

The Role of Elementary School Teachers in the Formation of Nation and Character Building for Grade 6 Students in Social Studies at Ciputat 4 Public Elementary School, South Tangerang City, Banten

Ajat Sudrajat¹, Awiria², Ujang Jamaludin³, Elan⁴, Ratna Sari Dewi⁵

¹Universitas Terbuka, Indonesia. E-mail: ajats@ecampus.ut.ac.id,

²Universitas Bhayangkara Jakarta Raya, Indonesia. E-mail: awiria@dsn.ubharajaya.ac.id,

³Universitas Sultan Ageng Tirtayasa, Indonesia. E-mail: ujangjamaludin@untirta.ac.id,

⁴Universitas Pendidikan Indonesia, Indonesia. E-mail: elanmpd@upi.edu,

⁵Universitas Sultan Ageng Tirtayasa, Indonesia. E-mail: ratna@untirta.ac.id

ABSTRACT

Students must be able to implement Pancasila values as a view of life so that nation and character building students can be formed, this can be done in various ways and institutions, one of which is in school through social studies teachers. The purpose of this study is to obtain in-depth information data on the role of social studies Teachers in forming students' nation and character building. The method used in this study is descriptive qualitative through the form of case studies. The techniques used in collecting data are observation, interviews, and documentation. The conclusion is the role that has been carried out by social studies teachers in the formation of students' nation and character building, has been running well and effectively. This can be seen from the role that has been carried out by social studies teachers, such as giving advice, counseling, and sanctions to troubled students, as in the case of students who are often late, lazy ceremonies, selfish, skipping, student grouping, and religious fanaticism.

Keywords: Social Studies Teacher, Nation and Character Building

INTRODUCTION

The teacher is one component in the success of the NKRI's goal in education, having diverse tasks that are implemented in the form of service. The task covers the fields of profession, humanity and society. Tasks include educating teachers as a profession, teaching and training. Educate means to continue and develop the values of life and life. Teaching means continuing and developing science and technology. While training means developing skills in students.

Social studies subjects are subjects that are basically closely related to knowledge, skills, attitudes, and values in order to participate in society, the country, and even in the world (Hidayat et al., 2017)

Social studies learning is intended not only to memorize the Pancasila and the 1945 Constitution of the Republic of Indonesia (1945 Constitution), but how students can implement the values of the Pancasila and the 1945 Constitution in their daily lives. Through the learning process, especially social studies learning, teachers must be able to encourage students to become good citizens, citizens who are aware of their rights and obligations and always think critically about issues that develop in their countries (Azis, 2017).

One of the functions of social studies is more significant than the development of responsible, effective and well-educated citizens in addition to presenting social studies learning formats to citizens who are emancipatory, educating and humanizing them (Hakim, 2017).

Pancasila is a collection of five unidimensional values which are used as a reference for Indonesian people's behavior. The five values contained in Pancasila are divinity (sila 1), humanity (sila 2), patriotism (sila 3), democracy (sila 4), and social justice (sila 5). Which means that citizens in carrying out their daily lives must refer to the values of Pancasila in accordance with the mandate of Bung Karno (Meinarno & Mashoedi, 2016).

Today, society is easy to explode because of trivial things, impatient, aggressive, easily riot, interpersonal relationships are increasingly fragile. Schools indeed give birth to intelligent humans, but lack awareness of the importance of moral values and manners that are in accordance with Pancasila as a view of community life. This is evident in the case of brawls between schools, between faculties, between colleges and acts of violence that live in the world of formal education. College graduates who start work are tempted to act dishonestly because they do not have good virtues. Some of our students feel proud if there are no lecturers, many libraries are empty, the internet is used for things that are not commendable, allergic to books in foreign languages, like to imitate the thesis of others alias plagiarist (Orenstein et al., 2000).

