



Developing Educators Of Strong Character Through Pancasila Courses For Elementary School Teacher Education Students

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Abstract:

The aim of this community service activity is to enhance the understanding and application of Pancasila values among Elementary School Teacher Education (PGSD) students through the Pancasila course as an ethical system. The background of this activity arises from the need for a more practical and contextual approach to character education. The implementation method involves online group discussions with 21 prospective elementary school teachers. The findings indicate that approximately 80% of students have achieved a good level of understanding of Pancasila ethical concepts, with 85% actively participating in group discussions. A significant number of groups, around 75%, engaged in in-depth discussions and effective collaboration regarding the application of Pancasila values in daily life and educational environments. Good analytical skills were demonstrated by about 78% of students in detailing and applying Pancasila values to case studies. From this activity, students can provide significant benefits to society through improved character education. The conclusion of this activity emphasizes theoretical contributions to character education through the Pancasila course and suggests improvements such as increased use of technology, provision of more structured teaching materials, regular evaluations, and involvement of external stakeholders in future community service activities. Thus, this activity makes a positive contribution to shaping the character of PGSD students and strengthening community involvement in the learning process.

Keywords: Courses, Developing, Educators Of Strong, Pancasila

1. INTRODUCTION

Character education plays a central role in shaping the personalities and moral values of children, including prospective elementary school teachers, especially students in the Elementary School Teacher Education Program (PGSD) at Muhammadiyah University of Makassar (Unismuh). A profound understanding of the importance of character education becomes crucial in carrying out their educational duties. Being an elementary school teacher is not just about transferring academic knowledge but also about shaping the character of children as the foundation for their personal development (Izzati et al., 2023). PGSD students at Unismuh Makassar must realize that they have a strategic role in guiding the younger generation towards high morality, integrity, and courage. Therefore, a deep understanding of character values, teaching methods focusing on personality

development, and the application of moral values in daily life are essential competencies that must be possessed by prospective elementary school teachers, especially those from PGSD Unismuh Makassar.

There are several factors contributing to the current lack of morality among students. One of the influences on the moral crisis of today's students is the presence of gadgets and the lack of interaction between children and parents (Surahman et al., 2022). With the existence of gadgets, students are free to browse whatever they want, and socialization with their surroundings decreases as they become too engrossed in managing gadgets, even to the extent of forgetting their surroundings (Darma & Wulandari, 2022). In this regard, the role of parents and teachers is crucial in determining the morals and manners of students. Parents can approach their children and even play the role of a friend to them (Maisyaroh et al., 2023). his way, children will feel noticed and find it easier to express their feelings. Teachers serve as the second parents to students; they must play a dual role as both a teacher and a parent to their students. Teachers not only have the task of enlightening the nation but must also create students with character, instilling strong morals and ethics in their students (Mahardhani, 2018).

A teacher must serve as a positive role model for students in cultivating character development. Therefore, it is not only students who are expected to

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possess good ethics and morals; teachers, too, are required to uphold high ethical and moral standards so that students can emulate them (Komariah & Nihayah, 2023). Everything a teacher does is etched into the memory of students. As the saying goes, "when the teacher urinates standing, the student urinates running." From this proverb, we can conclude that if we set a bad example for our students, it's not surprising that they may engage in behavior worse than that of a teacher at some point. Hence, a teacher must be capable of providing positive examples for their students. In today's era, it's not only students who experience a moral crisis; unfortunately, there are instances of teachers facing ethical and moral crises as well. Numerous cases are reported in the mass media where certain teachers engage in inappropriate behavior towards their students (Mazana et al., 2020). This is disheartening and should not be emulated, as such actions do not reflect the professionalism expected of an educator. Teachers who do not uphold ethical standards for their students, instead of enlightening the future generation, end up damaging the younger generation's prospects and future. Such teachers are deemed to have undergone moral degradation, a crisis in both moral and ethical values, and a lack of appreciation for the noble responsibilities of being an educator (Ridho et al., 2020).

