

# Pancasila Village as the Identity and Character Formation of Elementary School Students

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**Abstract-** The purpose of this study was to describe the village of Pancasila as the identity and character formation of elementary school students. This type of research is descriptive qualitative. The research location is in SDN Balun Lamongan. Sources of data in research explored through other research subjects, ie principals, teachers, and students. Methods of data collection using interviews, observation and documentation. Data were analyzed through, data reduction, data presentation and conclusion. Research results show (1) social environment of the village of Pancasila as the source of learning and character formation in SDN Balun 1 Lamongan, (2) cooperation with the entire school community, parents to the character formation of students (3) integrating character education into the activities that have been programmed. (4) Evaluation and monitoring of character education, and (5) Internalization values of Pancasila village at SDN Balun 1 Lamongan. As well as the exemplary role of teachers in shaping the character between, including the first, modeling (exemplified good behavior) as a step in the character formation of students, second-class managing a safe, fun and habituation characterized in SDN Balun 1.

**Index Terms-** Character Building, Pancasila Village

## I. INTRODUCTION

Character education as education to values, character education, moral education, character education, which aims to develop the ability of learners to provide good-bad decision, maintaining what is good, and realize that kindness in everyday life with a vengeance. Education as the business community and the nation in preparing the younger generation for the sustainability of the nation's public life and a better future. Continuity was marked by cultural inheritance and character that has been owned by the community and the nation. The process of the nation's culture and character education, actively learners develop her potential, the process of internalization, and appreciation of the values into their personality in the mix in society, developing a more prosperous community life, as well as develop a dignified life of the nation. In line with the pace of development of society, education becomes very dynamic and adapted to the changes. Educational curriculum not become the benchmark standard and static, but dynamic and must adapt to the situation and conditions. In this framework, education reform became urgent that education remains conducive. Education reform must be programmed and systemic (Kemdiknas, 2011, p. 6). Programmatic Reform the curriculum or program refers to an

educational institution, for example. Programming is done by introducing new ideas, new methods, and new infrastructure to enable the changes in the light with a certain purpose and intent (Zainuddin, 2008, p. 33).

Character education by Pala (2011, p. 3) "Character education is a national movement creating schools that foster ethical, responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share". Given these conditions as well as in the development of the era like today every child can easily freely imitate, accessing, searching for information, but they were empty all of the values of the local culture itself, alienated and meluntarnya of the terms and practices as manners, manners, tolerance, mutual aid to the noble values derived from the Indonesian people themselves. According Lickona (2012, p. 14) without virtue to form a good character, then there is no individual who can live happy and will never be a society to function effectively. because without a good character of every human being will not make progress toward a world that can respect the dignity and worth of each individual.

Character education must be a national movement that makes schools (educational institutions) to build the character of students through learning and modeling. Character education through the school should bring learners have a noble character values such as respect and care for others, responsibility, honesty, integrity, and discipline. On the other hand the characters able to distance education learners of attitude and behavior was disgraceful and forbidden. Education process in children are not only taught what is right and wrong to the child, but more than that character education inculcate the habit (habituation) of the well so that learners understand, able to feel, and want to do good. Therefore, character education carries the same mission with moral education or moral education. Furthermore Frye (2002, p. 3) confirms that character education is a deliberate attempt to help people understand, maintain, and behave in accordance with the values of noble character.

In connection with the above character education in at least one among the attractive based on field observations that the characteristic values of Pancasila village community which is reflected and implied by all citizens in SDN 1 Balun Lamongan thus forming the quality of education and moral quality in these schools is very high. SDN balun 1 is located in the village Balun Turi district of Lamongan, with a background in schools located in the multicultural society makes SDN 1 Balun managed in the cool atmosphere of mutual respect for each other, a high tolerance, harmony with the mission which was to develop an

attitude bertoleran, democracy and form the character that suits the personality of the nation.

Basic education to become an institution after the family who take responsibility for managing education in both the cognitive, psychomotor and aspects of character formation. Lessons are conducted at SDN 1 balun can reflect the character of the student's character, wisdom and culture of the local community Pancasila village itself. Planting character learner visible on learning activities, worship, activities extracurricular, and with the example of the behavior of the teachers at SDN 1 balun to instill character, religious, mutual cooperation, discipline, tolerance and nationalists as well as a sense of responsible behave with peers as well as in everyday life in accordance with the local culture and values of the value derived from Pancasila village.