Problems faced by the Indonesian people and the fading of the nation's character among others are caused by (1) disorientation and values of Pancasila which have not been able to be understood as the philosophy and ideology of the nation, (2) limited integrated policy tools in realizing the values in Pancasila, (3) shifting ethical values in the life of the nation and state society, (4) waning public awareness of national cultural values, (5) the threat of disintegration of the nation appears, and (6) weakening of national independence (Master Design for Nation Character Development, 2010: 2).

There are several things that are suspected as problems faced by social studies in its implementation as a vehicle for nation and character building. The problem most closely related to the formation of national character is the existence of mass media antagonism to the values of education itself. What is most visible today is how the gusts of consumerism and the hedonist lifestyle are blown by the mass media such as television and magazines which are embraced by this generation of the nation more than the productivity values that are driven by educational institutions. This shows how weak the position of educational institutions in this case social studies in building student character especially when speaking at the national level.

Social studies teacher is an appropriate component in the effort to build student nation and character building, because (in Asmani, 2009: 22) states that facing the era of globalization, schools and teachers are required not only to equip students to be competent in terms of academic competence, but how teachers also creating good relationships with students so students have affective competence (Bego, 2016).

Based on the description above, with a variety of data and facts, each teacher is required to not only teach but also educate and equip students to have properties that reflect the nation and character building in accordance with Pancasila.

METHOD

The approach used in this study is a qualitative approach, namely a research approach that is more in discussing or observing social problems and social phenomena from a case that is described through words and translation to uncover the meaning behind reality (Al-Muchtar, 2016; Indrawan Yaniawati, 2016). The method used is a case study, which specializes in problems in certain situations and certain places that are contextual, deep and detailed on all subjects related to the institution or specific phenomena that exist in an area or focused subject (Siregar, 2018).

Qualitative descriptive research methods through the form of case studies aim to get a systematic picture of the facts, facts or events that occur and occur during the research, which aims to find something that has never before been found in the field. Regarding the Role of social studies teachers in the formation of students' nation and character building at Ciputat 4 Public Elementary School, South Tangerang City, Banten. The process of collecting data is done by researchers through three data collection techniques, namely: observation, interviews, and study documentation. Data analysis in qualitative research consists of three activities that are carried out simultaneously: data reduction, data presentation, and drawing conclusions/verification (Creswell, 2010).

RESULTS AND DISCUSSION

Ciputat 4 Public Elementary School, South Tangerang City, Banten is an organization that has duties and responsibilities that enhance students' intelligence and spiritual. As a center and place for formal education, it was born and developed from an efficient mindset in providing formal education to citizens.

Given the importance of fostering young people as future leaders of the nation, it is the duty of teachers to carry a bright future. The teacher is not only a picture of the conveyor of information, but also can display performance as a good teacher and can be a role model for students both in the classroom and outside the classroom. The importance of the teacher plays his role, so the teacher must be able to help his role in efforts to shape the nation and develop student character.

The teacher is one component in the success of the NKRI's goal in education, having diverse tasks that apply in the form of service. The task includes the professional field, the field of evaluation and the field of society. The task of educating, training and training. Educate added value and develop values of life and life. Teaching is important and developing science and technology. While training means developing skills in students.

To be able to know the role of social studies teachers in the formation of students' nation and character building, a chart can be formed as follows:

<p>TEACHER → SOCIAL STUDIES → PANCASILA → <i>NATION and CHARACTER BUILDING</i></p>

Figure. Procedures and Steps

Citizens who understand and are able to carry out their rights and obligations to become good citizens who are intelligent, skilled and characterized by the Pancasila and the 1945 Constitution.

Table.Character Value in Pancasila (Damanhuri et al., 2016)

	Sila	Character
1	Belief in the one and only God	Religious
2	Fair and equal humanity	Human
3	The unity of Indonesia	Togetherness
4	The people are led by wisdom in the deliberative deliberations	Democracy
5	Social justice for all the people of Indonesia	Equal rights and obligations

Based on the theory about the responsibilities of citizens (Udin S Winataputra, 2002) there are three main things that must be known by citizens in an effort to form a nation and character building: (1) Knowledge of Citizens, (2) Responsibilities of Citizens, and (3) Citizen Participation.

