

## **INTEGRATION OF PANCASILA VALUES IN EFFORTS TO DEVELOP THE CHARACTER OF STUDENTS: THE CASE OF MI PSM PUPUS LEMBEGAN MAGETAN**

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**Abstract:** *The purpose of this study 1) What is the Integration of Pancasila Values at MI PSM Pupus Lembegan Magetan. 2) What is the Background of the Integration of Pancasila Values in MI PSM Pupus Lembegan Magetan. 3) What are the Problems and Problems in the Integration of Pancasila Values at MI PSM Pupus Lembegan Magetan. Purposive sampling of data sources by determining the head of the Madrasah, religious teachers, and several students in grades 4 and 5 with certain considerations. The research method used is qualitative with a case study approach, then the researcher analyzes the data through data collection by means of interviews, observation and documentation. Then the data is adjusted to the research focus, the last stage is drawing conclusions. The results of the study indicate the low level of understanding of students in understanding character values. The planting of Pancasila character values in Madrasahs is expected to provide provisions for students to get along in their playing environment, in the PSM Madrasah environment the Pancasila characters are accustomed to social behavior and attitudes that are reflected from educators to students, in every learning process in Madrasahs.*

**Keywords:** *Pancasila, Character Degradation, Character Development*

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## INTRODUCTION

The problems that occur in the world of education along with the development of time are very diverse and complex, this cannot be separated from the very rapid influence of Science and Technology (IPTEK). At this time the learning process cannot be separated from the sophistication of information and communication technology, simply at this time the learning process is more identical to digital learning (Kurniawan, 2016, p. 25).

The number of cases of violation of norms and degradation of morals, character, morals, which is reflected by children of elementary school age or Madrasah Ibtidaiyah is a phenomenon that we are now used to seeing in society. In this case, the public's view of the educational process in schools or madrasahs is considered to have not been successful in improving the morals, character, and morals of the younger generation who will control and continue people's lives in the future.

One of the education that should be given to students is "Character Education". Character education in its development is considered to have an important role in developing discipline, religion, character, politeness, and being able to understand the values of culture and the nation. With a character, students are expected to have a more beautiful and more beautiful human physical perfection. For example, when students speak, speaking of people with character will be pleasant to hear and feel by others because they are seen to speak with courtesy and arrogance so as to provide comfort to the people around them, on the other hand, if people talk about people who do not have character, the people around them will give negative response or even expel the person from the environment (Munawaroh, nd, p. 45).

The instilling of the values of the Indonesian nation's character (Pancasila)

needs to be re-instilled in students, because with the current conditions, there are often violations of norms committed by students, moral degradation and juvenile delinquency (Aswasulasikin et al., 2020, p. 20).

Pancasila which contains the values of the character of the Indonesian nation which is the philosophical basis for the founding of the Indonesian nation. Indonesia, which is formed from various kinds of national preferences, language, religion and culture, is a characteristic of the Indonesian nation that is not shared by other nations. Pancasila is considered as a medium in unifying the Indonesian nation in all aspects of the differences in it. The lack of attention and supervision of the Indonesian government in introducing and instilling character values in Pancasila to the next generation of the nation causes a lack of understanding and application of Pancasila values in the daily lives of students.

The learning process, which is very synonymous with embedding concepts and providing knowledge, is considered to be the right medium in an effort to maintain the existence of Pancasila values in future generations, therefore in the learning process in schools or Madrasahs it is not uncommon to integrate Pancasila values. especially in Elementary School or Madrasah Ibtidaiyah (Amir, 2013, p. 55).

The problem that occurs in the education system in Indonesia is that there are still many students who have not been able to receive the information or knowledge provided by educators, this is because the curriculum applied in education in Indonesia has not been accepted as a whole by students, especially at the school level Basic/Madrasah Ibtidaiyah (Supardi, 2015, p. 30).

The implementation of the 2013 curriculum which is oriented towards strengthening students in critical thinking skills, and having a balanced ability between knowledge, skills, and attitudes, therefore in this case provides challenges for students in an effort to develop the potential possessed by students. Educators are expected to be able to design and develop the learning process in Madrasahs, from curriculum development, development of teaching materials, learning methods and strategies in learning (Zainuddin, 2015, p. 59).

In developing a curriculum, there are several stages, namely: First, the planning stage, at this stage the educator plans to prepare a new curriculum draft that has been modified both in teaching materials or materials, lesson plans, and learning outcomes or evaluations in learning. The next stage in developing the curriculum is the "Application" stage at this stage the new curriculum draft has been modified and is ready to be implemented in the learning process for students. The next stage in developing the curriculum is the evaluation stage, in this stage the modified curriculum is then analyzed for its advantages and disadvantages after being applied to students (Fajri, 2019, p. 35).

