



## Teacher strategy in forming student character at SMP Negeri 1 Tumpaan (Study of the implementation of values in Pancasila)

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### Abstract

Research has been carried out which aims to analyze and describe teacher preparation for teaching, socialization of character values to parents and students, internalization of character values in teachers' lesson plans, as well as evaluation of the teaching process and character values at SMP Negeri 1 Tumpaan. The method used in this research is comparative qualitative research. The results show that teacher preparation for teaching at SMP Negeri 1 Tumpaan in the form of teacher preparation for teaching begins with making a lesson plan, the teacher creates a learning scenario, the teacher conveys the teaching preparation process to the principal before implementation, and the lesson plans and outlines are submitted per semester during teacher meetings. Socialization of character values to parents and students in the form of socialization held through parent and student meetings, guidance and counseling teachers visiting parents with special problems, students are given special guidance, socialization is delivered during ceremonies and during worship at school, as well as the use of pamphlets, posters and other media that are easy to understand. The internalization of character values in teachers' lesson plans takes the form of simplifying the concept of character values so that they can be understood, using language that is easy to understand and interesting, ensuring it regularly to parents and students, as well as providing feedback and evaluating whether it is still relevant to the situation. Evaluation of the teaching process and character values in the form of evaluation of the process and character values is carried out periodically, technical evaluation is carried out informally, teachers are ready to receive feedback from teachers and students regarding the embodiment of the teaching process and character development in schools, ensuring the values and methods in the teaching process and character development are still relevant and in accordance with student needs.

**Keywords:** Teacher strategy, student character formation, implementation of pancasila values

### Introduction

Every dignified nation has ethical values in everyday life. The Indonesian nation has one view of life and ideology, where it is agreed that Pancasila is the basis of thinking and the center of everyday behavior. In TAP MPR NO II of 1978, Pancasila was said to be the basic ideology for the Indonesian state. The five main pillars of Pancasila, starting from the first principle to the fifth principle, are used as daily guidelines. Pancasila Moral Education was taught to students and the public starting in 1975. The aim was to form the ideological and moral foundations of the Indonesian people during the New Order era and the Pancasilaist character of the nation. Every corner and value of the life of the Indonesian nation should have its starting point from Pancasila which has been taught for a long time through Pancasila Moral Education (PMP). In various discussions with many parties and what we see every day, especially in life in the world of education. We experience problems in teaching values and ethics among pupils or students for character formation. Values which constitute the highest order of life, especially moral and ethical values, have experienced a decline in their implementation in everyday life. The question is: How are they educated, do they come from the same thinking about ethics or what are the teaching instructions in the learning curriculum regulated by the government.

The general public has its own assessment regarding changes in students' attitudes and behavior in everyday life. There are students who have respect when they meet older people, however, there are many students who no longer

know how to respect the people around them in their activities. This symptom is part of a change in character. Currently, it is almost no longer possible to find atmosphere of togetherness in society as indicated by Suwardani (2020: 13) <sup>[22]</sup> which has quality character, so the government needs to make rules and regulations that will become an umbrella for activities. In schools, teachers as professional educators, teach and guide, direct and train students as stated by Buchory (2008: 1), including evaluating students. Teachers also (Uno, 2007: 15) consciously direct the experience and behavior of an individual so that education can occur. In schools, teachers are the ones responsible for increasing student capacity. The output will be visible in interactions at home and in the social environment. Character teaching is the starting point for Pancasila and the points contained in it. Therefore, from many things that exist and have become new habits, it seems that there is a misunderstanding between ethical and unethical or appropriate. When talking about appropriateness, we move on to the concept of ethics. Ethics here is more about appropriateness which according to W. J. S. Poerwardarminta is the science of human behavior or actions seen from the good and bad sides which can be determined by human reason. Actions or behavior as stated by Poerwardarminta above, which in my opinion have experienced a decline in the quality of teaching and the quality and quantity of its reception, include the implementation of the Pancasila context with 36 points of elaboration of the 5 precepts which in the past became the teaching parameters in schools. This condition certainly needs to be known in more depth, so that we can clearly

understand the real problem. In the independent learning curriculum there is the term Pancasila student profile who has global competence and behaves in accordance with the values in Pancasila with six main characteristics: (1) faith, devotion to God Almighty, and noble character (2) global diversity, (3) work together, (4) be independent, (5) reason critically, and (6) be creative (Kusumawati, 2022).

