monitoring of student behavior. Subject 1 is better at monitoring student behavior in the classroom during learning. This is because subject 1 is always in the classroom when learning takes place, while subject 2 leaves the classroom more often due to his busy life as a student affairs teacher.

The communication sub component with students in subject 1 uses a wider vocabulary than in subject 2 which has the impression of a text book. This has an effect on teaching practice because by using more vocabulary, students will receive more new knowledge so that students will gain greater understanding than students who are taught by subject 2. The indicator connects learning objectives with the curriculum more broad, subject 1 also tends to be better because subject 1 is able to connect the Bhinneka Tunggal Ika material in high school with the Bhinneka Tunggal Ika material at the next level. This makes students' insight broader and higher.

Components of content knowledge, subject 1 is superior to subject 2, this is proven in learning practice, subject 1 is better able to connect prerequisites between topics and concepts and understand the necessary relationships, cognitive structures that guarantee students' understanding and subject 1 tends to be better at adapting plans and teacher practice with various effective pedagogical approaches in Civics and the ability to anticipate student misunderstandings. Because subject 1 always provides the opportunity to receive questions from students and accept criticism if there are errors in the material that subject 1 explains to students.

Based on the explanation above, it can be seen that PCK has a great influence on teacher practice in learning. Subject 1 has better PCK than subject 2 so that in his learning, subject 1 is able to create more active learning and always trains students' understanding with the method that subject 1 uses, therefore the material from Bhinneka Tunggal Ika includes an understanding of the influence of local group membership, regional, national and global towards identity formation, then the importance of and showing mutual respect in promoting cultural exchange and collaboration in an interconnected world, actively promoting diversity, linking local wisdom with global culture, and prioritizing domestic products, and cases cases that damage diversity and creatively and innovatively provide solutions that can be conveyed well and structured. This is different from subject 2, where in practice the learning looks very monotonous and does not put too much emphasis on students' understanding. Therefore, researchers found findings obtained from the results of observation data analysis that PCK influences teachers in their learning practices. The higher a teacher's PCK, the better his learning practice will be, and vice versa, the lower a teacher's PCK, the worse his learning practice will be.

Based on the calculation of the PCK component scores for each subject, the final step is to calculate the final PCK score and determine the PCK criteria for each research subject and analyze them. The following is an explanation of the calculation process and PCK criteria for the two research subjects:

Tabel 5. Calculation of final scores and PCK criteria for research subjects

Research subject	PCK Score Calculation Analysis	PCK criteria
Subject 1	$\frac{23,58 + 13,53 + 3,33}{13} = 3,11$	Good
Subject 2	$\frac{17,69 + 10,94 + 2,66}{13} = 2,40$	Good Enough

Source: Researcher Calculation Results (2023)

Based on the results of observations and score calculations using Danielson's (2013) theory, the final score was obtained for each research subject. Subject 1 got a score of 3.11 in the good category and subject 2 got a score of 2.40 in the quite good category. Judging from the results of the scores and discussion analysis, it can be concluded that the higher the pedagogical content knowledge (PCK) a teacher has, the better the learning practice will be and produce quality learning. As stated by Cochran et al. (1993) that "Concern the manner in which teachers relate their subject matter knowledge (what they know about what they teach) to their pedagogical knowledge (what they know about teaching) and how subject matter knowledge is a part of the process of pedagogical reasoning " which means that a teacher must be able to connect their subject matter knowledge (what they know) with their pedagogical knowledge (what they know about teaching) and how subject matter knowledge is part of the pedagogical reasoning process. In line with Shulman (1987) that a teacher must be able to combine content and pedagogy into an understanding of how certain topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of students, and presented for teaching.