## II. METHODS

In this study, the type of research is. The source of the data obtained from the primary and secondary data sources, Data collection techniques by using the method of observation, interviews, and documentation. For the analysis of data using Milez analysis and Huberman (2005). Among them Data collected in the form of words were analyzed by means of reduction, data presentation, and conclusion., Overall results are then summarized by taking the essence and write it in a standard sentence.

## III. RESULT

### A. Students Character Building Values-Based Doctrine Pancasila village at SDN 1 Balun Lamongan.

SDN 1 Balun has a feel that is so friend, where a school environment that is sufficiently positioned in the middle of the village center Balun, the schools are surrounded by places peribdahan where the north of the mosque and tomb of community leaders that champion plaza, then east front of the school there is a church and south No temple. Elementary School 1 Balun Lamongan. This school includes a unique school, where learners embrace three different religions, such as Islam, Christianity and Hinduism, which they carry out their daily learning at school with adjoining albeit in a different religion. Based on the findings in SDN Balun 1 Lamongan through observation, interviews and documentation obtained such research findings in the following.

#### 1. Pancasila Village Social Environment as a Source of Learning and Character Building At SDN Balun 1 Lamongan ,

Learning not only within the formal school classrooms with walls around it. However, this learning process can be done in a setting outside the classroom. One of the learning that comes from the environment is about the character formation of students themselves. Environment as a source of learning is the teacher and the learner can learn sebenarnya circumstances beyond the classroom to expose learners to the actual environment to learn, like the characters were based on culture

and local wisdom can provide the space for learners so that the learning process more meaningful.

#### 2. Cooperation with whole Citizen Schools, Parents Against Students Character Building

The involvement of parents in planning their own character education is to support and carry out the commitments made, the parents and teachers in shaping the character of students In accordance with the results of interviews with the principal investigators SDN Balun 1 Lamongan explained that implementation of character education through association of parents, through the committee and so every class there should be a community if there is anything we can communicate and worktogether with parents. The cooperation of teachers and parents is the key to success in shaping the character of student discipline. Teachers and parents are educators who are expected to cooperate in building the character of discipline in students. Without the cooperation undertaken by parents and teachers, of the characters can be formed on the child if only done by teachers alone.

#### 3. Integrating Into Character Education activities that have been programmed or planned.

The formation of the characters also take a concerted strategy one of which is to integrate the program that has been direncankan. As interviews conducted with Khoirul Ummah Islamic religious teachers as SDN Balun 1 Lamongan which states that: "Krakter like honor, respect, mutual assistance or in religious activities without distinction of religion which had previously been included in the school program or activity".

#### 4. Character Education Evaluation and Oversight

Monitoring and evaluation at SDN Balun 1 as a series of activities to acquire, analyze and interpret the process and results of implementation of the values of character education is carried out systematically and continuously so that it can be information that can give meaning in the policy for determining the success of character education programs in school. Supervision of character education in SDN Balun 1 Lamongan as results, interviews researchers with Master Hinduism namely Adi wiyono who told his opinion as follows: "Control of cultivation of character of students in the school conducted by all teachers if you have any child who violates the rules need to be guided or reprimanded supervision also need to involve the parents because children spend more time social environment, family than in school".

#### 5. Internalization Value Village Pancasila in SDN Balun 1 Lamongan

Some writings appeal wall mounted either outside the classroom as well as in the classroom such as vision, mission, discipline, the appeal aims to turn the environment that supports the planting and habituation of character values expected in SDN Balun one of those things that can dilihata or read by the entire school community of both teachers and learners are expected to grow into a school with a strong cultural character value. Such as tolerance, discipline, religious, protecting the environment, and mutual cooperation.

## **B. Exemplary Role of Teachers In character formation of Students at SDN 1 Balun Lamongan Through Values Doctrine Pancasila village.**

Based on the findings penelitian exemplary role of teachers in shaping the character of the learner in Lamongan sdn 1 balun through the values of Pancasila village applied in SDN Balun 1 is integrated in the teaching plan or program. following result of exposure data

### **1. Modeling (Exemplifying Good Behavior) as a step in the formation of character Educate participants.**

Character values instilled in SDN Balun 1 Lamongan, we Iya is an example that Islam speaks good greetings, manners continue to respect their peers, tolerance, discipline, care for the environment as well as mutual cooperation. From the above, it can be concluded that the value of sincerity caregivers, teachers, coaches and learners. Shape the values of character education is through an exemplary process. As the actualization of the values imparted to all the students at SDN Balun 1. Planting exemplifies the value of good behavior (modeling) was very memorable for anyone either for learners and teachers all make this behavior as the core values of behaving and acting, both within the school and outside of school or at home.

