

Analysis of the Influence of Understanding the Pancasila Values of Teachers on Learning in Elementary School

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Abstract—The purpose of this paper is to explain the analysis of the understanding of Pancasila values by teachers towards learning in elementary school. Understanding the values of Pancasila by elementary school teachers is very influential on the performance as well as the learning outcomes conducted by the teacher. Understanding Pancasila Values by teachers can affect the quality of learning, social skills and character development of students. The quality of learning includes planning, implementation, and assessment. Social skills include the ability to cooperate, tolerate, respect the rights of others, have social sensitivity, have self-control, and share opinions and experiences with others.

Keywords—*influence, Pancasila, teachers, learning, elementary school*

I. INTRODUCTION

Pancasila is the foundation in the life of nation and state. Pancasila as an ideology of the Indonesian nation and state should also be embedded in the thoughts, words, and behavior of its citizens. Various sectors in the life of nation and state must be based on ideology, namely Pancasila. Education as a sector is also the same.

Education is an important component in defending the country. Because through education, the state can preserve the culture of the country and also develop the potential of its citizens so that they can survive amid threats, disturbances, challenges, and obstacles in the life of the nation and state. Budayawan [1] states that many students who do not understand Pancasila as the basis of the state, even the sequence of sila is also wrong. This shows the beginning of the erosion of national insight among students. This symptom mainly occurs in urban areas. The assessment was carried out by the Directorate General of National Unity and Politics of the Ministry of Home Affairs.

Elementary teacher becomes absolutely must interpret and inspire Pancasila ideology because elementary school teacher is the foundation of students' initial foundation. As stated above, education in elementary school can have a huge influence on the formation of one's character. Therefore, teachers who teach in elementary school should also be Pancasila teachers so that they can have a positive impact on students. Thus, it is hoped that future generations will be formed whose character is in accordance with the Pancasila ideology.

Based on the results of Toni Buzan's research in [3] stated that after 30 years of research, the concept of learning

according to students was: (1) boring; (2) examinations; (3) homework; (4) waste of time; (5) punishment; (6) irrelevant; (7) detention; (8) "idih" (yuck); (9) hate; and (10) fear. This shows that teachers need to make a learning revolution so that students can be comfortable learning so that they are able to develop all the potential they have. Therefore a teacher figure is needed that can motivate and organize activities so that learning becomes fun.

Based on the results of research by Muchtar [4] about students' understanding of the values of Pancasila, obtained results that the understanding of Pancasila in national life is included in the criteria quite well. This shows that students have not fully understood the implementation of Pancasila values in their daily lives. Another study conducted by [5] about the effect of understanding the values of Pancasila on students' social abilities, obtained results that there is a positive, significant, and strong influence on the proximity category between the influence of understanding Pancasila values on students' social skills. Research conducted by [6] shows that the higher the student's understanding of the Pancasila ideology, the better the moral attitude, and vice versa. Pancasila understanding can be done through family techniques [7].

Based on Mulyasa [8], in Indonesia today many graduates of teacher education institutions are unemployed. However, he believes that someday the Indonesian nation will lack teachers, especially professional teachers who are able to create creative and fun learning. Teachers like this will be scarce in the next 10 years because currently there are many teacher education institutions that are no longer concerned about teacher procurement. Some IKIPs have turned into universities and this implies that their functions, vision, mission, and concentration are also different.

In line with what was conveyed by Wardiman Djoyonegoro [8], there are 3 main requirements that must be considered in education development in order to contribute to the improvement of the quality of human resources (HR). These conditions are: (1) building facilities; (2) quality books; (3) teachers and professional education personnel. This shows that teachers are one of the main factors in the effort to shape Indonesian human resources with quality.

Based on this, it is necessary to illustrate the influence of understanding the values of Pancasila teachers who will later develop the next generation of the Nation. Therefore this article was written with the title "Analysis of the Effect of Pancasila Understanding on Learning in Primary Schools".

