



CHARACTER EDUCATION MODEL BASED ON PANCASILA AND NATIONAL RESILIENCE IN ELEMENTARY SCHOOLS

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Abstract

Education character based on Pancasila And resilience national is investment term long for build a more nation good. With implementing educational models the right character, it is expected generation young Indonesia can grow become a person with good morals noble, insightful wide, and own spirit high nationality. The urgency of character education in the era of globalization is at the level of urgent and important needs, because the rapid progress of science and technology must be accompanied by character strengthening for its users. Character education is the answer to concerns about the negative effects of the era of openness of information which results in the decline of the noble values of the nation's culture which leads this nation to a moral crisis. The purpose of this study is to determine how the model of character education based on Pancasila and national resilience in elementary school children using the method study qualitative with study approach literature. Results research show that the PPKN teacher play a role important to plant values of the "Education Model" character based on Pancasila and resilience national in schools the basis" can be found in the discussion of Pancasila-based education so that it can be concluded through the meaning and model of education.

Keywords : Education, Pancasila, Character, Elementary School

Introduction

Character education is an educational system that aims to instill certain character values in students in which there are components of knowledge, awareness or willingness, and actions to carry out these values. (SLA, 2022). According to (Mustofa, T., & Amar Muzaki, I. 2022) character education is closely related to moral education where the goal is to continuously shape and train individual abilities in order to improve oneself towards a better life. In order to better understand what character education means, we can refer to the opinions of the following experts:

1. Mr. Ramli
According to T. Ramli, the definition of character education is education that prioritizes the essence and meaning of morals and ethics so that it will be able to form good students' personalities.
2. Thomas Lickona
According to Thomas Lickona, the definition of character education is a deliberate effort to help someone so that he can understand, pay attention to, and carry out core ethical values.
3. John W. Santrock
4. According to John W. Santrock, character education is education that is carried out with a direct approach to students to instill moral values and provide students with lessons about moral knowledge in an effort to prevent prohibited behavior.

5. Elkind

According to Elkind, the definition of character education is an educational method carried out by educators to influence the character of students. In this case, it is seen that teachers not only teach subject matter but are also able to be role models.

According to the National Education System Law No. 20 of 2003. Article 1 point 1, "Education is a conscious and planned effort to manifest a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed for themselves, society, nation and state". National Education aims: "To develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable and creative, independent and become democratic and responsible citizens" (Sikdisnas Law No. 20 of 2003, Article 3). The National Education System believes that in order to form humans who have noble character values as formulated in the national education goals above, a comprehensive (kaffah) education system is needed, from the lowest formal education to higher education, namely character education. A person with character means a person who has a personality, behavior, nature, disposition, or character. Personality is a characteristic, trait, or characteristic of a person that comes from the formations received from the environment, for example, family in childhood and innate since birth (Regita et al, 2023). The urgency of character education in the era of globalization is at the level of urgent need, because the rapid progress of science and technology must be accompanied by character strengthening for its users.

Character education is the answer to concerns about the negative effects of the era of openness of information which results in the decline of the noble values of the nation's culture which leads this nation to a moral crisis. The development of a character education model is a manifestation of public awareness and belief in character education as a way out of the moral crisis that has hit the Indonesian nation. Character education has the goal of instilling values in students and renewing the order of life together that values individual freedom more. In addition, character education aims to improve the quality of the implementation and results of education in schools that lead to the achievement of character formation and noble morals of students in a complete, integrated, and balanced manner in accordance with graduate competency standards. Character comes from values about something. A character will be attached to the values of a person's behavior. Therefore, in the perspective of character education, there is no child's behavior that is not free from values. The values of character education developed by the Ministry of Education and Culture are eighteen characters. These values are derived from religion, Pancasila, culture, and national education goals. The eighteen values are: religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, love of the homeland. Appreciating friendship/communicative, achievement, peace, love of reading, caring for the environment, caring for society, and responsibility.

Research Methodology

Methods used by study in writing this is qualitative studies literature. Qualitative is research that produces words (Moleong, 2007). Study learn related references with education character based on Pancasila And resilience national is investment term long for build a more nation good. References this study get from good online sources articles, journals, and others that are still relate with education character based on Pancasila and resilience national for child school base. Therefore, researchers must be directly involved in a study to observe and collect the required data. The data needed in this study are data on classroom learning activities including lesson plans and syllabus. Primary data sources in this study, the data source uses purposive samples (Purposive Samples) which focus on selected informants who are rich in in-depth case studies (Nana Syaodih, 2007: 101). 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 the Pancasila-based character education model and national resilience in elementary schools. (Rifka, R., & Quddus, A, 2024).

