

## Implementation of Strengthening Character Education in Pancasila Education Learning

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### Research Article

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#### ABSTRACT

*Background:* The values in Strengthening Character Education can improve students' character. *Aim:* This research aims to determine the implementation of strengthening students' character education in Pancasila education learning. *Method:* This research uses qualitative methods, with the research subjects being principals, teachers, and students at State Elementary School Muhammadiyah Kuala Kapuas. Observation, interviews, and documentation are used to collect this data. *Results and Discussion:* The research results show that (1) there is a lack of learning planning contained in the Independent Curriculum related to Strengthening Character Education; (2) The implementation of the learning process at State Elementary School Muhammadiyah Kuala Kapuas only uses discussion, question and answer and lecture methods; (3) Strengthening Character Education is the most important thing in the Independent Curriculum and in evaluating the instillation of character values that have been taught in the learning process. *Conclusion:* In the learning planning contained in the Merdeka Curriculum, the Merdeka Curriculum was developed as a more flexible curriculum framework while focusing on essential material and developing the character and competencies of students. Integration of Strengthening Character Education is contained in the teaching module, which contains five main character values. Apart from that, learning Pancasila education at State Elementary School Muhammadiyah Kuala Kapuas emphasizes the habit of discipline in all things to train students to have strong character and emphasizes a variety of learning methods and emotional closeness with students to support comfort when learning takes place in class.

**Keyword:** Strengthening Character Education, Pancasila Education.



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## INTRODUCTION

Education is a historical milestone for the government in building the nation and state. The 1945 Constitution clearly states that the Indonesian government was established for various purposes: to make people's lives more intelligent. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed for themselves, society, and the nation. According to Abdulah (2017), a Curriculum is a series of educational objectives that describe various abilities (Knowledge and Skills), values, and attitudes that must be mastered and possessed by students from an educational unit. In education, if children carry out this activity, it can provide learning experiences, including studying several gardening subjects, sports, scouts, and even student associations. Teachers and school officials can provide useful learning experiences. All learning experiences obtained from school are seen as Curriculum. According to Omeri (2015), the character is a combination of morals, ethics, and morals, which means the importance of every human being having moral, ethical, and ethical behavior. According to Sandri (2019) character is a collection of values that lead to a system that underlies the thoughts,

attitudes, and behavior displayed. A person's character can be determined by their habits, attitudes in dealing with situations, and words they say to others. It can be concluded that human character is inherent in a person's personality and is shown in behavior in everyday life. Since birth, humans have a character that is shown by innate traits. The definition of education in the Big Indonesian Dictionary is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts.

Character education can also be defined as teaching habits of thinking and behavior that help individuals live and work together as members of a family, community, and state and help them make responsible decisions. Character education instills character values in school members, including knowledge, awareness, will, and actions to implement these values. Based on the explanation above, it can be concluded that character education is a system of instilling character values in school members, which includes the components of knowledge, awareness, or will and action to realize these values. Character education is interpreted as education in values, manners, morals, character, or ethical education. The aim is to develop students' potential to make good and bad decisions, maintain what is good, and realize that goodness is in everyday life.

Since 2010, the national character education movement has begun intensively. The Ministry of National Education and Culture issued a National Action Plan to develop pilot schools with eighteen character values throughout Indonesia. Values education in schools is one of the intermediaries for students to discover, understand, and return to life values to apply them in life. This states that values education is not education that has its Curriculum but education that can be integrated into other subjects. Pancasila education is a subject that has a strategic role in implementing the goals of national education, as the basic goal of Pancasila education is to create good citizens by instilling moral values related to goodness or nobility. Pancasila education implementatively makes efforts so that students have an intelligent mental attitude and are full of a sense of responsibility, both horizontally as social creatures and vertically to God Almighty. This is where we understand why character education is essential in all its dimensions and variations. The character that will be built is not just politeness but simultaneously building a character that can foster intellectual curiosity as capital in building creativity and innovation power.

## METHOD

This research was carried out on class IV students at State Elementary School Muhammadiyah Kuala Kapuas located at Jalan Barito No. 44 Kuala Kapuas Selat Hulu District Selat District Kapuas Regency. The researcher chose this school as a research location because there was an interesting and important phenomenon or problem to research. This research uses a qualitative approach because data analysis is presented verbally to obtain comprehensive information. In collecting this data, I used observation and interviews.

