



Teacher's Strategy in Developing Practical Values of the 5th Pancasila Precepts in Thematic Learning in Elementary School

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ABSTRACT

Purpose of the study: This study aims to find out and describe the strategies that teachers can use to develop the practical value of the five Pancasila precepts in the thematic learning process for first grade students at elementary school 36/I Kilangan.

Methodology: This research is a qualitative research with a phenomenological approach. The samples in this study were school principals, teachers, and 2 low grade students at elementary school 36/I Kilangan. Collecting data in this study using observation sheets, interview guide instruments. in this study using the Miles and Huberman analysis technique.

Main Findings: The teacher's strategy in instilling the practical values of Pancasila, especially the precepts "Social Justice for All Indonesian People" in thematic learning in class I elementary school 36/I Kilangan shows that the teacher has become a good role model for students, especially in applying a family attitude, balancing rights and obligations, as well as work hard. The teacher uses several strategies in its implementation.

Novelty/Originality of this study: The novelty of this study is knowing the teacher's strategy in instilling the practical values of the Pancasila precept "Social Justice for All Indonesian People" in thematic learning at elementary school 36/I Kilangan. Teachers use character-based learning strategies such as the PAIKEM strategy, cooperative learning and inquiry, as well as various lectures to familiarize students with always reading and discussing.

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1. INTRODUCTION

Education in Indonesia must be based on Pancasila and the 1945 Constitution. Education in elementary schools is part of the implementation of the national education program which is very important in increasing human resources. At this level the teacher equips students with cognitive, psychomotor and affective knowledge based on Pancasila values to students [1]–[3]. At the elementary school level, in addition to teaching teachers are also required to be able to instill Pancasila values in students, because Pancasila contains values that are the guideline for the life of the nation and state [4]–[6]. The application of Pancasila values must be instilled from an early age.

By habituating and instilling Pancasila values from an early age, students will continue to have good attitudes and character into adulthood [7], [8]. The importance of instilling Pancasila Practical values in learning can be carried out in learning in the classroom and outside the classroom [9]. Likewise according [10], Practical

Pancasila values can be obtained by students during learning activities both outside and in the classroom as in thematic learning in its implementation covering several subjects. Thematic learning is a learning process in which the presentation is by combining various subjects using a particular theme and then can provide valuable experience to students [11], [12].

The 2013 curriculum for SD/MI has used thematic learning which is carried out in lower classes where the implementation refers to the consideration that this thematic learning is more in line with the physical and psychological development of children [13], [14] [3], [8], [15]. Thematic learning is learning that uses themes in linking several subjects so that it can provide meaningful experiences to students. Thematic learning is a learning activity that departs from one theme and then elaborates on all aspects of the subject. in the implementation of thematic learning, the teacher can include or integrate the practical values of Pancasila into the learning process or method [13], [16]–[18]. Because children need to instill good habits from an early age, both in the school environment and in the family environment.

Teachers must be creative and innovative in providing learning resources, one of which is by developing themes provided by the government that are adapted to the needs and characteristics of students [10], [19]. Within the Pancasila ideology there are five basic value principles (staat fundamental norms) and become basic teachings that are used as guidelines for all citizens of the Indonesian nation, both at the individual and group levels [20]–[22]. Teachers need to have a strategy to instill practical values contained in each of the Pancasila precepts, especially the fifth precept, namely social justice for all Indonesian people which includes; Develop noble deeds that reflect the attitude and atmosphere of kinship and mutual cooperation, be fair, maintain a balance between rights and obligations, Respect the rights of others, like to help others, stay away from blackmailing others, not extravagant, not luxury lifestyle, do not commit acts that harm the public interest, like to work hard and appreciate the work of others [23]–[25].

Based on initial observations made at SDN 36/I Kilangan, it has been seen that there is an application of the practical values of Pancasila in learning and teachers also have a strategy in instilling various practical values of Pancasila in students, such as the routine activities of yasinan (divinity values) and gotong royong (gotong royong). values of unity and values of social justice) every Friday and Saturday, flag ceremonies, and extracurricular activities that support the implementation of the practical values of Pancasila. The high sense of mutual cooperation within elementary school 36/I Kilangan reflects the attitude of the practical values of the five precepts of the Pancasila. Then, the attitudes or behavior of students that describe the practical value of the five Pancasila precepts in the learning process can be said to be quite well realized. But there are also still a small number of their students who have not applied these values. This can be seen that there are students who mock their friends to tears and are rude to the teacher.

