



APPLICATION OF PANCASILA VALUES IN IMPROVING STUDENTS' CHARACTER AND LEARNING MOTIVATION IN ELEMENTARY SCHOOLS

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Abstract

This study aims first to determine the role of the Implementation of Pancasila values in improving the character and learning motivation of students in elementary schools. The research method used in the article uses a qualitative approach that is descriptive or often referred to as a *literature review*, the author traces published articles related to the title or topic of research that the researcher has determined, the articles traced are limited to 10 articles and then the researcher filters them into 5 articles that are considered appropriate and close to answer this research. The results of the study showed that as many as 5 articles from the search results can be seen that the Implementation of Pancasila values helps increase student learning motivation, creates a positive learning environment, and fosters an attitude of mutual cooperation and mutual respect. The findings in this study are still not many articles that write that the Implementation of Pancasila values in improving the character and learning motivation of students in elementary schools. So the researcher provides recommendations for the need for support from the government, educational institutions, student environments, and parents to work together to improve students' abilities in fostering Pancasila values in forming student character and learning motivation

Keywords : Pancasila, Students, Character, Motivation

Introduction

Elementary school education is a very important initial stage in shaping students' character and personality. At this time, students are in a basic learning phase that not only includes cognitive aspects such as academic knowledge, but also the formation of moral and ethical values that will be the foundation of their lives in the future. One of the basic values that must be instilled in education is the values of Pancasila, which is the outlook on life and the basis of the ideology of the Indonesian nation. Pancasila, which consists of five principles, namely belief in the one almighty god, Just and civilized humanity, unity of indonesia, democracy guided by the wisdom of deliberation or representation, and social justice for all indonesian people, has a deep meaning in shaping the nation's personality. The application of Pancasila values in the school environment is expected to shape students with character, who have an attitude of mutual respect, responsibility, and justice. The character formed from these Pancasila values is very relevant in facing the challenges of globalization and rapid technological developments. In addition to forming character, the application of Pancasila values is also expected to influence students' learning motivation. Learning motivation is a drive that comes from within the individual or from the surrounding environment that influences students' willingness to learn actively. Students who have high learning motivation tend to be more enthusiastic, disciplined, and consistent in achieving their academic goals.

The application of Pancasila values such as a sense of responsibility, cooperation, and social justice can encourage students to be more motivated in undergoing the learning process at school. However, in practice, there are many challenges faced by educators in instilling Pancasila values to students. These challenges include students' lack of understanding of these values, minimal integration of Pancasila values in learning activities, and the influence of a less supportive environment. Therefore, innovative and enjoyable learning strategies are needed

to attract students' interest in learning and practicing Pancasila values in everyday life. This study aims to explore how the implementation of Pancasila values can play a role in improving the character and learning motivation of students in elementary schools. By understanding the relationship between Pancasila values and learning motivation, it is hoped that schools can develop effective educational methods in forming students with strong characters and high learning enthusiasm.

Research Methodology

This research method uses a qualitative approach that is descriptive or often called *a literature review*. Data collection is done by reviewing and interpreting accurate journals. The technique used in this study is to collect data and after collecting accurate data, the researcher analyzes and reviews it. data the. This study means for grow Pancasila values in improving character and learning motivation of students in elementary schools. With this research, it is expected that teachers can play an important role in efforts to foster an attitude of love for the homeland in elementary schools so that students can apply an attitude of love for the homeland in everyday life. A sense of love for the homeland is very necessary to be applied. since age early because in the era of globalization like today is very vulnerable for someone to accept foreign culture without any prior study. Researchers hope that with this research this teacher and students can work together to foster a sense of love for the homeland towards the Indonesian nation. After collecting data from journals and conducting analysis and review of the data that has been collected, the results are then presented in a journal article.

Result & Discussion

Values Contained in Pancasila

Pancasila is the highest foundation in the state system of the Indonesian nation, where Pancasila as an ideology plays a role in guiding community life by implementing the noble values in each principle of Pancasila. Pancasila in its development has experienced various challenges in the progress of science and technology in the era of globalization. This progress has an impact on every aspect of life, namely the economy, culture, politics, customs, and even the world of education. This can affect the existence of Pancasila in society, so that elementary school children as the next generation of the nation must be able to apply and internalize the values contained in Pancasila in their lives, one of which is through the world of education in order to build a quality national character. In the Dictionary of Sociology, value is the ability believed to exist in an object to satisfy humans. In essence, value is a characteristic inherent in an object, not the object itself (Dewantara et al., 2021). Something contains value, meaning that there is an inherent characteristic or quality. Therefore, the principles of Pancasila are essentially values that should be inherent in the Indonesian nation as a whole. Pancasila was born from the personality of the Indonesian nation, the diversity that exists in Indonesia such as the diversity of religions, customs, tribes, islands, skin colors, and other things can be united with Pancasila. The values contained in each point of the Pancasila principle are a reflection of the national identity that should be inherent in the hearts of every citizen of the Unitary State of the Republic of Indonesia. Pancasila has five principles, each of which has its own meaning as the personality of the Indonesian nation.

