

THE THEORY OF PANCASILA ELEMENTS AS A REORIENTATION OF CHARACTER EDUCATION IN INDONESIA IN BUILDING THE SPIRIT OF NATIONALISM

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ABSTRACT

This study aims to determine the Theory of Pancasila Elements as a reorientation of character education in Indonesia in building the spirit of nationalism. This study used a qualitative method. Data collection methods used were documentation and literature studies. The results of this study indicated that the Theory of Pancasila Elements in character education in Indonesia is carried out by first identifying the problems that arise in the field due to the low spirit of nationalism. After the initial identification was carried out, the problems found related to the low spirit of nationalism were the fading of the pride and trust of the Indonesian people in their government which was decreasing over time. Based on the problems found, a consistent thought and idea is needed to solve the problem. Thoughts and ideas that were born to destroy these problems are policies that side with the people. Of course thoughts and ideas in the form of policies that side with the people can be accepted, agreed upon, and justified, so as to give birth to peace for the Indonesian nation. Because a policy that is in favor of the people will again generate the pride and trust of the wider community in their government. When the government is proud of and trusted by its people, of course the Indonesian state is getting stronger. Thus, it can be concluded that the Theory of Pancasila Element as a reorientation of Indonesian character education to build a spirit of nationalism has given birth to two characters, namely pride and trust which can be integrated in education, so as to foster the development of Indonesian people's nationalism.

Keywords: *Theory of Pancasila Elements, Character Education, Nationalism*

1. INTRODUCTION

Character education is not a term that sounds strange to the ears of Indonesian society. Before Indonesia's independence was successfully proclaimed, character education had actually been carried out massively (Santika, 2019). Character education took place in accordance with the mystical atmosphere that enveloped the Indonesian people at that time. Arousing the spirit of nationalism in various regions is the main goal of character education disseminated by national struggle figures in an effort to win independence and expel invaders from the Mother Earth forever. The proclamation of Indonesian independence is concrete evidence of how strategic and fundamental the role of character education was to build the spirit of nationalism at that time.

After independence, efforts to inflame the spirit of nationalism through the development of national character were resumed by President Ir. Sukarno. The emergence of the discourse on building the character of nationalism is inseparable from the severity of the political disputes that raged in the previous period (Santika, 2020). The dispute almost dragged the Indonesian nation into the abyss of division. That's what prompted President Ir. Soekarno in the early 1960s proclaimed nation and character building in his book entitled " Di Bawah Bendera Revolusi". Then on

August 17, 1962 President Ir. Soekarno through his speech again called for building the nation's character. He conveyed the importance of developing the character of nationalism in Indonesian society.

Under the New Order regime, the development of the character of nationalism was born from coercion and pressure from the authorities. Character education does not really grow from the values of awareness that emerge from Indonesian. However, character education has just penetrated and entered the world of Indonesian education beginning with the speech of the 6th President Susilo Bambang Yudoyono (SBY) in 2010. At that time, educators at all levels of education were preoccupied with the concept of character education from the conceptual model to its application. During the time of President Ir. Jokowi's development of the spirit of nationalism was proclaimed through the character education strengthening movement (PPK). There are five main character values originating from Pancasila, which are the priorities for the development of the PPK movement; namely religion, nationalism, integrity, independence and mutual cooperation.

But the reality shows that education has not been felt to provide maximum results in shaping the character of students (Wahyudin, 2016). Because one of the character education problems faced by the Indonesian nation today is the fading spirit of nationalism and patriotism among the younger generation (Lestari et al., 2019). Indicators of the diminishing spirit of nationalism in the Indonesian people can be seen from their attitudes and actions which glorify other nations' cultures, demean their own culture, radicalism, terrorism, conflicts between ethnic groups and religions, insulting the government, spreading hoax news, promiscuity, using drugs. forbidden. This problem is evident in the behavior of the Indonesian people who are still far from the character values that the Indonesian people themselves aspire to (Patimah, 2022).

The failure of implementing character education in an effort to build a spirit of nationalism is more due to the lack of contextual concepts that are built in the minds of students. Students do not really know what problems will arise if the spirit of nationalism fades. Students are not invited to get used to practicing their thinking skills in finding the problem and how to solve it. Learning is not directed to shape students' ideas/attitudes/actions. In addition, students also do not fully understand what kind of actions can be accepted, agreed upon and justified as part of a strategy in fostering a spirit of nationalism in themselves. In turn, students have not been able to feel the peace that arises because of the spirit of nationalism (Santika, 2022).

