Implementation of Character Education Through Pancasila Subjects at Taman Rahayu 04 Setu State Elementary School

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Abstract
This study aims (1) to find out the implementation of character education, the obstacles to the implementation process and the solutions to the process of implementing character education through Pancasila education subjects at SDN Taman Rahayu 04 Setu. This type of research is descriptive qualitative at SDN Taman Rahayu 04 Setu with school heads and homeroom teachers as well as grade VI students at SDN Taman Rahayu 04 Setu. The research focus is on the character of discipline, courtesy, hard work, responsibility and honesty in class VI at SDN Taman Rahayu 04 Setu. The data sources used are primary data sources in the form of interview results and secondary data sources in the form of documents. Data collection techniques used are interview techniques, observation, and documentation.
Keywords: Implementation, Character Education, Pancasila Education

INTRODUCTION

The purpose of this training is very basic to shape the character of students. Training Activities for the development and formation of valuable national character and civilization to educate the nation's life and goals to develop the potential of students to become human beings who believe and fear God Almighty, Noble, healthy, knowledgeable, capable, creative, independent and advanced. Democratic and responsible citizens to answer. Implementation of character education, obstacles to the implementation process and solutions to the process of implementing character education through Pancasila education subjects at SDN Taman Rahayu 04 Setu. Implementation of character education through Pancasila education subjects is the effort made by teachers to overcome these obstacles, namely by setting an example for time discipline and waiting for regulations, give equal attention to all students who break the rules. Slamet Suyanto obtained research results; (1) there are five stages of implementing character education in an integrated manner, namely the stages of identification, planning, implementation, habituation and evaluation, (2) for character education to work well in schools there must be clear concepts. used as a reference for all components of the school.

Character education consists of two words, namely education and character. Education is an effort to develop character and soul, to promote a life in harmony with nature and humans. Training is a person's effort to gain knowledge to gain a bright future, the company can include the process of gathering information and then using it in life to live a functioning life.

The definition of character is innate, heart, soul, personality, character, behavior, personality, nature, character, character, character. Nature is a natural entity and deeply ingrained attitudes are defined within the individual, a set of behaviors that make him a distinctive way of thinking and acting. In addition, according to Zainal and Sujak (2011:2) established character refers to a set of attitudes, behaviors, motivations and skills (skills). To do comes from the Greek and means "to mark" or to mark and show how. Apply the value of kindness into the form of action or behavior. There are two characters, namely good morals and

bad morals are not good. Good character is a process of knowing something good and doing good, vice versa. From this it can be concluded that Nature education is designed for effort and is applied systematically to help students understand the values of one's behavior related to the superior God, oneself, fellow human beings, the environment and nationality which are embodied in thoughts, attitudes, feelings, words and actions based on religious norms, laws and regulations of Karma, culture and customs.

The purpose of this training is very basic to shape the character of students. We are waiting for extraordinary goals in the training of Law No. 20 of 2003 concerning the national education system in Article 3, the contents are "National education works also to develop and shape character as part of a valuable national civilization to educate the nation's life, fight for it Develop the potential of students to become something People who believe in Allah and fear the Almighty powerful, noble, wise, knowing, being capable, creative, independent citizens and having democratic and responsible citizenship." On this basis it is clear that the purpose of education at all levels is to shape the character of students.

Many moral actions taken by students such as cheating, brawls, truancy and other moral actions identify that formal education has failed in shaping the character of students. Low morality is partly caused by moral education in schools that is less effective. Implementation of character education is an absolute thing to do at the education level because education is the main foundation for the growth and development of the younger generation. Now many schools implement character education in various ways. One of the most common ways to do this is to combine the two. Character building through learning.

Pancasila education is one of the pedagogical concepts in which it works. Shaping students to become citizens has character. The relationship between Pancasila education and character development is suggested by Samsuri (2011: 20) who states that Pancasila education has different dimensions that cannot be differentiated in terms of the formation of citizen character. and public morality. Political education helps students form models of thinking and attitudes as citizens that reflect human values. Included in the formation of character or manners because Pancasila education includes the values of life that are typical of the local community.

