The Effect of Pancasila and Civic Education Learning on Friendly/Communicative Character

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Abstract

This study aims to find out the effect of Pancasila and Civic Education on friendly/ communicative character in students of the Secondary Education Affirmation program (ADEM) at Serang Public High School 2. This research is an experimental type that uses quantitative approach. The results obtained from the entire pre-conditional test that has been performed have meets the assumption of each test (normal, linearly, homogenity), and the final result is the result of a simple regression test showing that there is an effect of Pancasila and Civic Education learning on the friendly/communicative character in students of the Secondary Education Affirmation program at Serang Public High School 2 significantly with positive effect direction. Therefore in the following research, there is an effect between of Pancasila and Civic Education learning on friendly/communicative character.

Keywords; Pancasila and civic education, Friendly/Communicative Character.

Introduction

The role of Pancasila and civic Education learning (PPKn) is essential to the survival of the nation especially regrading the character of the student. According to the National Education Standards Agency (BSNP) about the purpose of Pancasila and Civic Education, letter c which reads "To develops positively and democratically to form individuals based on character in Indonesian society so as to live together with other nations" (Awiria, and Latifah, 2019 , p.7), then "Pancasila and Civic Education as a container to develop or form good morals and character of student that correspond to the values of pancasila and uud 1945 which is expected to be applied to everyday life behavior in good society, and nations" (Azizah, Damanhuri, and Bahrudin, 2022, p.424). The explanation for the Pancasila and Civic Education can be concluded that Pancasila and Civic Education are the means of character development for individuals who lead to the culture of Indonesia in order to be properly applied and accordingly in everyday life. Therefore, the education of character is vitally instilled in the trainees. "Character education is a form of effort in growing intelligence, forms an attitude and behavior based on a noble value that's already attached to student that's reflected in his relationship with God, the environment, and society" (Hardiyanto, Damanhuri, and Bahrudin, 2022, p.215). This explanation can be reached by the conclusion that character education is an education that shapes behavior that leads to better personalities as well as to the norms and values that apply in people's lives..

One of the national character that can be formed through of Pancasila and Civic Education is a friendly/communicative character. Indicators or characteristics of friendly/communicative character in the student this is as follows:
1. Show pleasure in talking.
2. Easy to make friends.
3. Loves to work with other individuals. (Listyarti, 2013, p.7).

The three indicators of friendly/ communicative character above are things that lead to the ability to adapt and self-openness, being friendly and communicative person's in social environment is needed to maintain their daily life. The presence of student exchange programs and/or the Secondary Education Affirmation program (ADEM) and the Higher Education Affirmation program (ADIK) by the government at every level of education and several schools in Indonesia demanding students participating in these programs to be able to adapt while having a friendly and positive attitude. communicative (self-disclosure) with their environment in order to gain social acceptance more easily. "The Secondary Education Affirmation program is a form of on of the effort by the government through the Ministry of Education and Culture (Kemendikbud) to level primarily educational degrees for the best students from Papua and West Papua, as well as students from other 3T (foremost, outermost, behinder) regions" (Kemendikbud, 2022). Based on this explanation, the Secondary Education Affirmation program is aimed at equal distribution of education initiated by the government through the Ministry of Education and Culture for students from the 3T regions, especially from Papua and West Papua. On this rational basis, the urgency of the following research is to find out whether the learning of Pancasila and Civic Education whose goal is to shape the character of these students can influence the friendly/communicative character of students in the Secondary Education Affirmation program.