Character formation, as an integral part of education, can be effectively implemented through the Civics Education (PKn) course with the theme of Pancasila as an ethical system (Prasetia et al., 2022). In this context, students gain a profound understanding of the moral and ethical values embedded in Pancasila as the foundational philosophy of the Indonesian state. Through Civics Education, students not only comprehend theories and concepts but are also invited to internalize these values through discussions, case studies, and applications in daily life (Safitri et al., 2021). By focusing on Pancasila as an ethical system, this course not only imparts knowledge but also provides a moral foundation for students. They are encouraged to reflect, understand, and internalize Pancasila values in their actions and attitudes. Thus, Civics Education becomes not only an academic subject but also a means to shape students' characters, foster social awareness, and develop strong morality (Elbes & Oktaviani, 2022). Emphasizing Pancasila as an ethical system directs students to become individuals who are not only intellectually proficient but also possess high integrity and moral consciousness. However, the current state of education is deeply concerning. The morality and

manners of our students are notably low. Many students engage in conflicts with their peers, violent behavior, and even display a lack of shame in public displays of affection (Pyżalski et al., 2022). This situation is undoubtedly rooted in the students' own lack of ethics and morals.

Based on the exposition above, this research investigates the realization of educators with character through the Pancasila course for Elementary School Teacher Education (PGSD) students. The aim of this study is to identify the impact and contribution of Pancasila learning to the formation of PGSD students' character and to analyze strategies and methods that can effectively be utilized to strengthen ethical and moral values in the educational context. Through this research, it is hoped to provide a profound understanding of the role of the Pancasila course in shaping the character of prospective educators, serving as a foundation for thoughtful consideration and recommendations for the development of curricula and teaching approaches that are more effective in achieving the goal of producing educators with character in higher education settings, especially within the PGSD student population.

2. MATERIAL AND METHOD

This research utilizes a qualitative approach with a case study research design. The research sample consists of 21 prospective Elementary School Teachers (SD), comprising 3 males and 18 females, selected through purposive sampling. Data is collected through online interviews, online observations, and document analysis, focusing on students' experiences and perceptions regarding the Pancasila course in shaping their character as prospective educators. Data collection is conducted through a series of online interviews using a structured interview guide (Adeoye-Olatunde & Olenik, 2021). Additionally, online observations will be carried out to monitor students' active participation in online learning of the Pancasila course. Data will also be obtained through document analysis, including assignments, presentations, and reflections by students related to Pancasila learning (Pelas & Suharno, 2023).

Data analysis is performed using a qualitative approach with thematic analysis techniques (Kiger & Varpio, 2020). Data from interviews, observations, and document analysis will be coded and categorized into main themes related to character formation through the Pancasila course. The results of this analysis will provide a deep understanding of the impact of Pancasila learning on the character of PGSD students. The implementation of community

service is conducted online through the Zoom application to ensure the continuity of activities in a distance learning situation. Interaction between instructors and students is maintained through this online platform, using various teaching methods such as online discussions, presentations, and reflection assignments to enrich the students' experience. The activities are divided into three main stages: preparation, implementation, and evaluation.

