

INTERNALIZATION OF PANCASILA CHARACTER EDUCATION THROUGH THE DEVELOPMENT OF A GRAND DESIGN IN EARLY CHILDHOOD

Siti Supeni

PPKn-FKIP Universitas Slamet Riyadi Surakarta

email: peni.unisri@yahoo.com

Abstract

The Objective of the study found the "*model of the grand design*" of character education in internalising the Pancasila and Citizenship Education in early childhood as strengthening the value. This study also provides recommendations for developing educational strategies characterize the grand design of effective development and find teaching materials. Method Research: Gall.M.D.Gall.J.P and Borg.W.R. Research and Development, through observation, Focus Group Discussion, Interview, Documentation, by purposive sampling. Data analysis techniques: Qualitative, based on the Interactive. The researcher used data reduction and data presentation continuously. Conclusion: Development strategy in the grand design internalize the character of education Citizenship in Early Childhood Education as a strengthening of the values of Pancasila in Surakarta, developing the customized environment conducive to learning materials and media in imparting PPKn, through the media play drawing, singing national songs, love for the homeland (outing class) can be effective in practice to improve the quality character of education students development through basic ethical values and moral education which serve as the basis of Pancasila and Citizenship.

Keywords: Character Education, Pancasila, Early Childhood Education.

Introduction

Early childhood education is very crucial for the development of children since they are born up to six years old through providing various experience and stimulus healthily and optimally based on the character values and morals adopted. Vygotsky (in Diana Mutiah, 2010: 74) states that cognitive competence of children might be conceived if it is interpreted developmentally. In line with the argument of Martono (2009: 2), he states that children are the future of the nation which has to be grown and developed on their soul and physic in order to be smart, creative, and a good attitude. Early age children must be developed on their motoric sensory (fine and gross motoric) through art and skill through playing activities.

Understanding Pancasila on the early childhood education is the most difficult time to begin. The first idea that should be implemented on children in order to be discipline, active, and respect between good and bad things is through the game approaches: solitary play (*bermain seorang diri*), onlooker play (*anak sebagai penonton*), parallel play, associative play, and cooperative play. Agus Wibowo (2013: 125) states that in implementing the first principle of Pancasila, teachers have compulsory to implant a good basic belief since early childhood appropriate with religion believed, and internalized in every educational activity in early childhood education by using models, media, and suitable learning equipments.

The duty of educators is to ensure that children never interpret that kind means silent and foul means lots of movements as the concept of discipline adopted in the past. Deitje Adolfien Katuuk, (2014: 24) argues that the ability of teachers in developing learning strategies can be

prepared in two aspects, namely their knowledge in terms of various approaches, models and strategies of innovative learning which are expected by curriculum of 2013, and the ability of teachers to implement it, particularly on early childhood education as a preparation to come in the elementary grade (*sekolah dasar*)

Implanting values of a character education since early childhood is as a preparation to anticipate toward the development era because of potential conflict in a great multicultural society will implant the foundation as a member of a peace country of the reality on Bhinneka Tunggal Ika. The character education is the most crucial bridge to form a multicultural society started by early childhood education. Ellen G. White in Hidayatullah (2011) argues that a character building is the most important effort that is ever given to human. The character building is an extraordinary purpose of a proper educational system. Stiles (Hidayatullah, 2011) argues that a systematic and programmed character building since early education shapes characters and prestigious nation civilization in terms of educating the life of country, having a purpose on the potential development of learners in order to be faithful and good-fearing, a precious character, health, bookish, capable, creative, autonomous, and a democratic and responsible civilian. (*Pasal 3 UU Sistem Pendidikan Nasional*). (Diana Mutiah, 2010:141).

The concept of Character Education

The character education means as the deliberate us of all dimensions of school life to foster optimal character development, must involve all components: the content of the curriculum, the proses of instruction, the quality of relationships,

the handling of discipline, and ethic of all school environments (Zamroni, 2003:14). Character education is the deliberate effort to help people understand, care about, and act upon core ethical value, (Doni Koesoema A, 2009: 75)

The Character Education on *Pancasila*

Learning civics (*Pendidikan Pancasila dan Kewarganegaraan*) is carried out through the implementation of various innovative, creative, and contextual learning as a vehicle of shaping the whole characters of learners through: value and moral education, approaching an extensive environment, active, integrated, cooperative, paragon, creating a good classroom atmosphere of learning, and a characterized culture of schools on *pancasila*. (Udin S Winaputra 2014:260)

Having a purpose to develop a potential of learners in order to be faithful and god-fearing, precious characters, health, bookish, capable, creative, autonomous, and a democratic and responsible civilian; (1) developing potential learners in order to be kind, good thought, and proper behavior. (2) Building a characterized nation on *pancasila*. (3) Developing the potential of civilians in order to have confident and proud attitude to the nation, and loving human beings. (Kemendiknas, 2011:7).

