



Strengthening the Values of Pancasila to Improve Students' Prosocial Skills in Elementary School

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Abstract: The focus of the problem in this study is how: (1) the description of the strengthening of Pancasila values and the description of students' prosocial behavior; (2) how the strengthening of Pancasila values improves students' prosocial abilities in elementary schools. The purpose of this study was to determine: (1) the description of the strengthening of Pancasila values and the description of students' prosocial behavior; and (2) the strengthening of Pancasila values to improve students' prosocial abilities in elementary schools. This research uses the literature study method. The literature study research method is a research method by reading and analyzing readings related to the theme taken. The results of this study show an overview of the Pancasila values contained in the third principle, namely: (a) Bringing up a sense and attitude of mutual assistance or helping, volunteering, and increasing family attitudes; b) Fostering good social relationships with peers and adults; (c) Creating a sense of togetherness and affection, and (d) creating a sense of unity with the surrounding environment. These values are manifested in the form of value reinforcement: (a) through the learning process in class (b) Cooperation in small groups and (c) Clean Friday. Strengthening the value of Pancasila can improve prosocial abilities, namely in the dimensions of sharing, cooperation (cooperative), donating, helping, honesty, and giving (generosity).

Keywords: Pancasila values, Prosocial ability

Abstrak: Fokus masalah dalam penelitian ini adalah bagaimana (1) gambaran Penguatan nilai-nilai Pancasila dan Gambaran perilaku Prosocial siswa (2) bagaimana penguatan nilai-nilai pancasila untuk meningkatkan kemampuan prososial siswa disekolah dasar. Tujuan penelitian ini untuk mengetahui: (1) gambaran Penguatan nilai-nilai Pancasila dan Gambaran perilaku Prosocial siswa, (2) penguatan nilai-nilai pancasila untuk meningkatkan kemampuan prososial siswa disekolah dasar. Penelitian ini menggunakan metode studi literatur. Metode penelitian studi literatur adalah metode penelitian dengan cara membaca dan menganalisis bacaan yang berkaitan dengan tema yang diambil. Hasil penelitian ini menunjukkan gambaran umum nilai-nilai pancasila yang terkandung pada sila ketiga yakni: (a) Memunculkan rasa dan sikap saling bantu atau tolong-menolong, sukarela, dan meningkatkan sikap kekeluargaan, (b) Membina hubungan sosial yang baik dengan teman sebaya dan orang dewasa, (c) menciptakan rasa kebersamaan dan kasih sayang; (d) menciptakan rasa persatuan dan kesatuan dengan lingkungan sekitar. Nilai-nilai tersebut dimanifestasikan dalam bentuk penguatan nilai: (a) melalui proses pembelajaran dikelas, (b) Bekerjasama dalam kelompok kecil dan (c) Jumat Bersih. Penguatan nilai pancasila dapat meningkatkan kemampuan prososial yakni pada dimensi berbagi (sharing), kerjasama (cooperative), menyumbang (donating), menolong (helping), kejujuran (honesty), berderma (generosity)

Kata Kunci: Nilai-nilai pancasila, Kemampuan Prosocial

Introduction

Primary school is important in child development, instilling moral values and character. One of the efforts to instil these values is through Pancasila Education. Pancasila from the first to the last precept is interrelated, and the first precept is the basis for the implementation of the next precepts. The precepts are: 1) God Almighty, 2) Humanity that is fair and civilized, 3) Indonesian Unity, 4) Democracy led by wisdom in the deliberation of representatives, and 5) Social justice for all the people of Indonesia. The five precepts reflect several values in a row, namely divinity, humanity, unity, democracy, and justice.

Pancasila education has a strategic role in shaping the profile of Pancasila students who are noble, characterized, and have social concerns. The values of Pancasila have existed and developed in the lives of Indonesian people since pre-independence times, meaning that the values of Pancasila have become habits and behaviors carried out by people in Indonesia. However, in the current millennial era, the younger generation has left the values of Pancasila, so it is clear that Pancasila Education is a place to re-ground the values of Pancasila in the order of the nation's life (E. D. Inahasari. 2019). Pancasila, which is the result of high, broad, and deep thinking from the founders of the Indonesian state, is a vision of national life that must be practised by all Indonesian citizens with full reason and awareness. The view of life and personality of the nation whose values are national in nature underlying the nation's culture, these values are the embodiment of the aspirations of the nation's life ideals (E. D. Inahasari. 2019). Pancasila provides legal guidelines to realize a better state based on the values of divinity, humanity, unity, democracy, and justice. The nature of Pancasila itself is the noble values of Indonesian culture throughout its history. Historically, Pancasila is the result of joint work contained in the Preamble of the 1945

Constitution. The legal and correct formulation of Pancasila as the nation's view of life and as the basis of the Indonesian state is stated in the Preamble of the 1945 Constitution.

Education has an important role in the humanization process. Education should be able to contribute to a person's physical and psychological development without age restrictions. Education is an effort made to improve one's skills and development through different stages (E. F. 2019). Education can also be understood as a planned effort to achieve learning to develop the potential of students, both in the fields of religion, self-control, character, intelligence, and all other skills and as a country.

