



THE INFLUENCE OF INSTILLING PANCASILA VALUES ON STRENGTHENING THE CHARACTER OF ELEMENTARY SCHOOL STUDENTS

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Abstract

Pancasila as the state ideology has a significant role in providing direction and basis for social and national life in Indonesia. Smart character becomes the cornerstone for individuals to live a good, harmonious and prosperous life, which is not only beneficial for themselves, but also for others. The purpose of this research is to understand how the application of Pancasila values affects the character of elementary school students, bearing in mind that currently there is a character crisis in students. This study uses a qualitative approach in research emphasizing in-depth understanding and interpretation of the context, phenomenon, or problem being studied. The literature study method is one of the methods commonly used in a qualitative approach. This method involves an analysis of various sources of literature that are relevant to the research topic. The research technique used is to examine sources one by one from related journals and other relevant sources, then use logical thinking to construct a number of concepts. In realizing the character of elementary school children, Pancasila is the foundation that must be applied in the lives of students. Pancasila has values that can produce the character of the people of the country to become someone who is religious, has noble character, is able to tolerate and others. In realizing the character of elementary school children, Pancasila is the foundation that must be applied in the lives of students. Character education is defined as a deliberate (conscious) effort to help humans understand, pay attention to, and apply the main moral principles. Therefore, the role of the teacher in shaping the character of students is very important because the purpose of learning is to form good citizens in everyday life.

Keywords : Pancasila Values, Moral Crisis, Character.

Introduction

The cultivation of Pancasila values has a very important influence in strengthening the character of students in elementary schools. Pancasila is the foundation of the Indonesian state and includes five basic values which include the one and only God, just and civilized humanity, Indonesian unity, citizenship led by wisdom in consultation / representation, and social justice for all Indonesian people. With the instillation of strong Pancasila values in elementary school, students will have a solid foundation of character to face the challenges of life in the future. The inculcation of these values not only has an impact on the personal development of students, but also on the formation of a generation that is responsible, ethical, and caring for others and the environment. Pancasila as a state ideology has a significant role in providing direction and basis for social and national life in Indonesia. As a view of life, Pancasila also has an important meaning in shaping national character and identity. In the formation of the nation's character, the values contained in Pancasila have a great influence on the quality of human resources. (Dwiputri & Anggraeni, 2021) Education plays an important role in providing knowledge and improving the intelligence of Indonesian children. The concept of intelligence referred to here goes beyond intellectual intelligence alone, but includes a comprehensive intelligence that expands the potential that exists in the individual. The purpose of national education in Indonesia, as stated in the preamble to the 1945 Constitution, recognizes this. One of the objectives of national education is to develop noble moral character, which shows Indonesia's hope that

its citizens can behave well in accordance with applicable norms. Intelligent character becomes the rationale for individuals to live a good, harmonious, and prosperous life, which is not only beneficial for oneself, but also for others. However, the reality that exists today is that the Indonesian nation is facing a moral crisis due to a lack of intelligent thinking, especially in the school environment. Various problems often occur in the school environment, such as violence between students (bullying), irregular absenteeism, promiscuity, rampant dishonesty, decreased respect for parents and teachers, and so on. To ensure the good character development of students in accordance with the values of Pancasila, one of the steps that can be taken is to provide strengthening of character education through the Pancasila student profile to teachers through workshop activities. This step is very important so that teachers can design project-based learning using the Pancasila student profile for students. Thus, teachers can plan learning projects, become facilitators, provide assistance, invite resource persons, supervise, consult, and act as moderators (Sulastri et al., 2022). This is important because in reality, there are still many teachers who remain consistent with their teaching methods. They showed no change in teaching patterns and did not achieve outstanding achievements (Azmi & Gistituati, 2020). This situation shows that the lack of results obtained from what is learned in school, one of which is caused by character education that has not been optimal and lack of guidance from parents and teachers. Therefore, as agents who play a role in educating the nation, teachers need to take the right steps in forming intelligent, creative, and noble character in the nation's children. The three characters are very important. One of the steps that can be taken is to implement Pancasila-based character education which must be instilled since students are in elementary school. At this stage, elementary school children more easily understand the cultivation of Pancasila values because they are in optimal conditions and have great potential to learn through examples given by teachers.

