

# INTERNALIZATION OF PANCASILA VALUES IMPROVES STUDENTS' DISCIPLINE ATTITUDE THROUGH OPTIMIZING THE ROLE OF PPKN TEACHERS

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## ABSTRACT

*A teacher plays a very important role in shaping the disciplined character of students. Discipline formation does not only happen at home, but also at school because students are taught about rules and discipline. In simple terms, discipline can be defined as obedience and compliance with the applicable rules. Discipline is very important for students and their behavior. Discipline is the key to the initial success of students in completing their studies. The problem formulation in this research is: how does the role of PPKn teachers in internalizing Pancasila values improve the discipline of 9th-grade students at Dwijendra Denpasar High School for the 2022/2023 academic year. And the objective to be achieved in this research is: to understand the role of PPKn teachers in internalizing Pancasila values to improve the discipline of 9th-grade students at Dwijendra Denpasar High School for the 2022/2023 academic year. In this study, data collection techniques were used, including observation, interviews, and documentation. After the data is collected, it is then processed and analyzed. After that, it is presented systematically using the qualitative descriptive analysis technique. The results of this study show that: the role of a PPKn teacher in internalizing Pancasila values to enhance students' discipline is to shape students' character, develop individual attitudes as responsible learners, and be able to practice Pancasila values for the good of themselves and others. The responsibility as an educator and teacher is to build a foundation of knowledge, cultivate skills, and develop critical thinking abilities so that students can understand life's problems and solve life's issues with the knowledge they possess.*

*Keywords: role of PPKn teachers, Pancasila values, discipline, students*

## 1. INTRODUCTION

Education is one of the most important aspects of human life, both as individual beings and social beings. Through education, each individual can develop intellectual abilities and form good character to enhance the competence of human resources in national and state life. Considering the increasingly tight competition in the rapidly developing global era. In such a situation, there is a great need for human resources who possess skills and discipline capable of building themselves to collectively take responsibility for the nation's development. It should be understood that the progress of the nation in the future greatly depends on the quality of character education for the current generation of youth, as the youth are the spearhead of a country's success. Therefore, the management of education, especially in the formation of student discipline character, must be more oriented towards how to create better changes.

All educational pathways for character potential development must be optimized. Character education is important to implement considering the numerous incidents that indicate a moral crisis in both school and community environments. Therefore, character education can be implemented to improve student discipline in schools.

Character education is very important because character influences a person's way of life in making decisions to live their life.

The attitude of discipline is very important for the life and behavior of students. According to (Siswanto, 2015: 21) "Discipline is an attitude of respecting, appreciating, obeying, and adhering to both written and unwritten rules, being able to implement them, and not avoiding accepting the sanctions if one violates the tasks and authority given to them." Discipline is the initial key to students' success in completing their studies; the importance of school regulations is to instill a sense of discipline that plays a role in influencing, encouraging, controlling, changing, nurturing, and shaping students' behavior. So the goal that teachers aim to achieve through the formation of disciplined character

Based on observations at SMA of Class IX Dwijendra Denpasar for the 2022/2023 academic year, the reality on the ground is that many students still do not care about the implementation or regulations in the school. The level of student discipline is generally still very concerning. Various disciplinary violations that occur include students not wearing complete school uniforms, arriving late to school, not submitting assignments on time, talking while the teacher is explaining the lesson, littering the school grounds, fighting with classmates, and violating school regulations. In fact, many negative behaviors are exhibited by the students, even exceeding reasonable limits. The phenomenon described above indicates that there are signs of student indiscipline even though the school in question has regulations and school rules in place to foster a sense of discipline and responsibility among students.

In such a situation, teachers as educators have an extraordinary role in shaping students' discipline at school. In today's educational world, a teacher's role is not only to be an instructor but also to be an educator of character, morals, and culture for their students. Discipline as a character trait that students must possess should certainly be a benchmark for teachers. For teachers of the subject of Pancasila and Citizenship Education (PPKn), shaping students' disciplined character is the main task at school. This is because citizenship education teachers are considered role models for students in terms of time discipline, dress discipline, and other forms of discipline (Octavia & Sumanto, 2018).