Subject 1 has better pedagogical content knowledge (PCK) than subject 2 so that learning material about Bhinneka Tunggal Ika which is practiced in learning is more meaningful because the subject is better able to provide explanations and instill an understanding of the values contained in Bhinneka Tunggal Ika to participants. education such as tolerance, justice, and mutual cooperation or cooperation (Njaju, 2020) can be properly conveyed to students. This also cannot be separated from the active learning method mentioned by subject 1, namely strengthening material to increase students' knowledge of the influence of local, regional, national and global group membership on identity formation; conditions and circumstances that exist in the environment and society, to produce better conditions and circumstances; the importance of and demonstrating mutual respect in promoting cultural exchange and collaboration in an interconnected world; promote diversity, link local wisdom with global culture, and prioritize domestic products; and be critical of cases that damage diversity and creatively and innovatively provide solutions (Kementerian Pendidikan Kebudayaan Riset dan Teknologi, 2022). So that the learning objectives in each Bhinneka Tunggal Ika unit can be achieved by students who hope that in the future they can be implemented in everyday life.

In contrast to subject 1, subject 2's learning seems monotonous, but there is still interaction such as questions and answers between students and teachers. Subject 2's knowledge of the three components of PCK is still below subject 1 so that the learning practice is still not optimally carried out by subject 2. Subject 2 does not have a good combination of content knowledge with pedagogical knowledge, as stated by Shulman (1986) that teachers must have knowledge a balance between knowledge of content and pedagogy. So learning on the Bhinneka Tunggal Ika material seems very monotonous, coupled with the minimal use of learning resources by subject 2 so that the learning objective is that students are expected to be able to analyze the influence of local, regional and national group membership on identity formation. Students are also expected to be able to explain the phenomenon of multiple identities, binneka or multiple identities inherent in individuals or groups; Learners understand the importance of promoting cultural exchange and collaboration in an interconnected world. Students are also expected to be able to demonstrate mutual respect in promoting cultural exchange and collaboration; Students are invited to take an active part in promoting diversity, linking local wisdom with global culture, and prioritizing domestic products; and Students critically analyze cases that damage diversity. Students are expected to be able to provide solutions to problems that damage diversity creatively and innovatively. Students respond to existing conditions and circumstances in the environment and society to produce

better conditions and circumstances (Kementerian Pendidikan Kebudayaan Riset dan Teknologi, 2022) which will be difficult for students to achieve and embed.

Subject 1 and subject 2 are basically in accordance with Mulyasa's theory (2011) with subjects 1 and 2 being able as teachers to help students who are developing to learn something they don't know, form competencies, and understand the standard material being studied. As a person whose job is to explain something, teachers must try to make things clear to students and try to be more skilled in solving problems. As a guide, teachers must first establish a good relationship with students so they can understand their respective characters. This relationship will make it easier for teachers to guide students according to their needs and abilities. In guiding, the teacher provides direction which will later help students determine direction and achieve their goals. As a role model, whatever a teacher does will receive attention from students and people around them, whether physical or personal or personality, such as their attitude, social relationships, language style, lifestyle, and so on. As people involved in the world of education, teachers must have a personality that reflects an educator. The teacher's personality has a big influence on student behavior because every attitude, behavior and behavior will be the attention of the students. Teachers need to be equipped with teachings about human nature so that they can know God and His creation. In this way, teachers are able to instill a positive view of human dignity into students' personalities. A teacher wants his students to become people who uphold human honor and dignity so that there can be a social life that is physically and mentally prosperous. The teacher is a camp mover, who likes to move things around and help students leave old things behind for something new they can experience. Teachers and students work together to learn new ways, and leave behind the personality that has helped them achieve their goals and replace it according to current demands. This process becomes a reciprocity for teachers and students in learning.