The purpose of this study was to find out and describe the efforts made by the teacher in developing the practical values of Pancasila in the thematic learning process for class I students at elementary school 36/I Kilangan. The novelty in this study is to be able to find out the practical value of Pancasila 5 precepts in the thematic learning process in elementary schools located in the Kilangan area.

2. RESEARCH METHOD

This research is a qualitative research with a phenomenological approach. Qualitative research is an approach that conducts research oriented to natural phenomena with the aim of gaining an in-depth understanding of human and social issues [26], [27]. Meanwhile, the phenomenological approach is an approach that seeks to uncover, study, and understand a typical phenomenon or experience experienced by a person [28], [29].

This research was conducted at SD Negeri 36/I Kilangan with the research being held in the even semester of the 2019/2020 school year. In this study there are also populations and research samples that function in the data collection process. The population is the entire object to be observed in research [7], [30], [31]. The population in this study were all residents of elementary school 36/I Kilangan which included school principals, teachers, students, and parents/guardians of students. Meanwhile, the research sample is part of the population which can represent the entire existing population [32]–[34]. The samples in this study were school principals, teachers, and 2 low grade students at elementary school 36/I Kilangan.

The research procedure in this study is through the preparation stage, the implementation stage, and the completion stage. Where in the implementation procedure data collection will be carried out. Collecting data in this study using observation sheets, interview guide instruments, and documentation. A data collection instrument is a tool that functions to obtain data in a study [35]–[37]. The instruments used in this study were observation sheets and interview guide instruments. The observation sheet lattice is shown in Table 1 below.

Table 1. Observation Sheet Grid

Variable	Indicator	Sub Indicator	Number of Item
Teacher's Strategy in Instilling Practical Values of Pancasila Precepts of Social Justice for All Indonesian People	Example or example	The teacher is an example for students in applying the values of social justice in the school environment.	1
	Spontaneous activity	Inviting students to care for others, for example by visiting friends who are sick or having an accident, helping victims of natural disasters by making small voluntary donations, etc.	2,3
	Reprimand	If there are students who make mistakes, the teacher should give a kind and gentle warning to students.	4
	Environmental conditioning	a. Provision of trash bins, wall clocks, and other infrastructure b. Slogans about ethics or Pancasila values, c. School rules of conduct so that students can read them	5,6,7
	Routine activities	Teachers carry out routine activities at school, both extracurricular activities and in the learning process, such as integrating attitudes into learning tools (RPP, learning resources and media) that relate to the practical value attitudes of the five Pancasila precepts to students. Namely the attitude of kinship/mutual cooperation, being fair, maintaining a balance of rights and obligations, respecting the rights of others, being frugal and not having a luxurious lifestyle, not doing actions that are detrimental to the public interest, working hard and respecting the work of others.	8,9,10,11,12,13,14

The observation used in this study was non-participant observation where the researcher was not directly involved with the activities of the subjects being observed, but only as independent observers. In addition, structured observation was used in this study where observations were systematically designed about what to observe, when and where. Furthermore, the interview guideline instrument grid is shown in Table 2 below.

Table 2. Interview Guideline Instrument Grid

Interview Guidelines	Indicator	Number of Item
Teacher	Understanding	1, 2
	Example giving	3
	Integration in learning tools	4, 5
	Supporting activities	6, 7
	Habituation	8, 9
Student	Constraints and solutions	10, 11
	Understanding	1
	Modeling behavior	2
	Attitudes during learning activities	3, 4, 5, 6, 7, 8, 9
	Supporting activities carried out	10
Headmaster	Habituation	11
	Impact/change in student attitude	12
	Understanding	1, 2, 3, 4
	Example giving	5, 6
	Evaluation of observation of learning activities	7
Parents/Guardians of Students	Supporting activities carried out	8, 9
	Habituation	11, 12
	Constraints and solutions	13, 14
	Characteristics/habits of children	1, 2, 3, 4
	Example giving	5, 6
	Changes in behavior	7, 8, 9, 10, 11, 12, 13
	Constraints and solutions	14, 15

The data that has been collected after carrying out the observation and interview process will then be analyzed. Where, in this study using the Miles and Huberman analysis technique. The Miles and Huberman technique is a qualitative data analysis technique where the process is carried out interactively and continuously [19], [38], [39]. The steps of data analysis carried out were data reduction, data presentation, and decision making.