Research Methodology

This research uses a qualitative approach using literature study methods. The purpose of this study is to understand how the application of Pancasila values affects the character of elementary school students, considering that there is currently a character crisis in students. The research technique used is to examine one by one sources from related journals and other relevant sources, then use logic thinking to construct a number of concepts. The data obtained are analyzed in depth to reach conclusions based on research that has been done before.

Result & Discussion

Related to the moral crisis that has been rife lately, character education has become a very complex thing in realizing the quality of the nation. School becomes a place where morality and morals decline, especially among students. Schools are the most suitable for conducting character education. Because education not only develops intellectual abilities, but also shapes students' disposition, character, and personality, schools must be able to instill and develop strong values to shape students' character. Thus, human character basically develops with age. Various environmental factors, from family to community to school, where children learn every day, can affect their character. To let a character develop, each element needs direction and guidance. (Dwiputri & Anggraeni, 2021). In realizing the character of elementary school children, Pancasila is a foundation that must be applied in the lives of students. Pancasila not only acts as a basis in statehood but also a basis for character development. Pancasila has values that can produce the character of the people of the country to be religious, noble morals, able to tolerate and others. In this regard, the character based on Pancasila is intended to be a way of thinking and acting for every citizen. According to the Big Dictionary of Indonesian, character is defined as habits, temperament, and traits that distinguish a person from others. Actually, the character's name comes from the Greek, *charassein*, which means to carve. "Character" literally means mental quality, or moral, moral strength, name, or reputation. Doni Koesoema said that character and personality are identical. Personality is defined as a unique trait, trait, style, or trait derived from the formations received from a person's environment. Despite this, the author argues that personality is not character. Everyone has a unique personality. All personality types have advantages and disadvantages. (Bahri, 2015). According to Ratna Megawangi, character education is an effort to teach children to make wise decisions and apply them in everyday life. So that they can make a positive contribution to their environment. Character education is an effort to cultivate good character (good character) based on core virtues (core virtues) that are objectively good for a person and society. The dream of successful character education is the expectation of personality and character that students form. It is expected that students can understand the values correctly, it is even expected that students will understand the development of these values. Schools should do what they have to do to instill and develop positive principles and help students shape and build their character based on these principles. Character education emphasizes principles such as respect, responsibility, honesty, care, and fairness, and helps students understand, understand, and apply these principles in their own lives. Education not only serves to improve one's abilities, but also shapes the character and civilization of the nation. Therefore, character

education is a manifestation of the role that national education has to shape the character and civilization of the nation. For this reason, character education should be carried out by everyone involved in the educational process, including educators. One of the most important tools and a must-have for everyone is this character education. Therefore, knowledge of a person's character education is also one of the most important factors that guarantee the quality of life and the success of their association in society. In addition to formal education, experience and the ability to improve oneself are other factors that support people's education. Individual development probably won't improve without it. It is not expected that character education will shape students who do things like brawling, cheating, laziness, pornography, and drug abuse. According to Zuriah (2008: 64-65) in (Irawan et al., 2014), the purpose of character education is to facilitate students to use their knowledge, study, internalize, and personalize certain values, as well as develop social skills that allow students to develop and develop these values in themselves and manifest them in everyday life.