Serang Public High School 2, which located in Karundang, Cipocok Jaya District, Serang City, Banten Province, is one of the schools that runs the government's Secondary Education Affirmation program. According to the narrative of the PPKn subject teacher, Drs. Ubay Supriyadi, M.Si that "In every class that is taught, it always teaches students of the Secondary Education Affirmation program how to adjust to themselves in the school environment, by introducing the cultures in the school to students of the Secondary Education Affirmation program. Introducing the school culture is carried out in the form of habituation both at school and in the classroom where the review method is used regarding the benefits of habituation carried out in the school environment and also in the classroom for students of the Secondary Education Affirmation program, besides that in the classroom also often form study groups in the classroom that unite students of the Secondary Education Affirmation program with students who are not in the Secondary Education Affirmation program, then another form is to open sharing sessions by providing opportunities for students of the Secondary Affirmation Education program in class to tell and share their experiences while attending school in their respective regions, especially regarding matters that caused students of the Secondary Education Affirmation program to experience culture shock, followed by students who were not in the Secondary Education Affirmation program who given the opportunity to

tell a story, which ends with a joint conclusion between other students in the class with the teacher regarding the differences in school culture that are applied based on the two statements from the stories of the students experiences. The sharing session is carried out during learning that is related to diversity, so that it does not come out of the Pancasila and Civic Education material being taught. Based on this narrative, it can be seen that the teacher for Pancasila and Civic Education subjects at Serang Public High School 2 is mainly Drs. Ubay Supriyadi, M.Si has made classroom learning efforts that stimulate and help students of the Secondary Education Affirmation program to adapt in a new environment by introducing school culture along with a review of what culture is done at school, forming study groups that combine students the Secondary Education Affirmation program with students who are not the Secondary Education Affirmation program, even deliberately holding sharing sessions by teachers of subjects Pancasila and Civic Education so that between students and teachers get to know each other, especially to understanding the differences deper.

This is in accordance with the statement of students in the Secondary Education Affirmation program which states that "Pancasila and Civic Education teachers while in class always teach things that build closeness with teachers and other students, then they are also treated the same by teachers in learning, especially by Pancasila and Civic Education teacher who are familiar with teaching tolerance and not discriminating between individuals and other individuals based on any element, even Pancasila and Civic Education teachers often invite to talk and ask questions that trigger responses from Secondary Education Affirmation students to be more interactive in class with teachers and other students. The statements from the students of the Secondary Education Affirmation program are also a form of the efforts that have been made by the teachers of the Pancasila and Civic Education subjects to form the friendly/ communicative character of students. Furthermore, according to the recognition of the students of the Secondary Education Affirmation program that "We are happy with the learning that is doing by the teachers in the class, including by Pancasila and Civic Education teachers, who embrace the phenomenon of cultural differences that are so clearly visible." This further information confirms that there are efforts from teachers of Pancasila and Civic Education subjects to form friendly/ communicative character of students.

Research focus that the researcher intend to solve is based on the elaboration of the content and learning objectives of Pancasila and Civic Education, as well as the friendly/communicative character of Secondary Education Affirmation students above, called the influence of Pancasila and Civic Education learning on friendly/ communicative character in Secondary Education Affirmation students at Serang Public High School 2.

Methodology
The method used in this research is quasi experimental research with a quantitative research approach that is experimental type. "Quantitative approaches are used to analyze certain populations and specific samples, collecting data through instruments, analyze statistical data with the aim of distilling a hypothesis that has been determined" (Sugiyono, 2019, p.8), while for this type of quasi-experimental research method that "Quasi-experimental are not pure experiment but as pure or as if pure. (Hikmawati, 2020, p.163), the researcher uses a quantitative-experimental type of research because the research being conducted is experimental in nature, there is also a suitability between the use of the experimental type quantitative method itself and the issues raised by the researcher, which makes it easier for researchers to conduct research until compiling research results. Derived from the quasi experimental method used, the researcher also determined the use of a research design, called one group time series design without pre-test. The research design used in this study used only one group (single group), namely the experimental group without a control group. More specifically, "This form of a single group design without pre-test begins with determining the subject as a research sample, then the subject is given treatment, which is finally given a test to see whether or not there is an effect of the treatment given" (Sanjaya, 2021, p.101-102). This research was carried out because of Pancasila and Civic Education learning had been taught to students as research subjects from elementary school to high school, so the researchers did not allow them to do a pre-test first, and determine of Pancasila and Civic Education learning at Negeri Serang Public High School 2 as a treatment of students.