3. RESULTS AND DISCUSSION

3.1. Results

Based on interviews and observations, the researchers found that teachers had carried out verbal and non-verbal strategies well, such as verbal examples, namely providing motivation. and obligations as a student and child at home, so that the teacher always reminds and gives advice to students. If there are students who make mistakes, the teacher always reprimands them in a good way and does not corner students. A non-verbal example is that the teacher is always a good example for students and always has activities for student athletes to behave in accordance with Pancasila values, namely the precepts of social justice for all Indonesian people.

The researcher found that the teacher has become a good example for students, especially in applying a family attitude, balancing rights and obligations, not having a luxurious lifestyle and working hard. In accordance with the vision of SDN 36/I Kilangan, namely "Berakhlaqul Karimah", teachers and students have implemented commendable behavior in the school environment, as is the case by looking at the atmosphere of the school community at SDN 36/I Kilangan, here you can really see a sense of kinship shared by all school people.

"For example, that is a kinship, we as social beings must complement each other, if another teacher is unable to attend we can help fill it in class. Then even though there are terms of leadership and subordinates, we try to minimize this and prioritize togetherness, so the principle here is that we are co-workers, so we tend to be more like colleagues, work partners. But there are times when you also obey like leaders and subordinates in certain cases."

Other family activities carried out by the teacher are several times a week the teacher cooks together assisted by school employees to cook food and eat it together during recess while chatting. Here the teacher in giving an example to students is by showing a good attitude first to students as in the results of teacher interviews

"I showed first, showed a good attitude to students. For example, once upon a time there was a student who didn't eat and I asked "why are you staying there?" "We don't have money, ma'am" I feel sorry for her and give her 1000. I often like that. There are also orphans, for example in their savings I help give 10,000 in their savings."

Based on the results of interviews with students, it is evident that students often exemplify teacher behavior or exemplary behavior, behaviors that are often exemplified by students are reading, writing, being kind, asking for help properly, and arriving on time.

Class I teachers at SDN 36/I Kilangan have integrated mutual respect into the lesson plan, in the learning process the teacher also always forbids students to always be prepared to respect each other and in every learning process they always advise and remind students to always be aware of good and not harm other people. The strategy through reprimand is applied by the teacher while the learning process is in progress, and in accordance with the mission of SDN 36/I Kilangan, namely "optimizing the learning process and guidance", here students are not only educated but also guided, teachers and school principals work together in supervising students. Just like what the principal said *"In every routine teacher meeting, one of the things that I emphasize the most is when giving a warning to students who violate the values of the fifth precept, the approach is more personal, does not justify, does not corner students, the point is to do personal coaching and not embarrass the student. We are protecting it too."*

In using the strategy in the teaching and learning process the teacher has instilled several character values that have been proclaimed by the Ministry of National Education. The use of the PAIKEM strategy contains several character values including religious, creative, curiosity, independence, responsibility, democratic tolerance, environmental care and social concern. While on the strategy of cooperation and inquiry, namely social care, responsibility, tolerance, hard work, love for the motherland/nationality, communicative and peace-loving. Likewise according to the findings of researchers that strategy teachers in hiding Pancasila values in Thematic learning in SDN 36/I Kilangan class have reflected character-laden strategy learning.

3.2. Discussion

The quality of learning is key in improving human resources. Quality learning is learning that is planned and deliberately created with the intention of facilitating the learning process. In the process of instilling Pancasila character values, of course, it is also influenced by the learning strategies implemented by the teacher

so that student activities in the class will run effectively by seeking the implementation of various learning methods in shaping Pancasila character values in students.

