CHARACTER EDUCATION BASED ON PANCASILA VALUES THROUGH CURRICULUM 2013 ON PRIMARY EDUCATION CHILDREN IN MADURA

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Abstract. The importance of character education seems to have been recognized by the government. As an expression comes from the founding father of the nation that the battle will be more severe because the opponent is no longer come from the outside but from the inside, then through character education is proclaimed in the curriculum, especially in curriculum 2013, an obvious emphasis on the spiritual and social through their first core competencies and second core competencies that must exist in all subjects in school. This study is a qualitative descriptive study with triangulation, using data collection techniques, namely questionnaire, observation and interview. Research will be conducted in an elementary school using Curriculum 2013 in the District Kamal, there are five primary schools in Kamal those are SDN Banyuajuh 2, SDN Banyuajuh 3, SDN Banyuajuh 6, SDN Kamal 1, SDN Gili Anyar. The results of this study are expected to examine more deeper in the development of character-building nation, ie characters that contain values of Pancasila as education that contains the values of Pancasila with the essence of Pancasila as the outlook of the nation is a prime shield for the challenges and threats as forming the national character that is unique and distinctive that became distinguishing element between one nation by another nation.

Keywords**:** Character Education, Pancasila Values

I. INTRODUCTION

According to the Republic of Indonesia Law Number 20 year 2003 about National Education System, Education serves to develop the ability and character development, character and civilization of the nation's dignity in the context of the educating the nation. National Education aims at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable. According to Said (2011) character means to have positive qualities such as caring, fair, honest respect for one another, willing to forgive, aware of life, in community and so forth.

However, as an expression of the founding father of the nation that the struggle will be more severe because the opponent is no longer on the outside, but from within, the realities faced in this era that can even influence as a sovereign state come from internally nation itself namely the high-self interest, sectorial, partisan, high selfishness, dishonesty, blind fanaticism, weakening the law, ignoring the public interest and national (Wibowo, 2014).

Education that could form the character of the Nation is an education that contains the values of Pancasila which is shielded principal to address the challenges and threats of the (UUD 1945), but it is not easy, as a strengthening phenomenon negative in education, among others fights students, drugs, corruption, Plagiarism and cheating in examinations such as cheating, kerpek and others (Kemendikbud, 2014).

A. Research Problems

Research question can be the formulated from the problem as follows:

1) How does character education based on Pancasila values through the curriculum in 2013 at the school age children?
2) What are Character that based on Pancasila which can be built through the curriculum 2013 at the school age children?

B. Objective

The goals of this research are:

1) To describe the implementation of Curriculum 2013 in building the character of the Nation with the values of Pancasila in school age children.

2) Analyzing Nation characters that can be built by Curriculum 2013 on primary school age children.

C. Urgency

It is expected that these problems can be studied deeper in return for the development of the Nation character formation that contains the character values of Pancasila. A good character is the strength to face all the challenges and threats that could undermine efforts to achieve the goals and ideals were never specified Martoredjo (2006). Therefore, the focus on the development of National character formation become a thing that is very important (Tilaar, 2012).

II. METHODS

A. Place and implementation

Implementation of the research will be carried out in an elementary school in the District Kamal doing Curriculum 2013, there are five elementary schools in Kamal SDN Banyuajuh 2, SDN Banyuajuh 3, SDN Banyuajuh 6, SDN Kamal 1, SDN Gili Anyar.

The research instrument to collect data using observation sheets, questionnaires sheet, and field notes also supported with literature review.

a. Observation sheet

Observation sheet or blank format is equipped with observation format is prepared containing items about events or behavior described will occur.

b. Questionnaires sheets

c. field notes

Field notes are notes made by the researcher or research partners to make observations on the studied subject. Field notes in this study, contains the constraints encountered during implementation and conduct research into learning.

d. Literature review

Reviews were made to support the in depth of the research in curricula 2013 and characteristic of Elementary School in selected schools which applied character education.

B. Data Analysis Techniques

Assessing Instrument Research (questionnaire I)

The study research instrument on the first questionnaire sheet is aimed to obtain feedback and suggestions regarding research instruments that have been made such as the validation sheet, student responses sheet (questionnaires), and study sheets. It aims to improve the instrument that has been created in order to meet the assessment criteria both in terms of content, language and presentation. The respondents were asked to provide ratings and feedback on the instruments that have been developed, so that the instrument is feasible to be used.