The independent learning curriculum illustrates to us that the government remains committed to making Pancasila the basis for every day for all people in the Republic of Indonesia. Starting from the relationship with the Creator God Almighty, a diverse life, how to help each other, being independent, as well as being critical and creative. The picture above is an ideal picture to serve as a guide for all parties, especially teaching in the world of education. At least, the teacher is the educator and director who ensures that students understand the material and the learning being carried out. However, when talking about education, it cannot be separated from the curriculum used or how to implement a curriculum that has been made in such an ideal way, there will be different factors when the curriculum is good but implemented with interpretations that are not appropriate in teaching practice (Ningrum and Suryani, 2022: 219) <sup>[11]</sup>

Based on the background above, it is necessary to study in more depth the quality of teaching from the teacher's perspective and student acceptance of the material provided. Specifically regarding character in implementing the values in Pancasila and the factors that hinder the implementation of these factors. Therefore, this research aims to analyze and describe teacher preparation for teaching, socialization of character values to parents and students, internalization of character values in teacher lesson plans, as well as evaluation of the teaching process and character values at SMP Negeri 1 Tumpaan.

## Method

This research is research using qualitative methods. This type of research is comparative qualitative. A comparative qualitative research method is research that carries out analysis to search for and discover similarities and differences in phenomena. In this research, researchers will explore the similarities and differences in the implementation of education carried out at SMP Negeri 1 Tumpaan.

In relation to this research, primary data can be obtained through interviews with school principals, teachers teaching religious education subjects or those related to Pancasila teaching, students, school committees, parents/guardians of students at SMP Negeri 1 Tumpaan. Secondary data sources are supporting data sources that can be obtained from guidebooks from SMP Negeri 1.

Data collection techniques are observation, interviews, documentation and data instruments. Meanwhile, the data analysis in this research is descriptive, qualitative and interpretive. Data analysis is included in three stages, namely data reduction stages, presenting data, and concluding or verifying data.

The validity of the data obtained in this research was determined using credibility criteria (degree of trust). This is intended to prove that the data that has been collected is in accordance with the reality in the research field. So that the data obtained is not in doubt, this research requires checking

the validity of the data by means of extending attendance, triangulation, and data verification.

## Results and Discussion

### Results

SMP Negeri 1 Tumpaan always strives to carry out school management in accordance with statutory provisions even though implementation in the field still encounters obstacles. Based on the results of interview observations and documentation studies on the implementation of school-based management at SMP Negeri 1 Tumpaan.

### Teacher Preparation for Teaching at SMP Negeri 1 Tumpaan

Teacher preparation for teaching at SMP Negeri 1 Tumpaan in the form of teacher preparation for teaching begins with making a lesson plan, the teacher creates a learning scenario, the teacher conveys the teaching preparation process to the principal before implementation, and the RPP and its outlines are submitted per semester during meetings with the students' parents.

### Socialization of Character Values to Parents and Students

Socialization of character values to parents and students Socialization is held through parent and student meetings, guidance and counseling teachers visit parents with special problems, students are given special guidance, socialization is delivered during ceremonies and during worship at school, as well as using pamphlets, posters and other media that are easy to understand.

### Internalization of Character Values in Teacher RPP

Internalization of character values in teacher lesson plans takes the form of simplifying the concept of character values so that it can be understood by parents and students, using language that is easy to understand and interesting, ensuring it regularly to parents and students, as well as providing feedback and evaluating whether it is still relevant to the situation.

### Evaluation of the Teaching Process and Character Values

Evaluation of the teaching process and character values in the form of evaluation of the process and character values is carried out periodically, evaluation techniques are not rigid, teachers are ready to receive feedback from teachers and students regarding the embodiment of the teaching process and character development in schools, the values and methods are ensured. in the teaching process and character development are still relevant and in accordance with student needs, as well as evaluation of character values.

