



ROLE TEACHER IN IMPLANTING VALUES PANCASILA ON STUDENTS IN ELEMENTARY SCHOOL

Khairunnisa Rangkuti¹

¹Universitas Muhammadiyah Sumatera Utara

Email: ¹khairunnisarangkuti058@gmail.com

Abstract

This study aiming for identify and analyze role teacher in instilling values pancasila on participant educate at school base. Planting values Pancasila on students is one of the important responsibilities in the world of education. Teachers have a central role in transforming these values so that they are embedded in students' daily lives. The research method used is a qualitative approach with data collection techniques through literature review. The subjects of the study were elementary school students. Results study show that Teacher can to plant values Pancasila through various strategies, such as role teacher in the learning process, activity extracurricular as a means planting mark, challenge which faced with teacher, strategy overcome obstacle, the importance of school institutional support, this study emphasizes the importance of ongoing support from all parties in schools and families to ensure that pancasila values can be understood and practiced. by generation young. In this context, teacher play a role as example and director who guides students to understand and internalize the values of Pancasila. The recommendation from this study is the importance of training for teachers to improve skills in implementing Pancasila values and parental involvement in building student discipline at home.

Keywords : Teacher, Pancasila, Planting mark, Education, Learners

Introduction

Darmadi (2014), Pancasila determined by Provisions MPR No. II/MPR/1978 about understanding and practice of Pancasila, namely: 1). On the basis of just and civilized humans, believing and being devoted to god almighty according to their respective religions and beliefs. 2) Respect and cooperation between adherents of different religions and beliefs to improve harmony life. 3) Each other honor and free worship according to religion and individual beliefs. 4) Do not force religion and beliefs on other people. Indonesian education has many levels, one of which is general education. base is type education that must implementing values Pancasila in the learning process and all other aspects. The application of Pancasila values of each gender in basic education. The application of Pancasila in elementary schools is a form of education and learning as a reinforcement of Pancasila values in schools cannot be separated from learning activities related to three aspects, namely awareness, emotional and psychological. (Pratama & Rahmat, 2018). In elementary school education, Pancasila is not included as a daily lesson for students in learning. Pancasila is implemented through education which is carried out through lessons in education. citizenship. In process learning daily, Pancasila always used in the elementary school education system. With Pancasila, education will be directed towards the noble ideals of the Indonesian nation. Role is a concept of what behavior can be carried out by individuals in society as organization. Role also can it is said as behavior individual, which important for structure social public. Role is aspect which dynamic from position a person, if a person carries out his rights and obligations in accordance with his position then that person which concerned operate a role. According to Suyahman (2017:11), in a way In general, the role of teachers in the world of education can be grouped into four roles. First, role in process study teach, educator as demonstrator, manager

class, mediator, facilitator and evaluator. Second, the role in administration. Third, the role personally, fourth, the role psychologically. As an educator, the main role of a teacher is as an educator. Teachers play a role in developing personality, guiding, fostering character, and providing direction to students. Role important the teacher who is educator in educational institutions base And intermediate because education is too clear, it can be said that the position of teachers is irreplaceable. In the introduction his book, Mulyasa (2010:35) say: "All person believe that Teacher have a big role in the success of learning in schools. Teachers play a very important role in helping students develop to achieve their life goals optimally. The statement states that teachers are a very important part of the learning process and cannot be separated from the learning system in society, especially in schools. Implementation mark- mark virtue to participant educate the need leading on creation Profile of Pancasila students. Instilling Pancasila values in education is not just about materials but also attitudes made based on Pancasila values. Even if they get Pancasila material, it is not certain that the child will become Pancasila.

Research Methodology

The research techniques and methods used are qualitative data collection with data collection techniques through literature review. Researchers focus on theoretical sources which are then analyzed and interpreted to make conclusions. This research method is based on the opinions and theories of experts and the results of previous studies obtained from the results of literature studies. The references used are related to research and problems that discuss instilling Pancasila values in students.