To solve this problem, researchers seek to use the Theory of Pancasila Element to reorient character education in Indonesia. Therefore, the title raised in this study is The Theory of Pancasila Elements as A Reorientation of Character Education in Indonesia in Building The Spirit of Nationalism.

2. RESEARCH METODOLOGY

The research method used in this research was descriptive qualitative. Qualitative descriptive research seeks to describe a social symptom that is focused on solving problems in the present and in the future (Santika, 2019). The symptom or phenomenon in this research is the fading spirit of Indonesian nationalism.

Data collection methods used were documentation and literature studies. The literature study was carried out by seeking various written sources, whether in the form of books, archives, magazines, articles, and journals, as well as documents that can help researchers to reorient character education in Indonesia in building a spirit of nationalism with the Theory of Pancasila Elements.

3. RELATED RESEARCH/LITERATUR REVIEW

Several studies related to this article Reviewing The Handling of Covid-19 In Indonesia In The Perspective of The Pancasila Element Theory (TEP) (Santika, 2021). This research has similarities with this article, namely using the Pancasila Element Theory as a theoretical basis in analyzing phenomena. The difference is only in the phenomenon which in this article discusses the problem of reorienting character education in Indonesia in building a spirit of nationalism.

4. RESULTS AND DISCUSSION

The Theory of Pancasila Elements provides a theoretical foundation in reorienting character education in Indonesia in building a spirit of nationalism starting from problem, thought, idea, acceptance, agreement, truth and peace.

A. Problem.

In the context of the Theory of Pancasila Element, the problem that can be identified is what will happen if Indonesian citizens do not have the spirit of nationalism? The problem that will arise in the future is the existence and sustainability of the state in a fragile condition. In turn, the condition of the Indonesian nation is increasingly weak in facing threats, challenges, obstacles and disturbances (ATHG) (Santika, 2021). It is not surprising, why many young people are no longer proud of their own culture. Rather, they are proud of or glorify other people's cultures. This is the main root of the problem why the identity of the Indonesian nation is getting dimmer. The stuttering and excitement of the times marked by the era of globalization has in turn made the Indonesian people lose their identity. In turn, the Indonesian nation will not have characteristics that can show its existence in the international world.

The problem of low nationalism spirit in turn results in low citizen loyalty and sacrifice for the state. In the future, of course, citizens will make calculations with their country about what they will get from their country. Citizens will always take into account profit and loss in every action with the state. If his actions benefit himself personally, then he will do so, but if it is harmful, of course he will be harshly rejected. Citizens who have a low spirit of nationalism will always complain about the policies issued by the state. Under these conditions, there is no longer any desire to contribute something to the country. In a critical situation, citizens whose spirit of nationalism is fading will far more prioritize their own safety than the safety of their nation and state.

At a more practical level, the crucial problems that arise as a result of the low spirit of nationalism can be seen from the rampant circulation and use of illegal drugs, increasingly entrenched violence, conflicts caused by differences and diversity in Indonesia, such as ethnicity, religion and race, corruption, political disputes that occur in among the elite, corruption that destroys the foundations of national and state life.

B. Thought.

From the various problems of low nationalism spirit that emerged above, of course, it is necessary to think about solutions that must be sought to solve them. What strategies need to be considered to arouse the spirit of nationalism among Indonesian citizens? In a situation where the spirit of nationalism is getting low among citizens, it is necessary to reconsider how to instill and grow their pride by highlighting the various advantages that Indonesia has. Here pride is a strategic aspect that becomes an integral part in increasing the spirit of nationalism. Indeed, the Indonesian nation has many advantages compared to other countries. It's just that these advantages are not widely known and realized by citizens. One of the

icons that Indonesia should be proud of is its diversity. Through education with an emphasis on aspects of multiculturalism it is important to make citizens more proud of the diversity of the Indonesian nation. Because not all nations in this world have the same religion as Indonesia.

Apart from pride, the aspect of trust is the next key which is also fundamental and significant in triggering the spirit of citizen nationalism. For example, the aspect of trust in making policies is a factor that has an important influence in fostering the spirit of nationalism among Indonesian citizens. The trust of the Indonesian people in impartial policies is of course closely related to authority and obedience. Because good policies will give birth to high trust in the state, which will have a good impact, of course, build the spirit of nationalism among citizens. This belief is the second source, apart from pride in increasing the spirit of nationalism.

