

# Implementation of Panca Dharma Satya in Student Character Education (Case Study in Student Activity Unit of Mahawarman Student Regiment Battalion XI Universitas Pendidikan Indonesia)

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## ABSTRACT

This study discusses the implementation of Panca Dharma Satya as an ideological concept that is the basis for implementing the life of the Student Regiment organization. The research was conducted at the Student Activity Unit Student Regiment Mahawarman Battalion XI Universitas Pendidikan Indonesia. The research was carried out with a qualitative approach, while the research method used was a case study method. The data collection process was carried out through observation, interviews, and documentation analysis. The results found in this study are in the form of objective results regarding programs that have been held and student activities based on the Panca Dharma Satya foundation in character education efforts. The discussion in this study will prioritize the study of the implementation process of Panca Dharma Satya which is carried out through programs, a series of daily activities for members of the Student Regiment, as well as the character development that occurs in each member of the Student Regiment of Mahawarman Batalayon XI Universitas Pendidikan Indonesia. At the end of the study, it was concluded that the implementation of Panca Dharma Satya in the Student Regiment of Mahawarman Battalion XI Universitas Pendidikan Indonesia was carried out well as an effort to character education for students, reflected in the development of several characters in each member of the Student Regiment in daily activities and in organizational activities.

**Keywords:** *Character Education, Panca Dharma Satya, Student Regiment.*

## 1. INTRODUCTION

The life of the nation is currently in a period of preparation to take off towards the desired progress. Indonesia is more than half a century old and will soon enter its 100th anniversary in the next two decades. Therefore, it is natural that the Indonesia Gold 2045 tagline appears as a great momentum for the progress of the Indonesian nation, which is still classified as a developing country, so that it can transform into a developed country that is conscionable and prosperous.

The hopes and dreams for 2045 of course can be achieved by changing the mindset, meaning that good management of natural resources, human resources, and sustainable production must be carried out to support the country's needs [1]. However, if you look at the current

reality, progress in various aspects of life ranging from technology, science, to socio-political activities is still an old issue that continues to present as challenges and threats to the life of the Indonesian nation.

Social change is actually good impact when it can be utilized optimally, but will result in the opposite when it cannot be used or even have a tendency to grow as a new disease in the community. In fact, almost every day news can be found explaining criminal activities, juvenile delinquency, and various violations of the law in society. These problems even occur not only in people who are on the threshold of poverty, but also occur in several elite groups in the government environment.

The growth of social problems can occur, one of which is when there is an imbalance in the social reality

that should be, or often also called social disintegration. Burlian explained that the existence of social disintegration can trigger incompatible patterns of people's lives, so that it can result in many violations of the law and the absence of social order [2]. Therefore, it is necessary to have planned and sustainable massive efforts from each element to alleviate these problems and create people's lives according to what they aspire to.

A very real effort that can be realized to overcome the various problems that exist today is to carry out character education efforts at various levels of people's lives, starting from an early age and continuing to adulthood and even old age. Youth is one of the age groups that need more attention to prepare the nation's leaders with the character and spirit of Pancasila for the future. Therefore character education is still a very important issue to be implemented at the level of students in higher education.

Character education is actually a very important thing and has a high urgency, but nowadays character education efforts have not become a serious concentration in the implementation of lecture activities in the university environment. Based on this, the researcher became very confident and interested in conducting research on the implementation of Panca Dharma Satya in student character education. It is hoped that through this research, new innovations can be found that can provide benefits for writers, readers, and in policy making.

## **2. THEORETICAL REVIEW**

Character education efforts are very important to be carried out with the aim of building the character of Indonesian citizens who have Pancasila character and have a national perspective [3]. The formation of character education in accordance with the values of Pancasila becomes a necessity because through these values, the individual soul will be implemented in accordance with the general will as part of the Indonesian nation. Based on this explanation, it can be understood that character education has a high urgency to be implemented, especially for the development of the character of the Indonesian nation so that it has advanced and competitive human resources.

Zubaedi said that character education is an effort that is carried out with full awareness with the aim of getting results in the form of virtues that can not only be felt by oneself, but also provide benefits to the general public [4]. Kamaruddin in his article explained that character education in several countries has been implemented since basic education, such as in the United States, Japan, China, and Korea. Character education that is carried out in a systematic manner has realistically been able to have

a positive influence on students' academic achievement [5].

Besides being implemented systematically, character education also needs to be carried out massively and continuously, not only at the basic education level but also carried out up to university and continues to develop in the community. Character education that is carried out formally in schools can also be supported by other efforts such as extracurricular programs.

Bakoban and Aljarallah explain in their article that extracurricular activities in universities have many positive impacts on individual development, including emotional, social, and intellectual development [6]. One of the extracurricular activities in universities is the Student Regiment activity unit

The character of the Student Regiment is based on the values of Pancasila by being responsible and upholding the defense of the country and not giving up, besides that it is also a knight and fearful of God [7]. The Student Regiment has a collection of life values that are upheld in the implementation of an organization called Panca Dharma Satya.

Arief and Suparno in their writings explain that Panca Dharma Satya in the Student Regiment is an important component for the organization of the Menwa organization. It is marked by concrete steps that not only make Panca Dharma Satya a complement to the existence of the organization but also have high meaning for each individual and the organization as a whole [8].