One of the attitudes that must be held by citizens who are their responsibility as students who are based on Pancasila is to study seriously in order to create national goals for education.

The role of social studies teachers in the formation of students' nation and character building, the formation process will be seen if the researchers take case studies of students who do not carry out their responsibilities as students in accordance with the values of Pancasila. Herein lies the role of social studies teachers in the formation of students' nation and character building, where students who do not carry out their responsibilities as students according to the Pancasila values were formed by social studiesteachers to become good students, so that social studies teachers can easily forming student nation and character building.

The role played by social studies teachers in forming students' nation and character building can be seen from the way social studies teachers provide advice and counseling to students who are in trouble, as in the case of students who are often late because being late is very incompatible with the mandate of the 5th precepts, namely able to carry out the rights and obligations as good citizens of the school environment, social studies teachers have a role:

- Give examples to students so that they are not late, which starts from oneself that cannot be late,

- Give sanctions to students who are late, so there is a deterrent effect.

With the advice and sanctions provided it is expected that students can change for the better, so that the process of forming nation and character building can be easily formed.

Similarly, in the case of students who have selfish attitudes because selfishness is not in accordance with the practice of Pancasila, especially the 4th precept, namely respecting and valuing differences of opinion with each other, social studies teachers have a role:

- Provide an explanation of selfishness or social relationships or examples of values that respect one another.

Example: In our opinion is correct, according to others is not necessarily true

By providing an explanation of selfishness or social relations or examples of values that respect each other. It is expected that students can change for the better, so that the process of forming nation and character building can be easily formed.

Likewise in the case of students who are lazy of the ceremony, lazy of the ceremony is an attitude that is not in accordance with the spirit of nationalism which is the goal of Pancasila, and can make students proud of their nation and make students disciplined, social studies teachers have the role:

- Call students in trouble, remind, give sanctions, and give an explanation of the importance of the ceremony.

By giving an explanation of the importance of the ceremony, giving sanctions. It is expected that students can change for the better, so that the process of forming nation and character building can be easily formed.

Likewise in the case of students who have the attitude of always wanting to group in schools, this is not in accordance with the 3rd precept, namely upholding unity and unity not prioritizing the interests of groups, social studies teachers have the role:

- Teachers do not dissolve also with groups
- Give examples of being together with behavior that reflects an impartial attitude towards certain groups.

By giving examples of togetherness with behavior, and the teacher should not be dissolved also with the group. It is expected that students can change for the better, so that the process of forming nation and character building can be easily formed.

If the student has changed for the better, it is expected that the process of nation and character building can be easily formed. By instilling cultural values of mutual cooperation, a willingness to respect each other, and mutual respect for differences, and a willingness to sacrifice for the benefit of the nation, it is hoped that students' nation and character building can be formed because these values are the values of a sense of nationalism. Students who have excessive fanaticism can now respect other students of different religions. This means that the process of forming students' nation and character building carried out by social studies teachers has been successful. Even students who have selfish qualities can begin to appreciate and respect other students. This means that the process of forming students' nation and character building carried out by social studies teachers has been successful.

Then the other benchmark that students have or do not have nation and character building is Based on the theory of the Responsibilities of citizens there are three main things that must be known by citizens: (1) Knowledge of citizens, The role of social studies teachers

in forming students' nation and character building at the knowledge stage about citizens has been carried out in teaching and learning activities, because the notion of citizens is in social studies and state administration,(2) Responsibilities of Citizens, Social Studies teachers have played a role in explaining responsibilities as citizens, but to implement it is still difficult because it is practically only obedient, submissive and obedient to all applicable laws in the territory of Indonesia (obeying traffic signs) which can be supplemented, the rest cannot be done by students due to their young age, (3) Citizen Participation. Students who participate in citizenship in political participation because of the age of 17 years. The form of student participation in political participation is cheating in the General Election. Social studies teacher has a role for students who want to check by giving an explanation of the procedure for cheating.