The researcher carried out the research which was located at Serang Public High School 2, Serang City, Karundang, Cipocok District, Serang City, Banten Province, which became an issue phenomenon in this research. Determination of the place determined by the researcher because

the researcher thinks that will be able to meet directly with the respondents and can observe the object of research directly. The time for the research to be carried out is starting in October 2022 with an estimated duration of 6 months of research including collecting literature and data, processing and compiling data, to presenting it in the form of a final report.

The research subjects along with their complete identities as respondents are as follows.

Table 1. *Respondents Identities Lists*

N.	Name	Origin	Grade	M/F
1.	Ina Kostantina Rumbrapuk	Korom, West Papua	XII	F
2.	Meigi Lusiana Ayomi	Serui, Papua	XII	F
3.	Miselin Wayoi	Jayapura, Papua	XII	F
4.	Gita H. Numberi	Serui, Papua	XII	F
5.	Verderika Awom	Manokwari, West Papua	XI	F
6.	Kristin B. Kafiar	Biak, Papua	XII	F
7.	Roviani Egi Ferlia Jidmau	Waijan, West Papua	XI	F

From the list of respondents' identities at the top, it is known that the subjects in this research totaled 7 person, XI and XII classes who were all female. It is also known that these students come from Papua and West Papua which is clear that these students are immigrant students which allows for research on their friendly/communicative character after receiving Pancasila and Civic Education learning at Serang Public High School 2.

The procedure that the researchers are going to do was by giving an instrument in the form of a questionnaire as a post-test to ADEM at Serang Public High School 2. So, researchers will get data obtained from the questionnaire given. Regarding the affective post-test questionnaire instrument for students that "student affective tests, in addition to using questionnaires, can also be carried out through observation or observation. There are ten steps in developing effective instruments,

as follows: "1) determining instrument specifications, 2) writing instruments, 3) determining instrument scale, 4) determining instrument scoring, 5) conducting instrument studies, 6) designing instruments, 7) testing instruments, 8) instrument analysis, 9) carrying out measurements (validation), 10) interpreting the results of measurements" (Kusumawati, 2015, p.113). Explanation of the steps regarding the student affective test instrument because what is examined in this research is the character of the student, then the post-test in the form of a questionnaire leads to the students affective test as described in the theory above.

The scope studied in this research is the effect of Pancasila and Civic Education learning on friendly/communicative character in secondary education affirmation students at Serang Public High School 2, so there are two variables determined, namely Pancasila and Civic Education learning as independent variables (X), and friendly/communicative character as the dependent variable (Y).

The research instrument in this research that researchers used was a questionnaire. The questionnaire used is the Likert scale, which "The questionnaire Likert scale is usually useful for measuring attitudes, arguments and perceptions of a person or group of people about an educational symptom or phenomenon" (Suwandi, dkk, 2019, p.2). The questionnaire was prepared by describing the variables. The variables in this study are Pancasila and Civic Education learning (variable X) on friendly/communicative characters (variable Y).

Each variable is translated into sub-variables, then from the sub-variables, items are compiled in the form of positive statements and negative statements. Each respondent can choose an answer by placing a tick ($\sqrt{}$) on the answer sheet. The statements in the questionnaire contained positive and negative statements. Positive statements are given a score per number of statements respectively 15, 14, 13, 12, 11 while negative statements are given a score per statement number 1, 2, 13, 14, 15 respectively. Data collection through a questionnaire or questionnaire is aimed at ADEM students at

Serang Public High School 2 who are members of the census.

Testing the validity of the data used construct validity and empirical validity. The formula used is the product moment formula. The validity test that has been carried out is then tested for reliability using the Spearman Brown formula. The total number of instrument items is divided into two parts into groups of odd statements (variable X) and groups of even statements (variable Y) which are calculated using the product moment formula, then the results of the correlation between scores are tested for reliability with the Spearman Brown formula so that the calculation results can be compared with R table (R_{table}).

Analysis of the research data that has been obtained is that there are normality tests, linearity tests, homogeneity tests, and simple regression tests as hypothesis tests. The normality test was carried out using the Kolomogrov Smironov formula, a linearity test with a deviation value of significance > 0.005, then a homogeneity test with the Levene type, and a simple regression test as a hypothesis test that determines the answer to this research problem.