1. Godly Values (Religious)

In the first principle, namely the almighty god, there is a value that the establishment of the Indonesian state is a manifestation of human implementation in obeying the almighty god. So that in the administration of the state starting from the laws and regulations to the daily lives of citizens must be inspired by the values of the almighty god. This first principle is a value that encompasses and inspires the other four principles. Religious values are values related to the individual's relationship with something that is considered to have sacred, holy, great and noble power. understanding god as a way of life is to realize a godly society, namely building an Indonesian society that has the soul and spirit to achieve god's pleasure in every good deed it does. From a religious ethical perspective, a state based on the almighty god is a state that guarantees the freedom of each of its citizens to embrace religion and worship according to their respective religions and beliefs. From this basis, it is also a must for Indonesian citizens to be a society that believes in God, and a religious society, whatever their religion and beliefs.

2. Humanity (morality)

The second principle is based on and inspired by the first principle and the other third principles. This principle contains the values that as a good citizen one must have an awareness of moral attitudes and behavior as appropriate. This principle also contains the meaning that the state must uphold the dignity and honor of humans as civilized beings. Just and civilized humanity is the formation of an awareness of order as the basis of life, because every human being has the potential to become a perfect human being, namely a

civilized human being. Humans who are advanced in civilization are certainly more likely to accept the truth sincerely, are more likely to follow the procedures and patterns of orderly community life, and recognize universal laws. This awareness is the spirit of building community life and the universe to achieve happiness with persistent effort, and can be implemented in the form of a harmonious attitude of life full of tolerance and peace (Nurgiansah & Al Muchtar, 2018).

3. Unity of Indonesia (nationality)

The third principle means that Indonesia as a country consisting of various ethnic groups certainly has many obstacles due to the many differences in class, religion, race, group and others. Therefore, the Unitary State of the Republic of Indonesia forms a unity in the motto *Bhinneka Tunggal Ika*. As elementary school children, bullying or considering differences as something unusual often occurs. By implementing the third principle of Pancasila, elementary school children are expected to be able to understand and have an attitude of tolerance. Unity is a combination consisting of several parts, the presence of Indonesia and its people on this earth is not to dispute. The Indonesian nation is here to realize affection for all ethnic groups from Sabang to Merauke.

4. Deliberation and Representation

The fourth principle contains democratic values that must be implemented in the life of the nation. The democratic values contained in the fourth principle include: The existence of freedom accompanied by responsibility towards the nation's society and morals towards god almighty, Upholding the dignity and honor of humanity, and Guaranteeing and strengthening unity and togetherness in living together. As social beings, humans need to live side by side with others, in that interaction there is usually an agreement, and mutual respect for each other on the basis of common goals and interests. The principles of democracy that are the main ideals to awaken the Indonesian nation, mobilize their potential in the modern world, namely a democracy that is able to control itself, steadfastly control itself, even in the midst of great turmoil to create change and renewal. The wisdom of wisdom is a social condition that displays people thinking at a higher level as a nation, and freeing themselves from the shackles of thinking based on certain narrow groups and schools of thought. freeing themselves from the shackles of thinking based on certain narrow groups and schools of thought.

5. Social Justice

In the fifth principle, the word social justice reflects the personality of the Indonesian nation which is able to act fairly, to respect and honor the rights of others, to work together and work together in a situation. Because a nation that prioritizes justice is a nation that is able to commit to realizing justice for The value of justice is a value that upholds norms based on impartiality, balance, and equality towards something. Realizing social justice for all Indonesian people is the ideal of the state and nation. It all means realizing a state of society that is organically united, where each member has the same opportunity to grow and develop and learn to live according to their original abilities. All efforts are directed towards the potential of the people, fostering character and improving the quality of the people, so that prosperity is achieved evenly in the welfare of the country.

From the description of the values of the five Pancasila points, we can see how beautiful and noble the values contained therein are. So it is very unfortunate if these values are only mere discourse and are not realized as they should be in everyday life due to the lack of awareness and attitude of embracing Pancasila. These values might be able to penetrate more deeply into the hearts and souls of every Indonesian person if these values have been embedded in every individual in life in the midst of the family, in school, and in the midst of society. The values in Pancasila contain the meaning that every soul of the nation is obliged to instill religious values, social values, cultural values, deliberation values and justice values. Which is in line with the concept of character education contained in the 11 character values formulated by the Ministry of National Education which consists of various aspects of character within oneself including piety, honesty, discipline, democracy, fairness, responsibility, love of the homeland, orientation towards excellence, mutual cooperation, respect, and willingness to sacrifice. So it cannot be denied that Pancasila has an important role in building the character of its nation.