Evaluation of character values as follows

- a. **Religious and faithful:** Taught to respect each other's followers. Don't belittle each other, but respect each other. Before students enter the classroom to study at SMP Negeri 1 Tumpaan, students are asked to gather in the field and receive direction and pray together according to the students' religion and beliefs.
- b. **Nationalism:** Taught in the use of Indonesian in daily interactions to strengthen national and state ties.

- c. **Global diversity:** Teaching students to understand the nature of acceptance of elements from outside their own culture.
- d. **Independence:** Doing homework for example, or any work, it is important to work hard and be independent. Other people are only discussion partners. But for the rest, we are the ones who have to take personal responsibility. Students are asked not to depend on others.
- e. **Mutual cooperation:** Students are reminded to help each other without differentiating between who will be helped. Students are always made aware that helping other people, neighbors or anyone else should be done because we cannot live without other people's help.
- f. **Integrity:** Taught to students to maintain consistency between words and actions. This value is the guiding value of most teachers for students.
- g. **Critical reasoning:** Critical reasoning for students at SMP Negeri 1 Tumpaan, including teaching them analytically related to arguments and conclusions about a problem.
- h. **Creative:** Students are guided to have creativity, students have an original way of thinking. This means that students are challenged to think laterally.

## Discussion

### Teacher Preparation for Teaching at SMP Negeri 1 Tumpaan

In supporting teachers' preparation for teaching, efforts need to be made to develop students' character traits at school. In learning, teachers must use strategies that embed character values, apart from that there is support from parents at home because children spend a lot of time at home compared to school, therefore the family is very influential in forming students' character. Divine (2013: 140) suggests that parenting patterns in shaping children's character are: a. There is communication that respects children as individuals; b. Pay attention to the development of children's talents and independence; c. There is a good role model; d. Cultivation of discipline habits. According to Permendikbud number 20 of 2018 concerning strengthening character education in formal education units, the implementation of class-based Strengthening Character Education (PPK) can be carried out in the following way: 1) Integrating character values in the learning process thematically or integrated in subjects according to the content curriculum; 2) Planning classroom management and learning methods that facilitate students to develop their character; 3) Conduct learning/guidance evaluations; 4) Develop a local content curriculum in accordance with regional needs and characteristics, educational regulations and students. The teacher's strategy for building student character through Indonesian language and literature education at school as a professional teacher, developing Indonesian language learning strategies that are always related to character education is no longer a burden. Literature is the right medium for instilling positive character in students. Through professional Indonesian language teachers, a young generation will be formed who

has noble character or strong character. In learning Indonesian language and literature, strategies, methods, media and teaching materials need to be optimized to shape student character. Positive behavior that must be trained in students consists of many aspects, one of which is how to speak.

Thus, practicing speaking skills that contain positive behavior is the obligation of language subject (Indonesian) teachers. Language skills cannot be trained separately between one skill and another (Setiawati, 2015). A teacher must also be able to design various facilities or media so that the learning process continues to run well. A teacher is expected not to falter in designing media for various learning needs (Mustafa, Hermandra, and Zulfahizh 2019). Student learning success is also determined by learning motivation. This can be seen from the final grades obtained after taking part in the learning (Mustafa, Hermandra, Zulfahizh, and Hermita, 2018). So, the role of the teacher here is also as a motivator for his students. As someone who is a role model for their students, teachers must design strategies so that they can become role models who inspire their students. One step that can be implemented by teachers is by sharing experiences as inspirational stories. There's nothing wrong with occasionally telling the teacher about personal experiences to share with students. You don't need a big story to inspire, no matter how small it can still be useful learning for students. Who knows, from this activity students will be inspired and learn from the teacher's experience.

### Socialization of Character Values to Parents and Students

Socialization is held through parent and student meetings. This is intended so that the character values taught at school will be sustainable with the concrete daily realities at home or in the community where students live. Therefore, if necessary, the guidance and counseling teacher on duty at SMP Negeri 1 Tumpaan is always ready to visit students' homes, especially if students are experiencing special problems. In this case, students at SMP Negeri 1 Tumpaan will be given special guidance services, especially with aspects of character education. The most visible socialization regarding character values is given by the teacher or school principal during ceremonial activities or during worship before lessons begin. This socialization places emphasis on students' habits of always instilling character education and related elements in it. Socialization of character values can also be seen in the use of pamphlets, posters and other media that are easy to understand. Through this media, it is hoped that students can read and understand what they can and should do every day.