Internalizing the Character Education

Internalizing is a process of the character education carried out informally, a well kept, and slipped in a learning and instruction interaction which is intentionally designed to achieve the purpose of shaping characters by applying structured learning experiences (Lickona, T. 2004:324). The process of internalizing can be conducted by all teachers but by different emphasizing. Through the learning and instruction interaction, civics and theology can produce nurturant effect and also teachers on early childhood act as role models

A Study on Early Childhood (PAUD)

Laws of Indonesia republic no. 20 in 2003 on early childhood means as educational efforts (parents, teachers, and other adults) in facilitating the development and leaning of learners since they are born up to six years old through providing a variety of experience and stimulus that has a developing nature, cooperative, and overall, therefore children can grow and develop healthily and optimally based on moral and life value and it will achieve optimal development of children's characters.

The Character Education on Early Childhood Education

A process of learning, managing so that learners recognize and receive the values of nation characters as their owned, and be responsible through the process of thinking, attitude, and

behavior are intended to foster learners' capability in doing social activities and encourage them to look themselves as social human beings conducted based on the steps of developing early childhood up to adult.

A Study on Civics (Pendidikan Pancasila dan Kewarganegaraan)

Based on a study of epistemology, civics is needed to be conceived since early childhood in the citizenship education concept in expression to grow and develop an individual potential in order to be a member of society, son of nation, and adult civilians is a pedagogical and sociocultural vehicle that is approved as humanity civilization that contributes in society and nations' life significantly. (Udin S Winaputra, 2014:251).

Problems

How is the developing strategy (grand design) of the character education in the internalization of Civics on early childhood education (PAUD) as reinforcement the values of *pancasila*?

Method

This research was carried out in Solo city on teachers of early childhood education using purposive sampling of 100 persons. According to Gall.M.D.Gall.J.P and Borg.W.R (2003) research and development has a purpose to foster a model through participant observation, focus group discussion, interview, and questionnaire. Data reduction and data shown continually up to conclusion arranged.

Research Findings and Discussion

The number of teachers in Surakarta is 763. It consists of 24 male and 739 female. They have various background of education (SMA, D-3, dan S-1). Most of them work as honorary employees and 4.4 % or 17 teachers as public servants

In general, early childhood teachers conceive *Pancasila*. It can be proven that 78 % of them belong to a good criterion or understanding *pancasila* as the fundamental of ideology of Indonesia, therefore it will be easy in conveying to learners. Further, in terms of UUD 1945, early childhood teachers have adequate understanding about it, particularly on the human rights that all Indonesian children have a compulsory to acquire suitable education.

Their comprehension on Republic of Indonesia: that they need to conceive Indonesia is as a nation with a variety of islands, ethnics, religions, and race need a process of internalization of learning through pictures, songs of nationality. The difference in togetherness implemented on early childhood education is a concrete form of *Bhinneka Tunggal Ika*. Understanding early childhood teachers on a learning process of early childhood education through various ways: a model

of learning, touching a culture of teaching while playing, exploiting media of papers and media of nature to increase love to god.

The strategy of developing grand design of the character education in internalizing civics on early

childhood education, namely developmentally appropriate practice (DAP) based on multiple intelligences are described in the following:

Table 1. The strategy of developing grand design on the character education in internalizing civics on early childhood education (PAUD)

No	Programs of Activities	Activities	Internalization	Out put
1	The development of moral and religion values	administering on the achievement on spiritual intelligence, e.g. children are guided to pray before eating and taught how to devote to god properly	Internalizing values of the first principle of <i>pancasila</i> .	To steady moral and religion values on children of early childhood education.
2	The development of social and emotional values	Administering on the intelligence achievement in terms of intrapersonal, interpersonal, and naturalistic, e.g. every child is given an explanation to care among fellow.	Internalizing values of the second principle of <i>pancasila</i> .	To steady a solidarity and empathy among fellow.
3	The development of language	Administering on the linguistics intelligence achievement, e.g. children can mention the name of big islands on Indonesia, the name of president and vice president of Indonesia, etc.	Internalizing values of the third principle of <i>pancasila</i> .	The correct Indonesian vocabulary, loving Indonesia and its leader, the name of islands in Indonesia, etc.
4	The development of cognitive	Administering on the achievement cognitive intelligence, e.g. children can count the number of Indonesia's symbol of <i>burung garuda</i> on <i>pancasila</i> (wings, tail, breast feather, meaning of <i>bhineka tunggal ika</i>)	Internalizing civics in the understanding of symbol of Indonesia (<i>burung garuda, Pancasila</i>)	To steady by singing <i>garuda pancasila</i> song and to know its meaning.
5	The development of culture art and culture of Indonesia	Administering on the intelligence achievement on the development of art and culture of Indonesia, e.g. in an art program, it is always shown a property of region potential culture and art.	Internalizing civics through a performance of art and culture of Indonesia.	To steady values on loving a potential of culture and art properties of a region.
6	The development of physics.	Administering on the achievement on intelligence of physical development through walking activity, walking around a village or outbond, seeing the properties of indonesia's nature (mountain, ricefield, river, sea, city garden)	Internalizing civics as a pride of the properties of Indonesia and conservation of environment.	To steady a pride value about the properties of Indonesia and conservation of environment.

