

Development of The Soul With The Character of Pancasila for 5th-Grade Students in SD

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Abstract. This research aims to develop a mental development program with Pancasila characters for 5th-grade students in elementary school. This program is designed to help students develop the character and values of Pancasila as a basis for behaving and acting. The research was carried out using the development method which involved three stages, namely the definition, development, and evaluation stages. The research was conducted on fifth-grade students at an elementary school in the Jabodetabek area. The results of this study indicate that the Pancasila character development program can improve students' ability to recognize and apply Pancasila values in everyday life. Apart from that, this program also helps students to develop positive characteristics such as integrity, responsibility, discipline, and social concern.

Keywords: Development, Pancasila Character Spirit, Character, Grade 5 Students, SD.

1. Introduction

Character education is an important concern in education in Indonesia. In the 2013 curriculum, character education has been integrated into every subject and school activity. Character education is also strengthened in Law no. 20 of 2003 concerning the National Education System, which emphasizes the importance of moral and character education in the formation of quality Indonesian people (Soraya, 2020., Wiyono, 2017).

Nurizka (2020) states that one of the very important values in building student character is the values of Pancasila. Pancasila is the main foundation in the life of society, nation, and state in Indonesia. However, students often find it difficult to understand and apply Pancasila values in everyday life (Nurgiansah, 2022., & Dwiputri, 2021).

Therefore, this study aims to develop a mental development program with Pancasila characters for 5th-grade students in elementary school. This program is designed to help students develop the character and values of Pancasila as a basis for behaving and acting. This research involves three stages, namely the definition, development, and evaluation stages to ensure that the program developed is following the needs of students and is effective in improving student character (Nuraini, 2021).

It is hoped that the results of this research can provide benefits and contributions to the world of education, especially in developing quality and effective character education programs. This research is also expected to help students understand the values of Pancasila and apply them in everyday life.

The background of this research is the students' low understanding of Pancasila values and the lack of effective character development in schools. Pancasila as the basis of the Indonesian state is a very important value and must be internalized by Indonesian people,

especially by the younger generation. However, many students do not understand the meaning and importance of Pancasila values, so it is difficult for them to apply these values in everyday life.

In addition, effective character development is also an important concern in education in Indonesia. Good and positive character is very important in forming quality students who can contribute to society and the nation. However, there are still many challenges in developing student character, especially at the elementary level, such as the lack of time allotted for character education and the lack of developing effective character education programs.

Therefore, it is necessary to research and develop a soul development program with Pancasila characters for 5th-grade students in elementary school. This program is designed to help students understand the values of Pancasila and develop positive character traits that are Pancasila. It is hoped that with this program, students can more easily understand and apply Pancasila values in everyday life and develop positive character traits that are Pancasila.

“Character education is an effort to shape the character of students so that they become human beings who have faith and are devoted to God Almighty and have noble and virtuous character.” (Mukhlis, 2018)

“Pancasila as the basis of the state is a very important way of life for the life of the Indonesian people. Therefore, it is necessary to develop a Pancasila character for students so they can understand and apply Pancasila values in everyday life.” (Joseph, 2019)

“The Pancasila character development program needs to be developed in a systematic and structured manner so that it is effective in shaping student character. The program must integrate Pancasila values in every activity and learning in schools.” (Judge, 2020)

“The development of a Pancasila-character spirit can be carried out through various activities, such as lectures, discussions, simulations, and habituation. These activities must be carried out continuously and continue to form positive student character and Pancasila character.” (Setiawan, 2021)

“The development of a Pancasila-character spirit is not only carried out in schools but also the family and community environment. Good cooperation between schools, families, and the community is needed in shaping the positive character of students who have Pancasila character.” (Nurdin, 2022).

2. Research Methods

The Pancasila Character Soul Development Methodology for Grade 5 Students in SD can be done in the following steps:

- 1) Literature Study: Conduct literature studies related to the Pancasila character and character development in elementary school students. This step aims to gain sufficient understanding regarding the character of Pancasila and character development in elementary school students which can be used as a basis for program development.

- 2) Identification of Problems: Identifying problems related to the Pancasila character in grade 5 students at SD. This step aims to find out the problems that occur in the field and can be used as a basis for program development.
- 3) Program Development: Designing a soul development program with Pancasila characters for grade 5 students in SD. Programs can include activities such as lectures, discussions, simulations, and habituation which are carried out in a structured and measurable manner in a school environment.
- 4) Program Implementation: Carrying out a soul development program with Pancasila character for 5th-grade students in SD. This step includes implementing programs that have been designed and implemented in a structured and measurable manner within the school environment.
- 5) Program Evaluation: Conduct an evaluation of the Pancasila character development program for grade 5 students in elementary school. This step aims to determine the effectiveness of the program and evaluate the success of the program in achieving the goals that have been set.
- 6) Compilation of Reports: Compile reports on the results of the development of the Pancasila character development program for grade 5 students in elementary schools. This step aims to make a report containing the results of the program, conclusions, and suggestions for further program development.

In developing this program, it is necessary to involve relevant stakeholders such as school principals, teachers, students, parents, and the community around the school. Program development must also be adapted to the conditions of the school and the surrounding environment. The Pancasila character development program for grade 5 students in elementary schools can make a major contribution to shaping positive student character and Pancasila character.

3. Result and Discussion

Character education has an important role in shaping positive student character, including the development of a Pancasila character in grade 5 students in elementary school. Pancasila as the basis of the Indonesian state has very important values in shaping the good character of students. Therefore, it is necessary to develop a spirit of Pancasila character in grade 5 students at SD.

The development of Pancasila character in grade 5 students in elementary schools can be carried out through various activities, such as lectures, discussions, simulations, and habituation which are carried out in a systematic and structured manner. The formation of a positive student character with Pancasila character also requires the active role of the school, family, and community.

Schools can integrate Pancasila values in every activity and learning at school. This can be done through implementing a curriculum that refers to Pancasila values, extracurricular activities that teach Pancasila values, and habituation that is carried out in a structured manner within the school environment.

Families and communities also have an important role in supporting the development of the spirit of Pancasila character in grade 5 students at SD. Families can set an example

and familiarize themselves with Pancasila values in everyday life, while the community can support mental development programs with Pancasila characters carried out in schools.

In forming the character of students who are positive and have Pancasila character, it is necessary to develop a more structured and systematic program. This program must integrate Pancasila values and be carried out in a structured and measurable manner within the school environment. This program must also be carried out consistently and continuously to form positive Pancasila character in students properly and correctly.

Thus, the development of a Pancasila character in grade 5 students in elementary school is very important to do to form positive student character and Pancasila character. This development program must involve the active role of schools, families, and the community to create a conducive and supportive environment for the formation of positive and Pancasila character of students.

4. Conclusion And Suggestion

Based on the previous discussion, it can be concluded that the development of a Pancasila character in grade 5 students in elementary school is very important to do. The formation of positive student character with Pancasila character can be carried out through various activities, such as lectures, discussions, simulations, and habituation which are carried out in a systematic and structured manner.

In this case, the important role of schools, families, and communities in supporting the development of the Pancasila character must be considered. Schools must integrate Pancasila values in every activity and learning at school, while families and communities must provide support and support mental development programs with Pancasila characters carried out at schools.

For this reason, the advice that can be given is for schools, families, and communities to work together and support each other in developing a spirit of Pancasila character in grade 5 students in elementary school. In addition, it is necessary to develop programs that are more structured and systematic for the formation of positive and Pancasila character of students. This can help students to understand and apply Pancasila values in everyday life.

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