From the results of research in the field, it was found that there were three main problems experienced by schools. First, teacher training regarding character education is still lacking so that many teachers do not fully understand the concept of character education in schools. All school principals and teachers who were resource persons agreed that character education training still really needs to be carried out. Second, the implementation of character education is still weak in documentation of student attitude assessments. All subject schools do not have written records of the results of observations of student attitudes, so there is no basis for schools to make conclusions about students' achievement of value indicators. Third, there is a gap that

may occur between the education provided by the school and education at home. In order for every educational institution to run effectively, schools need to be supported by every existing social element, one of which is the family. This can be achieved if education in schools is carried out by building partnership relationships with families. The aim is to build synergy by involving parents or family in instilling character habits in children in the home and surrounding environment.

### **Internalization of Character Values in Teacher RPP**

Internalizing character values in teachers' lesson plans at SMP Negeri 1 Tumpaan starts from simplifying the concept of character values so that they can be understood by students. This is intended so that what the teacher teaches can be understood well by students in everyday life. On the other hand, internalization of character values is always sought by using language that is easy to understand and interesting for students. Teachers always teach education with a student-centered approach, starting from their actions, words and thoughts. In internalizing character values in teachers' RPPs, at SMP Negeri 1 Tumpaan, feedback is always provided to see to what extent the implementation of these character values is successful or not. On the other hand, always check these character values in the RPP, whether they are still appropriate to the current conditions of the students.

Strengthening character education or commonly abbreviated as PPK is an educational activity in schools which aims to strengthen and develop students' character by aligning heart, thought, taste and sports with the support of public involvement and cooperation between school, family and community (Hidayat, 2019: 106). Strengthening Character Education (PPK develops five main values as part of the National Mental Revolution Movement, namely Religious, Nationalist, Independent, Mutual Cooperation, and Integrity, which are explained as follows

First, Religious. Religious is a characteristic that shows an attitude of faith in God Almighty which is demonstrated by actions to carry out the teachings of the religion and beliefs that one adheres to, not despising differences between religions, really respecting and being tolerant of the implementation of other people's worship and beliefs, living calmly and in harmony. between religious communities. A religious attitude is also manifested by not destroying, protecting and loving nature. Second, Nationalism. Nationalism is a person's way of thinking, behaving and having high respect for the language, surrounding environment, culture, social, economic and political aspects of the nation, putting aside the interests of oneself and one's group for the sake of the interests of the nation and state. This attitude of nationalism embraces the character values of love for the country and national spirit.

Third, Independence. Independence is the value of independent character which is the behavior and actions of relying on yourself with all your strength, thoughts and time to realize your hopes, desires, dreams and aspirations without depending on other people. The main values of independence are hard work, strength, not easily giving up, professional, creative, brave, not easily satisfied with what you have and continuing to learn without stopping. Fourth, Mutual Cooperation. The character value of mutual cooperation shows the spirit of working together and helping each other in solving problems together, building

friendship and communication, helping others, especially people in need. The main values of mutual cooperation are respect for others, openness and non-discrimination, maintaining decisions that have been taken together, consensus deliberation, brotherhood, tolerance, working together, non-violence, and volunteerism (Musbikin, 2019: 11) <sup>[9]</sup>.

Fifth, Integrity. The character value of integrity is basic behavior with an effort to form a person who can be trusted in words, deeds, work, and is committed and loyal to human values and character. The main value of the character of integrity includes responsibility and playing an active role as a good citizen, actively participating in social activities, by maintaining actions and words in accordance with the truth (Purnama, 2019:24). Furthermore, Strengthening Character Education has the following objectives: (1) Developing a national education podium that places the meaning and value of character as the main driving force in maintaining education. (2) Renew and strengthen the capacity of the educational environment (leaders, lecturers and educational staff) in order to motivate the expansion of the implementation of character education. (3) Develop active community (public) involvement as a place and resource for learning inside and outside educational institutions (on or off campus). (4) Building and equipping Indonesia's Golden Generation 2045 to face the movement of change in the future with 21st century abilities and skills. (5) Restore mental character education and the important building blocks of education through harmonizing the heart (ethics and spiritual), the sense (aesthetics), thinking (literacy and numeracy), and sports (kinesthetic). (6) Maintaining the culture and identity of the Indonesian nation to support and motivate the National Mental Revolution Movement (Nurafati *et al.*, 2022:24).