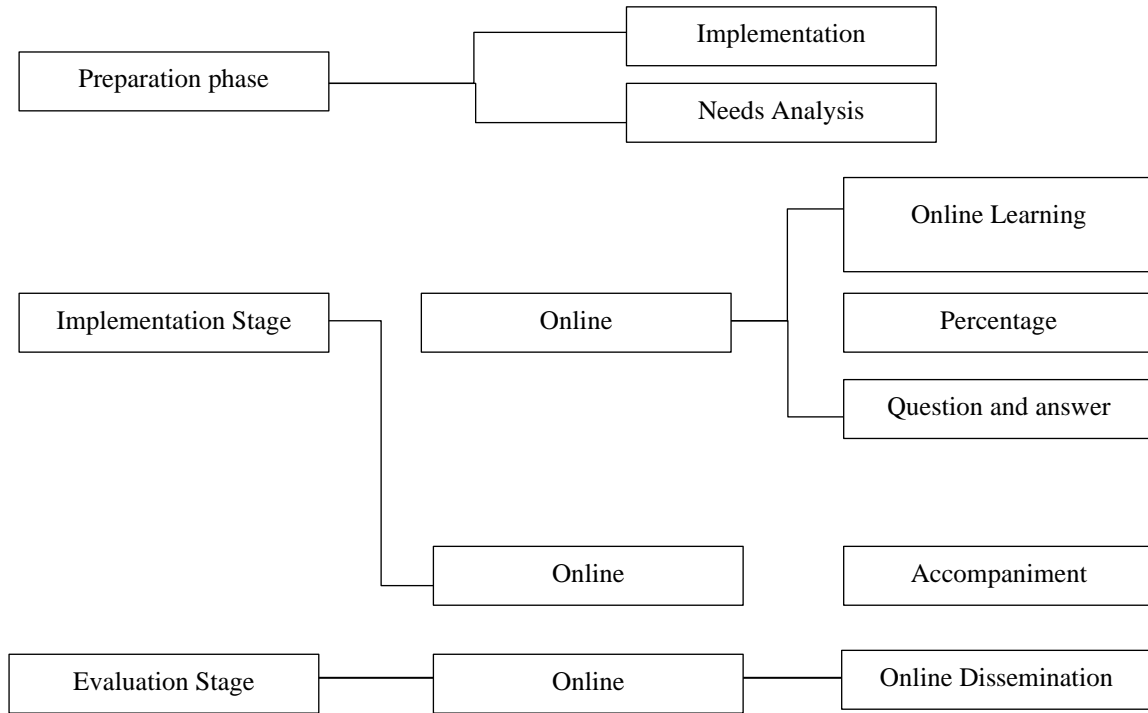


Figure 1. Interaction Between Instructors and Students is Maintained

3. RESULT AND DISCUSSION

1. Preparation

Preparation before student mentoring activities in the effort to foster educators with character through the Pancasila course for students of the Elementary School Teacher Education Program (PGSD) involves several strategic and organized stages. The following are the preparation stages that need to be undertaken:

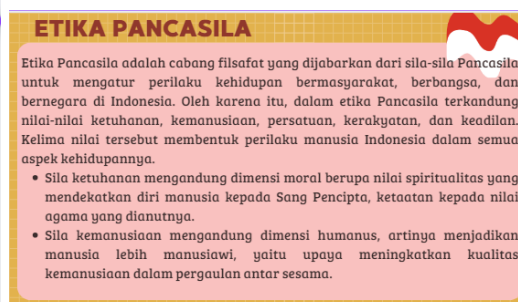
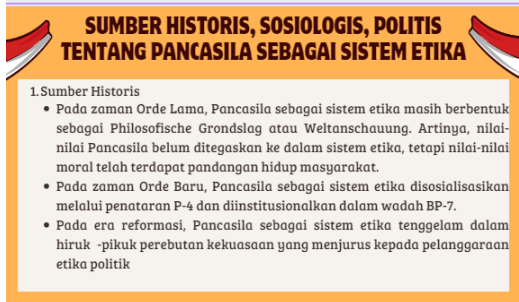
a. Need Analysis

1) Identification of PGSD students' needs related to character formation through the Pancasila course

- Understanding Moral and Ethical Values: PGSD students need to deeply understand the moral and ethical values inherent in Pancasila as the basis of an ethical system. Information about the meaning and practical application of these values serves as the foundation for building a strong moral character.

- Introduction to Local Values: Students need to understand and internalize the local values prevailing in the communities where they will teach. This helps them become educators who can respond to the needs and realities of the community more effectively.
- Communication and Empathy Skills: Students need to possess information and skills related to effective communication and empathy. They should be able to communicate well with students, parents, and fellow teachers, as well as develop empathy for the needs and diversity of students.
- Knowledge of Character Education Strategies: Information about various character education and moral development strategies becomes crucial. PGSD students need to know how to integrate character education into their curriculum and teaching methods.