Once the data collected is considered sufficient, then the next step is data analysis. The collected and recorded data summarized and selected through data reduction. At this stage all the relevant data is expected to have been arranged and organized according to the needs

Analysis of observational data

Analysis of observational data derived from observations of learning and student activities. For analysis of data obtained from observations of learning and educational activities of students who showed character, use the following formula:

$$P = \frac{f}{N} \times 100 \qquad (1)$$

Explanation :

P   = observations of learning / student activity

f   = total score of appearance aspects assessed in the learning / activity can be observed

N   = the number of overall activity

Analysis of questionnaire data

a. Data on the questionnaires I and II were analyzed descriptively and qualitatively based on input and an overview of the practitioners and stakeholders.

b. Data were obtained using a questionnaire III were analyzed using qualitative descriptive in percentage based on the Likert scale scores in Table 1.

TABLE I
Criteria of Data Assessment on Questioner III

Criteria	Value / Score
Very good (SB)	4
Good (B)	3
Not good (TB)	2
Very Not Good (STB)	1

To calculate the percentage of viability, the formula used is as follows:

$$K = \frac{F}{N \times I \times R} \times 100\% \qquad (2)$$

Explanation :

K = Percentage of eligibility

F = Number of respondents

N = The highest score in the questionnaire

I = The number of questions in the questionnaire

R = Number of respondents

Interpretation of the results the percentage of questionnaire data can be seen in Table 2 below:

TABLE II
Interpretation of Results Data Questionnaire III and IV`

percentage	Criteria
0% - 20%	Very weak
21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Good / decent
81% - 100%	Very good / very decent

III. RESULT AND DISCUSSION

A. Data analysis Result

Research instruments namely the validation sheet, student responses sheet (questionnaires), and study sheets were modified from questionnaires provided by government in monitoring and evaluation program so that the instrument is feasible to be used.

Observation of learning and student activities that showed good characters gave very good score, the percentage of viability is in decent criteria (76%). It can be explained that it is in line with theoretical of characteristic in primary education children in literature review below.

B. Characteristics of Elementary School Students

Levels of classes in primary schools can be divided into low-class and upper class. Low grade consists of grade one, two and three, while the higher classes of primary school which consists of class four, five, and six. In Indonesia, the primary school age range is between 6 or 7 years to 12 years. The age of students in the upper classes of about 9 or 10 years to 12 years.

Primary school age children are in the concrete operational stage. In the age range of children begin to show behavioral study as follows:

a) Start looking at the world objectively, shifting from one aspect to another aspect of the situation is reflective and look at the elements simultaneously
b) Start thinking operationally
c) Using operational thinking to classify objects
d) Creating and using connectivity rules, simple scientific principles, and uses the causal relationship
e) Understand the concept of substance, liquid volume, length, width, area, and weight.

Noting the developmentally thinking the tendency of primary school-age children's learning has three characteristics, namely:

a) Concrete

Discipline implies learning process to move from concrete things which can be seen, heard, smelled, touched, and the brain tinkers, with a point of emphasis on the utilization of the environment as a learning resource. Use of the environment will generate learning process and results more meaningful and valuable, because the students are confronted with the actual events and circumstances, natural state, so that more real, more factual, more meaningful, and the truth is more accountable.

b) Integrated

At the stage of primary school age children looking at something that I learned as a whole, they have not been able to sort out the concept of different disciplines, it depicts the way children think that deductive ie from common to each part.

c) Hierarchical

At the stage of primary school age, children learn how to develop gradually starting from simple things to things more complex. In connection with this, it is necessary to note the logical order, the relationship between matter and scope extent and depth of the material.

The essence of the learning process in a low class are learning concrete, namely a study carried out logically and systematically to teach students with regard to facts and events in the environment around students. Appropriate learning conditions should be pursued by the teacher, so the ability of students, teaching materials, learning, and assessment systems in accordance with the characteristics and stage of development of students.

C. Pancasila Values

Value is an award or a quality of a thing that becomes the basis for determining human behavior Winarno (2007). Value is the motor of history and social. Bhinneka situations that characterize the nation of Indonesia made the relevant character education within the framework of the central vision of education Pratama (2015).

According kemendiknas (2010) the noble values as the foundation of the nation's character possessed by each tribe in Indonesia, as follows: 1) Religious; 2) honest, 3) tolerance; 4) Discipline, 5) Work hard; 6) creative; 7) Independent; 8) Democratic; 9) Rasa Want to know; 10) The spirit of nationality; 11) Love for the motherland; 12) Appreciating the achievements; 14) Love peace, 15) Fond of reading; 16) Social Care; 18) Responsibility.

And all the attitudes, behaviors, and relationships, both organizers of the State and citizens, governed according to the principles and values contained in the principles of Pancasila and the 1945 Constitution (Winarno & Wijianto, 2015). Pancasila iself is as outlook of the nation and the base as the state (Widjaja, 1995) As for the values of Pancasila by thinking philosophy, Pancasila essentially a value (Indratmoko, 2015).