The activities of the character education in implanting civics are done through the following ways:

Playing centre (*sentra bermain*)

A centre of active playing (Learning by doing), belief and god-fearing centre, playing boxes centre, the centre of playing a role, art centre, a preparation centre, the centre of nature and science, the centre of musics, out door area, checking a health, social contributions and savings, showing educated films, a variety of contest, exhibition of a creation, yearly activities, a stage of arts of children, a top theme to implant a responsibility to give a reward and punishment, and building an early childhood on his or her discipline. All above are internalized by civics values.

Internalizing the first principle of *Pancasila*.

(a) The first principle. It includes accustoming positive behavior, implanting autonomous and discipline, and building belief and god-fearing that administers on the spiritual intelligence achievement, e.g. children are guided to pray

before starting a lesson, after a lesson, and before eating, and finally they are taught how to pray and to act devotion properly.

(b) The second and the third principles. These include the development of feeling and emotion and also social ability to improve sensitivity toward a society life. This development aims at the intrapersonal, interpersonal, and naturalistic intelligence achievement.

(c) The fourth and fifth. This administers on the achievement of linguistics intelligence, e.g. children can study to communicate and discuss with their friends, mentioning the names of islands, the relation to *Bhineka tunggal ika* and a variety of ethnics, religions and faiths which are believed by Indonesian and a social solidarity.

Internalizing civics through:

(a) The cognitive development includes the development of early and early science. This administers on the logical and spatial visual intelligence achievement. Agus Wibowo (2013:41) teaches the meaning of symbol of Indonesia, e.g. mentioning the meaning of symbol of *burung*

garuda on the first part of wings that has 17 feathers that symbolize date of the independence of Indonesia, then mentioning the meaning of the symbol of tail of *burung garuda* that symbolize the eighth month, namely on august, and finally the total feathers of breast is 45 that symbolize the year of independence of Indonesia, namely 1945.

(b) The development of arts and cultures of Indonesia. The development of arts administers on the musical and visual spatial intelligence achievement. It includes the development of simple arts of musics and dance and a skill to create a creative creation (hand-made creation). For example, making a creation by using the big island designs in indonesia by providing a drawn board of the islands of Indonesia (Sumatra, Kalimantan, Sulawesi, Jawa dan Papua). Children wet ex-newspaper and adhere on the design of islands' pictures that has been prepared by teachers, then it is colored based on students' creativity.

(c) A physical development. It includes fine motor and grossmotor to the growth and healthy of children. The physical development administers on the acheivement of a kinesthetic body intelligence. Every program of developing consists of some indicators of basic abilities that will be achieved. In implementing learning activities, every basic competence taught is related to the theme that has a relation with civics. A part of theme is chosen and determined based on the agreement with team of teachers by paying attention to children environment, hobbies, and interest of learning appropriate with the availability of school learning facilities. The purpose of using the theme is to make meaningful and fun learning process and can enrich experience and vocabulary of children, e.g. fine motor: singing, praying, dancing, drawing/coloring a picture. gross motor: sports, ceremony of indonesia independence, rows activity, walking around the village.

Success of developing characters through a variety of efforts, therefore it creates a conducive atmosphere in building and developing the characters of children through the following concepts:

Creating a conducive environment

A success of the character education for early childhood is needed to be supported by the conducive environment neither physic nor non-physic environment. Safe, comfortable, correct environment and centered activities on children is the atmosphere that can arise enthusiasm and motivation to study.

Comprehensive approach of schools, families, and societies.

Giving individual service, arising a high learning motivation, creating cooperation to respect between learners and teachers, developing effective, interesting, and safe classroom organization, giving opportunity on every learner to be creative and improve in every learning activity

and game they chosen, and teachers are as a souce of learning.

(Depdiknas Ditjen PLSP Direktorat Anak Usia Dini, 2002).

The improvement of early childhood education teachers' quality.

Teachers of early childhood education can apply 18 concepts of the character education. Kemendiknas (in Siti Supeni, 2014:55): religious, honest, tolerate, discipline, hard-worker, creative, autonomous, democratic, inquirer, enthusiasm to nation, loving in country, respecting an achievement, communicative, loving peace, bookish, care, and responsible which are implemented in the process of education on early childhood based on values of civics.

Conclusion

Based on the result of data analysis and discussion, it can be concluded in the followings: (a) This has been developed a strategy of grand design of the character education in internalizing civics on the early childhood; (b) There are some developmental strategies of grand design of the educational character in internalizing civics on the early childhood education through a strategy of tables that will be applied in the process of education.

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