At this time many researchers in their research examine "Integration or Implementation of Pancasila in Developing Curriculum" (Farisia, 2017) explained that in learning activities it is necessary to integrate Pancasila values, this research is good in terms of integrating Pancasila values in 2013 curriculum thematic books, but there are weaknesses in this study, namely researchers are too focused on developing thematic books, and do not pay less attention to its implementation to students (Matroni, 2018, p. 29). In his research explaining that Indonesian society is currently experiencing ethical

degradation in Pancasila, this research is good at uncovering the root causes of ethical degradation in Pancasila, but this research focuses too broadly on "The Sovereignty of the Republic of Indonesia" this causes the research to not be able to provide an appropriate solution in the degradation of Pancasila ethics (Siska, 2020, p. 5). In his research, he explained that the learning process in Indonesia did not implement the values of the Pancasila character, so that there were still many violations of rules in schools committed by students. This research is good at implementing Pancasila values in the learning process. , researchers pay less attention to changes in student behavior, both inside and outside the classroom, and only focus on the learning process in the classroom (Bowo & Budiati, 2017, p. 59). In his research, he tried to provide an update on the Pancasila-based interactive English learning model and build the nation's character through the values of Pancasila. In this study there were problems in the English learning process, it was explained that not all students understand and understood English (M. Afandi, 2016, p. 14). In his research, he discusses efforts to improve student behavior through the introduction of character values, these character values are instilled in students by their integration in religious activities, Pancasila, culture, and national education goals. This research is good in terms of integrating religious, cultural, and Pancasila values through the learning process at Madrasah Ibtidaiyah (Sari, 2017, p. 151). The research aims to discuss and analyze the value of character education contained in the teaching materials of the 2013 revised 2016 edition of the 1st grade elementary school curriculum. In this study, there are weaknesses in integrating the values of character education in the learning process, because this research is focused on grade 1 Elementary School, where the

development of grade 1 students is still unable to accept the understanding of the overall material concept provided by the educator.

From some of the previous studies above, the research that will be carried out by the researcher has a difference with the previous research, namely, the difference with the research conducted by (Farisia, 2017) which integrates the values of Pancasila in the learning process in the classroom, the researchers try to integrate the values of Pancasila in the learning process in the classroom and outside the classroom. Meanwhile, research conducted by (Matroni, 2018, p. 29) which only integrates Pancasila values in the social conditions of society, the researchers integrate Pancasila values in the learning process in Madrasahs and outside Madrasahs. The following is the difference with the research conducted by (Siska, 2020, p. 5) Research conducted by researchers focuses more on changes in student attitudes both in the learning process in Madrasahs and when students are outside Madrasahs. Then the difference with the research conducted by (Bowo & Budiati, 2017, p. 59) Researchers do not focus on integration through certain subjects, but rather into the learning process of students. Next, the difference with the research conducted by (M. Afandi, 2016, p. 14) Researchers tried to integrate Pancasila values in the learning process both inside and outside Madrasahs. Furthermore, the difference with the research conducted by (Sari, 2017, p. 151) the researcher integrates Pancasila values in the learning process in class V both inside and outside Madrasah.

## **RESEARCH METHODOLOGY**

Qualitative research methods are used by researchers in carrying out this research. Then in his research the researcher used a case study approach.

Qualitative methods are used in conditions of social reality in the research location. The location of this research is in MI PSM Pupus Lembeyan Magetan (Sugiyono, 2011, p. 45).

Sampling techniques that are often used in qualitative research methodologies are purposive sampling and snowball sampling (Walidin & Idris, 2015, p. 50). In this study, the researcher determined the sample of data sources by Purposive Sampling, in this case the researcher chose the head of the Madrasah, Islamic religion teacher, and several students in grades 4 and 5 to serve as resource persons in the study. Considering that the Madrasah principal knows more about the characteristics of the Madrasah environment, religious teachers better understand the characteristics, behaviors, attitudes of students. Researchers take research data by triangulation, namely by means of interviews, observation, and documentation.

The data analysis technique used by the researcher is a data analysis technique from *Miles and Huberman*. In this study, there are several stages in data analysis, which include: Data Reduction, Data Model (Data Display), drawing conclusions. The researcher reduces or collects data by means of interviews, observations and documentation, then the data is adjusted to the needs and adapted to the focus of the research, and the last stage is drawing conclusions from the data that has been sorted and adapted to the needs of the research then conclusions are drawn in outline big.