The basis for implementing and developing Strengthening Character Education (PPK) is; a) Strengthening class-based education. The development of strengthening class-based character education can be carried out by combining character values during teaching and learning activities in the classroom with the same learning structure as the curriculum in the subject, class management, choosing learning methods that strengthen class management that have been adapted to character. students, direct and evaluate the teaching and learning process according to the needs of the educational institution. Implementing strengthening class-based character education, teachers are providers and even encouragement in forming character values in students. b) Strengthening culture-based character education schools. Strengthening character education based on school culture, namely adapting to the habits and character of the school. Character building activities are prepared and implemented in accordance with the culture that exists in each school. c) Character education of student guardians. Parents are the main environment in every child's self-development. Because parents are indeed the main educators in shaping children's character, where this is in the form of a sense of comfort that children get because of harmonious parents, a clean and tidy house, as well as providing a good example as a role model for children, this supports self-development which becomes a reference for child in development. (Panggabean *et al.*, 2021:2).

## **Evaluation of the Teaching Process and Character Values**

### **School Readiness**

First, readiness in terms of curriculum. Sources from the Education Department stated that the Tumpaan 1 Middle School school had used an integrated curriculum of character education. This is confirmed by the results of curriculum observations on research subjects which show that character education has been integrated into the formulation of the school's vision, mission and goals as well as planning learning in the classroom. The curriculum that is integrated with character education has been fulfilled by the Tumpaan 1 Public Middle School. This cannot be separated from the control carried out by the regional government. With checks and corrections from the Education Department, at least the school has a curriculum that meets character education standards. Curriculum readiness is a good basis for implementing character education in schools. Ideally, schools create a map of selected values from the first year to the final year and then integrate it into the syllabus and RPP.

Thus, the syllabus and RPP documents will contain specific character values complete with indicators. However, this mapping has not been carried out by the school, so the character values formulated are random, there is no focus on certain character values at each grade level. Second, readiness in terms of facilities and infrastructure supporting character education. Some of the supporting facilities for implementing character education in schools include: worship facilities, places where lost items can be found, honesty canteens, school rules, attendance records, displays of pearls of wisdom, communication and information media, libraries, and hygiene facilities. The results of observations of the facilities and infrastructure showed that only a small number of facilities were not available at the school, namely the place for finding lost items and the honesty canteen. There are deficiencies in the management of facilities and infrastructure, namely: suboptimal utilization and inadequate maintenance. Third, readiness in terms of teaching staff. The competency to be able to integrate character education in learning is closely related to the teacher's understanding of character education. This can be fulfilled if teachers receive sufficient socialization.

### **Implementation Process**

The ideal learning activity for character education is an active student learning approach. From several observations, it was found that only two teachers actually implemented active and fun learning methods. For the rest, teachers still teach using conventional methods which are dominated by lectures.

According to Koesoema (2012:119), dynamic interaction in the classroom is important for character formation. Therefore, learning methods should provide space for open dialogue, communication and discussion, and be based on sincerity to share and learn together. Based on this understanding, monologue or dominative learning by teachers must be avoided. Based on the results of interviews, assessing student attitudes is still considered difficult for a number of teachers. The majority of teachers have made observations of the attitudes displayed by students, but what is still an obstacle is recording the results of these observations. Ideally, teachers have written notes, even if they are in simple form, for example by making

anecdotal notes, namely notes that teachers make when they see behavior related to the values being developed.

In the context of strengthening character education taught to students at SMP Negeri 1 Tumpaan, attitudes

### **Religious:**

What is taught is respect for followers of one religion and another. Don't belittle each other, but respect each other. Likewise with the natural surroundings where students live, they are taught not to cut down trees carelessly so that they have water security for the continuity of human life

### **Nationalism**

Students were told the importance of the national spirit so that the Akita nation is not easily infiltrated by ideas that cause division. The need to live as a nation is to maintain the spirit of nationalism which must be maintained at all times because we will always remain different in terms of culture. Therefore, one of the things that unites our nation is the use of Indonesian in daily interactions to strengthen national and state ties.