Result & Discussion

Pancasila is a philosophy of life, the foundation of the state, and a national ideology that functions as one of the pillars of the Indonesian nation state. In the context of education, Pancasila and the 1945 Constitution have been accepted as the foundation of national education. (Nurul et al, 2023). The development of national character has been recognized as an important element in the effort to develop Indonesian human resources. In his presidential speech on the Proclamation of August 17, 1956, Bung Karno reminded the importance of the nation having a strong character built on the basis of a deep appreciation of the nation's outlook on life. The national

development vision in 2005 placed character education as the first mission of the eight missions that were planned. In the National Long-Term Development Plan for 2005–2025 (Law of the Republic of Indonesia Number 17 of 2007), it is stated that the realization of a strong, competitive, noble, and moral national character based on Pancasila, is characterized by the character and behavior of Indonesian people and society that are diverse, faithful and devoted to god almighty, noble, tolerant, cooperative, patriotic, dynamically developing, and science and technology oriented. So, in fact, Pancasila-based character education has long been planned as part of the learning and education process in Indonesia. However, in its implementation, this character education is carried out through the provision of learning materials for Pancasila and Citizenship Education (PPKn). Through the management of PPKn learning, students are expected to be able to study Pancasila and Citizenship Education in a dynamic and interactive class forum, and are linked to the values and character of the nation. (Shandy, 2023) this is where several problems arise. As expressed in several studies, including

1. The competence of PPKn teachers in developing Learning Implementation Plans (RPP) for character formation of students is still inadequate.
2. The RPP prepared and used by PPKn teachers has not integrated character building education for students
3. In developing learning tools, teachers have not developed teaching and learning methods that are appropriate to the needs of students and the environment.
4. There are still many teachers who have problems in developing teaching materials, especially those that must be in accordance with the Basic Competencies in the 2013 Curriculum.
5. Learning does not sufficiently link essential moral issues that are occurring in society, so that students are less able to solve the moral problems that occur.
6. Learning is still not integrated enough, both with other subjects and the selection of learning models and strategies.
7. The PPKn subject matter is perceived by students as a burden that only adds to memorization material, not internalized or felt, let alone practiced in everyday life behavior.
8. Because PPKn lessons are not included in the subjects tested nationally, they tend to be 'trivialized', seen as subjects that are not very important by some teachers.

From the results of the study, it can be concluded that character education through PPKn learning has not been achieved, especially at the elementary school level. Students are only required to memorize the Pancasila principles, state symbols and emblems, state system devices, and state equipment, without a learning process that is understanding, deepening, and habituation, as important elements in character building efforts. Efforts to form quality human resources as stated in the national education goals are highly dependent on the quality of its educators. Educators here are not only teachers, but also school principals, parents, the wider community, and all parties involved in the process of educating the nation's children. If we all have the same vision of national values that will shape the character of the nation in the future, of course everyone can take their respective roles and work together to make it happen. (Arum et al, 2023). In order for all members of society to understand, explore, and live the vision of the character of the Indonesian nation, this vision needs to be translated into a more concrete, relevant, and easy-to-apply description in everyday life. (Amalina & Tamimi, 2023). The idea of launching the Pancasila Student Profile can be considered as an effort to launch a vision. This Pancasila Student Profile is stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, namely. Pancasila Students are the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with Pancasila values, with six main characteristics:

Table 1. Characteristics Global Competence with Pancasila Values

• Have faith, have faith in God Almighty, and have noble character
• Global diversity
• Working together
• Independent
• Critical thinking
• Creative

These six characteristics are formed through the development of Indonesian cultural values and Pancasila, which are the foundation for the direction of national development. (Nurgiansah, 2022). In fact, this Pancasila Student Profile is a crystallization of national values that have been previously formulated as part of the Character

Education Strengthening (PPK) program (Nikmah, N., & Suyato. 2022). The PPK program is an education policy whose main objective is to implement President Joko Widodo-Jusuf Kalla's Nawacita in the national education system. (Utama, 2023). The PPK policy is integrated into the National Mental Revolution Movement (GNRM), namely changing the way of thinking, behaving, and acting for the better. The main values of this policy are religious, nationalist, independent, mutual cooperation, integrity. PPK was born out of awareness of the increasingly complex and uncertain challenges ahead, but at the same time seeing that there is much hope for the future of the nation. (Rifka, R., & Quddus, A, 2024)

Conclusion

Efforts to form quality human resources as stated in the national education goals are highly dependent on the quality of its educators. Educators here are not only teachers, but also school principals, parents, the wider community, and all parties involved in the process of educating the nation's children. If we all have the same vision of national values that will shape the character of the nation in the future, of course everyone can take their respective roles and work together to realize it.

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