Result & Discussion

In implementing the values of Pancasila which contain different values, which contain local, cultural, ethnic, customs and religion in Indonesia. Therefore, the role of teachers to be applied to student which stay in indonesia own difference which very important in religion, tongue, customs, ethnicity, culture, so it is not surprising that when indonesian students, there are many differences in the values found in educational life, and social values can also be identified with special attention to social values. Teachers are figures who play an important role in education (Srnalia, 2015). According to Pianda (2018) Teacher is educator professional which responsible answer for educate, to guide, and evaluate students. Teachers must always look at behavior to maximize their role professionally. This means that a teacher must demonstrate high performance to relate to their duties during the learning process. In addition, teachers must also organize and establish a clear communication channel diagram in the group, which can explain the ways that students must take to maintain optimal learning conditions. In terms of education, teachers have the task of educating students to become citizens who uphold tall mark- mark which contained in Pancasila on specifically And enlightening the life of the nation in general. With the complexity of the work that teachers must carry out, it is only natural that the teaching profession should be considered a very noble profession. (Buchari, 2018). The core values of Pancasila apply to elementary school students who will become the next generation in national and state life. With the maximum application of Pancasila values on student school base, in a way no direct to clarify identity and character heirs of the Indonesian ethnic group. In addition, by maximizing the application of Pancasila values to elementary school students, it can also create a group of countries that have a strong identity and character, with the aim of making the Indonesian nation a developed country with character. (Wulandari & Dewi, 2021). As for role Teacher in to plant values Pancasila to participant educate in school the following basis:

Role Teacher in Process Learning

Teacher own role Which very strategic in integrate values Pancasila into daily learning activities. Based on the results of observations and interviews, teachers are not only tasked with teaching academic materials, but are also responsible for shaping students' characters in accordance with Pancasila values, such as mutual cooperation, justice, tolerance, and love of the homeland. Teachers carry out this integration in several ways:

1. Learning Thematic: Pancasila values are inserted into the teaching materials, especially in lesson Education Pancasila and citizenship (PPKn) as well as other subjects such as Indonesian and social studies.
2. Discussion and case studies: Teachers use group discussions and relevant case studies to help students understand how Pancasila values can be applied in everyday life.
3. Providing real examples: Teachers also act as role models for students in practicing Pancasila values, such as showing attitudes mutual cooperation work together and appreciate differences in the classroom.

Activity Extracurricular as Means Planting Mark

In addition to classroom learning activities, the instillation of Pancasila values is also carried out through

extracurricular activities. Activities such as scouts, flag ceremonies, and social services are effective media to instill an attitude of togetherness, patriotism, and social responsibility in students. In these activities, students are encouraged to work together, help each other, and respect each other, which are implementations of Pancasila values.

Challenge Which Facing the Teacher

Although the role of teachers is very important in instilling Pancasila values, there are several obstacles faced:

1. Lack of Student Awareness and Understanding: Some students still do not understand the importance of Pancasila values in their lives. This is caused by the influence of a less supportive family or social environment.
2. Limited Time: Teachers feel limited by time, especially because they have to complete a dense academic curriculum. This limits the space for in-depth discussions on Pancasila values.
3. Lack of Parental Involvement: Instilling Pancasila values will be more effective if supported by people parents at home. However, some teachers reported a lack of support or attention from parents regarding the formation of children's character.

Strategy Overcome Obstacle

For overcome obstacles the, teacher has apply a number of strategy:

1. Innovative Approaches in Teaching: Teachers use creative approaches, such as educational games, simulations, and role-play, to make students more enthusiastic in understanding and applying Pancasila values.
2. Reinforcement in daily activities: Teachers emphasize the practice of Pancasila values outside the classroom, such as in students' daily social interactions, by giving appreciation to students who demonstrate positive attitudes.

Importance Support Institutions School

Teachers also need stronger support from schools as institutions. This support includes providing training for teachers in developing more effective character learning methods, as well as developing school programs that promote Pancasila values in a sustainable manner. This study shows that the role of teachers in instilling Pancasila values in students is very important, especially at the elementary school level, where character formation begins. However, process this no can walk alone without support from various parties, including school, person old, and public. Teacher no only act as teacher, but also as a guide and role model in forming a personality that is in accordance with the values of Pancasila. Time constraints and lack of awareness from students and parents can be constraint, However with the strategy that appropriate, Teacher capable face the challenge. Role Teacher in to plant values Pancasila in effort planting values Pancasila, teachers have carried out their duties as motivators by providing support and messages to students to always behave and act in accordance with the values that exist in society so that they are well accepted in the community. In addition, reminding them to always come to school on time, do assignments on time, not cheat when there is a test, wear uniforms according to the rules, help each other, and respect each other. Teachers have played a role as facilitators by creating discussion groups for discuss a material learning with good and cooperate with their group mates. Thus, indirectly students have learned to have a responsible attitude, discipline, and respect each other among their group members. Teachers have played a role as guides and role models by reprimanding students when they behave inappropriately. polite and not according to the rules. Even teachers also give examples of coming to school before class starts, dressing politely according to the rules, and speaking politely in front of students. That way, teachers can be role models for students, because students will imitate what the teacher does compared to what the teacher orders. Even teachers also as evaluator with give questions on end learning for ensure to what extent students understand the material that has been presented.