### **Independence**

To the students, the teachers constantly remind and teach independence. Doing homework for example, or any work, is important to work hard and independently. Other people are only discussion partners. But beyond that, we are the ones who have to carry out personal responsibilities, there are problems that are dynamics that must be overcome without giving up.

### **Mutual cooperation**

The teaching of mutual cooperation has become an inseparable part of eastern life. Apart from at home and in the social environment, students are reminded to live together. The spirit of helping each other does not differentiate between who will be helped. Students are always made aware that helping other people, neighbors or anyone else should be done because we cannot live without the help of other people around us in our lives and activities. This is what is encouraged to students by teachers on how to solve a problem can be done together

### **Integrity**

The key word for a person with integrity is consistency between words and actions. This value is the guiding value of most teachers for students. From this value, it will give birth to individuals who are obedient and loyal to the commitments expressed as the embodiment of human values. A trusted person is a person who keeps his word and puts it into practice. The Pancasila profile is part of the president's vision and mission to create a developed, sovereign and independent Indonesia with personality. In the context of the Pancasila profile, students are taught the following elements:

### **Global diversity**

The embodiment of this aspect is teaching students to understand the nature of acceptance of elements from outside their own culture. Because culture is relative. Including empathy for people from different cultures. At school, the teachers do not only come from local teachers. But also from cross-cultural teachers. So understanding this

is a necessity for teaching students as capital for their future encounters with other cultures.

### Worked together

Working together, as in the aspect of character, is a basic need from the idea that no human being can carry out their duties and responsibilities alone. Whatever it is, we need other people to help what we do so that the results are optimal. This concern is manifested from the nature of mutual cooperation in helping each other for happy and sad events as well as mutual cooperation in community service for other social events in society that are general and non-familial in nature.

### Independent

Students who are independent and do not depend on others are taught repeatedly to understand it. A complete and strong understanding of this element will have an impact on the student's personality. Although in practice not all students can immediately practice independence. Because there are also students who are lazy about completing the assignments given to them.

### Critical Reasoning:

Critical reasoning for students at SMP Negeri 1 Tumpaan, including teaching them analytically related to arguments and conclusions about a problem. From a source of problems, a person has curiosity and from that curiosity, he continues to develop more detailed plans for his own development. With such teachings by teachers, students have the capital to have strong basic logic in everyday life.

### Creative

Students' creativity is fostered to develop original thinking patterns. This means that students are challenged to think laterally. Get out of the box that confines them. Not many students have creativity. Creativity comes from flexibility of thinking that is based on good morals and having the character and attitude of being sound and ready to accept input from various parties who are discussion partners, teachers and anyone they meet to develop an objective way and framework of thinking.

### Conclusion

1. Teacher preparation for teaching at SMP Negeri 1 Tumpaan in the form of teacher preparation for teaching begins with making a lesson plan, the teacher creates a learning scenario, the teacher conveys the teaching preparation process to the principal before implementation, and the RPP and its outlines are submitted per semester during teacher meetings
2. Socialization of character values to parents and students in the form of socialization held through parent and student meetings, guidance and counseling teachers visiting parents with special problems, students are given special guidance, socialization is delivered during ceremonies and during worship at school, as well as the use of pamphlets, posters and other media that are easy to understand.
3. Internalization of character values in the teacher's lesson plans in the form of simplifying the concept of character values so that they can be understood, using language that is easy to understand and interesting, ensuring it regularly to parents and students, and

providing feedback and evaluation as to whether it is still relevant to the situation.

4. Evaluation of the teaching process and character values in the form of evaluation of the process and character values is carried out periodically, technical evaluation is carried out informally (not rigidly), teachers are ready to receive feedback from teachers and students regarding the embodiment of the teaching process and character development in schools, It is ensured that the values and methods in the teaching process and character development are still relevant and in line with students' needs, and evaluation for character values requires religious and faithful attitudes, nationalism, global diversity, independence, mutual cooperation, integrity, critical and creative reasoning.

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