Results and Discussion
Research Result

The results of the research in this section contain a series of results starting from the validity test which tests the accuracy of the instrument that the researchers have compiled between variable X (Pancasila and Civic Education learning) and variable Y (friendly/communicative character) so that it can determine whether the instrument can used in research or not. The results of the reliability test test the reliability of the instrument to be used in research, which if in the future it is used to further research in different populations with the same variance, namely students in the Secondary Education Affirmation program, the results will remain consistent. There are prerequisite test results which include; normality test as a tester for normal or abnormal data distributed to respondents, in this case, students of the

Secondary Education Affirmation program at Serang Public High School 2. The linearity of the data obtained was also tested in order to find out whether the X variable (Pancasila and Civic Education learning) and the Y variable (friendly/communicative character) are directly proportional to each other. Homogeneity test to find out the population (students of the Secondary Education Affirmation program) have the same variance and hypothesis testing using a simple regression test to answer core problems in line research.

The questionnaire given to the respondent was previously tested for validity and reliability with the aim of knowing whether or not the questionnaire was appropriate for use in research. Testing the validity of constructs or expert judgment in this study was also tested by experts in their fields, namely Pancasila and Civic Education subject teachers at Serang Public High School 2.

Table 2. *Questionnaire Item Validity Test Results*

Test	Pancasila and Civic Education learning	Friendly/ Communicative Character
Construct Validity	30	30
Empirical Validity	25	26

From the table of validity test results above, it can be seen that the questionnaire items that were tested construct by experts on each variable totaled 30 items, then after being tested by the questionnaire experts they were distributed to be tested, which were then found to be valid questionnaire items. There are 25 valid questionnaire items for variable X (Pancasila and Civic Education learning), and 26 questionnaire items for variable Y (friendly/ communicative character). Based on this, a total of 51 questions with 25 questions for statements regarding Civics learning, and 26 questions regarding friendly/ communicative character of students can be

use as research instruments according to the problem, namely the influence of Pancasila and Civic Education learning on friendly/communicative characters.

The data questionnaire items that were valid then tested for reliability to determine the level of reliability of the research questionnaire. The following is the result of the instrument reliability test.

Table 3. *Instrumental Reliability Test Results*

Variable	R_{count}	R_{table}
X	0,722	0,361
Y	0,692	0,361

From the results of the reliability test of the two variables in the table it is known that the R_{count} of the X variable was obtained at 0.722 and the R_{count} for the Y variable was obtained at 0.692 with an R_{table} of 0.361. The Rcount value was obtained using the SPSS 25 program calculation assistance, while the R_{table} value was obtained through the R_{table} with a significance level of 0.05. The magnitude of the R_{count} value of the two variables is greater than R_{table} (0.722 > 0.361) and (0.692 > 0.361) so the research instrument used can be assumed that each questionnaire item is declared reliable or reliable to conduct research on the effect of Pancasila and Civic Education on friendly/communicative character.

An instruments are known to have valid and reliable are then the researcher distributes questionnaires to respondents who then data from the questionnaires are processed by researchers to find answers to research problems through a formal test. The first formal test to be carried out is the normality test. "The normality test is used to find out whether research data is normally distributed or not" (Prastyo, Puspita and Nurmalasari, 2018, p.5). It can be concluded that the normality test needs to be carried out to continue a research because it concerns whether or not the distribution of the data is distributed.

Table 4. *Instrument Normality Test Result*

Kolmogorov-smirnov Test

		UR
N		25
Normal Parameters[.b]	mean	.0000
	S. Deviation	2.13196188
Most Extreme Differences	absolute	.098
	positive	.075
	negative	-.098
Test Statistic		.098
Asymp.Sig. (2-tailed)		.200[c,d]

a. Test Distribution is normal.