Based on the explanation above, it can be concluded that the pedagogical content knowledge (PCK) of PPKn teachers in the Bhinneka Tunggal Ika material at SMA Negeri 5 Metro has met the PCK criteria with the information that subject 1 has met the PCK criteria in the good category and subject 2 in the quite good category. In accordance with the theory of Loughran et al. (2006) that PCK (pedagogical content knowledge) is an academic idea that presents ideas rooted in the belief that teaching requires more than just providing subject content knowledge to students and learning is not just about absorbing information but more than applying it. PCK is not a single form that is the same for all teachers teaching the same subject area, but rather a specific skill with individual idiosyncrasies and influenced by the teaching context/atmosphere, content and experience. So PCK can be the same for some teachers and different for other teachers, but at least it is a meeting point of teacher professional knowledge and teacher expertise. This can be seen from the learning practice of subject 1 having better PCK than subject 2 so that in his learning, subject 1 is able to create more active learning and always trains students' understanding with the method that subject 1 uses therefore the material from Bhinneka Tunggal Ika is like an understanding of the influence of local, regional, national and global group membership on identity formation, and the importance of showing mutual respect in promoting cultural exchange and collaboration in an interconnected world, actively promoting diversity, linking local wisdom with global culture, and prioritizing domestic products, and cases that damage diversity and creatively and innovatively provide solutions that can be conveyed well and structured. This is different from subject 2, where in practice the learning looks very monotonous and does not put too much emphasis on students' understanding. Therefore, researchers found findings obtained from the results of observation data analysis that PCK influences teachers in their learning practices.

As stated by Cochran et al. (1993) that "Concern the manner in which teachers relate their subject matter knowledge (what they know about what they teach) to their pedagogical knowledge (what they know about teaching) and how subject matter knowledge is a part of the process of pedagogical reasoning" which means that a teacher must be able to relate their subject matter knowledge (what they know) to their pedagogical knowledge (what they know about teaching) and how subject matter knowledge is a part of the process of pedagogical reasoning. In line with Shulman (1987) that a teacher must be able to combine content and pedagogy into an understanding of how a particular topic, problem, or issue is organised, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction.

Subject 1 has better pedagogical content knowledge (PCK) than subject 2 so that learning material about Unity in Diversity that is practised in learning is more meaningful because the subject is better able to explain and instil an understanding of the values contained in Unity in Diversity to students such as tolerance, justice, and mutual cooperation or cooperation (Njaju, 2020) can be well conveyed to students. This is also inseparable from the active learning method mentioned by subject 1, which is the reinforcement of material to increase learners' knowledge of the influence of local, regional, national, and global group membership on identity formation; conditions and circumstances that exist in the environment and society, to produce better conditions and circumstances; the importance and demonstration of mutual respect in promoting cultural exchange and collaboration in an interconnected world; promoting diversity, linking local wisdom with global culture, and prioritising domestic products; and being critical of cases that undermine diversity and creatively and innovatively providing solutions (Ministry of Education Culture Research and Technology, 2022). So that the learning objectives in each unit of Bhinneka Tunggal Ika can be achieved by students who hope in the future can be implemented in everyday life.

In contrast to subject 1, subject 2 in his learning seemed monotonous, but there was still interaction such as questions and answers between students and teachers. Subject 2's knowledge of the three components of PCK is still below subject 1 so that the learning practice is still not maximised by subject 2. Subject 2 lacks a good combination of content knowledge with pedagogical knowledge which as said by Shulman (1986) that teachers must have balanced knowledge between their knowledge of content and pedagogy. So that learning on the material of Unity in Diversity seems very monotonous coupled with the lack of use of learning resources by subject 2 so that learning objectives such as students are expected to be able to analyse the influence of local, regional and national group membership on identity formation. Learners are also expected to be able to explain the phenomenon of dual identity, bineka or multiple identities attached to individuals or groups. Learners understand the importance of promoting cultural exchange and collaboration in an interconnected world. Learners are also expected to show mutual respect in promoting cultural exchange and collaboration; Learners are encouraged to actively participate in promoting diversity, linking local wisdom with global culture, and prioritising domestic products; and Learners critically analyse cases that damage diversity. Learners are expected to be able to provide solutions to problems that damage diversity creatively and innovatively. Learners respond to conditions and circumstances that exist in the environment and society to produce better conditions and circumstances (Ministry of Education Culture Research and Technology, 2022) will be difficult to achieve and embedded by learners.