### **2. Classroom Management Safe And Fun**

The education process at SDN balun 1 is able to create an atmosphere of active learning, creative, innovative and fun so that the educational goals can be achieved well., To achieve these objectives the development of competence of learners must be adapted to the basic potential, development, needs and interests of learners and guidance environment is always dynamic, safe and fun.

### **3. Habituation Character In SDN Balun 1**

Implementation of character education in SDN Balun 1 can not be executed as language or science education because education others these characters need to have a certain distinctiveness, since the essence of character education as an education of personality which in practice would require as much as possible with the habituation and peneladanan.as in SDN balun 1 applied habituation of social concern that emphasis on learners in terms of mutual help and mutual cooperation, tolerance, religious discipline in everyday life at school.

## **IV. DISCUSSION**

### **A. Students Character Building Values-Based Doctrine Pancasila village at SDN 1 Balun Lamongan.**

Based on the findings of research on the education of multicultural based on local wisdom in SDN Balun 1 Lamongan further discussed and elaborated as has been confirmed in qualitative analysis techniques descriptive (exposure) of data have been obtained either through observation, interviews and documentation, the results of the discussion related to the research are as following:

#### **1. Pancasila Village Social Environment as a Source of Learning and Character Building At SDN Balun 1 Lamongan ,**

Carriage and environment are considered important in the educational process, because both are factors that influence the success or failure in education. Environmental influences on development is not overly pushy, but still has a considerable influence on the individual development. So that environmental influences may be opportunities for individuals, depending also on the individual decision of whether to be accept, reject, or neutral with respect to the opportunities.

Further based on the theory Thronrdike (1997) characteristic of learning theory behaviorism is prioritizing the elements and small parts are mechanistic emphasizes the role of the environment concerned with the formation of a reaction or response. Thus the process of development and character formation processes that take place in SDN Balun 1 Lamongan is an interaction between heredity, environment and self-determination of the individual concerned. Man is a creature homo educundus, namely being able to be educated, then he deserves to get educated on the surroundings in the family, school and community environments

#### **2. Cooperation with whole Citizen Schools, Parents Against Students Character Building**

Motivation lifestyle characterized not only by the schools, but also from parents, because after I got home, students will be supervised directly by the parents of each of behaving. Among the most important factors in the family environment in character building of children is understanding the child's psychological parent will need essential, among other things compassion, a sense of security, self-esteem, a sense of freedom, and a sense of success. Aligned according to the CEP's (Character Education Partnership) by Lickona et al (2002) which is one among the principles of effective character is to involve families and communities as partners in development of character Schools that involve families and communities in an effort to jointly character building will make it easier to increase opportunity to achieve a success in the implementation of character education. Some ways to do as a form of cooperation such as meetings between teachers and parents build a strong trust between home and school.

#### **3. Integrating Into Character Education activities that have been programmed,**

The integration of character education into all learning material is done in order to develop interventions. The substance of real value explicitly or implicitly already present in the formulation of competency in Content Standards, as well as their respective competences device learning programs in the education unit. Character education is already planned and programmed, synergized into programs that have been established in SDN Balun 1. As is Rachmah (2016: 8) pelaksanaan character education required serious commitment that involves a process and good support curricula, models, strategies, assessments and support all elements of the school.

#### **4. Character Education Evaluation and Oversight**

As the opinion and Sahinkayasi Kelleci (2013, p. 119) states "*Teachers are directly responsible for "the effective values education. for this reason, teachers should be very competent on teaching strategies, methods and techniques of values*

education". Evaluation on character formation that took place in SDN Balun 1 Lamongan include all ability and personality of the learner is seen from the perception, understanding, appreciation, actions and attitudes of learners to appreciate diversity and differences. Perceptions of students peerta character occurring in SDN Balun 1 Lamongan had been awakened properly and correctly to complement each other in school institutions ranging from school principals, teachers to learners. Monitoring carried out by monitoring the activities of learners eg run school rules, discipline when going to school, how plainclothes, talk, hang out and about worship of parents / guardians of students are also involved in supervision because their parents / guardians of students must know.

### 5. Internalization Value Village Pancasila in SDN Balun 1 Lamongan

Dharma (2013) defines character as manners, morals, moral, affective, moral, character, and character have the same meaning. The values karaker village of Pancasila, which also diajarakan in these schools to shape the character of the learners such as ya like tolerance, discipline, religious, protecting the environment, and mutual cooperation Characters formed from the internalization of values that are consistent, meaning that there is harmony between the elements of value. For example, the character of an honest, formed in a unified whole between knowing the meaning of honest (what and why to be honest), willing to be honest and to behave honestly. Since each value is within the spectrum or group values, the psychological and sociocultural a value must be coherent with other values in the group to form the character of the piece.