Pancasila

Uchrowi (2012) mention character from values Pancasila that is:

1. Character from please First that is the divinity that great one
 - a) Be pious
 - b) Believe
 - c) Honest

- d) Give thanks
 - e) Be patient
 - f) Be thankful
 - g) Put your trust in Allah
 - h) Sincere
2. Character from please second humanity which fair and civilized
 - a) Loving Darling
 - b) Friendly
 - c) Friendly
 - d) Pillars
 - e) Care
 - f) Help
 3. Character from please second humanity which fair and civilized
 - a) Diverse
 - b) Love Culture
 - c) Discipline
 - d) Orderly
 - e) Obedient Law
 - f) Responsible Answer
 - g) Persistent and work hard
 - h) Trust
 4. Character from please second humanity which fair and civilized
 - a) Mutual cooperation Cooperation
 - b) Deliberation
 - c) Democracy
 - d) Visiting relatives
 - e) Cooperate
 5. Character from please fifth justice for all over Indonesian people
 - a) Fairness
 - b) Balanced
 - c) Uphold Right
 - d) Dignified

Conclusion

The implementation of Pancasila values in basic education in Indonesia has a very important role in shaping the character and personality of students as the next generation of the nation. Based on MPR Decree No. II/MPR/1978, Pancasila values emphasize justice, harmony between religious communities, and respect for differences. Although Pancasila is not formally integrated as a subject, its implementation must be internalized in various learning activities and daily behavior at school. The role of teachers in this process cannot be ignored. Teachers function as educators, motivators, and role models that influence students' attitudes and behavior. Through a thematic learning approach, discussion, and activity extracurricular, teacher can to plant values Pancasila effectively. Activities such as scouting and community service provide opportunities for students to apply values like mutual cooperation work together and not quite enough answer social in context real. However, the challenges faced in implementing these values are also significant. Many students do not fully understand the meaning and importance of Pancasila in their lives, and time which limited often hinders the discussion that deep. Support from parents and the community is also needed to strengthen the instillation of Pancasila values in the home environment. Innovative strategies in teaching, such as the use of educational games and simulations, can help students be more enthusiastic and involved in understanding the values of Pancasila. In addition, the support of educational institutions is very important to provide training for teachers in developing more effective learning methods. Overall, the instillation of Pancasila values at the elementary school level not only builds students' character, but also prepares them to become good and responsible citizens. With the right support from all parties, including teachers, schools, and parents, the implementation of Pancasila values can be carried out optimally, creating a generation with noble morals and a strong identity as an Indonesian nation.

References

- Buchari, A. (2018). Role Teacher In Management Learning. *Journal Scientific Iqra'*, 12(2),106. Darmadi, H.(2014). Pancasila education, basic concept of implementation. Bandung:Alphabeta.
- Dear, A. D., & Goddess, D. A. (2021). Urgency Grounding Pancasila For Character The Nation's Successor in the Era of Globalization. *Tambusai Education Journal*, 5(2018), 926–930.
- Mulyasa, (2010). *Curriculum Level Unit Education (KTSP)*, Bandung : PT. ROSDAKARYA TEENAGER
- Pianda, D. (2018). *Teacher performance: teacher competence, work motivation and principal leadership*. CV Jejak (Jejak Publisher).
- Pratama, FF, & Rahmat. (2018). *Civics Journal : Citizenship Study Media learning experience*. *Civics Journal: Citizenship Study Media*, 15(1), 170–179.
- Srinalia, S. (2015). Factors causing low teacher performance and its correlation to student development: Case study at SMAN 1 Darul Imarah Aceh Besar. *Jurnal Ilmiah Didaktika*, 15(2), 193–207.
- Suyahman. 2017. *Improvement Quality Learning PPKN Through the Application Model Integrated Social Interaction Learning with Behavior Modification at SMP Negeri 1 Kartasura in the 2017-2018 Academic Year*
- Uchrowi, Z. 2012. *Character Pancasila*. Jakarta: PT Hall Library Limited Liability Company.