The success achieved certainly does not escape the obstacles that must be faced, one of the obstacles faced is the limited hours of social studies teaching and learning only twice meetings in one week to make social studies teachers can not maximally provide understanding and understanding of the importance of nation and character building .

CONCLUSION

The role that has been carried out by social studies teachers, such as giving advice, counseling, and sanctions to students who are problematic, as in the case of students who are often late, lazy ceremony, selfish, like truant, grouping students, and religious fanaticism. In addition, social studies teachers have an important role in making students better, because these traits are qualities that students must avoid because they are not in accordance with the practice of the Pancasila precepts in order to form students into good citizens who are in accordance with the precepts Pancasila through learning (education and teaching) given by social studies teachers as one of the roles that has the obligation to shape its students to become good citizens in accordance with the precepts of Pancasila to achieve national educational goals.

THANK-YOU NOTE

Thank you for your cooperation and input to my research, especially to the teachers at Ciputat 4 Public Elementary School, South Tangerang City, Banten, as well as the principal who has given permission for me to conduct research at Ciputat 4 Public Elementary School, South Tangerang City, Banten.

REFERENCES

1. Bego, K. C. (2016). *The Role of the Citizenship Education Teacher in Forming Student Character and Its Implications for Student Resilience*. JISIP: Jurnal Ilmu Sosial Dan Ilmu Politik, 5(3), 2442–6962. Retrieved from www.publikasi.unitri.ac.id
2. Damanhuri, D., Bahrudin, F. A., Legiani, W. H., & Rahman, I. N. (2016). *Implementation of Pancasila Values as Efforts to Build Nation's Character*. Untirta Civic Education Journal, 1(2), 185–198. Retrieved from <http://jurnal.untirta.ac.id/index.php/UCEJ/article/view/1890/1459>

3. Hakim, A. L. (2017). *Reorientation of Citizenship Education in Higher Education as a Systemic Vehicle for Enhancing National Integrity (A Review of Educational Philosophy)*. Jurnal Filsafat, 17(2), 182–203. <https://doi.org/10.22146/jf.23186>
4. Hidayat, R., Huda, C., & Mushafanah, Q. (2017). *The Effectiveness of Think Talk Write Learning Model Assisted by Media Puzzle Against Student Learning Outcomes Class V Social Studies Subjects of SD Negeri Kutorisari 02 Batang*. Jurnal Ilmiah Sekolah Dasar, 1(3), 179–185. <https://ejournal.undiksha.ac.id/index.php/JISD/article/view/11839/7703>
5. Meinarno, E. A., & Mashoedi, S. F. (2016). *Proving the Strength of the Relationship Between Pancasila Values and Nationality*. Jurnal Ilmiah Pendidikan Pancasila Dan Kewarganegaraan, 1, 12–22. <https://doi.org/10.17977/JIPPK.V1I1.5932>
6. Negara, W., Online, I., & Print, I. (2018). *JI 3 (2) (2018) JPK Jurnal Pancasila dan Kewarganegaraan*, 3(2), 48–55.
7. Pancasila, J., Juli, D., Indonesia, R., & Pasal, I. (2018). *Clarification Technique (Vct) in Social Sciences Learning*, 3(2), 37–47.
8. Siregar, H. (2018). *Jurnal Civics: Citizenship Study Media*, 15(1), 9–18.
9. Udin S Winataputra. (2002). *Citizenship Education for Elementary School Teachers* (Open University)
10. Wahyu. (2011). *Problems and Efforts to Build the Character of the Nation*. Komunitas: International Journal of Indonesian Society and Culture, 3(2), 138–149. <https://doi.org/10.1902/annals.2000.5.1.68>