Subject 1 and subject 2 are basically in accordance with Mulyasa's theory (2011) with subjects 1 and 2 being able as teachers to help developing students to learn something they do not yet know, form

competencies, and understand the standard material being studied. As a person in charge of explaining something, the teacher must try to make things clear to students and try to be more skilled in solving problems. As a mentor, the teacher must establish a good relationship with students first in order to understand each other's characters. This relationship will make it easier for teachers to guide learners according to their needs and abilities. In guiding, teachers provide direction that will help learners determine their direction and achieve their goals. As a role model, whatever the teacher does will get the attention of students and people around the environment, whether it is physical or personal or personality, such as his attitude, social relations, language style, lifestyle, and so on. As a person who is involved in the world of education, teachers must have a personality that reflects an educator. The teacher's personality is very influential on the behaviour of students because every attitude, behaviour, and behaviour will be the attention of students. Teachers need to be equipped with teachings about human nature so that they can recognise God and His creation. That way the teacher is able to instil a positive view of human dignity into the learners' personalities. A teacher wants his/her students to be people who uphold human dignity so that there is a social life that is prosperous physically and mentally. The teacher is a camper, who likes to move around and help learners leave the old behind for something new they can experience. Teachers and learners work together to learn new ways, and leave behind personalities that have helped them achieve their goals and replace them according to current demands. This process becomes a reciprocal one for teachers and learners in learning.

In accordance with the theory of Loughran et al. (2006) that PCK (pedagogical content knowledge) is an academic idea that presents an idea rooted in the belief that teaching requires more than just providing subject content knowledge to learners and learning is not just absorbing information but more than applying it. PCK is not a single form that is the same for all teachers teaching the same subject area, but rather a specialised skill set with individual idiosyncrasies and influenced by teaching context/situation, content and experience. So PCK can be the same for some teachers and different for others, but at least it is the intersection of teachers' professional knowledge and expertise.

This can be seen from the practice of learning that subject 1 has a better PCK than subject 2 so that in his learning, subject 1 is able to create more active learning and always trains students' understanding with the methods that subject 1 uses, Then the importance and demonstration of mutual respect in promoting cultural exchange and collaboration in an interconnected world, actively promoting diversity, linking local wisdom with global culture, and prioritising domestic products, and cases that damage diversity and creatively and innovatively provide solutions can be conveyed in a good and structured manner. In contrast to subject 2 who in his learning practice looks very monotonous and does not really emphasise on students' understanding. Therefore, researchers found findings obtained from the results of observational data analysis that PCK affects teachers in their learning practices. The higher the PCK of a teacher, the better the learning practice will be, and vice versa, the lower the PCK of a teacher, the worse the learning practice will be.

As in the pedestal theory used in this study, namely the pedagogical content knowledge theory by Shulman (1986) which says that pedagogical content knowledge is an integration of teaching knowledge and content knowledge. Therefore, this study answers the formulation of problem 1, namely how is the pedagogical content knowledge (PCK) of Civics teachers on the material of Bhinneka Tunggal Ika at SMA Negeri 5 Metro? With the answer based on the discussion, namely the pedagogical content knowledge (PCK) of Civics teachers on the material of Unity in Diversity in SMA Negeri 5 Metro has

met the PCK criteria with the information that subject 1 has met the PCK criteria with a good category and subject 2 with a fairly good category.

Conclusions

The Pedagogical Content Knowledge (PCK) of PPKn teachers in the Bhinneka Tunggal Ika material at SMA Negeri 5 Metro has met the PCK criteria which consist of knowledge about teaching, knowledge about students, and content knowledge. The importance of pedagogical content knowledge for PPKn teachers is as a form of success in building students' understanding of the overall material and values contained in Pancasila and Citizenship Education by establishing effective communication with students and good mastery of the material according to the level of understanding and complexity learning materials.

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