In addition to providing exemplary behavior, which is the most powerful tool in influencing the formation of students' character. The formation of character is not optimal if a teacher does not possess the spirit of exemplary behavior and students do not internalize the exemplary behavior of a teacher. As stated by (Mulyasa, 2016), the exemplary behavior of a teacher is "an attitude that has a significant influence on growth and development, thus serving to shape the child's personality in order to prepare and develop human resources." And equally important is that PPKn teachers must be able to empower the values of Pancasila to enhance students' discipline. Pancasila, as the ideology and worldview of the nation, can be used as a means to develop students' disciplined character. Because the material on the Values of Pancasila contains life values that can serve as a guideline in living a national and state life. The values of Pancasila themselves teach humans to live morally and with character in accordance with the desires of the nation and state (Tarbiyah et al., 2018). Students who are essentially Indonesian citizens. Here, PPKn teachers play a role in internalizing the values of Pancasila into the students' personalities, thereby forming a disciplined character. Therefore, the title of this research is The Role of PPKn Teachers in Internalizing Pancasila Values to Enhance Discipline Among 9th Grade Students at Dwijendra Denpasar High School for the 2022/2023 Academic Year.

## 2. RESEARCH METODOLOGY

The data collection technique is to know and obtain the expected results in this research, in accordance with the research objectives, which is to understand the Role of PPKn Teachers in Internalizing Pancasila Values to Improve the Discipline Attitude of Class IX Students at Dwijendra Denpasar High School. The techniques used to obtain data in this research consist of observation techniques, which involve directly interviewing the teachers and students of Class IX at Dwijendra Denpasar High School, interviews, which are data collection techniques to obtain data and information on the Role of PPKn Teachers in Internalizing Pancasila Values to Improve the Discipline Attitude of Class IX Students orally, and documentation, which is The documentation technique is "a record of past events." Documents can take the form of writings, images, and monumental works of an individual. The results of the interview will be more credible if supported by documents, and will add information for the research" (Sugiyono, 2017). In this study, documentation was obtained from photos, complete and valid data during the teaching practice at SMA Class IX Dwijendra Denpasar.

Next, the data obtained by the researcher are discussed with the participants using an interpretive approach, where the researcher interprets the meaning of the collected data by recording as many aspects of the study as possible. The steps of qualitative research analysis according to Miles and Huberman in Sugiyono (2017) are as follows:

1. Data collection

The researcher records all data objectively and in accordance with the existing reality based on the results of field interviews.

2. Data Reduction

Data reduction according to Sugiyono (2017) the longer the researcher is in the field, the more complicated and complex the data obtained becomes. Therefore, data reduction is necessary, which means summarizing, selecting key points, focusing on important aspects, identifying themes and patterns, and discarding what is not needed in the research.

3. Presentation of data

Data presentation, after the data has been reduced, the next step is to display the data. According to Sugiyono (2017), data presentation can be done in the form of descriptions or brief narratives, charts, relationships between categories, flowcharts, or similar formats. By displaying the data, this research will easily understand the phenomena occurring in the field.

4. Decision-making or verification

After the field data is collected using the above method, the researcher will process and analyze the data using qualitative descriptive analysis. The initial conclusion presented is still provisional and will change if strong evidence is not found. If valid and strong evidence is already found in the initial conclusion, then the conclusion presented means it is a credible conclusion.

## 3. RESULTS AND DISCUSSION

The data from interviews conducted with teachers and students of Class IX SMA Dwijendra Denpasar regarding the Role of PPKn Teachers in Internalizing Pancasila Values to Improve Student Discipline at SMA Dwijendra Denpasar for the 2022/2023 Academic Year are as follows:

1. The Role of a Civic Education Teacher in Internalizing Values to Improve Students' Discipline

The role of all teachers is certainly very important for students, including PPKn teachers. Civics teachers are very important in instilling a sense of love for the homeland in students, as well as informing them about the values contained in Pancasila and the 1945 Constitution. Civics teachers are also crucial in shaping students' character to develop good habits. As is known, the roles that a teacher must possess include discipline, patience, appropriate attire, manner of speaking, simplicity in appearance, honesty, and fairness. So that automatically, students develop good disciplined behavior. The role of teachers in shaping students' disciplined behavior is to care for others without discrimination, always remember God Almighty, and guide and motivate students in their learning activities. Especially in the current era, it is not uncommon for the younger generation to forget the teachings of Pancasila, so PPKn teachers are very important in making the younger generation aware of the importance of Pancasila teachings and always applying them wherever they are, so that the expected goals can be achieved well. (Interview on March 16, 2022, with Dwijendra Denpasar High School Grade IX students)

2. The Role of a Civics Teacher in Improving Student Discipline

The role of a PPKn teacher is not only to teach but also to act as a guiding teacher in the activities of character formation and student discipline. As a counselor for every student who violates school rules and regulations. In addition, the responsibility of a teacher is to shape individual attitudes for the common good as an educator. To cultivate the leadership spirit of students, to train their responsibility towards something, and of course, discipline also greatly influences students' academic achievements, namely building a foundation of knowledge, fostering skills, and critical thinking abilities so that students can understand life's problems and solve life's issues with the knowledge they possess. (Interview on March 16, 2022, with a 9th-grade student at Dwijendra High School, Denpasar).