## **RESEARCH RESULTS AND DISCUSSION**

After carrying out the research stages, the researchers obtained research results, from the results of the study it was seen that there were still some students at MI PSM Pupus Lembeyan still showing behavior that was not in

accordance with the norms or regulations in the Madrasa, seen with students often mocking their theme, saying rudely with friends or the teacher, littering. This behavior shows that at MI PSM Pupus Lembeyan is still trying to shape the character of students in Madrasah.

**Table 1.1 Data of students who often commit violations**

No	Name	Class	Type of Violation
1	Ahmad Nur	IV	Often skips class and does not want to go to class because he is afraid of the teacher.
2	Rashid Ridho E	V	Often late to Madrasa
3	Anwar Zainal. Z	V	Often don't do homework
4	Bagas Adi	V	Often say rude
5	Zainal Mustofa	V	Often fights with friends
6	Adnan Muhadzib	V	Often skipping school
7	Hendi Alfian	V	Often don't do homework
8	Fauzan	V	Said dirty
9	Zaky	V	Fight often

#### 1. Integration of Pancasila Values in MI PSM Pupus Lembeyan Magetan

The low understanding of character education is a problem in the education process in Indonesia, the Indonesian education system which has tried to integrate the values of character education is faced with various problems, including problems from the social environment of students. The social environment of students has a great influence in shaping the character of students (Julaeha, 2019, p. 165).

In an effort to integrate Pancasila values in the learning process, teachers must be able to implement methods and strategies that allow students to work together and develop character through the integration of Pancasila values because for example when Mr. Agus Subiyantu, S.Pd as Head of Madrasah at MI PSM Pupus

Lembeyan Magetan who issued a policy regarding the application of the learning process by linking the values of Pancasila, for example when Mrs. Sulistiowati as a Religion Teacher who carried out learning by habituation of mutual cooperation or cooperation, when students discussed in the learning process (Observation, January 2021).

Teachers at MI PSM Pupus Lembeyan seem to be able to integrate Pancasila values in the learning process, some teachers at MI PSM Pupus Lembeyan in the learning process in the classroom, using a mix of conventional methods (lectures) and role playing (*Role Playing*), and in teaching learning materials the teacher shows an attitude of responsibility, courtesy, religion, discipline when entering class and leaving class (Observation, January 2021).

In Pancasila, there are values of the character of the Indonesian nation which are the guideline for the nation and the foundation of the Indonesian people in behaving. Therefore, the Indonesian people try to instill the values of Pancasila character education to the next generation of the nation, in this case the object is elementary school students or Madrasah Ibtidaiyah. Along with the rapid development of the times, currently there is a lot of moral degradation, the character shown by teenagers in Indonesia, this is due to the lack of character education from an early age or elementary school age which then after they are teenagers are carried away by the influence of the social environment and play ( Afandi, 2011, p. 58).

The rise of violations of norms or rules in society carried out by SD/MI age children in the village community of Pupus Lembeyan Magetan, has

become a culture or activity that is commonly seen when elementary/MI age children say dirty words to older people, drive motorbikes recklessly, reckless, stealing, drunk. This is because it is influenced by the social environment of students who are accustomed to violating these norms or rules. Through character education, it is expected to reduce moral degradation. The character of students who deviate and often violate rules or norms, both in Madrasas and in the community, understanding the character and moral values of students, will form a more mature personality in students (Observation, January 2021).

The number of foreign cultures that are included in all human activities, one of which is the ongoing educational process, poses a challenge to educators in developing the character of students. Character education can be a provision for students to face various problems in the future, by being able to compete and adapt to information and communication technology, and filter out foreign cultures that are considered to be able to penetrate the wisdom of local cultural values that have been preserved by previous generations (Hendayani, 2019, p. 188).

The fundamental problem in the education system in Indonesia is currently faced with a low understanding of morals or it can be said with moral degradation. Moral degradation can be caused by an unpreparedness in knowledge, understanding, and attitude in dealing with various kinds of problems that occur in the community, and has not been able to adjust or adapt to the sophistication of information technology and communication, considering that at the time the

development of information technology was growing very rapidly and affecting community life pattern (Syaparuddin, 2020, p. 176).

From the data table of student violations above, it shows that the formation of the character of students at MI PSM Pupus Lembeyan is still experiencing problems. Problem This is mainly due to the different characteristics of students at MI PSM Pupus Lembeyan who come from different social backgrounds. Therefore, in this case, it poses a challenge to educators in an effort to implement Pancasila values to students. Lack of guidance from parents of students, either from their father or mother, which causes moral degradation of students, this is because some students at MI PSM Pupus Lembeyan live with their grandparents at home. As well as the lack of communication between the guardians of students and the Madrasah which causes efforts in social control of students not to go well. Because there are still some parents who do not attend the meeting / deliberation.