Pancasila education has different dimensions that cannot be distinguished in terms of the formation of citizen character and public morality. Pancasila and Political Education Helping students form patterns of thinking and attitudes as citizens reflects human values. Included in the formation of character or character because political education includes the characteristic values of the life of the surrounding community. Character education has a great impact on Pancasila where Pancasila education plays an important role in creating character because it contains all the points of character as morals and standards. personality quality as expected.

Based on the results of observations at SDN TAMAN RAHAYU 04, this researcher considers that teaching activities in class are the core activities carried out in schools so that the application of character education implemented in each subject is one of the aspects that must get special inauguration of teaching and learning activities in both subjects can implement the types of values to be achieved at each stage, implementation and evaluation also in Pancasila education subjects is the field of character education leadership which clearly implements character values in teaching and learning activities to clearly explain the learning objectives of Pancasila education, Darmadi (2010:52) explain the purpose of studying political education,namely determining the applied morals that can be fulfilled in the behavior of radiating faith and piety to God Almighty in a society consisting of various just and civilized human behaviors, to support the unity of the nation and society over several common interests individual interests, by consultation and agreement and behavior that supports the aspirations of achieving social justice for all Indonesian people.

Based on these objectives, we can know that civics education is learning full of character values. But the problem is the educational practice of studying achievement-based education for cognitive or informational purposes only, while effective, the problem is related to the process of forming students' character/attitude. generally enshrined. Fadil yudia Fauzia, et al (2003) in an educational journal entitled "the role of teachers teaching Pancasila and citizenship in educational efforts to "learn character" get the results of their research, where Pancasila education teachers participate in the formation of student character plays a very important role because Pancasila education has lessons about the goal of educating good citizens in everyday life or in the spaces of national and state life. For this reason, students are expected to have a personality based on intelligent values and morality

RESEARCH METHODS

In this study, researchers will use a descriptive method with a qualitative approach because it describes and illustrates the implementation of character education through the Pancasila subject at SDN Taman Rahayu 04 Setu as it is in a precise and systematic way according to the object to be studied. The type of research used is a case study. This research was carried out at SDN Taman Rahayu 04 Setu. The informants who will provide various information needed during the research process are school heads, PPKN teachers and students at SDN Taman Rahayu 04. The research focus consists of matters relating to the core matter to be studied. The focus of research conducted by researchers in this task is how, Implementation of Character Education Through Pancasila Subjects such as discipline, courtesy, hard work, responsibility and honesty. The data sources used are primary and secondary data sources, data collection techniques are observation, interviews, and documentation, then analyzed by checking techniques for criteria, namely credibility (degree of trust), while data validity techniques use careful observation, triagulation of sources, time, techniques , researchers, and finally held a member check.

RESEARCH RESULTS AND DISCUSSION
Implementation of Character Education Through Pancasila Subjects at Taman Rahayu 04 Setu State Elementary School

The implementation of character education through learning Pancasila at SDN Taman Rahayu 04 Setu takes place in three stages, namely the process of planning, implementing (learning) and evaluating. Planning is done by compiling lesson plans (RPP). In making lesson plans, ethical and moral principles must be in place to improve the learning process and shape student behavior as intended. Even though teaching materials must be considered carefully because an important part of the teaching and learning process is related to the achievement of learning objectives. In the implementation process there are three important factors, namely the learning process, learning process and learning style. The course is divided into three stages, namely the first stage, the main stage and the final stage. While the learning process can motivate students as the implementation of active and interactive learning in the classroom. This is in line with the opinion of Masnur Muchlis (2007: 72) who says that the programmatic aspects of education are carried out in three areas of activity, namely: Pre-study activities, main events and closing. In addition, the learning methods used at SDN Taman Rahayu 04 are various lectures, discussions and interviews as well as assignments.

Lecture Method

This lecture method provides an explanation of the material, usually carried out by a teacher in front of students, this method uses oral, and students just sit neatly and quietly listening to the teacher or instructor who is explaining

Discussion Method

This discussion method is a learning process in which it is highly hoped that there will be cooperation between students, so that students can issue ideas. This discussion method is more appropriate for learning skills from students, making students think critically, generating an idea, and this discussion method can solve an existing problem. So, this discussion in the student learning process is not only active but can encourage or motivate and bring up ideas.

