

## Abstract

This present study aims at determining on, a) how are lesson plans implemented at Primagama Homeschooling Senior High School, Palembang, and b) how is the learning process of civic education executed at Primagama Homeschooling Senior High School, Palembang and c) how is the development of nationalism value of students in Primagama home schooling Senior High School, Palembang. The results of the present study showed that the civic education learning at Primagama homeschooling was almost the same as formal schools in terms of the lesson plans of civic education subject. In practice, the teachers were required to have the competence to prepare the implementation of lesson plans, deliver learning materials, and convey the to-be-achieved competence to the students. Moreover, they were also supported by the technology of the internet used either by students or the teachers in the learning process of civic education. However, it cannot be denied that there was a different aspect found between the learning process of civic education at homeschooling and formal schools in terms of the chosen flexibility of time and places based on the preference of the students as well as their parents. Furthermore, the intimacy between the students and teachers could be easily found due to the close relationship between them. In fact, one-teacher for one-student relationship provided more accessible chances to have intensive discussion and to freely ask question in the moment that the student had some difficulties in understanding the learning materials. In fact, the development of nationalism values at Primagama Homeschooling Senior High School, Palembang was carried out the school and the civic education teachers. In practice, the teachers taught the nationalism values during the learning process by reminding the students on Indonesian Historical days, loving Indonesia as a diligent and responsible student, having high enthusiasms to advance the nation, like the national hero who had struggle for the sake of Indonesian nation. Furthermore, the school also supported the development of nationalism values of the students by initiating the community class held once a week on Saturday. In this complementary class, the students coming from various backgrounds gathered and sat together to learn nationalism values as a means of growing mutual respects. In addition, in this class, it was also scheduled to visit museums as well as celebrate the national days of Indonesia.

Keywords: Civic Education, Homeschooling, Nationalism

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**STUDI PEMBELAJARAN PENDIDIKAN KEWARGANEGARAN DALAM MENGEMBANGKAN NILAI-NILAI NASIONALISME SISWA HOMESCHOOLING**

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## Abstrak

Penelitian ini bertujuan untuk mengetahui a. bagaimana perencanaan pembelajaran pendidikan kewarganegaraan di SMA homeschooling primagama Palembang, b. bagaimana proses pembelajaran pendidikan kewarganegaraan di SMA homeschooling primagama Palembang, c. bagaimana pengembangan nilai-nilai nasionalisme pada siswa di homeschooling Primagama Palembang. Hasil penelitian ini menunjukkan bahwa pembelajaran pendidikan kewarganegaraan di homeschooling primagama Palembang tidak jauh berbeda dalam hal perencanaan pembelajaran pendidikan kewarganegaraan seperti di sekolah formal, guru mempersiapkan rancangan pelaksanaan pembelajaran, menyiapkan materi dan guru menyampaikan kompetensi yang ingin dicapai kepada siswa di dukung oleh teknologi yakni internet yang digunakan oleh siswa dan guru dalam proses pembelajaran pendidikan kewarganegaraan. Perbedaan yang Nampak terlihat dari proses pembelajaran pendidikan kewarganegaraan di sekolah formal dan homeschooling adalah dalam fleksibilitas waktu dan tempat yang dipilih berdasarkan keinginan siswa dan orang tua, lebih adanya kedekatan antara guru dan siswa dalam proses pembelajaran karena hanya terdapat satu siswa dan satu guru sehingga siswa bisa lebih berdiskusi dan bertanya dengan intensif jika kurang memahami materi pembelajaran. Pengembangan nilai-nilai nasionalisme di homeschooling Primagama Palembang juga dilakukan oleh sekolah dan guru pendidikan kewarganegaraan. Guru menanamkan nilai-nilai nasionalisme dalam proses pembelajaran melalui mengingat hari-hari bersejarah di Indonesia, mencintai indonesia dengan rajin dan bertanggung jawab sebagai seorang siswa, dan memiliki semangat yang tinggi untuk memajukan bangsa seperti para pahlawan yang telah memperjuangan bangsa Indonesia. Sekolah juga mendukung pengembangan nilai-nilai nasionalisme siswa melalui kelas komunitas yang dilakukan satu minggu satu kali yakni setiap hari sabtu. Di kelas komunitas siswa ditanamkan nilai-nilai nasionalisme dikumpulkan semua siswa yang memiliki perbedaan etnis dan agama untuk saling menghargai, diadakan kegiatan berkunjung ke museum, dan perayaan hari-hari besar nasional bangsa Indonesia

Kata Kunci: Pendidikan Kewarganegaraan, Homeschooling, Nasionalisme