## RESULTS AND DISCUSSION

From the results of observational research and interviews with several informants, the results of interviews and observations of researchers at State Elementary School Muhammadiyah Kuala Kapuas obtained Planning for Strengthening Character Education in Pancasila Education learning. Planning is the process of determining and utilizing resources in an integrated manner, which is expected to support activities. Efforts are carried out efficiently and effectively to achieve goals.

The process of Strengthening Character Education in Pancasila Education learning uses the Merdeka Curriculum and implementing Strengthening Character Education at State Elementary School Muhammadiyah Kuala Kapuas in all aspects in the school. Meanwhile, the RPP contains Strengthening Character Education, which is included in the learning process. After planning, the next step is implementation according to the plan made by the teacher.

Based on the results of the researcher's observations in class IV Pancasila Education learning at State Elementary School Muhammadiyah Kuala Kapuas, the classroom atmosphere when learning was about to start was neat. So, when the teacher enters the classroom, the classroom conditions are ready for learning to begin. This starts from the doctrines of the Mapel teacher so that it becomes a good class according to the teachings. Neatness doesn't come by itself. So that what is taught with the behavior that is formed can be implemented in daily life and during the learning process. The implementation of Strengthening Character Education in Pancasila Education learning begins with the cultivation of Religious values. This can be seen from the results of the researcher's observations. After the teacher entered the classroom, one of the children led the prayer. After that, it starts with learning according to the material. Apart from that, habits outside the classroom are to answer the problem of students' lack of religiosity. So we get used to it at school by getting used to it in terms of worship. Students should be able to practice directly between *hablumminallah* and *hablumminannas* at school.

This behavior is emphasized by always providing constructive advice during learning. It is intended to motivate students to become accustomed to learning Pancasila education. In cultivating an attitude of mutual cooperation, we prioritize helping each other. In the learning process, the attitudes are reflected according to the researcher's observations during discussions and

questions and answers. The discussions carried out are related to the material, carried out with friends, and guided by the teacher. Next, the teacher guides you through the questions and answers. Things that students feel are still unfamiliar and unknown to them can be used as constructive questions, and problems that are still unsolved in the material are appropriate in real life. Furthermore, in terms of integrity, students should be more responsible for the tasks given.

Furthermore, in getting used to being independent, according to the researcher's observations, students are directed to carry out Pancasila education learning tasks independently, which requires skills in processing learning. In terms of cultivating an independent attitude, it is proven by students' activeness in learning, characterized by doing assignments independently. According to information from Mrs. Noneng Nurjanah, this is reflected in the assignments students can follow up on as their responsibility.

Planning for Strengthening Character Education in Class IV Pancasila Education learning at State Elementary School Muhammadiyah Kuala Kapuas From the results of research related to interviews, documentation, and observations of researchers in the field, it is known that planning for Strengthening Character Education in Class IV Pancasila Education learning at State Elementary School Muhammadiyah Kuala Kapuas prioritizes the cultivation of morals the good one. This will start with adjustments to the Curriculum, the integration of strengthening character education into the Curriculum, the use of learning methods, and disciplinary rules. This is so that the implementation of Strengthening Character Education in learning can be carried out well, starting from within the students, and can be applied in life. This stems from several factors, one of which is that the teacher only guides and supervises. The rest of the control is handed over to the students. Apart from that, the material presented is more about lectures and questions and answers. This does not dampen students' enthusiasm for learning in class because there is motivation and constructive advice from the teacher so that they can behave well in accordance with the teachings of Character Education. Apart from that, gadgets such as cell phones or laptops are permitted in certain materials. For example, when searching for material sources on the internet, students are allowed to browse the internet with their cellphones, use laptops for presentations, and so on if necessary.

