

# Strengthening The Pancasila Character Values in Forming The Character of Pancasila Generation

## (Constructive Study of Character Education in Primary Schools)

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**Abstract**— The objective of National Education stated in Law No. 20 of 2003 is to make people believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen. The Ministry of National Education has formulated 18 Character Values that are formed in students as an effort to build national character. However, these 18 character values still contain universal meanings, sometimes even multiple interpretations to be interpreted. The method used in this study is literature studies. The results of this study classify 18 character values into the principles of Pancasila which are then harmonized with the values of the character of Pancasila.

**Keywords**— *Strengthening, Value, Character, Pancasila*

### I. INTRODUCTION

Pancasila as a way of life is a platform and guideline for Indonesian people to act, and behave in accordance with the rules of the Indonesian people. Besides that, Pancasila is also used to be understood and lived in daily life.

Pancasila is essentially a Value System which is the noble values and culture of the Indonesian nation, which is rooted in the elements of the whole integrated culture into the culture of the Indonesian nation. The process of the Pancasila through a process called Materialism Causation because Pancasila values already exist and is a reality that has been reflected in daily life. The view that is believed to be the most important thing for people to do in their attitudes and behavior and actions [1]

Ref [2] argues that Pancasila is the basis of the state which becomes a view of life and becomes a unifying tool of the nation. The values stated in the Five Ideas for the Life of the Nation and state for all the people of Indonesia. The five sila of Pancasila are “*Ketuhanan Yang Maha Esa, Kemanusiaan yang adil dan beradab, Persatuan Indonesia, Kerakyatan yang dipimpin oleh hikmat kebijaksanaan dalam permusyawaratan/perwakilan, dan Keadilan sosial bagi seluruh rakyat Indonesia.*” The five of sila from Pancasila have a very broad meaning in the life of the state. In the MPR TAP No. XVIII / MPR / 1998 there are 45 points of the practice Pancasila values. II / MPR / 1978 which are no longer valid after the issuance of new provisions.

This is also in line with the National Education objectives contained in UU No. 20 of 2003 namely National Education aims to make people who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country.

The aim and purpose of national education are to truly how our education is able to shape good character, and attitude in accordance with the rules of our nation. Therefore education is closely related to education character. Education character is the main target of the education process in Indonesia. In the rules of the Ministry of National Education has formulated 18 Character Values that will be embedded in students as an effort to build national character. The character values include the values of religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, communicative, peace-loving, fond of reading, caring for the environment, caring social, and responsibility.

Education characters are very appropriate when focused on being taught in elementary school. According to general psychology studies, the age of children who are most effective in conducting education and instilling certain characters is the age of six to ten years or the equivalent of the age of children for elementary school students. Character education in schools is where most children will probably develop their character. A school is a place for children to develop character education. [3].

Bob Johnson's explained that character education in schools is a place that has the opportunity to develop children characters. It's implementation by incorporating character education into the elementary school curriculum. This was then reinforced by [4] explaining character education and providing a way of interpreting characters in learning, as follows: Character so conceived as having three interrelated parts: moral knowing, moral feeling, and moral behavior.

Good character consists of knowing the good, desiring the good, and doing the good habits of the mind, habits of the hearts, and habits of action. Education Characters contains three interrelated parts: moral knowledge, moral feeling, and moral behavior. Good character consists of good knowledge,

good wishes, and doing good behavior from the mind, habits of the heart, and habits of action. It is mean characteristics of education are good to know, good feelings (moral feelings) and good behavior (moral actions).

Eighteen character values created by the Ministry of National Education are religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, love for achievement, communicative, peace-loving, fond of reading, caring environment, social care, and responsibility are essentially the elaboration of the values of the character of Pancasila which consists of divine values, humanity, unity, consultative democracy (mutual cooperation) and justice. Pancasila characters often emerge characters that are contradictory and not in accordance with the national outlook.

However, from the 18 character values that still contain universal meanings sometimes even multiple interpretations to be interpreted, therefore from the 18 character values it is very necessary to interpret (interpretations) in accordance with our nation's rules namely Pancasila. In order to be practical and implement these 18 character values, the Indonesian people, especially for elementary school students, have an awareness of character in accordance with the nation's rules, namely Pancasila.

Students in elementary school are the main target of forming the values of the Pancasila character. It is because forming character must be done from an early age because early age is a period of developmental gold (golden age) whose success greatly determines the quality of children in their adult years. Montessori calls it's a period of sensitivity (sensitive period). The use of this term is not without reason, considering that at this time, all aspects of development in early childhood did indeed enter a very sensitive stage or period. Its mean, if this stage is able to be optimized by providing a variety of productive stimulation, then the development of children in adulthood will also take place productively.

According to Freud [5], the failure of cultivating good personality in early age will form a troubled person in their adult age. The success of parents guiding their children in overcoming personality conflicts in early age determines greatly the success of children in their future social life.

## II. METHOD

This research includes the type of literature study by looking for theoretical references that are relevant to the cases or problems found. Theoretical references obtained by means of literature study are used as the basic foundation and the main tools for research practice in the field. The type of data used by the author in this study is primary data by conducting observations and secondary data, namely data obtained from journals, documentation books, and the internet. The data has been obtained then analyzed by descriptive analysis method. The descriptive analysis method is done by describing the facts which are followed by analysis, not merely outlining, but also providing sufficient understanding and explanation.