- Classroom Management and Conflict Resolution Skills: Students need to have information and skills related to classroom management and conflict resolution. This includes strategies to create a conducive classroom environment for positive character formation.
 - Understanding Student Needs: Information about the special and diverse needs of students needs to be applied in the context of character education. Students should be able to respond to various student needs to support inclusive character formation.
 - Knowledge of Contemporary Moral Challenges: PGSD students need to understand and be provided with information about contemporary moral challenges faced by them and future students. This prepares them to teach and guide students in facing modern ethical issues.
- 2) Survey or interviews to assess students' understanding, values, and attitudes related to Pancasila material
- a) Inadequate Understanding
- Lack of Detailed Understanding of Concepts: Some students experience difficulties in understanding the detailed concepts of Pancasila, such as its implications and applications in daily life.
 - Lack of Connection to Reality: Some respondents admit to having difficulties in connecting Pancasila values to the real-life situations around them.
- b) Values Requiring Strengthening
- Lack of Appreciation for Unity: Some students lack appreciation for the value of unity in Pancasila, and there is a need for reinforcement so that they can see it as a foundation for building solidarity.
 - Limited Understanding of Cooperation: There is a lack of understanding of the value of cooperation, and reinforcement is needed to increase awareness of the importance of collaboration and togetherness.
- c) Attitudes Requiring Strengthening:
- Indifference to Pancasila Learning: Some students show indifference to Pancasila learning, and there is a need for reinforcement to encourage their active involvement in the learning process.
 - Lack of Awareness of the Educator's Role: Some students are not fully aware of their role as prospective educators in conveying Pancasila values to students, and reinforcement of this awareness is needed.
- b. Development of Materials and Teaching Methods
- 1) Provide relevant materials that can motivate students to internalize Pancasila values.