Values in Pancasila

Pancasila serves as the foundation of the state; It is not a means, but a spirit that must be maintained because the state cannot function without it. The pillars of the state stand on Pancasila, which serves as the basis. The four basic pillars of the state are: 1) the Proclamation of Independence (as the highest existential message), 2) the 1945 Constitution, 3) the Republic of Indonesia, and 4) Bhinneka Tunggal Ika. The pillar will float if there is no bottom. By using Pancasila as a basis, the pillars built on it gain strength and color in the pillars erected on them. (Luh De Liska, 2020) At present, building the nation's character has become a dead price. Changing one's mindset and character is the only way to eliminate entrenched deviant behavior. Sometimes it is difficult to determine the criteria that best suit the plurality of Indonesian society, which consists of various ethnic, religious, cultural, and other factors. This is where we must return to the noble values of the nation contained in Pancasila. The precepts of Pancasila are a value system as the basis of State philosophy, so that in essence it is a unity (Kaelan and Zubaidi, 2007: 31). Pancasila contains basic values such as divinity, humanity, unity, populism, and justice. These basic values are universal, objective, and can be used and recognized by other countries. Because Pancasila is subjective, its values are attached to those who carry and support it, such as society, nation, state, and other countries. In state life, the application of Pancasila values must be shown in the laws in force in Indonesia. This is due to the fact that making Pancasila visible in law can encourage everyone, both on and off campus, to act in accordance with laws adapted to Pancasila. (Asmaroini, 2016). The values contained in each precept of Pancasila are as follows: (1) The Supreme Godhead. Precepts state that the state was established to demonstrate man's purpose as a creature of the One True God. Therefore, everything related to the government and operation of the state, including the morals of government, politics, governance, law, freedom, and human rights of citizens, must be based on divine values (2) The precepts of humanity. State that the state must defend human dignity and dignity as civilized beings (Kaelan and Zubaidi, 2007: 32). Moral awareness and human behavior based on culture and norms towards oneself, fellow humans, and the environment are outlined in the second precept of Pancasila (3) Unity of Indonesia. Human nature is monodualist: they are individual and social. Thus, every individual, tribe, race, group, class, and religion is different. The assumption that the state is a representation of the monodualist nature of human nature, which means that humans are individual and social. A state is a collection of people living together consisting of tribes, races, groups, groups, and other groups. Therefore, differences are part of human nature and part of the elements that make up the state. The result is a diverse but united country in unity depicted in the verse "Bhinneka Tunggal Ika". Unity in common life to achieve common goals is the best way to overcome differences (4) Peoplehood Led by Wisdom in Deliberation / Representation. It contains the philosophical value that the nature of the state shows the natural nature of man as an individual and social. As beings of God Almighty, the essence of the people is a group of people who unite to realize human dignity in a country. The people are the main supporting subjects of the state. The people form the country. As a result, the people are the source of state power. One of the democratic values that must be fully applied in the life of the nation is the popular precepts, which include: a) freedom accompanied by moral responsibility towards God Almighty and the people of the nation, b) maintaining human dignity and dignity, and c) ensuring and strengthening unity and unity in common life (5) Social Justice for All Indonesians Indonesia is a nation that prioritizes justice and welfare, namely a nation that is committed and behaves to realize justice and welfare. When people behave, they exhibit social justice traits, such as being fair, maintaining a balance between rights and obligations, and respecting the rights of others.

Instilling Pancasila Values in Student Character

As we all know, without the help of others, humans cannot live independently. This situation makes people realize that basically everything they want to achieve needs the help of others. In addition, it also makes people aware that everyone has a heart to do good for others and their environment. In a society of very different patterns and

cultures of Indonesia, the ability to control oneself and interests is a very important attitude, even a very desirable attitude, which will ultimately maximize social balance. In the view of Pancasila, harmonious, or balanced social relations between a person and his community are not neutral, but are imbued with the unity of values contained in the teachings of Pancasila. People must live and help each other in society. (Damri & Son, 2020). From this description, it can be said that Pancasila education is an important aspect to shape the character of the nation's generation. Almost all countries consider education development to be the top priority of their national development plans. SMB that has high quality is an educational product and the success of a country. National Education has objectives contained in the National Education System Law (No. 1) stipulated in Law No. 20 of 2003: "Education has the aim of developing students' potential, so that they can fear and believe in True Source, health, noble character, knowledge. Someone who is knowledgeable, capable, independent, creative, and a responsible and democratic citizen". The above statement clearly shows that compulsory education can produce people who can participate or follow the development process because development is a continuous process of growth, development, and change. That is, development can only be carried out by a few people who have the spirit of development, that is, those who can broadly support the development of the country in terms of social, cultural, and spiritual.