II. LITERATURE REVIEW

A. Pancasila Values

Pancasila Philosophy provides knowledge and scientific understanding of the nature of Pancasila. Notonagoro (1975) [9] states in the life of the Indonesian people that the value of Pancasila is a view (philosophy of life) that develops in Indonesian socio-culture. As a teaching of philosophy, Pancasila reflects the fundamental values and views of the Indonesian people and their relationship to the source of universality, namely God the Creator. Based on these fundamental principles, the main points of the philosophy of Pancasila teachings are summarized according to the Pancasila Laboratory of IKIP Malang as: 1) God Almighty, 2) Humanity, 3) Unity, 4) Truth and justice, and 5) Truth and justice for the Indonesian people [10].

Kunto Wibisono [11], mentions three dominant elements in ideology, namely: 1) the existence of beliefs, namely vital ideas that are believed to be true, 2) myths, some are optimistically posted and will certainly guarantee the achievement of goals, and 3) loyalty, which requires optimal involvement of its supporters. Furthermore, the ideological role in social life can be seen from three dimensions, namely: 1) an ideal dimension, optimism that the qualities contained in ideology can motivate and inspire hope; 2) the dimension of reality, that the value that develops in society is the same as the value of the ideology fought for. In the other words, what the community wants will actually be realized in its ideological struggle, and 3) dimensions of flexibility, namely ideologies that are able to adapt to the times. In terms of flexibility, ideology is divided into two, namely open ideology and closed ideology.

B. The Role of Teachers in Learning

Teachers are at the forefront of creating quality Human Resources [12]. He states that the tasks and roles of teachers from day to day are getting heavier, along with the development of science and technology. Through the touch of the teacher in the school, it is expected to be able to produce students who have high competence and are ready to face the challenges of life with full confidence and high confidence. It was further stated that a superior school had the following characteristics: (1) dynamic and communicative principals with independence led to a vision of educational excellence; (2) having a vision, mission and strategy to achieve clearly defined goals; (3) competent and cadre teachers who are always passionate in carrying out their professional tasks in an innovative manner; (4) students who are busy, passionate, and work hard in realizing learning behavior; (5) the community and parents who participate in supporting education. In principle, the teachers have moral principles attached to their work [13]. This certainly strengthens that teachers as educators should have good morals so that they can be role models for those around them. The moral of the teacher is also related to the responsibilities as educators. Responsibility as an educator to bring up a critical culture, providing access to knowledge for students, building effective relationships with students so that they are able to develop their abilities optimally.

The results of research in learning in the last decade revealed that learning would be more effective if students were happy [3]. This shows that enjoyable learning is very useful for students in learning. Therefore the teacher has a

significant role because the teacher has a role as a learning organizer. He also revealed that teachers are planners, implementers and curriculum developers for their classes. Therefore the quality of teachers is very influential in student learning activities. The quality of these teachers can be viewed from two aspects, namely in terms of process and results [8]. When viewed in terms of the process, the teacher is said to be successful if it is able to involve most active students in physical, mental and social learning. When viewed in terms of results, the teacher is said to be successful if the learning provided is able to change the behavior of most students towards better mastery of competencies.

Teachers as an important part of learning have several roles. The following is the role of the teacher delivered by [8]:

1. Teacher as educator
2. Teacher as teacher
3. The teacher is a mentor
4. Teacher as coach
5. Teacher as advisor
6. Teacher as a reformer/innovator
7. Teachers as models and examples
8. Teacher as a person
9. Teacher as researcher
10. Teacher as a driver of creativity
11. Teacher as a view generator
12. Teachers as routine workers
13. The teacher is a camp transfer
14. Teacher as storyteller
15. Teacher as actor
16. Teacher as emancipator
17. Teacher as evaluator
18. Teacher as a preservative
19. The teacher is the culmination

Uno describes the competencies that must be possessed by teachers [14]. The following is the description.

1) *Professional competence*

Professional competence is a set of abilities that a teacher must have so that he can carry out his teaching tasks successfully. Professional competence means that the teacher must have extensive knowledge of the field of study to be taught and mastery of the methodology in the sense of having the ability to choose suitable methods in learning.

2) *Personal competence*

This competence means that the teacher should have a personal attitude that is capable of being a role model for others and is able to carry out leadership as stated by Ki Hajar Dewantara, namely *ing ngarso sung tulada, ing madyo mangun karso, tut wuri handayani*.

3) *Social competence*

This competence means that the teacher must show or be able to interact socially, both with students and with other school residents.