C. Idea.

In the concept of character education this idea has an important meaning. Because with this idea it can be used as an indicator to measure whether a person has a spirit of nationalism. Without being accompanied by ideas, it is difficult to know whether a person's spirit of nationalism is high or low. In character education with the orientation of the Theory of Pancasila Elements, this idea is a measure of consistency in thought. Is what has been thought in line with what is implemented.

Character education must be able to find out who should have the idea of nationalism and what kind of ideas are issued. In retrospect, those who should have the idea of nationalism are the Government starting from the Central to the regions and the Indonesian people as people who are officially recognized by the state for their citizenship. Through the concept of character education, exemplary must be upheld and shown by the Government. For example, the government has the duty and authority to make and implement policies and must show good character (Santika, 2018).

In making laws and regulations and implementing them, the government must be able to strengthen people's pride in their country. By forming laws and regulations and enforcing them that benefit the Indonesian people, pride will automatically arise for their Government. In the end, trust as part of the character of nationalism thrives.

D. Acceptance.

In the concept of the Theory of Pancasila Elements, acceptance is the attitude shown towards the ideas or actions taken. This acceptance when transformed into the form of character education is more to do with whether an idea intended to increase nationalism is acceptable or not. This acceptance is a measuring tool or indicator that can be used to respond to ideas that are carried out in an effort to increase the spirit of nationalism.

For example, the actions of the government that make policies or laws and regulations that are pro-people can be accepted as actions that can increase the spirit of nationalism? Of course the idea of government in the form of policies or the formation of legislation that favors the people can be accepted because it gives birth to pride. The people as one of the elements of the state are increasingly proud of their government, because the policies made are in accordance with their aspirations and needs. That pride in turn was able to increase the spirit of nationalism of the Indonesian people.

E. Agreement .

In Indonesian character education, agreement as an element of Pancasila must be integrated. The agreement refers more to things that already exist and become a mutual agreement. In forming and increasing the nationalism of the Indonesian people, it must be agreed in advance what actions can be agreed upon. Of course actions that can be agreed upon in increasing nationalism must be able to foster pride and trust. At the beginning of starting this discussion, it should be started from the problem whether the Government which adopts policies that take sides can it be agreed to increase nationalism? Of course, we have to look for what constitutes a collective agreement in increasing nationalism. If it boils down to pride and trust, then taking sides with the government in making policies for the people will of course further increase nationalism. Surely the people will be more proud and believe if the government is indeed able to make policies that take sides.

F. Truth.

In character education, truth has an important and fundamental meaning, so it must be emphasized and implemented in it. Truth is one of the elements of Pancasila. This truth must be a reference in increasing the spirit of nationalism. Of course this truth must be used as a benchmark for assessing problems, thoughts, ideas, acceptance, and agreement.

Starting from the beginning, will the country collapse with a low spirit of nationalism? Of course this statement is true, bearing in mind that there are many countries where the spirit of nationalism in their citizens is low, which in turn destroys a country. The next assessment that needs to be re-examined is regarding the correctness of the thinking, that the thinking about ideas and beliefs as the basis for increasing nationalism is correct. This truth is not only in the form of thoughts but also through ideas or actions, such as government policies that side with the people. The truth can also be seen from government policies that can be accepted and agreed upon by everyone.

G. Peace.

In character education, peace has a functional meaning, so it must be implemented consistently. Peace is one of the top elements in Pancasila. Peace here is that with the right thoughts and ideas, peace in the context of increasing citizen nationalism can be achieved. This peace can only be achieved from the start by being able to analyze the problems that arise if citizen nationalism erodes. It was from there that we began to think about how to solve the problem of the nationalism crisis by arousing the pride and trust of its citizens in their government. Of course the results of these thoughts must be implemented in the form of actions that can be accepted, agreed upon, and justified, so as to give birth to peace.

5. CONCLUSION

The Theory of Pancasila Elements as a reorientation of character education in Indonesia to build a spirit of nationalism finds that pride and trust are the main sources. This can be found with the problems that arise due to the low spirit of nationalism, then thoughts to overcome these problems are shown in the form of ideas or actions. These thoughts and actions in turn can be accepted, agreed upon, and justified, so that peace is achieved, in this case the spirit of nationalism is awakened.

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