3. The Role of Teachers in Implementing the Values Contained in Pancasila to Improve Student Discipline

By providing an understanding of all the principles in Pancasila and their implementation in daily life, both in the school environment and in the community, for example:

- a. The application of divine values in daily life is to foster harmony among one another, not committing blasphemy against religion is an act of insulting or belittling religion, such as disrespecting one's own religion or the religion of others, developing a mutual respect attitude, and maintaining people's freedom to worship according to their religion and beliefs, in daily life.
- b. The application of humanitarian values in the Pancasila principle is to recognize the equality of degrees, rights, and obligations of every human being without distinguishing between ethnicity, descent, religion, belief, gender, skin color, or social status.
- c. The application of the value of unity in the third principle of Pancasila is to develop an attitude of mutual respect for cultural diversity, foster

good relationships with others, promote social interactions for the sake of national unity, develop unity based on the principle of Bhineka Tunggal Ika, which means unity in diversity, prioritize the common good over individual interests, and cultivate pride and love for the homeland.

- d. The application of democratic values in the fourth principle of Pancasila is to always prioritize deliberation to reach a mutual agreement in resolving arising issues, respect the results of deliberation, not impose one's will or opinion on others, implement the results of deliberation sincerely and responsibly, appreciate others' input, have the magnanimity to accept the results of deliberation, and participate in general elections or elections held at school.
- e. The application of justice values in the fifth principle of Pancasila is not living a luxurious lifestyle, not being wasteful, working hard, caring and helping to reduce the suffering experienced by others, upholding the spirit of family and mutual cooperation, not engaging in actions that harm the common interest, supporting equitable and socially just progress, such as helping access to education for everyone. Therefore, the values contained in Pancasila greatly influence the continuity of the learning process for students, because the values of Pancasila must be understood and implemented by every student, as Pancasila serves as the foundation of the state and the ideology of the nation, which embodies the behavior of every citizen. (Interview on March 16 with a teacher from Dwijendra Denpasar High School, Class IX).

#### 4. Examples of Teachers' Roles to Improve Student Discipline

The role and attitude of teachers in setting an example through good actions, so that they are expected to become role models for students to emulate. For example: Dressing neatly A teacher with a neat and attractive appearance is certainly respected by students, which will simultaneously encourage students to dress neatly, always attend every class, Working hard Teachers work hard in educating students at school so that students develop a more responsible personality towards various matters and speak politely. A teacher who refrains from using harsh words is a teacher who demonstrates good attitudes and behavior by speaking politely, gently, and without harshness. That is, not insulting students, such as calling them naughty, stupid, rude, being fair to all students. A teacher must have a fair attitude towards all their students, without distinguishing one from another, fair in understanding the students' situations, fair in choosing and sorting out what is right and wrong, and need to know the root causes of the conflicts that occur. The teacher's affection in educating their students with love can be seen through the way the teacher lives and the attitude they show towards their students. honest A teacher must have a professional attitude of honesty, demonstrated through honest actions that can certainly be emulated by students. maintaining cleanliness, teachers are required to maintain the cleanliness of the school environment, especially the cleanliness inside the classroom. Before starting the lesson, teachers must first pay attention to the cleanliness inside the classroom, so that the students' learning process becomes more comfortable/appreciation of students' efforts. To become an exemplary teacher, you must be able to appreciate the efforts of the students. Don't always focus on the results, but appreciate the effort first, and show an exemplary attitude of a model teacher. Starting from polite speech, good manners, honesty, diligence, and other positive habits. You must possess all of that, because all the students will see and imitate it. (Interview on March 16, 2022, with a 9th Grade Student at Dwijendra Denpasar High School)