4) *Competence to do the best lesson which means prioritizing social values from material value.*

In particular, the teacher's task in face-to-face learning is: (a) as a learning manager consisting of managerial assignments, educational tasks, and instructional assignments; (b) as executor.

C. *Profession and Teacher Code of Conduct*

Professionals are certain jobs that require special competencies in carrying out their responsibilities. As a profession, of course, the teacher also has special criteria. The National Education Association (NEA) outlines several teacher criteria as follows: (1) positions that involve intellectual activities; (2) positions that are specialized in a body of knowledge; (3) positions that require prolonged professional preparation; (4) positions that require continuous training in positions; (5) positions that promise life careers and permanent membership; (6) positions that determine their own standards / standards; (7) positions that prioritize services above personal gain; and (8) positions that have strong and tightly connected professional organizations [15].

As a profession, the teacher also has a code of ethics that must be adhered to by every adherent of his profession. Thus, the professional code of ethics has a position, role, and function that is very important in sustaining the existence and sustainability of the profession in the community. The following will be the code of ethics for Indonesian teachers [15].

D. *Indonesian Teacher Ethics Code*

Indonesian teachers realize that education is a field of service to God Almighty, Nation, and State and humanity in general. Indonesian teachers who have the Pancasila spirit and are loyal to the 1945 Constitution, are also responsible for the realization of the ideals of the Proclamation of Independence of the Republic of Indonesia on August 17, 1945. Therefore, the Indonesian teacher is called to fulfill his work by following the basics as follows.

1. The devoted teacher guides students to form a whole Indonesian human being with the spirit of Pancasila.
2. The teacher has and carries out professional honesty.
3. The teacher tries to obtain information about students as material for guidance and coaching.
4. The teacher creates the best school atmosphere that supports the success of the teaching and learning process.
5. The teacher maintains good relationships with parents and surrounding communities to foster participation and a sense of shared responsibility for education.
6. Teachers personally and together, develop and improve the quality and dignity of their profession.

7. The teacher maintains professional relationships, family spirit, and social solidarity.
8. The teacher jointly maintains and improves the quality of PGRI's organization as a means of struggle and service.
9. The teacher carries out all government policies in the field of education.

Based on the above, it can be seen that the teacher who is suitable for printing the golden generation of Indonesia is a teacher who understands his profession and understands and runs his code of ethics. This understanding is certainly influential in carrying out its responsibilities as a teacher who must continue to develop his teaching profession and always obey the teacher's code of ethics. Thus they are aware of their roles and responsibilities as teachers.

III. DISCUSSION

Teachers as the spearhead of education are fundamental factors in the development of the nation and state. In line with what was conveyed by Wardiman Djoyonegoro [8], there are 3 main requirements that must be considered in education development in order to contribute to the improvement of the quality of human resources (HR). These conditions are: (1) building facilities; (2) quality books; (3) teachers and professional education personnel.

Three basic things that make character building through education are: (1) education as a means to re-activate the noble character of the Indonesian people; (2) education as a means to awaken a national character that can accelerate development while mobilizing domestic potential to improve the nation's competitiveness; (3) education as a means to internalize the two aspects above, namely the re-activation of the success of past cultures and innovative and competitive character in all joints of the nation's life [16]. Therefore teachers as an important part of education should also have competent competence in order to develop the next generation of quality and good character.

The challenges of globalization that must be addressed by the teacher by prioritizing professionalism are [12]: (1) the development of science and technology that is so fast and fundamental; (2) the moral crisis that engulfs the Indonesian nation and state; (3) social crises, such as crime, violence, unemployment and poverty that occur in society; (4) the crisis of identity as a nation and state of Indonesia; (5) free trade, both at the ASEAN, Asia Pacific and world levels. This is reinforced by the statement of the Budayawan [1] which states that many students who do not understand Pancasila as the basis of the state, even the sequence of sila is too much wrong. This shows the beginning of the erosion of national insight among students. The results of research conducted by Muchtar [4], showed that the understanding of Pancasila on students in national life was included in the criteria quite well. This shows that students have not fully understood the implementation of Pancasila values in their daily lives. This further shows that an understanding of the Pancasila ideology is absolutely necessary.