The character values implemented are obtained from the values of Indonesian character depicted in Pancasila. According to (Pahlevi, 2014) in Pancasila contained the values of the Indonesian nation contained in the precepts of Pancasila, namely: (1) The Values of the One True Godhead. The main principles are as follows: belief and devotion to God Almighty; Human rights are God; tolerance of other religions and the belief that God loves everything He creates, especially human beings; and religious freedom. Application: Worship methodically. You should never lie to your friends or educators. I thank God for having such a good family. Don't cheat while doing homework or tests. Don't disturb friends of other faiths. Relate events based on what he knows, without additional or reduced information. When doing homework at home, don't copy your friend's work. Believe that everyone has good and bad in himself (2) Just and Civilized Human Values. The love of the nation corresponds to the same human nature, honesty, human equality, judicial justice, and civilization. Applicability: Find help for friends facing problems. In choosing friends, there is no difference. When you eat in the presence of friends, share your food with your friends. I want to teach something to my friends who don't understand a particular subject yet. Place the elderly, pregnant women, or people who need public transportation. Don't curse our friends who make mistakes. You should apologize or apologize if you make a mistake. Don't yell at it; Respect and obey the teacher. Pay attention and obey your parents (3) Indonesian Unity Values: There are five main principles. Unity; unity and mutual aid; love of the motherland; and unity in diversity. Application: The flag-raising ceremony is carried out quietly. Work together to keep the school environment clean. Don't get involved in conflicts with friends or other people. Select Indonesian goods. Love friends who come from different cultures and races. Don't be proud or arrogant of your status as an Indonesian citizen. Appreciate Indonesia's natural wealth, including its geographical location and soil fertility (4) Popular Values Led by Wisdom in Deliberation / Representation. There are five main principles in it: consensus, democracy, democracy, wisdom, and representation. Applicability: Accustomed to talking and solving problems with friends. Participate in elections. Don't force your desires on others. If you lose to another friend, accept your failure. accept and implement the decisions and results of deliberation with grace and responsibility. Dare to criticize colleagues, coaches, and educators who do what they want. Dare to argue in public. Maintain all policies and decisions in good faith and responsibly (5) Social Justice Values for All Indonesians. It covers basic principles on social justice, justice, physical and mental health, relatives, and professional ethics. Applicability: Everyone is equal, sharing food equally with colleagues, tasks are assigned by the chairman according to the ability of the members, and are divided equally. The teacher exhorts the lazy students while praising the hard-working students. Friendship should not be chosen. Do not use property rights if they conflict or are harmful to the public interest. Love to work hard. In this fifth precept, children are asked to be able to act as fairly as possible when they become leaders when they become class leaders or group leaders. To achieve this, children will learn to be leaders by using creative ideas and solving problems. Because basically, children's creative potential will develop when they face problems and difficulties that build their potential. This can be achieved by instilling the value of roles at every stage of education in the classroom. In addition, the character grades for each course must be included in the course plan in advance. The character values used will be adjusted to the basic abilities you want to achieve in each class. In addition, from the perspective of Pancasila, these principles are also used when talking about various contemporary problems facing society. In this way, students will learn how to see, examine, resolve, and act on the character values of the problems or phenomena that surround them in Pancasila.

Conclusion

Character education is defined as a deliberate (conscious) effort to help humans understand, pay attention to, and apply key moral principles. The dream of successful character education is the expectation of personality and character that students form. It is expected that learners can understand the values correctly. It is expected that students will understand the development of such principles. In addition to being proof that Pancasila is in accordance with the personality and desires of the Indonesian nation, Pancasila values are also a binder and driver in the struggle to uphold and fight for independence. The material values of Pancasila are also a source of strength for the struggle of the Indonesian nation. The values of Pancasila can be instilled in students through action. For example, the precepts contained in Pancasila can be linked or used in lessons. This can be done in any lesson, not just Pancasila or PKN. The role of the teacher in providing material refers to and emphasizes the learning objectives regarding its relationship with everyday life. Therefore, the role of teachers in shaping the character of learners is very important because the purpose of learning is to form good citizens in everyday life or in national and international relations. Therefore, it is expected that students have personalities that are in accordance with the values of Pancasila to realize an intelligent and moral generation of Indonesians.

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