

Instilling the Character of Love for the Country Through the Pancasila Strengthening Model in Early Childhood

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Abstract

Planting character Love homeland since early is step strategic in to form generation that has nationalism and love towards Indonesia. In children age early on, the values of Pancasila can applied through a simple approach However impressive, like activity play , stories , and interactions social . Problems regarding the decline attitude nationalism No Can left alone so only. Furthermore, PAUD is considered only For read and write just whereas important apply child - centered and learning projects while playing outside a class that fosters Pancasila values since age early through interest child. So from that, Research This use methodology qualitative type studies case with technique data collection in the form of observation, interviews, and documentation that describes How to plant Love homeland and nationality through the Pancasila strengthening model for children age early. Research This utilise method Miles and Huberman's interactive data model analysis in the form of data collection, data reduction, data presentation, description, and conclusion Conclusion. Results of the study This put into practice as a model for strengthening Pancasila in children age early, especially character Love homeland and nationality.

Keywords: Love homeland, nationality, model, strengthening pancasila, children age early.

1. Introduction

In the era of education moment this, the emphasis on education character become attention main , especially in children age early. Strong character and good moral values become the basis that is not replaced in to form a person of integrity and giving impact positive in society (Mansur 2022). Pancasila, which has role central in Indonesian context, becomes foundation state ideology. However, in practice, education the character and values of Pancasila are necessary integrated in a way effective in environment child age early.

Children age early own very high sensitivity to the surrounding environment and is able to absorb values through experience directly. Therefore that, the use of method proper learning , such as learning projects involving activity practical, creative and reflective (Maryani and Sayekti 2023) which is related with Pancasila values, become very important in environment education child age early . Previous studies has prove that education character in children age early own positive influence to moral, social and emotional development they (Kusum 2007). Learning the project also shows potential big in build understanding conceptual and values character in children (Cahyaningrum and Diana 2023) . However , the limitations in research that is specific explore character Love homeland and nationality in children age early .

Character is method think and behave as you become characteristics typical each individual For Work same , good in environment family , society , nation and state. Age early is critical age For build character someone . Failure planting good personality at the age of early This will to form troubled person in the future adulthood according to Suyatno in Daryanto Suryatri (2013:9). Every individual have characteristics different characteristics . Characters can implement how method think and behave from every living individual For Work The same with Good in environment family , community , nation and state.

Character refers to a series of attitudes , behaviors , motivations , and skills according to Syamsul Kurniawan (2014: 29). A person's character formed Because habits that are done , attitudes that are taken in respond circumstances , and the words spoken to others. The character then become something that sticks to the person concerned . Character education very much influential with creation character from an individual or participant educate .

Therefore , education character is also necessary given moment children enter environment school here it is the role of teachers is very much at stake . Not only done at school only , but at home and in the environment socially . In structural build character can started from environment family as environment informal education , next schools and colleges tall as environment formal education , and then in the environment public as non-formal environment (Syamsul Kurniawan 2014: 42).

Character development done with approach systematic and integrative with involving family , unit education , government , society civil , member legislative , mass media , business world and industrial world so that unit education is important components in development walking character in a way systemic and integrative together with component others . In order to realize function mentioned , it is necessary implemented mark character Spirit nationality and love homeland . Love for one's country is a love affection and a feeling of love to place birth or land the water , the taste of love homeland , namely a sense of pride , a sense of belonging , a sense of appreciation , a sense of respect and loyalty that is possessed by every individual in the country where it is located Where He stay (Amalia S, 2020). Love for the homeland also includes method think , behave , and do things that show high loyalty , care and appreciation to nation , environment physical , social , cultural , economic and political nation (Daryanto and Darmiatun , 2013: 139).

Love homeland must implanted since early to generation young , so can have a sense of pride to the Indonesian nation and state. Love for the homeland can interpreted as attitudes and behavior that reflect a sense of pride , loyalty , caring , and high appreciation towards language, culture , economy , politics , and so on so that No easy accept offer other nations that can harm nation themselves (Kurniawaty , et al ., 2022).

Strengthening character Love homeland can taught since early through parents and the environment around , besides that , children in Indonesia are required take 12 years of education , because with Through education children in Indonesia are taught For love the country of Indonesia and believe in Pancasila the basis of the state so that children can apply in life everyday (Maulita , et al ., 2023).