Learning design is an important activity to be carried out before a teacher carries out learning activities in class. The design of the learning system consists of four components that have a functional relationship between learning materials, learning competencies, learning strategies, and learning evaluation. Anatomical learning materials consist of material that contains a set of facts, concepts, procedures and principles. The competence of a subject describes the capabilities that must be met (in the form of attitudes, skills, and knowledge) of a learning material. Thus, it is clear that the functional relationship between material and learning competencies must first be described in terms of the anatomy of a subject matter. The relationship between the anatomy of subject matter and learning competence will lead to the preparation of indicators and planning of learning evaluation. While the learning strategy is the third chain that connects the subject matter and the competence of a material.

In shaping the character of students in Thematic learning in the 2013 curriculum it is also supported by basic competencies which are organized into four Core Competencies (KI). KI 1 is related to one's attitude towards God Almighty. KI 2 related to self-character and social attitudes. KI 3 contains KD about knowledge of teaching materials, while KI 4 contains KD about presenting knowledge. In PKN learning it is mandatory in the 2013 curriculum. In this case the government is trying to foster national values and love for the motherland, including respecting the culture and work of the nation. Thus the material conveyed to students is a medium in shaping the character of students, especially students at the elementary level.

Furthermore, in the process of cultivating Pancasila character values for grade 1 students at SDN 36/I Kilangan in Thematic learning, it can also be seen from several stages so that students can be said to have good character. This can be seen from students' understanding of the values that exist in school and in learning, students have been able to distinguish both outside the classroom and in the classroom.

The process of cultivating or forming values links knowledge of values (moral knowing), value attitudes (moral feeling) and value actions (moral action). Character education only on moral knowledge is not enough, because it is limited to knowing or understanding values without implementing them, only producing intelligent people, but immoral. Furthermore, the most important step is the action of values so that knowledge of values can be realized into concrete actions in the form of competence, desire to act and habits.

Table 3. Stages of Planting Character Values

No.	Aspect	Description
1.	Moral knowing	1) Students have an understanding and knowledge of Pancasila character values at school. 2) Students are able to understand the learning material well. 3) Students are able to describe the material well.
2.	Moral feeling	Students are able to distinguish between good and bad behavior and can control themselves, this can be seen from the learning process.
3.	Moral action	Students are able to get used to behaving well, carrying out the learning process well and consistently.

The things above that can be achieved are inseparable from the strategies and methods used by the teacher in the learning process both inside the classroom and outside the classroom. The role of learning strategies is more important if the teacher teaches students who differ in terms of abilities, achievements, tendencies and interests. In class 1 Thematic learning at SDN 36/I Kilangan in the 2013 curriculum it is required to form fun learning or PAIKEM (Active, innovative, creative, effective and fun learning) in accordance with the school's vision, mission and goals. Thematic learning at this time is more focused on character building, so that teachers not only have to master various teaching materials or rules, but also be able to integrate character values in each material and learning strategies.

Thematic learning for the lower grades of SDN 36/I The PAIKEM Strategy Factory is carried out using several models such as a jigsaw, basic instruction problems and think, pair and share. Suyadi in his book explains that the basic concept of PAIKEM learning contains characters adopted from active learning, he explores PAIKEM character values to be actualized in learning, so that these character values can be instilled and internalized in students. However, not all character values are contained in PAIKEM, so it is necessary to develop more diverse variations to contain more characters.

In addition to PAIKEM in Thematic learning, teachers also use cooperative learning and Inquiry strategies. Where students are required to play an active role in the learning process, including student discussions and presentations because the teacher feels that in this way he can reach all aspects, namely aspects of knowledge, skills and attitudes. The teacher applies a skills assessment by working on questions in the form of opinions so students do not have to memorize all of the material so that the student learning process is sufficient to understand an event and then students have opinions. Then the teacher in the language class also applies

lecture methods varying in displaying pictures, telling stories, debriefing with students then the teacher gives explanations to students so students no longer have to carry out long discussion activities at each meeting so that in the learning process in class student activity is not as busy as before.