Through the instrument normality test result table using the SPSS 25 program calculation above, it can be seen that the significance value is 0.200. The normality test criterion is "If the significant value (sig) or probability value (lp) is > 0.05, then the data can be declared to have an normal distribution" (Sukarni, 2020, p.33). That is, the significance value in this study is greater than the value of the normality interpretation of the kolmogrov-smirnov, which is 0.05 (0.20 > 0.05). Based on this, the data from the normality test results of this research instrument interpret that the research instrument distributed is normal.

Normally the tested data is then also will be tested for its linearity to find out whether or not a connection between the two variables is linear. "The linearity test is used to find whether the two variables have a linear or non-linear relationship" (Robinson and Setaadi, 2020, p.49). That is, this linearity test is used to see whether the two variables have a relationship that is directly proportional or unidirectional, so a linearity test is carried out to determine the linearity connection of the research data, which then obtains the following results.

Table 5. *Instrument Linearity Test Result*

		S o S	Df	Mean Square	F	sig.
Between Groups	(Combined)	55.883	11	5.080	1.155	.397
	Linearity	3.954	1	3.954	.899	.360
	Deviation from Linearity	51.929	10	5.193	1.181	.382
Within Groups		57.157	13	4.397		
Total		113.040	24			

Based on the table of the results the linearity test which shows that it is known that the value of the linearity deviation obtained from the linearity test is 0.382. Relating to the decision-making assumption of the linearity test "If the significant value of linearity is greater than (>) 0.05 then the data is said to be linear, whereas if the significant value of linearity is less than (<) 0.05 then the data is said to be not linear" (Nabila, 2019, p.51). That is, the deviation value obtained is 0.382 > 0.005 which is greater than the minimum level of linearity significance. Based on this theory, the data obtained in this study can be assumed to be linear or there is a unidirectional influence between variable X (Pancasila and Civic Education learning) and variable Y (friendly/communicative character).

The next test is to do a homogeneity test. "The homogeneity test is a test that aims to know whether or not there are several population variants are the same or not the same" (Usmadi, 2020, p. 50). Based on this, it means that the homogeneity test is used to determine whether there are similarities or not variants of the population. The following are the results of the homogeneity test in this study.

Table 6. *Instrument Homogeneity Test Results*

	Levene Statistic	df1	df2	Sig.
Based on mean	2.265	1	48	.139
Based on median	2.301	1	48	.136
Based on median and with adjusted df	2.301	1	45.559	.136
Based on trimmed mean	2.258	1	48	.140

Based on the Levene table above, which is the result of the Levene homogeneity test, it is known that the significance value of the homogeneity data of this research is 0.140. The basis for making a decision for the Levene homogeneity test is that "The way to interpret the results of the Levene test is if the results of the level statistic are > 0.05, then it can be assumed that the population variance is homogeneous" (Nuryadi et al, 2017, p.93). Based on this, the data that has been tested for homogeneity can be assumed to be homogeneous.

The last test which is a test that answers the essence of the problem or research question is to test the hypothesis. The hypothesis test in this research uses a simple regression test to make a decision on the assumption of the hypothesis. Here are the simple regression test result as a hypothesis test.

Table 7. *Simple Regression Test Results*

	S o S	Df	Mean square	F	sig.
Regression	3.954	1	3.954	.834	.037[b]
Residual	109.086	23	4.743		
Total	113.040	24			

From the table of simple regression test results above, it can be seen that the calculated F value is 0.834 with a significance level of 0.037. Based on the basic assumption of decision making, there is an influence of the independent variable on the dependent variable, that the significant value must be smaller than (<) 10.05. Based on the theory used, the results of a significance value of 0.03 <0.05 means that it can be said that there is an influence on variable X (Pancasila and Civic Education learning) on variable Y (friendly/ communicative character).

It is known that there is influence by variable X (Pancasila and Civic Education learning) on variable Y (friendly/ communicative character), so the next step is to measure the degree of correlation between the two variables to know the level of influence of variable X (Pancasila and Civic Education learning) on variable Y (friendly/communicative character) which is also included in the series of regression tests in testing the hypothesis of this study.