In context this , concept education the character and values of Pancasila have role important that can connected with existing theories (Dahlia, Khojir , and Muadin 2023) . With involving generation superior to have character smart , effort This will to form base For bring up potential in growth and development children who have values goodness . This is covers phase from thinking into words, from words become action , from action become habits , and from habit become strength (Lestari et al. 2023) .

In practice learning , goals main is create environment in which students can Study in a way effective and efficient (Syamsul 2019) . Learning efforts This involving implementation a designed plan For push behavior Study student (Nasution 2005) . Concept curriculum independence that encourages freedom thinking and learning in children , with prioritize needs and interests student (Nahdiyah et al. 2023) , also support implementation education the character and values of Pancasila in general effective .

Learning No only refers to the aspect knowledge only , but also purposeful produce results learning that includes awareness to issues like climate , anti- radicalism , mental health , culture , entrepreneurship , technology , and democracy , according to Spirit profile Pancasila students . Implementation project profile Pancasila students , which is done outside timetable intracurricular and have more flexibility big , expected will push student For participate active in learning (Japar et al. 2023) .

Learning based on project , with emphasis on use project as a learning medium , opening opportunity for student For delve deeper Topic in a way deep Good in a way individual and also in group . This method also provides encouragement for development process and outcome skills Study children (Asmi, 2017), which is relevant For growth and development child in face challenges in the 21st century .

In context Pancasila values , education No only covers understanding theoretical , but also application in life everyday . Education in Indonesia has objective more height , namely create students who are critical , comprehensive , and have a sense of pride as Indonesian children . Students this is also expected own global competencies and appropriate behavior with Pancasila norms (Spring 2019) . With develop profile Pancasila students are expected to student will become individuals who believe , are inclusive , cooperative, independent , think critical , and creative . This is will prepare they For face various challenges and make they contributor positive in the future .

Project strengthening profile Pancasila students , who are in accordance with directions Ministry of Education, Culture, Research and Technology No. 56/M/2022, is series activity co-curricular based on project that aims strengthen competence and character in accordance with profile Pancasila students (Cahyaningrum and Diana 2023) . Learning methods based on project , which invites student For delve deeper Topic certain in a way deep Good in a way individual and also in group , has proven can increase process and outcome skills Study student (Khoirina and Arsanti 2022) .

Children aged early in RA Diponegoro Karangtengah Purbalingga , Banyumas , which is located in range age four until six years , experienced a very important and fundamental period of development for the future them . In the period this , kids be in phase maturation critical physical and mental (Susanto 2010) . Therefore that , the law The National Education System (UU Sisdiknas) of the Republic of Indonesia outlines

education child age early as coaching through stimulus growth - focused education physical and mental health of children (Daulay 2006).

Definition similar also found in Law of the Republic of Indonesia No. 20 of 2003 concerning National Education System. Children's education age early play role important in to form development child in a way comprehensive, equipping they For step to level next, and form individual independent and qualified that can give contribution positive in public (Susanto 2010).

Study This aiming analyze planting character Love homeland through a strengthening model Pancasila in children age early in RA Diponegoro Karangtengah Purbalingga.

2. Method

Study This conducted at RA Diponegoro Karangtengah Purbalingga during One month, namely September 2024. The population is child age early totaling 30. The formal object of research on planting character Love homeland through a strengthening model Pancasila (Zuriah 2016) which was conducted at PAUD Wadas Kelir Puirwokerto. From here, then study This use paradigm qualitative that focuses on data and information the main thing from statements, notes, texts obtained in the field and studies document (Moleong 2018) so that study This called as study field (*field study*). Data and information collected through interviews, observations, and documentation.

Interview done in a way direct to head school, deputy field curriculum, parents, and participants students involved direct in planting character Love homeland through a strengthening model Pancasila (Moleong 2018). Observation carried out in activities planting character Love homeland through a strengthening model Pancasila in children age early identified through activity play, stories and activities project social. While documentation done with take notes text important related planting character Love homeland through the Pancasila strengthening model for children age early in existence in learning program documents, curriculum learning, and documentation activity.

The data that has been collected Then reviewed and analyzed with use three step important, namely data reduction, data classification, and data verification (Miles and Huberman 1994). Data reduction is carried out through analysis conformity of the data that has been obtained through interviews, observations and documentation related planting character Love homeland through a strengthening model pancasila, data that is not in accordance so reduced. Data classification is carried out with do grouping data based on the emerging patterns. Data verification is performed with reviewing and analyzing data based on corner view theory character Love homeland and strengthening model Pancasila as well as discussion based on study relevant theories and results findings study previously so that can identified novelty in study This (Moleong 2018).