Application of Pancasila Values in Character Education

Most people underestimate the meaning contained in Pancasila itself. The deviations that occur actually originate from not applying the values contained in Pancasila to the character. Therefore, understanding the content of values in Pancasila such as the values of divinity, humanity, unity, society and justice is something that needs to be implemented through character education so that the Indonesian nation becomes a religious, humanitarian, just and useful human being for themselves, others, the nation and the state. National culture and character education

aims to prepare students to become better citizens, namely citizens who have the ability, will, and apply the values of Pancasila in their lives as citizens (Puskur, 2010: 8). Character Education Values consist of:

1. Religious: Attitudes and behaviors that are obedient in carrying out the teachings of the religion they believe in, tolerant of the implementation of other religious worship, and living in harmony with adherents of other religions.
2. Honest: Behavior that is based on efforts to make oneself a person who can always be trusted in words, actions, and work
3. Tolerance: Attitudes and actions that respect differences in religion, tribe, ethnicity, opinions, attitudes, and actions of others that are different from oneself.
4. Discipline: Actions that demonstrate orderly behavior and comply with various provisions and regulations. Hard work: Behavior that shows serious efforts in overcoming various obstacles to learning and assignments, and completing tasks as well as possible.
5. Creative: Thinking and doing something to produce a new way or result from something that is already owned.
6. Independent: Attitude and behavior that is not easily dependent on others in completing one's own tasks. Democratic: A way of thinking, behaving, and acting that values the rights and obligations of oneself and others equally.
7. Curiosity: An attitude and action that always seeks to know more deeply and broadly from something that is learned, seen, and heard. Love of the homeland: A way of thinking, behaving, and acting that shows loyalty, concern, and high appreciation for the language, physical environment, social, cultural, economic, and political nation.
8. Friendly: Actions that show a sense of pleasure in talking, socializing, and working together with others.
9. Peaceful: Attitudes, words, and actions that cause others to feel happy and safe in your presence. Social care: Attitudes and actions that always want to provide assistance to others and communities in need.
10. National spirit: A way of thinking, acting, and having insight that places the interests of the nation and state above the interests of oneself and one's group.
11. Appreciating achievement: An attitude and action that drives oneself to produce something useful for society, and to acknowledge and respect the success of others.
12. Caring for the environment: An attitude and action that always tries to prevent damage to the surrounding natural environment, and develops efforts to repair the damage to nature that has already occurred.
13. Responsibility: A person's attitude and behavior to carry out his duties and obligations, which he should do towards himself, society, the environment (nature, social and culture), the country and god almighty.

The application or instillation of the values of each point of Pancasila which must be taught so that individuals have attitudes and behaviors that are in accordance with the noble character of the nation and do not deviate from the values of Pancasila.

The Importance of Implementing Pancasila Values in Character Education and Student Learning Motivation

The importance of implementing Pancasila values in improving students' character and learning motivation is very relevant, especially in the context of forming a young generation with character and achievement. Pancasila, as the foundation of the Indonesian state, has five principles, each of which contains fundamental values that can form positive attitudes, strong characters, and motivation in learning for students.

1. First Principle: Belief in one almighty god
The value of divinity teaches students to uphold faith and piety. In the context of education, the application of this value can form students who have integrity and good morals, such as honesty, discipline, and responsibility. Students with this character will be more motivated to learn with positive goals and present good results, not just for grades alone.
2. Second Principle: Just and Civilized Humanity
This principle encourages students to have empathy, respect differences, and uphold justice. The application of this value in the learning environment can increase cooperation and a supportive atmosphere among students. When students feel appreciated and supported, they will be more motivated to learn and achieve the best results. In addition, this character of empathy and justice also encourages students to not only focus on themselves, but also pay attention to the interests of others.
3. Third Principle: Unity of Indonesia
The value of unity emphasizes the importance of togetherness in diversity. In a school environment, this value can encourage students to work together in groups, reduce the potential for conflict, and foster a spirit of

mutual cooperation. Unity in learning makes students feel part of a positive learning community, which then increases their motivation to grow together.

4. Fourth Principle: Democracy Guided by the Wisdom of Deliberation/Representation

This value emphasizes a democratic attitude and respect for each other's opinions. In learning activities, the application of this value can form students who are accustomed to thinking critically and have a sense of responsibility in expressing their opinions. They are taught not to impose their will, to listen to others, and to respect joint decisions. This increases their motivation to learn because they feel that every opinion is valued and they have the opportunity to contribute.

5. Fifth Principle: Social Justice for All Indonesian People

This principle teaches students to be fair, both to themselves and to others. In learning, the application of the value of justice creates a supportive environment, without discrimination or differences in treatment. This can increase students' sense of comfort at school, which ultimately fosters motivation to learn because they feel they are treated fairly and deserve equal opportunities to learn.

Overall, the implementation of Pancasila values is able to form students who are not only academically intelligent, but also have strong, resilient characters, and are motivated to learn for broader goals. The habituation of these values in the educational environment is a strategic step in building a generation with character and competitiveness, as well as contributing positively to society.

Conclusion

The application of Pancasila values in improving the character and learning motivation of students in elementary schools is that the application of Pancasila values in the elementary school environment plays an important role in shaping the character of students who have integrity, empathy, and a sense of responsibility. Through the introduction and practice of values such as divinity, humanity, unity, democracy, and justice, students not only learn academically, but also develop positive attitudes that support their learning. Thus, the implementation of Pancasila values helps to increase students' learning motivation, creates a positive learning environment, and fosters an attitude of mutual cooperation and mutual respect. This contributes to the creation of a young generation that is not only intellectually intelligent, but also has a strong character and is competitive.

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