Table 8. *Variable Correlation Test Results (R)*

aMode 1	R	R Square	Adjusted R square	S. Error o estimate
1	.187ª	.350	.007	2.178

The table of R test results shows that the correlation or relational value (R) can be seen that the R value in this research was obtained at 0.187, then the determination value (R square) was obtained at 0.350, after knowing the level of influence of variable X (Pancasila and Civic Education learning) on variable Y (friendly/communicative character), then the next step is to test the regression coefficient, namely to determine the level of consistency and improvement between variable X (Pancasila and Civic Education learning) and variable Y (friendly/ communicative character) which can also be seen difference in value added in this test.

Table 9. *Regression Coefficient Test Results*

	Unstandarized coefficient		Standarized coefficient		
	B	S. Error	Beta	T	sig.
(Constant)	29.788	3.867		7.703	.000
Pembelajaran PPKn	.139	.152	.187	2.913	.000

The table of the results of the regression coefficient test above shows a constant value (a), which is found to be 29.788, while the value of the regression coefficient (b) is found to be 0.139. The magnitude of the constant value (a) obtained means that the consistent value of variable X (Pancasila and Civic Education learning) is 29.788. Meanwhile, the value of the regression coefficient (b) means that for every 1% increase in the X variable (Pancasila and Civic Education learning), the value of the Y variable (friendly/ communicative character) also increases by 0.139 or 13.9%.

The table above also provides information that a significance value is obtained which is equal to 0.000. This is of course smaller than (<) the probability value used in this study, which is 10.05. This hall reinforces the assumptions in table 7. The results of the simple regression test show that there is an influence from the X variable (Pancasila and Civic Education learning) on the Y variable (friendly/ communicative character).

Discussion

In this discussion discusses how to make a decisions based on data an assumptions from the research results that have been obtained. This discussion was intended to answer the research problem. The results of the instrument normality test found that the significance value was 0.200. The criterion of the normality test is if the significant value (sig) or probability value (p) > 10.05 means that the data is assumed to be normally distributed. That is, the significance value in this study is greater than the normality interpretation value with the kolmogrov-smirnof formula, that is 0.005 (0.20 > 0.0.05), so the data from the normality test results of this research

instrument interpret that this research instrument is normally distributed.

Relating to the the problem raised, because the data obtained is said to be normally distributed, it means that the subjects of this study or the students of the Secondary Education Affirmation program at Serang Public High School 2 are said to be in the same group or criteria as respondents, so that the data does not become biased or leaning towards one category over several categories. The group in question is respondents who are all Secondary Education Affirmation students at Serang Senior High School 2 who come from Papua and West Papua.

Relating with the next test, namely the linearity test, it is known from the results of the linearity test that the obtained linearity deviation value is 0.382. Relating to the decision-making assumptions of the linearity test "If the significance value of linearity is greater than (>) 0.05 then the data can be assumed to be linear, whereas if the significance value is smaller than (<) 0.05 then the data can be assumed to be non-linear" (Nabila, 2019, p.51). That is, the deviation value obtained is 0.382 > 0.005 greater than the minimum level of linearity significance. Based on this, the data obtained in this research is said to be linear or there is a unidirectional influence between variable X (Pancasila and Civic Education learning) and variable Y (friendly/communicative character).

Relating to the problem raised, assuming that the data obtained is linear, meaning that between variable X (Pancasila and Civic Education learning) and variable Y (friendly/communicative character) are interconnected on a regular basis (in direct proportion). Furthermore, if the component of variable X (Pancasila and Civic Education learning) is added, then the component of variable Y (friendly/communicative character) also increases. Likewise, if the component of variable X (Pancasila and Civic Education learning) is reduced, then the component of variable Y (friendly/communicative character) will also decrease.

The next result discussed is the Levene homogeneity test. It is known that the significance value of the homogeneity of the research data is 0.140. Related to the basis for the decision to determine the results of the Levene homogeneity test that "The way to interpret the results of the Levene test is that if the results of the levelel statistic test values are > 10.05, then it can be said that the population variance is assumed to be homogeneous" (Nuryadi et al, 2017, p.93). Based on the theory of the basic assumptions of homogeneity decision making, due to the significance value of the levene or the levene statistic, which is worth 0.140 > 0.05, the population variance in this study can be said to be homogeneous. Because the population data is said to be homogeneous, this means that it is known that the variance of the population is the same, namely Secondary Education Affirmation program students at Serang Public High School 2 who come from Papua and West Papua.