3. Results and Discussion

Strengthening Model for Early Childhood

Every please in Pancasila has value that can be applied in life child age early. For example, the value deity can applied with invite child For grateful and appreciative God's creation, value humanity through attitude mutual help, and unity through activity play together.

In an attempt to plant character Love homeland, several learning models are possible applied among others:

- a. Play and Simulation Models

Through game like play role , children can introduced with professions that contribute to the country, such as doctors , teachers, and soldiers , to foster a sense of pride and love for the nation .

b. Learning Story Based

Story about hero national or prominent folklore mark courage , cooperation , and sacrifice For nation can grow love for the homeland.

c. Activity Project Social

Children invited For involved in activity small like clean environment or make work art themed nationality , which helps foster a sense of belonging to environment and country.

3.2. Instilling the Character of Love for the Country Through the Pancasila Strengthening Model in Early Childhood

Embedding character Love homeland to children age early through strengthening the values of Pancasila are step strategic For to form generation young at heart nationalist . Children aged early be at the stage very sensitive development to learning character , so that important For integrate values This in activity daily .

3.2.1. Integrating Pancasila Values in Activity Daily

Strengthening Pancasila values can done with activity simple like :

a. First Principle (Belief in One God)

Teach prayer together , saying gratitude , and appreciation religious differences with each other honor .

b. Second Principle (Just and Civilized Humanity)

Invite child For share and care with fellow human beings , as well as practice they For request sorry and forgive .

c. Third Principle (Unity of Indonesia)

Sing song nationality or game fostering group cooperation , so that children feel become part from Indonesian nation .

d. Fourth Principle (Popularity Led by Wisdom in Consultation / Representation)

Teach child For discuss in group , share opinions , and listening Friend .

e. Fifth Principle (Justice) Social for All Indonesian People)

Practice child For fair in play , appreciate right his friend , and not behave choose love .

3.2.2. Creative Use of Educational Media

The second method used by RA Diponegoro Karangtengah Purbalingga is through : *First* , National Games and Songs. Using game traditional that reflects togetherness and love homeland . *Second* , Picture Stories . Book story illustrated about hero national or incident history simple and relevant For children . *Third* , Educational Videos and Films . Audiovisual content that raises theme culture and beauty of Indonesia.

3.2.3. Involvement of Children in Activity Nationality

third method used by RA Diponegoro Karangtengah Purbalingga is through : *First*, Ceremony Flag . Holding activity simple like respect flag or sing Indonesia Raya song . *Second* , Commemoration of National Holidays. Involving child in activity warning day Independence Day , Pancasila Day, or Kartini Day. *Third* , Tourism Culture and Nature. Visiting places historic or introduce diversity culture through art and dance area.

3.2.4. Provision Examples and Role Models

Teachers and parents is example main . Behave polite , disciplined , and shows a sense of pride to Indonesian culture will help child understand importance love homeland .

3.2.5. Learning Program Development Collaborative

Involving parents in the learning process for reinforcement The characters also take place at home .

Stage activity group that emphasizes Work same and togetherness.

3.2.6. Evaluation and Rewards

Give appreciation to children who show attitude Love homeland , such as value state symbol or to practice the values of Pancasila.

Reflection simple through discussion short For know understanding they to Love homeland.

Sixth , this model done with a fun and appropriate way with age child . With Thus , the values of Pancasila can embedded in a way natural and become base character Love their homeland .

4. Conclusion

Pancasila education for children age early is step important For to plant character Love homeland . RA Diponegoro Karangtengah Purbalingga has implementing the reinforcement model Pancasila values through activity play , stories and activities social , so that children Study love and appreciate their homeland . Instilling character Love homeland to children age early through the Pancasila strengthening model to become step strategic For to form generation young at heart nationalist . RA Diponegoro Karangtengah Purbalingga has implement it with well , through six models of strengthening Pancasila, namely integrate Pancasila values in activity everyday life , use of creative educational media , involvement child in activity nationality , giving examples and role models , development of learning programs collaborative , and evaluation and reward .

Implementation the six models that were carried out with a fun and appropriate way with age child capable to plant values in a way natural and become base character Love their homeland .

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