Regarding the methodology that is suitable for character education, Lickona explained that teachers can use the implementation of various methods in Thematic learning such as telling stories, appropriate fairy tales, role playing, discussing values as well as cooperative learning. Thus it can be concluded that the teacher's strategy in instilling character values in class I Thematic learning at SDN 36/I Kilangan has carried out the stages of character formation and the teacher has made several attempts at learning strategies in the teaching and learning process that reflect character values according to the criteria which is in accordance with existing learning theory.

In fact, the inculcation of Pancasila character values in students is needed to shape and develop the character of students. Nurhomah & Dewi [40] stated that the inculcation and strengthening of Pancasila character values is urgently needed to foster a positive attitude that is useful for solving problems that exist in the current generation. In line with Zurich [41] stated that one of the most effective strategies for realizing the welfare of the nation is through character education, namely the character of Pancasila. Learn more about Nurizka & Rahim [42] argues that the values of the Pancasila character need to be passed on to the younger generation through the world of education as a way of life that has the aim of preserving the personality of the Indonesian nation.

The teacher must have a learning strategy that is right on target in conveying material or knowledge to students. Not only that, the teacher must also have a good personality, because basically a student will definitely imitate the behavior that is usually done by the teacher. Teachers can apply various kinds of strategies, namely by; (1) Exemplary or Example; (2) Spontaneous Activities; (3) Reprimand; (4) Environmental conditioning; (5) Routine activities in the form of integrating the practical values of Pancasila in learning tools such as syllabus, lesson plans, learning methods, learning activity steps, resource books and learning media used by the teacher. This strategy can be applied by teachers in order to instill Pancasila values, especially the practical value of the five Pancasila precepts to students in the school environment. Instilling Pancasila values in students must be instilled from childhood, because this is the age stage that will determine how the child's character will be. Instilling these attitudes and values can be done both during the learning process and in socializing activities in the school environment. As is the case with thematic learning, teachers can integrate Pancasila attitudes into learning tools or deliver them directly in the learning process.

In this thematic learning, the teacher has an important role where later the teacher can make a learning plan, carry out and evaluate student learning outcomes well, and choose the right learning model. In line with Maryono [43] states that in thematic learning, the teacher acts as a facilitator and mediator of learning. A teacher who has a good personality and example will have authority in front of students. Only a teacher who is dignified is able to create conducive classroom conditions. Because basically students will imitate everything that is done by the teacher, students will feel awe and respect for teachers who have authority and are good role models.

Strategies that can be carried out by the teacher in order to instill the practical values of Pancasila, namely primarily from examples or examples from within the teacher himself, then through educational reprimands the teacher can remind students which things are right and which are wrong. In the thematic learning process the teacher can insert Pancasila attitude points into learning tools such as lesson plans, using both certain and other learning strategies. In the case of spontaneous activities, it can also be carried out to instill Pancasila values in students, for example visiting friends who are sick or who have been affected by disasters. And other supporting factors so that the attitude of Pancasila values can be attached to students, namely in terms of conditioning the school environment which of course can support all activities in which there is implementation of the Pancasila attitude points. This research has implications for the learning process in schools where schools can find out the teacher's strategies in instilling the practical values of Pancasila, especially the 5th precept through thematic learning. This research adds to the teacher's knowledge in carrying out learning activities, especially those that develop the practical values of Pancasila so that they can develop skills in teaching.

4. CONCLUSION

This study concludes that the teacher's strategy in instilling the practical values of Pancasila, especially the precepts of "Social Justice for All Indonesian People" in thematic learning in class I SDN 36/I Kilangan shows that the teacher has become a good example for students, especially in implementing a family attitude, balance between rights and obligations, and work hard. Teachers use several strategies such as asking for donations to visit friends who are sick to instill a socially caring attitude, giving warnings and coaching for students who violate Pancasila values and school rules, conditioning the learning environment, and integrating Pancasila attitude points into learning tools such as RPP, starting from the use of learning strategies and techniques that are routinely carried out every day in the thematic learning process. Instilling character values in learning is carried out through the stages of character formation. In the learning process the teacher uses several learning strategy efforts that are already loaded with character. The strategies that have been implemented

include the PAIKEM strategy, cooperative learning and inquiry, as well as various lectures to familiarize students with always reading and discussing.

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