#### B. Exemplary Role of Teachers In character formation of Students at SDN 1 Balun Lamongan Through Values Doctrine Pancasila village.

Teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess and evaluate students on early childhood education, formal education, primary education and secondary education as Role Modeling Teachers In character formation of Students at SDN 1 Balun.

#### 1. Modeling (Exemplifying Good Behavior) as a step in the formation of character Educate participants.

Teachers as educators should be competent with the main task of teaching, educating, directing, evaluating, guiding, training and evaluation in early childhood education, formal education, primary education and secondary education.



Character formation which took place at SDN Balun 1 Lamongan stems from an idea will then be actualized in the form of actions or deeds, and if they were committed perpetually repeated it will shape the character of the person.

Competent teachers do not come directly but requires preparation and lengthy process. As an effort in shaping the character of the SDN Balun 1 Lamongan is through Modeling (exemplary) of teachers who always makes exemplary as the most effective way in shaping the character of the learners. as According to Thorndike (1997) study is a process of interaction between stimulus and response. Stimulus is what stimulates the learning activities such as thoughts, feelings, or other things that can be captured through the sensory organs. While the response is a reaction that raised learners when learning, which can also be thought, feeling, or movement / action. So a change in behavior as a result of learning activities can be either concrete, which can be observed, or concrete that is unobservable.

### 2. Classroom Management Safe And Fun

Teacher at SDN Balun 1 persistent and motivated to shape the character of the child will believe in his ability to shape the character and be able to overcome the negative influences from outside the class. Character education at the level of educational institutions led to the creation of the school culture, the values that underlie behavior, traditions, everyday habits, and symbols as practiced by the citizens without exception and public schools around the school. Residents of schools that were targeted in the character education includes students, teachers, employees, staff, and school leaders. by CEP's (Character Education Partnership) by Lickona et al (2002) Creating a school community that has a caring attitude means that schools should have a strong commitment to character education means that the school needs to have a business and a strong motivation for being a replica of the simple components of society who is honest, caring, polite and fair elections. schools are able to realize a caring community in forming bonds with others.

### 3. Habituation Character In SDN Balun 1

Concept of Character Formation Perspective Stephen R. Covey (2002) That Started with the ultimate goal (begin with the end in mind) habits both begin with the end goal is a habit that has the vision, mission and goals. The values of character education contained in the habit of starting at the ultimate goal is self-sufficient, have a dream, a purpose in life (visionary), creativity, initiative, have a high commitment, hard work, and never meyerah. As according Hendriana & Jacobus (2016,p. 4) in Building character through habituation means that what is done repeatedly and continuously so that it becomes a habit. Implemnetasi held at SDN Balun 1 Lamongan arises from a habit that is done repeatedly. As a person's character is formed as illustrated in the table below:

## V. CONCLUSION

True characters cannot be formed instantly, but need to be seriously trained, proportionally, and continuously in order to achieve an ideal character form and as a form of learning experience that can be obtained for as long as human life whenever and wherever he is. Based on the process of character

building based on the values of the teachings of the village of Pancasila in elementary school students. Various things that can be done by schools include: (1) the social environment of the village of Pancasila as a source of learning and character building in Balun 1 Lamongan Elementary School, (2) cooperation with all school members, guardians of students' character formation (3) integrating education character into the programmed activity. (4) evaluation and supervision of character education, and (5) internalization of the values of the Pancasila village in Balun 1 Lamongan Elementary School. As for the role of teacher exemplary in the formation of character of students in SDN 1 Balun Lamongan through the values of the Pancasila village teachings, among others, modeling (modeling good behavior) as a step in forming character of students, both safe and pleasant classroom management and characterization SDN Balun 1. Because of this, Pancasila village values-based character education is applied early to students. Educational institutions must have a strong commitment and high awareness as a step to support the implementation of character education. The teacher must be willing to carry out self-transformation in educating and teaching, so that the objectives of character education can be implemented as well as possible. The limitations of this study are that researchers cannot examine attitudes, teacher activities more deeply due to time constraints in this study. teachers have different characters so that the attitude or way of teaching to students is also different and cannot be examined more deeply. Therefore the researchers expect further research to examine the attitudes and activities of teachers about the village of Pancasila as identity and character formation in elementary school students.

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