## III. RESULTS AND DISCUSSION

In the rules of the Ministry of National Education it has formulated 18 Character values that include the value of the character of religions, honesty, tolerance, discipline, hard work, creative, independent, democracy, curiosity, national spirit, love for the homeland, respect for achievement, communicative, love of peace, love to read, care for the environment, care for the social, and responsibility. Then the value if grouped and classified as strong with Pancasila values are as follows:

### A. *Ketuhanan Yang Maha Esa (Belief in the one and only God)*

The value of religious character and tolerance is an embodiment in the value of sila "Ketuhanan yang maha esa (Belief in the one and only God)." The appointment in daily behavior can be taught to elementary school students. The significant details will be explained in the following table:

TABLE I. THE VALUES OF "KETUHANAN YANG MAHA ESA"

Religious	Tolerance	Honesty
The Indonesian nation must declare its trust and piety towards the Almighty God.	Develop respectful respect and cooperation between religious adherents with different believers towards the Almighty God.	Teaches essential truth to the participants
Indonesian people believe and fear God Almighty, according to their respective religions and beliefs according to the basis of just and civilized humanity.	Fostering harmony of life among fellow religious people and trust in God Almighty.	Practicing honesty in everyday life.
Religion and belief in God Almighty is a problem that concerns the personal relationship of man with God Almighty.	Do not impose religion and trust in God Almighty to others.	

### B. *Kemanusiaan Yang Adil dan Beradab (Fair and civilized humanity)*

The values of character are honest, disciplined, hard-working, independent, caring for the environment and caring for the social is a manifestation in the values of sila Kemanusiaan yang adil dan beradab (Fair and civilized humanity). The appointment in daily behavior can be conveyed to primary school students are:

**TABLE II. THE VALUES OF “KEMANUSIAN YANG ADIL DAN BERADAB”**

<b>Discipline</b>	<b>Mandiri</b>	<b>Environmental care</b>	<b>Social care</b>
Application of regulations in families, schools, and communities	Develop an attitude of trying to do something yourself while you can.	Develop a loving and caring environment	Develop mutual love our fellow humans.
Giving sanctions/punishments in family, school, and community.	Develop courage in facing challenges.	Participate in environmental maintenance activities.	Develop an attitude of mutual tolerance and patience.
Awarding awards in families, schools, and communities.	Critical thinking in problem-solving ( <i>Problem Solving</i> )	Develop non-arbitrary attitudes to damage the environment.	Develop a non-arbitrary attitude towards others.

### C. *Persatuan Indonesia (The unity of Indonesia)*

The character values of the spirit of nationality, love for the country, and love of peace. There is an embodiment in the value of sila Persatuan Indonesia (the unity of Indonesia). The appointment in daily behavior can be conveyed to primary school students are:

**TABLE III. THE CHARACTER VALUES OF “PERSATUAN INDONESIA”**

<b>SPIRIT OF NATIONALITY</b>	<b>LOVE LAND WATER</b>	<b>LOVE PEACE</b>
Able to place the unity, unity and interests and safety of the nation and state as a common interest above personal and group interests.	Able and willing to sacrifice for the benefit of the state and nation if needed.	Maintaining a world order based on freedom, eternal peace, and social justice.
Developing Indonesian unity on the basis of Bhineka Tunggal Ika.	Developing love for the country by using domestic products.	Promote association for the sake of national unity and unity.

### D. *Kerakyatan Yang dipimpin oleh Hikmat Kebijaksanaan dalam Permusyawaratan Perwakilan (Popularism is led by wisdom in representatio).*

The character of liking and communicative values are manifestations in the values of “Kerakyataan Yang Dipimpin Oleh Hikmat Kebijaksanaan dalam permusyawaratan perwakilan.” The appointment in daily behavior can be conveyed to primary school students are:

**TABLE IV. THE CHARACTER VALUES OF “KERAKYATAAN YANG DIPIMPIN OLEH HIKMAT KEBIJAKSAANAAN DALAM PERMUSYAWARATAN PERWAKILAN”**

<b>Democratic</b>	<b>Appreciate</b>	<b>Responsible</b>
Prioritizing deliberation in making decisions for common interests.	You cannot force your will on others.	In good faith and a sense of responsibility to accept and implement the results of deliberation decisions.
Deliberation to reach consensus is covered by a spirit of family.	Respect and uphold every decision reached as a result of deliberation.	Decisions taken must be morally accountable to God Almighty, uphold human dignity and values, values of truth and justice prioritize unity and unity for the common good.
Giving trust to representatives who are trusted to carry out deliberations.	In the deliberation, mutual interests above personal and group interests are prioritized.	

### E. *Keadilan Sosial Bagi Seluruh Rakyat Indonesia (Social justice for all the people of Indonesia)*

The character values of hard work, communicative and responsible are manifestations in the value of “Keadilan Sosial Bagi Seluruh Rakyat Indonesia.” Implementation in daily behavior can be taught to elementary school students are:

**TABLE V. THE CHARACTER VALUES OF “KEADILAN SOSIAL BAGI SELURUH RAKYAT INDONESIA”**

<b>Hard work</b>	<b>Communicative</b>	<b>Responsible</b>
Develop noble deeds, which reflect the attitude and atmosphere of family and mutual cooperation.	Like doing activities in order to realize equitable and social justice progress	Respect the rights of others.
Like giving help to others so they can stand alone	Like to appreciate the work of others who benefit the progress and common prosperity.	Do not use property rights for businesses that are extortion against others. Do not use property rights for wasteful things and luxurious lifestyles. Do not use property rights to conflict with or harm the public interest.
Like to work hard		

## IV. CONCLUSION

The eighteen character values created by the Ministry of National Education are religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, communicative, peace-loving, fond of reading, caring environment, social care, and responsibility are essentially the elaboration of the values of the character of Pancasila which consists of divine values, humanity, unity, consultative democracy (mutual cooperation) and justice. What is

essentially 45 items Pancasila experience contained in the MPR TAP No. XVIII / MPR / 1998.

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