The next test is a hypothesis test using a simple regression test which is a test that answers the core of this problem. The F_{count} value is 0.834 with a significance level of 0.037. Based on the basic assumptions for decision making, there is an influence of the independent variable on the dependent variable, that the significance level value must be less than (<) 0.05. The result of a significance value of 0.03 <0.05 means that it can be said that there is an influence on variable X (Pancasila and Civic Education learning) on variable Y (friendly/communicative character). This can answer the core problem of this study with the research hypothesis H_1: There is an effect of Pancasila and Civic Education learning on friendly/communicative character of Secondary Education Affirmation students at Serang Public High School 2 is accepted, while for H_0: There is no effect of Pancasila and Civic Education learning of friendly/communicative character is rejected.

The researcher also tried to find out the level of correlation between the two variables in this study, so an R test was carried out in which the correlation or connection (R) value was known, the R value in this study was 0.187. The determination value (R square) is obtained, which is equal to 0.350. This means that the correlation of the independent/free variable, namely X (Pancasila and Civic Education learning) on the dependent/bound variable, namely Y (friendly/communicative character) is 18.7% with a determinant influence power of 35%.

Coefficient test is also needed in this research to determine consistency and increase between variables. According on the results of the regression coefficient test, it shows a constant value (a), which is found to be 29.788. Also obtained regression coefficient (b) which is equal to 0.139. The constant value (a) that has been obtained means that the consistent value of the X variable (Pancasila and Civic Education learning) is 29.788, while the regression coefficient value (b) means that every 1% increase of the X variable (Pancasila and Civic Education learning), then the

value of variable Y (friendly/communicative character) also increases by 0.139 or 13.9%. The regression equation is written as follows:

$Y' = a + bX$
$Y' = 0.139 + 29.788X$
(X=0, then Y'=0.139)

The value of the regression coefficient equation is positive, which means that the direction of the effect of variable X (Pancasila and Civic Education learning) on variable Y (friendly/ communicative character) is positive.

It is also known that the significance value is 0.00. This of course means that it is smaller than (<) the probability value used in this research, which is 0.05. This hall strengthens the assumptions in table 7. The results of the simple regression test show that there is an effect from variable X (Pancasila and Civic Education learning) on variable Y (friendly/communicative character).

From a series of simple regression tests that have been carried out sequentially as a hypothesis test, it can be concluded that the test has complied with the decision-making provisions for the assumptions of each test, which can then be drawn from the common thread that H_1 (there is an effect between Pancasila and Civic Education learning on friendly/communicative character) is accepted, whereas H_0 (there is no effect between Pancasila and Civic Education learning on friendly/ communicative character) is rejected.

Conclusion

The results of this research and analysis data processing have been done by the researchers, so the researchers can conclude that there is an effect of Pancasila and Civic Education learning on friendly/ communicative character in Secondary Education Affirmation students at Serang Public High School 2 with a positive direction of change. Those things is known through the results of simple regression tests that have been carried out on both variables. The results obtained are positive numbers with the regression equation $Y' = 0.139 + 29.788X$, which means that the constant value of friendly/communicative characters is 0.139. This means that for every 1% increase in the Pancasila and Civic Education learning variables, the friendly/communicative character variable will increase by an average of 13.9% (X=0, then Y'=0.139).

Based on this, the research hypothesis H_1 is accepted, which means that there is an effect of Pancasila and Civic Education learning on friendly/ communicative character in Secondary Education Affirmation students at Serang Public High School 2. This also means that the Pancasila and Civic Edcation learning at Serang Public High School 2 is one of the factors that causes changes in the character of Secondary Education Affirmation students at Serang Public High School 2 to become more positive towards showing friendly/communicative character. This is in accordance with one of the objectives of the Pancasila and Civic Education subjects in their learning, namely one of them is to instill, and or shape the character of students.

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