## **3. RESEARCH METHODS**

Researcher in this study used a qualitative approach. Khaldi in his article categorizes that qualitative research approaches prioritize data collection in the form of words and images, and avoid numerical data. Then the process can be done interactively or non-interactively, depending on the activities of the researchers who involve themselves directly in the field or not [9].

Mulyadi also explained that in conducting research, a researcher must be able to mingle and communicate directly with the subject so that the researcher is able to uncover various hidden data through gimmicks, gestures, and every behavior carried out by research subjects in their daily lives [10].

In this research, the researcher will use the case study method in the Student Regiment of Mahawarman Battalion XI UPI. Yin in his work stated that as a research method, case studies use various situations to provide a role in building individual, group, and organizational knowledge related to the problem being studied [11].

## 4. RESULTS AND DISCUSSION

### *Result*

Panca Dharma Satya became a very fundamental thing in the organization of the Student Regiment Mahawarman Battalion XI UPI (called Menwa Yon XI UPI). The values contained in it contain a pledge that confirms the position of members of the Menwa Yon XI UPI as students who uphold Pancasila, are responsible, never give up, have a knight spirit, are pious, intellectual, and always prioritize national interests above personal and group interests. The contents of the Panca Dharma Satya are as follows.

1. We are student citizens of the Unitary State of the Republic of Indonesia based on Pancasila.
2. We are students who are aware of the responsibility and honor of defending the country and don't know surrender.
3. We are sons of Indonesia who are chivalrous and pious to God Almighty and defend honesty, truth and justice.
4. We are students who uphold the name and honor of scientific literature and are aware of the future of the nation and state.
5. We are students who hold fast to inner and outer discipline, believe in ourselves and prioritize the national interest above personal and group interests [12].

The position of Menwa Yon XI UPI through the value of Panca Dharma Satya confirms his position as a student who upholds Pancasila, has shown a clear picture that the foundation of thinking and acting of the organization leads to the main values of nationality. In line with the Ati Harmoni in his writings said that the basic values of Pancasila should be manifested in the quality of national behavior through awareness, understanding of, and attitudes are always based on national interests [13].

### *Discussion*

The values contained in Panca Dharma Satya were then extracted by members of the Menwa Yon XI UPI as the basis for implementing character education through several programs and activities. Based on the results of observations and interviews, it was found that several activities were used as a means of implementing character education. Initially each member of the Menwa Yon XI UPI will attend basic education for 3 weeks which is intended as a means of initial coaching to form appropriate attitudes and skills as members of the Menwa. Rahmatika, Agung, and Pelu in their article stated that Menwa basic education aims to shape Menwa members so that they have the attitude, discipline, physical, mental ability, and knowledge in order to carry

out their duties as Menwa members [14]. This is clearly in line with what is mandated in the second and fifth Panca Dharma Satya points.

Furthermore, the fifth point is also contained in the mandate to carry out an attitude of nationalism. The growth of the character of nationalism in the organization of the Menwa Yon XI UPI is carried out through morning apples, commemoration ceremonies for national holidays, raising and lowering the flag, as well as training programs held to support the physical, mental, and thinking abilities of members of the Menwa Yon XI UPI so that they are in line with the attitude of the Menwa Yon XI UPI members nationalism. Wuryan and Syaifullah in his book explains that nationalism and patriotism is not only needed in the past only when the struggle for independence, but also need to be practiced at the present time [15].

Menwa Yon XI UPI also made efforts to educate leadership characters through a term leadership program in field training with the aim of developing leadership skills and speaking skills. The program is carried out in the form of training activities such as marching and in the implementation of assignments. A person who becomes a leader is usually called a commander and is fully responsible for every activity that will be carried out. In this regard, Yukl in his work writes that leadership has a broad scope of meaning as an action taken by the leader to its members, so that in the implementation of the organization members can understand and carry out their duties properly and effectively according to the goals to be achieved [16].

In addition to developing the character of nationalism and leadership, in carrying out the activities of the Menwa Yon XI UPI organization, religious character was also developed. They realize this character as one of the important components to be implemented in organizational life, especially in accordance with the third point in Panca Dharma Satya which contains the mandate of the value of piety to God Almighty. The religious character education efforts are carried out through routine recitation activities and holiday commemoration activities. Interestingly, because members of the Menwa Yon XI UPI are not homogeneous in embracing one religion, but there are also some differences in beliefs, this has actually become one of the venues for developing the character values of tolerance between religious communities.

## 5. CONCLUSION

The implementation of Panca Dharma Satya in character education in the Menwa Yon XI UPI organization is held through various programs and

activities starting with the implementation of basic education for each new member. Then the values in Panca Dharma Satya are applied to activities which includes character education efforts through organizational activities and field exercises are routinely held.

Through these programs and activities, there are several significant impacts on the members of the Menwa Yon XI UPI, including the growth of the character of nationalism, the character of patriotism, the character of leadership, the religious character, as well as several other values that are very meaningful for the development of the character of the members of the Menwa Yon XI UPI in the future such as attitude responsibility, courage, and discipline.

In practice, apart from focusing on developing the character of its members, the Menwa Yon XI organization of UPI also maintains its merits as intellectuals who are still studying in higher education. So that in every organizational activity, they also still do not forget lecture activities as their obligations as students.

The novelty that researchers can find from this research is that there is a great potential for universities, especially UPI, to improve character education efforts as has been implemented in the Menwa Yon XI organization of UPI. These efforts can be implemented through formal learning or through efforts to develop student activities that adopt programs and activities that have been carried out by the Menwa Yon XI UPI organization.

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