Meanwhile, the planning at State Elementary School Muhammadiyah Kuala Kapuas also prioritizes cultivating good morals. This will start with adjustments to the Curriculum, the integration of Strengthening Character Education into the Curriculum, learning methods, and disciplinary rules. Apart from that, using different learning methods in each class adds to the variety of learning methods at State Elementary School Muhammadiyah Kuala Kapuas. Process of Strengthening Character Education in Pancasila Education Learning at State Elementary School Muhammadiyah Kuala Kapuas. State Elementary School Muhammadiyah Kuala Kapuas prioritizes cultivating morals by giving lectures, questions and answers, and advice on being more careful. Behave with fellow friends, teachers, school residents, and the surrounding community. This received good appreciation from students, and students felt comfortable and enlightened by learning Pancasila Education. Apart from that, many different learning variations are used in implementing learning, such as video viewing, assignments, group observation learning, etc. This is a learning experience experienced by a variety of students and does not encounter obstacles.

The Curriculum used by State Elementary School Muhammadiyah Kuala Kapuas Kula Kapuas uses the Independent Curriculum, which plays an important role in the activeness of students in participating in learning, namely Pancasila Education Lessons, where the main point that is assessed is related to strengthening the character education of students in participating in Pancasila Education Lessons. This integrates Strengthening Character Education into the Curriculum. The teaching materials used are LKS books, package books, and other sources that support the learning of Pancasila Education. Considering the Curriculum used by Merdeka, supporting learning is not only about books but also about using Internet media as the latest learning source. Character education is necessary because Indonesia is presently experiencing a character crisis in its children. In this case, the character is a person's character, character, morals, or personality, which is formed from how they look, think, behave, and act. Character education is the cultivation of efforts to apply religious, moral, and ethical values to students through knowledge assisted by parents, teachers, and the community, which is very important in informing and developing students' character. In this case, the formation of student character must be focused on. In implementing the teaching and learning process, teachers must prepare and select learning tools so that students can understand the material easily, learning is fun, and students are active and interactive with each other. For this reason, teachers need to make efforts to use innovative strategies, methods, and learning models that can meet the needs of students.

The main aim of learning is to continuously build students' good character and attitudes. The development of students' character and attitudes must be carried out simultaneously over a certain time. These two processes require habituation to make elementary school students take responsibility for themselves in their learning. Based on Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education, character education is a national education platform to equip students as the golden generation of 2045 with the spirit of Pancasila and good character to face the dynamics of change in the future (Article 2). So, it is necessary to integrate Strengthening Character Education into the learning process, which has been

prepared in the learning implementation plan. This aims to place character values in each learning process so that they become accustomed to it and develop good habits for students over a long period. Providing disciplined rules starting from discipline at school and then in the classroom, and providing examples of good behavior indirectly educates students behavior so that they behave well and are disciplined. This is so that character cultivation is not only about applying the existing character but is integrated with the character.

So, in instilling the main values of Strengthening Character Education at Muhammadiyah State Elementary School, Kuala Kapuas Strait, there needs to be synchronization between the school, community, and teachers. This is to suppress deviant behavior and not follow the path according to existing rules. With an emphasis on a comfortable and efficient learning atmosphere and emotional closeness to students, it can help better absorb knowledge in the classroom. Also, students can easily digest understanding related to religion at school and in everyday life. Evaluation of Strengthening Character Education in Class IV Pancasila Education Learning at Muhammadiyah State Elementary School. After the learning is carried out, an evaluation of the learning is carried out. This is important because evaluation is an important part of strengthening students' understanding and instilling good behavior according to the learning material that has been studied.

## CONCLUSION

Based on the results of research on the implementation of strengthening character education in Pancasila learning at Muhammadiyah State Elementary School, it can be concluded that in the learning planning contained in the Merdeka Curriculum, the Merdeka Curriculum was developed as a more flexible curriculum framework, while focusing on essential material and developing the character and competencies of participants educate. The integration of Strengthening Character Education is contained in the teaching module by containing five main character values in. Apart from that, the Pancasila Education Lessons at Muhammadiyah State Elementary School, Kuala Kapuas Strait, emphasize the habituation of a disciplined attitude in all things to train students to have strong character and emphasize a variety of learning methods and emotional closeness with students to support comfortable learning. Has an impact on achieving the expected character in Strengthening the Character Education of Class IV Students in Pancasila Education Learning. The evaluation carried out at Muhammadiyah Selat Kuala Kapuas by observing the behavior and attitudes of students in the classroom, according to the material being taught, is synchronized with the instillation of character values taught in the learning process.

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