Pancasila as state philosophy and the 1945 basic law of the State is the principal guide of the implementation of national and Indonesian state life. Related to its function as the base of the state, all laws and regulations that apply have to be a derivation of the principles and values contained therein.

Enterprises Indonesian Independence Preparation (BPUPKI) triggered and formulated Pancasila when they were discussing the foundations of the State, especially in the speech of June 1, 1945. Sukarno called the basis for the State as Philosofische gronslag as foundations, philosophy, deep thoughts on it will be set up inside the building of Negara Indonesia , Soekarno have called Weltanschauung or worldview (Winarno, 2007).

Pancasila is five or five basic principles, five grades (Kaelan, 2007) or the five principles. The five principles of Pancasila are: 1) Sila belief in one God, sessungguhnya is the recognition of the State that the Indonesian people are godless people. 2) Fair and Civilized Humanity can be understood as the recognition, protection, enforcement and fulfillment of human rights; 3) The unity of Indonesia, is a confirmation of the spirit of National Awakening Day, 1908, the Youth Pledge in 1928, and the proclamation of independence in 1945, and as the formulation of the national spirit (Soejadi, 1999); 4) Democracy led by Wisdom Wisdom of the

Consultative / Representative, referring to the processes and mechanisms of decision-making in a democratic country; 5) social justice for all Indonesian people, is the goal that must be achieved as well as a benchmark for measuring keberasilan or failure of performance of the entire apparatus of the organization of the State, led by the President, whether as Head of State as well as Head of Government, both at the central level and at the regional level, either by the legislative branch, the executive, and the judiciary (Winarno, 2007).

D. Curriculum 2013

The curriculum is not just a collection of lists of subjects, for subjects merely a source of learning materials for learners to achieve competences. Many of the changes occur in the curriculum 2013. As Government wisdom about the 12-year compulsory education, the graduate competence standards became the basis for curriculum development is the ability to be possessed learners after participating in the educational process for 12 years (Kemendikbud, 2014).

Curriculum 2013 is a competency-based curriculum. Where in it, formulated an integrated manner on the competence of attitudes, knowledge, and skills that must be mastered learners. As facilitate further the achievement of defined competencies, thematic learning selected as a basis for learning. Thematic learning is a learning approach that is based on the selection of an appropriate theme in the world of children thus attracting the interest of learning. Expected compatibility between the material to real world and the interests of children's learning can encourage children to be actively involved and gain significance in the learning process (Indriasih, 2015).

The fundamental change in the curriculum in 2013 among others cover aspects of graduates' competence, the position of the subjects, the approach, the structure of the curriculum, the learning process, assessment of learning outcomes and the structure of extra-curricular activities while using a thematic approach to an integrated approach (Kemendikbud, 2013).

Curriculum 2013 is based on a competency-based curriculum model which is characterized by the development of competence in the form of attitudes, knowledge, thinking skills, and psychomotor skills that are packed in the subjects. The curriculum is based on the principle that every attitude, skills and knowledge outlined in curriculum shaped Basic competence can be learned and mastered every learner (mastery learning) in accordance with the principle of competence-based curriculum.

The curriculum is developed by providing opportunities for learners to develop the difference in abilities and interests, a curriculum centered on the needs, the needs and interests of learners and the environment. The curriculum is based on the principle that learners are in a central position and active learning. The curriculum must be responsive and relevant to the needs of life, the development of science, culture, technology, and art

should be directed to the development process, acculturation and the empowerment of learners that lasts a lifetime, especially important lag based on the national interests and the interests of the region.

In the curriculum 2013 students affective ratings contained within KI 1 and KI 2, in line with the affective domain measurements include aspects of acceptance, giving a response, assessment, organization, characterization. Expected student's ability in dimensional attitude of being human that personal achievement is done through process of accept, execute, respect, appreciate, and practice behaviors that reflect personal faith, the noble character (honest, polite, caring, disciplined, democratic), confident, and responsible for interacting effectively with the social environment, the natural surroundings, as well as the world and its civilization (Indriani & Eka, 2015).

Assessment of students' affective is a student competence that is defined as an attitude that reflected in everyday behavior. The main purpose of affective learning outcomes is the internalization process. The internalization process is a process to establish "something" into individual behavior. If it can be traced back almost all destinations have cognitive affective component. Ranked affective according to taxonomy Krathwohl five are receiving (attending), responding, valuing, organization, and characterization.

Through the values of Pancasila, which functioned to direct, control, determines a person's behavior. Pancasila value extracted from the tops of the culture, religious values and customs of the Indonesian nation. Pancasila value extracted from the Earth Indonesia itself is a way of life / life guidance Indonesian people, thus the value of Pancasila individually interpreted as a reflection of everyday life behavior manifested in how to behave and act in a way.

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