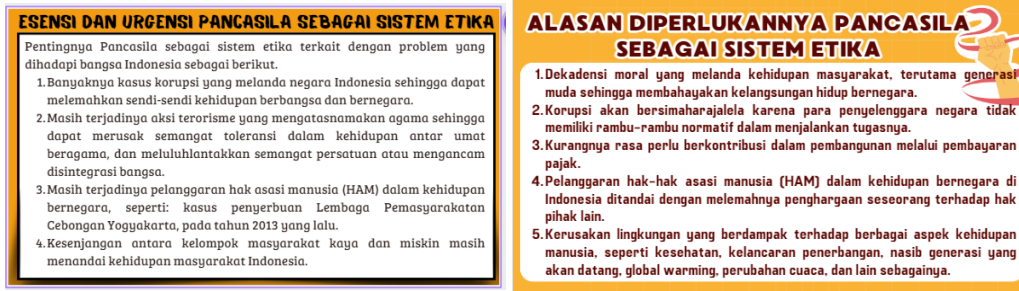


Figure 2. Pancasila material as an ethical system

2) Design a learning method adapting the RPS provided by the Supervisor

1. TOPIK 1 / PERTEMUAN 1

RENCANA PEMBELAJARAN: TOPIK 1 / PERTEMUAN 1 * coret sesuai pilihan					
ASPEK	DARING		LURING		
SUB-CPMK	Mampu mengidentifikasi dan menguraikan landasan dan Pengetahuan Pancasila (C4, A4) (CPMK2)				
INDIKATOR	1. Mengidentifikasi landasan dan kompetensi Pendidikan Pancasila 2. Menganalisis syarat sifat ilmiah Pancasila dan pengetahuan ilmiah Pancasila 3. Menganalisis pengertian Pancasila dari segi etimologis, historis, dan terminologis				
BAHAN KAJIAN					
MEDIA PEMBELAJARAN	URL SPADA			Laptop, LCD
	Fitur LMS	Page	Lesson	Slide	
		URL	Forum	Quiz	
		Dok	Tugas	Meeting	
Media Lain	Video	Survei	Lainnya		
MODEL PEMBELAJARAN	Skenario & Fitur LMS		Skenario		
	Belajar Mandiri: mempelajari bahan pembelajaran proses		Aktivitas Kelas: dosen menyiapkan pertanyaan dan mahasiswa mencari materi tentang landasan dan pengetahuan Pancasila, syarat ilmiah dan pengetahuan ilmiah Pancasila, dan pengertian Pancasila		
BEBAN WAKTU PEMBELAJARAN	▪ Belajar Mandiri: 2 x 60 menit ▪ Tugas Terstruktur: 2 x 60 menit		▪ Tatap Muka: 2 x 50 menit		
PENGALAMAN BELAJAR	Belajar mandiri Mempelajari landasan dan kompetensi Pendidikan Pancasila, syarat sifat ilmiah Pancasila		- Belajar secara berkelompok dan bertanya jawab		
ASESSMENT PEMBELAJARAN	Fitur LMS	Instrument	Jenis	Instrument	
	Bobot: 5%				

Figure 3. Pancasila Syllabus used by the Elementary School Teacher Education Program at Unismuh Makassar

c. Development of Activity Plans

Create clear and structured activity plans, involving online activities through platforms such as Zoom or suitable e-learning platforms.

d. Provision of Resources

- 1) Provide teaching materials, references, and relevant learning resources to support the activities.
- 2) Prepare adequate technological devices and internet connections for online activities.

e. Communication with Students

- 1) Communicate with PGSD students to provide information related to activities, expectations, and learning objectives

In order to provide comprehensive information regarding activities, expectations, and learning objectives on Pancasila as an ethical system, students have conducted a structured communication process

with students of the Elementary School Teacher Education Program (PGSD). Through online platforms such as WhatsApp groups and online orientation sessions, students clearly communicated the schedule and learning materials that would be implemented. In their communication, students expressed their hope that PGSD students could focus on character formation through an understanding of the Pancasila values, which are the focus of the course. They also invited PGSD students to actively participate in online discussions, share opinions, and build experiences related to the material. The learning objectives set by the students are to help PGSD students build ethical awareness, recognize Pancasila's moral values, and apply them in their daily lives as prospective educators. Students also emphasized the development of PGSD students' skills in designing and implementing character education in the classroom environment.