5. Forms of Teachers in Instilling Student Discipline in School Discipline

Students in school become an important aspect that must be implemented; each teacher in the school applies forms such as identifying students' bad behavior, making class rules, creating consequences, and giving warnings to students who violate the rules. Teachers identify students' undisciplined behavior such as not doing assignments, fighting in class, being untidy in their appearance, forgetting to bring textbooks, and not doing their cleaning duties. The students' undisciplined behavior is then addressed by the teacher or principal. The teacher creates specific class rules based on the school's regulations and identifies student issues. The teacher imposes sanctions on students who violate the established rules. Sanctions are given not only by the teacher but also by the principal. The sanctions include picking up trash around the classroom, imposing fines, writing a statement not to repeat the offense, cleaning the toilet, increasing the homework load when a student does not complete their assignments, and the teacher socializing the rules that have been made for the students. The method the teacher uses to socialize the rules is by writing them down and then posting them on the wall so that students can easily remember them. The teacher gives warnings and reprimands to students who violate the rules. This is done so that students do not repeat their actions; however, not every violation is reprimanded by the teacher. One example is that students who do not wear uniforms according to school regulations do not receive reprimands from the teachers. (Interview on March 16 with a teacher from Dwijendra Denpasar High School, Class IX)

6. The Teacher's Role in Enhancing Students' Discipline Spirit

Various efforts by teachers to instill discipline through rules and habits, as well as the role of teachers in enhancing students' discipline, can be either positive or negative. Those that are positive can encourage students to behave and act positively in their daily lives as well as at school. Conversely, negative traits can encourage students to exhibit negative attitudes and behaviors. By indirectly emulating the attitudes of honesty and perseverance, their attitudes and behaviors after emulating these traits are striving to continue being good individuals, such as: getting used to being orderly and disciplined, getting used to being neat in appearance, improving their ability to be more responsible, getting used to being more honest and fair in their attitudes, fostering unity and cooperation. (Interview on March 16, 2022, with Dwijendra Denpasar High School Grade IX students)

7. How is the Disciplinary Behavior of Students at SMA Dwijendra Denpasar

So far, the students' discipline at Dwijendra High School is generally good, but it needs to be improved further because discipline is a hallmark of Dwijendra High School students. (Interview on March 16 with a Teacher from Dwijendra High School Class IX, Denpasar)

8. Obstacles Faced in Building Student Discipline

There are several obstacles encountered in building student discipline through the implementation of school regulations, so the efforts to build student discipline have not been optimally realized. The obstacles are as follows: The lack of self-awareness among students regarding the importance of discipline. Awareness essentially arises from a sincere intention in the individual's heart. The lack of discipline at home and the weak

supervision by the students' parents. The discipline of students at school can be reflected in how disciplined they are at home. Parents who do not pay enough attention to and instill behavior and attitudes in their children at home will indirectly influence how the child behaves in the community, especially at school. The influence of student social interactions. The environment outside of family and school often becomes a hindrance in building student discipline at school. The social environment of students outside of school is very vulnerable and influential in shaping their character. The lack of concern and firmness from some teachers as motivators in reprimanding students who have issues with discipline. The role of teachers is not only to provide education in the form of knowledge and skills in the classroom but also to teach and shape students' behavior so that they can develop good character. The lack of socialization regarding the new regulations by the student affairs department to the duty teachers. (Interview on March 16 with a teacher from Dwijendra Denpasar High School, Class IX)

#### 9. Efforts to Overcome Obstacles in Building Student Discipline

Efforts are greatly needed to overcome various obstacles in building discipline through the implementation of school regulations. The efforts that can be made are as follows: Providing guidance to students who have discipline issues by the teacher or homeroom teacher with the involvement of their parents. Guidance is the initial step taken for students who have disciplinary issues to help them solve the problems they face and not repeat the same mistakes. Communication among school members. Communication is necessary to maintain good relationships between the parties involved in building discipline. Because the involvement of the school principal, teachers, and parents is very significant in determining the success of character education. Deliberation in ESI (Evaluation, Sharing, and Information) activities. Deliberation among parties involved in the implementation of school regulations is very necessary. This is shown so that each party can provide new information related to the progress of implementing school regulations in building student discipline. In addition, improvements to the implementation system of activities can be evaluated to achieve the desired goals. (Interview on March 16 with a teacher from Dwijendra Denpasar High School, Class IX).

#### 4. CONCLUSION

Based on the research conducted at SMA Dwijendra Denpasar, it can be concluded as follows: the role of a PPKn teacher in internalizing Pancasila values to improve student discipline is to apply Pancasila values to shape individuals' attitudes as responsible learners who can practice Pancasila values for the benefit of themselves and others. The responsibility as an educator and teacher is to build a foundation of knowledge, cultivate skills, and develop critical thinking abilities so that students can understand life's problems and solve life's issues with the knowledge they possess.

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