Elementary School is a formal education that must be followed by all Indonesian citizens, especially for the success of compulsory education. This is in accordance with the government [2] concerning the piloting of 12 years of compulsory education. Through education in elementary

school, a character has actually begun to form that will later be attached to one's life. Therefore, laying the foundation of character at elementary school age is very important. Of course, this also affects the understanding of elementary school teachers in order to develop character and also learning for their students.

The character of citizens cannot be separated from the ideology adopted by the country. This means that the character that grows and is embedded in Indonesian citizens must be a character based on the Pancasila ideology. Therefore, the meaning of Pancasila values is the main thing that needs to be possessed by all Indonesian citizens, including teachers who will hold learning activities in school education.

Elementary teacher becomes absolutely must interpret and inspire Pancasila ideology because elementary school teacher is the foundation of students' initial foundation. As stated above, education in elementary school can have a huge influence on the formation of one's character. Therefore, teachers who teach in elementary school should also be Pancasila teachers so that they can have a positive impact on students. Thus, it is hoped that future generations will be formed whose character is in accordance with the Pancasila ideology.

The teacher's understanding of Pancasila can have an impact on the quality of learning developed. This is because teachers are designers, implementers, and assessors of learning activities. The statement was supported by Mulyasa [8] which revealed that teachers are planners, implementers and curriculum developers for their class. Therefore the quality of teachers is very influential in student learning activities. Learning activities become important because students as the next generation will be equipped and educated. Therefore the competence and quality of teachers are very influential. Teachers should have broad insight and understanding and have qualified skills. This is supported by Turney's [8] which revealed 8 skills that are very instrumental and determine the quality of learning, namely: questioning skills, giving reinforcement, conducting variations, explaining, opening and closing lessons, guiding small group discussions, managing classes, and teaching small groups and individuals.

Teacher's understanding of Pancasila has an impact on students' social skills. Teachers who have a good understanding of Pancasila will be role models for their students. This is supported by the statement of Mulyasa [8] which revealed one teacher's role as a model and role model for his students. In addition, the results of research conducted by Musdalipah [5], found that there was a positive, significant, and strong influence on the proximity category between the influence of understanding Pancasila values on students' social skills. As is known, social skills are skills used to interact and communicate with others. This is supported by the statement of Cartledge and Milburn [17] which states that social skills are the ability of a person or community member in conducting interaction with other people and the ability to solve problems, so as to obtain a harmonious adaptation in the community and school environment. Further expressed by John Jarolimek [17], the social skills that students need to possess are: cooperating, tolerance, respecting the rights of others, having social sensitivity, having self-control, and sharing opinions and experiences with others.

The understanding of Pancasila values by the teacher affects the character of students. The characters possessed by students are not formed instantly, but with a variety of physical and mental processes. This is in line with Gunawan [18] which reveals that characters are built and developed consciously day by day through a process that is not instantaneous. The expected character of students is certainly in accordance with the ideology of Pancasila. This is needed so that students as the next generation are not deprived of their cultural roots so that the survival of the Nation and State can be maintained. The character of students can be seen in their attitude in daily life. Research conducted by Faradila [6] shows that the higher the student's understanding of the Pancasila ideology, the better the moral attitude, and vice versa. This was also supported that the character through school is a moral cultivation, ethical values, aesthetics and noble character [18]. This shows that the understanding of Pancasila is able to have an impact on the development of good character in students who are initiated by good morals.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Teachers as an important part of education should have competent competence in order to develop the next generation of quality and good character. Elementary teacher becomes absolutely must interpret and inspire Pancasila ideology because elementary school teacher is the foundation of students' initial foundation. Understanding Pancasila Values by teachers can affect the quality of learning, social skills and character development of students. The quality of learning includes planning, implementation, and assessment. Social skills include the ability to cooperate, tolerate, respect the rights of others, have social sensitivity, have self-control, and share opinions and experiences with others. The development of student character begins with good morality, in accordance with the ideology so that the sustainability of the State is maintained.

B. Suggestion

Through this writing, it is hoped that it will be more attention for teachers in Indonesia to improve their competence and become more aware of their responsibilities. In addition, it can also be a source of inspiration for conducting advanced research with regard to teachers as a key to creating Indonesia's golden generation.”.

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