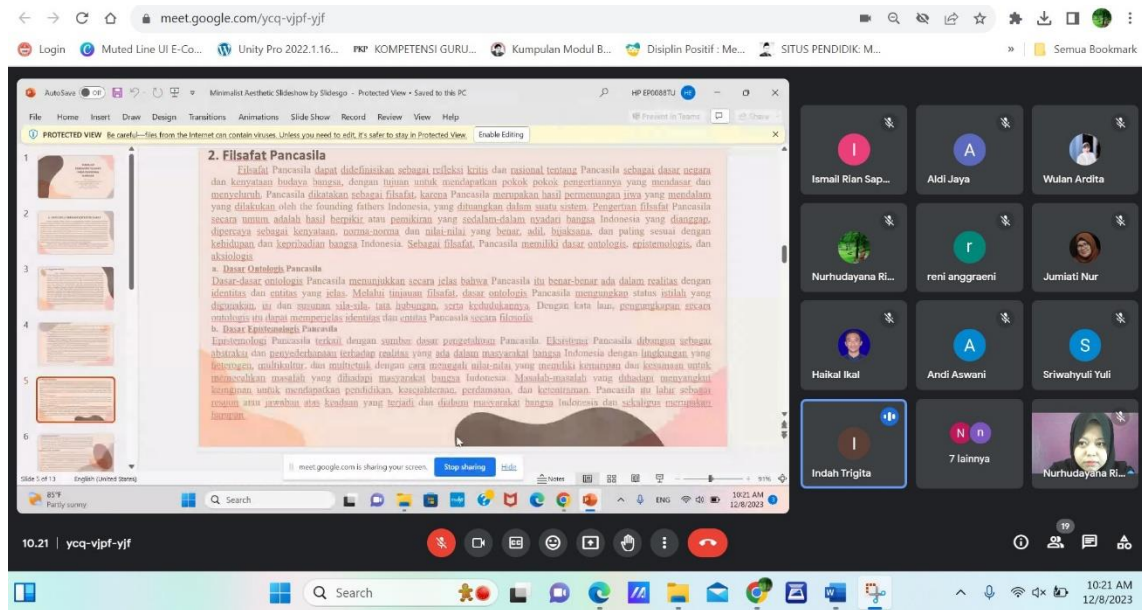


Figure 4. Implementation of Civics Course Assistance

In addition, they provide opportunities for PGSD students to express questions and thoughts related to the material through online question and answer sessions. By monitoring the activities and attendance of PGSD students, students hope to provide additional guidance and ensure optimal understanding of the material. This open and directed communication is expected to motivate PGSD students to actively and positively participate in learning, achieve character formation goals, and respond to Pancasila material as an ethical system with full awareness.

2) Socialize procedures, schedules, and expectations related to mentoring activities

To socialize the procedures, schedules, and expectations related to mentoring activities in the Pancasila as an ethical system course, students have implemented structured communication efforts. Through online platforms such as discussion forums and text-based messages, students clearly communicated the procedures and steps to be followed in mentoring activities.

f. Evaluation and Development

1) Establish success indicators and design evaluation instruments to measure the achievement of character formation goals

In determining the success of achieving character formation goals through the Pancasila as an ethical system course, several key indicators can be identified. These indicators reflect critical aspects that cover conceptual understanding, application of values, and changes in students' attitudes. One

indicator may involve a deep understanding of Pancasila values and students' ability to relate them to everyday life. Other indicators include students' ability to design and implement character learning activities in the educational environment.

To measure the achievement of these goals, an evaluation instrument was designed through group discussions. Group discussion sessions can be used to assess students' participation in gaining a deeper understanding of Pancasila values and designing strategies to integrate them into character education.

2) Evaluation results of the success and development areas of character understanding that PGSD students must have through Pancasila as an ethical system material

In the evaluation results using the percentage of group discussion outcomes of 21 students on Pancasila as an ethical system material, here is a description of the percentage that reflects the achievement of each aspect:

a) Understanding of Pancasila Concepts: Good Understanding Level (80%)

The majority of students, about 80%, showed a good level of understanding of ethical concepts in Pancasila. They could explain in detail the five principles and the values contained in them. In the group discussion on Pancasila as an ethical system, the figure of 80% out of a total of 21 students indicates that about 17 students have successfully achieved a good level of understanding of the ethical concepts in Pancasila. They can explain and

understand each concept and moral value contained in Pancasila in detail.

These students can be considered as a group that has a deep understanding of the five principles of Pancasila (Belief in the One and Only God, Just and Civilized Humanity, Unity of Indonesia, Democracy Guided by the Wisdom of Deliberation/Representation, and Social Justice for All Indonesian People). They can articulate well the meaning and practical implications of each principle and understand how these values can be applied in daily life and the educational environment.

This achievement reflects the commitment and perseverance of students in exploring a deeper understanding of Pancasila material. Thus, a good level of understanding at 80% indicates that the majority of students in the group discussion have successfully achieved a sufficient mastery of ethical concepts in Pancasila, making meaningful contributions and responding to the material with mature and contextual understanding.

b) Engagement in Discussion: Active Participation (85%)

Most groups, about 85%, showed active participation in discussions. Each student contributed personal views, questions, or relevant case examples. In active participation at 85% of a total of 21 students in group discussions on Pancasila as an ethical system, this indicates that around 18 students were actively and constructively involved in each discussion session. An 85% participation rate reflects high activity and involvement of students in contributing to the discussion.