Question and Answer Method

This question and answer method is learning in the form of questions that must be answered by students, if the teacher asks a question the student must answer it. This question and answer method can also be a driving force and opening during learning, the use of this method must be good and appropriate, questions will stimulate interest from students and motivate students in learning. Some things that need to be considered when using the question and answer method are, the material must be interesting and challenging for students, the questions must be varied, and carried out with good technique. Learning media also has a role in the learning process so that students are stimulated and increase learning intentions, choosing the right learning media can increase students' enthusiasm for learning and motivate them. Citizenship Education learning media are material (books, models of clothes, flags and symbols of the country), immaterial (cases, stories, legends and culture), conditional (conditions), simulations that are created before the learner or after learning in class. Implementation of learning without using learning media will be very difficult for students to understand, if there is learning media students will become active and there will be interactions when learning takes place so that the material can be easily understood by students.

Inhibiting Factors in the Process of Implementing Character Education Through Pancasila Subjects at Taman Rahayu 04 Setu Public Elementary School

Implementation of character education through the Pancasila theme at Taman Rahayu 04 Elementary School, the teacher encounters obstacles such as a lack of awareness of students to obey the rules so that giving punishment through the approach of the teacher Way (2012) makes students aware of homework and lacks student motivation to learn because students have little or no there is the ability to participate in learning Hamalik (2002: 16). From the explanation above, it can be concluded that in the implementation of character education through Pancasila education subjects, there are many obstacles, including the lack of awareness of students to comply with standards, awareness of students towards their work, they still lack responsibility. and the last factor is the lack of student motivation.

Solutions to Overcome Obstacles in the Implementation of Character Education Through Pancasila Education Subjects at Taman Rahayu 04 Setu Public Elementary School

The implementation of character education has many obstacles, but efforts are always made to find solutions to overcome these obstacles, including the teacher as a role model for students at school to set a good example for students, for example by dressing properly at school for example so that moral values can be internalized. in students Amri, et al (2011: 89-94) If the teacher as a model provides a good example then students will probably do good things too. The second solution is to give equal attention to all students, not discriminating between gifted and gifted students by taking into account the differences of each individual in order to integrate all aspects of human intelligence so that they can better respect the applicable regulations.

CONCLUSION

The implementation of character education through learning Pancasila education at Taman Rahayu 04 Setu Elementary School has been carried out by the teacher through planning, implementation and assessment carried out by the teacher. Pancasila education teachers in the learning planning process are the character values contained in the RPP, namely in each Core Competency (KI) and Basic Competence (KD). At the planning stage the teacher chooses character values by adjusting the material, methods, strategies, media, and learning situations. In the implementation of learning, Pancasila Education teachers internalize character values in pre-study activities, core and closing events that aim to develop student character. Assessment of the achievement of character education in the learning process of Pancasila Education at SDN Taman Rahayu 04 Setu uses an assessment of the cognitive and affective domains. There are several inhibiting factors experienced by teachers in implementing character education, namely the lack of awareness of students in obeying regulations, student motivation to learn is still lacking, and student awareness of tasks and responsibilities is still lacking. Efforts made by the teacher in implementing character education in the learning process are setting an example by obeying the rules, giving equal attention to all students and giving warnings or sanctions to students who break the rules. There are several inhibiting factors experienced by teachers in implementing character education, namely the lack of awareness of students in obeying regulations, student motivation to learn is still lacking, and student awareness of tasks and responsibilities is still lacking. Efforts made by the teacher in implementing character education in the learning process are setting an example by obeying the rules, giving equal attention to all students and giving warnings or sanctions to students who break the rules. There are several inhibiting factors experienced by teachers in implementing character education, namely the lack of awareness of students in obeying regulations, student motivation to learn is still lacking, and student awareness of tasks and responsibilities is still lacking. Efforts made by the teacher in implementing character education in the learning process are setting an example by obeying the rules, giving equal attention to all students and giving warnings or sanctions to students who break the rules.

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