The environment around students has an influence on the personal development, attitudes and morals of students, from which students gain valuable experience and understanding in their daily lives. Therefore, the personality, attitudes and morals of students must be developed based on the norms prevailing in society. Through this process it is hoped that students can become individuals who behave well, have morals, have character, and can be accepted in their social environment as well. In supporting the process of forming the character of students, the closest people who are in the environment of students must be able to create a good

environment and support the process of developing behavior in students (Setiani et al., 2017, p. 59).

## 2. Background of Pancasila Integration at MI PSM Pupus Lembeyan Magetan

By looking at the data 1.1 table of MI PSM Pupus Lembeyan Magetan students who often violate the rules or norms in the Madrasah, efforts to develop and inculcate character values need to be carried out in improving the quality of life of students in their social environment in the future. The condition of the social environment in the village of Pupus Lembeyan Magetan, which is not good or negative for the development of students, is considered to have a very large influence and role in character development efforts as students in MI PSM Pupus Lembeyan Magetan.

The reality that occurs in the social environment that shows a low understanding of character values, manners, morals, makes the educational process a highlight in the current social reality. The development of information and communication technology has become a major influence in the challenges of efforts to develop character values, changes in people's lifestyles that are influenced by information and communication technology as well as foreign cultures that enter local culture, making the younger generation faced with problems and problems in the future come (Kamaruddin, 2012, p. 225).

The learning process is very influential on the formation of character in students, therefore to be able to optimize the potential possessed by students in the learning process, teachers must be able to package learning in the classroom to

be more attractive to students, with the hope that it can provide learning motivation for students. Educate (Hidayah, 2015, p. 35).

Through social control, it is hoped that every effort or action given by the teacher when at school to instill and shape the behavior of students can still be carried out when students are outside the Madrasa. Therefore, in this case, good cooperation and communication is needed between the Madrasah and the community. The existence of a harmonious relationship is expected to be able to provide supervision and control over the behavior of students who have deviated from the rules or norms in society (Anshori, 2016, p. 37).

The significant change in attitude that was shown by students at MI PSM Pupus Lembeyan, became a success in an effort to instill character values through the integration of Pancasila values in the learning process both at Madrasah and outside Madrasahs. In this case, there is also involvement and cooperation between the Madrasah and the guardians of students and the community around MI PSM Pupus Lembeyan in an effort to control the behavior of students outside the Madrasa, so that this social control can run well, even though there are still some students who still violate the norms in Madrasahs, but overall there have been many changes in the attitudes and behavior of students at MI PSM Pupus Lembeyan.

Social control has a role or influence in external control or controlling attitudes, behavior, and character of students in society at large. Through this external control, individuals are sometimes forced to do things differently based on their own norms. This kind of control can

be carried out with mild physical violence or verbally by establishing regulations, with the hope of providing a deterrent effect on perpetrators of social deviance in society (Fitryaningsih & Bakhri, 2018, p. 87).

### 3. Problems and Problems in Pancasila Integration at MI PSM Pupus Lembeyan Magetan

Problematics and problems in efforts to cultivate character education at MI PSM Pupus Lembeyan Magetan can be seen when there is a lack of understanding of character values and understanding of Pancasila precepts in students or in the community. The community environment has an influence and is the most difficult problem in the effort to inculcate character values in students, this is because the condition of the social environment in Pupus village is not good or negative for the development of students.

Many factors influence and become obstacles in efforts to develop character education, the most influential factors are, the social environment or the playing environment of students, cultural factors and community habits, the influence of very rapid development of technology and information. In this case, these factors have an influence on Madrasah efforts to develop student character education. By inculcating character values through the learning process, coaching and also exemplary, it is expected to be able to control the behavior and attitudes of students in society when students grow up.

## CONCLUSION

The form of integration of Pancasila values at MI PSM Pupus Lembeyan Magetan can be seen from the learning process that integrates Pancasila

values, in this case each learning process begins with reciting the Pancasila precepts and is followed by singing the song Indonesia Raya. Apart from going through the process of teaching and learning at MI PSM Pupus Lembeyan Magetan in an effort to instill character values through an example in the form of attitudes, behaviors, characters that reflect the experience of the Pancasila precepts. Problematics and problems in efforts to cultivate character education at MI PSM Pupus Lembeyan Magetan can be seen when there is a lack of understanding of character values and understanding of Pancasila precepts in students or in the community. Many factors influence and become obstacles in efforts to develop character education, the most influential factors are, the social environment or the playing environment of students, cultural factors and community habits, the influence of very rapid development of technology and information.

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