Students included in the 85% can be considered as a group that not only listens carefully but also contributes personal views, challenging questions, and discusses various emerging issues. This active participation can be reflected in the intensity and quality of their interaction with fellow group members, enriching the discussion with various perspectives. In group discussions on Pancasila as an ethical system, active participation often creates a dynamic and productive environment, allowing for a deeper understanding through the exchange of ideas and views.

Therefore, an 85% participation rate characterizes a group of students who play an active role in supporting the discussion's objectives and making positive contributions to achieving a better collective understanding of the discussed material.

c) Collaboration and In-Depth Discussion (75%)

A significant number of groups, about 75%, engaged in in-depth discussions and effective collaboration on the application of Pancasila values in everyday life and the educational environment. About 75% of the total group, equivalent to about 16 students, showed significant involvement in group discussions. They were not only involved in in-depth discussions but also succeeded in effective collaboration in detailing the application of Pancasila values in everyday life and the educational environment.

This group has succeeded in exploring the practical aspects of Pancasila and linking them to real-life situations, including in an educational context. In-depth discussions can include ethical considerations, comparisons of Pancasila values with contemporary moral challenges, and how to apply them in various roles, especially in the education profession.

Effective collaboration in this context indicates that students can complement and enrich each other's ideas, creating a productive atmosphere for discussion. Engaging in in-depth discussions and effective collaboration helps improve the group's collective understanding of the application of Pancasila values in various life situations and also illustrates the quality and success of interactions within the group.

d) Analysis of Cases Related to the Application of Pancasila Values: Good Analysis Skills (78%)

The majority of students, about 78%, demonstrated good analysis skills in detailing and applying Pancasila values to given case studies, especially those related to situations in the education world. About 78% of the total students, equivalent to about 16 students, showed good analysis skills in evaluating and detailing Pancasila values when applied to specific case studies. They could elaborate in-depth on how ethical values in Pancasila can be applied in the context of the situations faced.

Good analysis skills may include a deep understanding of the complexity and nuances in the given case studies. Students can detail how each Pancasila value is reflected in the decisions or actions taken in that case, as well as identify its impact on various parties involved.

e) Self-Reflection and Attitude Change

Personal Reflection (70%)

Some students, about 70%, showed deep self-reflection on how Pancasila material influenced their attitudes and actions. They described positive attitude

changes and awareness of their moral responsibility as prospective educators.

f) Team Collaboration

Team Collaboration Effectiveness (82%)

Overall, about 82% of the groups showed effectiveness in team collaboration. They supported each other, provided constructive feedback, and reached a shared agreement regarding the application of Pancasila values.

The evaluation results using percentage outcomes show positive achievements in character formation through group discussions on Pancasila as an ethical system material. Students have successfully understood ethical concepts, actively participated in discussions, applied values in case analyses, and reflected on attitude changes. The effectiveness of team collaboration also strengthens collaborative learning. This evaluation serves as a foundation for further development in enhancing the quality of character education in the Pancasila course.

4. CONCLUSION

From the conducted activities, it can be concluded that mentoring in the Pancasila as an ethical system course for PGSD students through group discussions has successfully achieved several positive outcomes. In general, approximately 80% of students demonstrated a good understanding of ethical concepts in Pancasila, with 85% actively participating in group discussions. Furthermore, a significant number of groups, around 75%, engaged in in-depth discussions and effective collaboration regarding the application of Pancasila values in daily life and the educational environment. Good analytical skills in case studies were also evident, reaching a level of about 78%.

Benefits for the Community: This mentoring provides tangible benefits to the community through prospective elementary school teachers who have enhanced their understanding of Pancasila's moral values. The community can expect positive contributions from teachers who are better able to integrate Pancasila values into the learning process, creating a more ethical and responsible educational environment.

Theoretical Contribution: Theoretically, this activity contributes to the theoretical understanding of the effectiveness of the group discussion approach in character education, especially in the Pancasila course. Evaluation results indicate that this strategy can enhance students' understanding, active

participation, collaboration, and analytical abilities, contributing to the theoretical understanding of the implementation of ethical values in the educational context.

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