The current era of globalization, where individualism and materialism are increasingly rampant with the proliferation of social media that is very diverse spurs the cognitive, psychological, and social development of children more rapidly. Education in Pancasila is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential for knowledge, character, and subject expertise relevant to their respective curricula. The character of Pancasila includes developing learning potential, preparing learners, building Pancasila culture, and realizing Pancasila Education as a clear knowledge system. The urgency of Pancasila education is to strengthen the national spirit of learners as future leaders who are not easily swayed by foreign ideas, who can be encouraged not to occupy the values of Pancasila, and answer world challenges by preparing citizens with knowledge and understanding, respect, commitment. (Iga. 2021).

The era of digitalization creates distance between students in elementary schools which results in a lack of interaction between students in the real world because they are more active in cyberspace. Rubin, Bukowski, & Parker (in Santrock 2011:270), in their research stated that children's social interactions with their peers increased by about 30 percent in middle and late

childhood. The more interaction a child has with their peers, the greater the influence on a child's development. The importance of interaction with peers requires that a child has good social skills to interact with their peers. According to Santrock (2011: 272), one of the social skills needed by a child in interacting with peers is prosocial behavior. Robert A Barron & Donn Byrne (2005: 92), state that 'prosocial behavior is an act of helping that benefits other without necessarily providing a direct benefit to the person performing the act, and may involve a risk to the person helping'. David O Sears et al. (1985: 47), revealed that 'prosocial behavior is any form of action taken or planned to help others, regardless of the motives of the helper.

Pancasila education in primary schools is an urgent subject to instill Pancasila values that have implications for prosocial behavior in primary school-age children. Prosocial behavior, such as helping others, sharing, and cooperating, is key to building a harmonious and prosperous society. Pancasila Education can have a positive influence on the development of prosocial behavior of primary school students. This is because Pancasila Education learning materials contain many examples and values that can inspire students to behave prosocially.

Based on the description above, Pancasila Education has an important role in improving the prosocial ability of elementary school students. Therefore, efforts need to be made to optimize the implementation of Pancasila Education in primary schools to produce a young generation with Pancasila character and high social awareness.

Methods

This research uses the literature study method. Literature study is a literacy-based research method. Research is carried out by reading various available sources such as books, journals, theses, etc. When you have finished reading, the next step is to analyze

the sources and then start the research process. When you have finished reading, the next step is to examine and also analyze the reading sources, and then the research process begins. The data used is data that comes from reading sources that have been read by researchers. The instruments used are books, articles, journals, etc. obtained through libraries or the internet. The data is collected by grouping the types of reading that are by the research topic being discussed.

Results and Discussion

Some call prosocial behavior the behavior of helping others. Baron (2017) states that prosocial behavior is an act of helping others without having to directly benefit the person taking the action, and usually involves risk for the person helping. Helping behavior (prosocial behavior) is an individual action that is shown to help others by not wanting any direct benefit for the helper, in simple terms, prosocial behavior according to Hadi (2017) states that prosocial behavior is the behavior of helping others who need help. It can be said that prosocial behavior has positive consequences for the person being helped. prosocial is behavior that benefits others by providing assistance to ease their physical or psychological burden, which is done sincerely.

According to Slavin (2019: 103), prosocial behavior is a sincere act of helping others as a form of care, volunteering for others such as care, sharing, comfort, and cooperation. Prosocial is the act of helping someone who needs help in the form of easing the physical (cooperation and sharing) and psychological (care and comfort) burdens experienced by someone done voluntarily without expecting any benefits to be obtained. Social behavior is behavior that occurs in social communication, so social behavior is a step taken or planned to be able to help others regardless of the goals of the helper. The act of helping is motivated entirely by self-

interest without expecting anything in return. Social action places high demands on victims of high crime and for the benefit of others or voluntarily rather than receiving material or social rewards. (Asih & Pratiwi, 2010)

According to Eisenberg (1989), in general, learners who like to help, share, and please others are usually relatively active, friendly, competent, assertive, good at placing themselves, and sympathetic. Prosocial behavior will develop along with their cognitive development. The results showed that most high-class students have not been able to display their ability to behave prosocially. Several factors hinder the development of prosocial behavior, one of which is the environment and peers. Eisenberg & Paul (1989, p. 7) state that increasing prosocial behavior in children can contribute to the improvement of human conditions, society, and general welfare. Several factors can influence the development of a person's prosocial behavior outside of family factors, one of which is peers. Clark & Ladd (2000) stated that students' prosocial behavior is also influenced by peer relationships, meaning that children who have good peer relationships also have relatively high prosocial behavior. In line with the opinion of Wentzel, McNamara & Caldwell (2004, p, 5) who stated that children's prosocial behavior is influenced by close friends, the better the quality of friendship, the more influence it will have on the prosocial behavior of each individual.

Eisenberg and Mussen (Tri Dayakisni & Hudaniah, 2003: 175) mention prosocial behavior includes the following actions:

- a. Sharing Sharing is the willingness to share feelings with others in both joy and sorrow. Sharing can be done if the recipient shows favoritism before action through verbal and physical support.
- b. Cooperation Cooperation is the willingness to cooperate with others to achieve common goals. Cooperation is

usually mutually beneficial, giving, and calming.

- c. Donating is the willingness to give charity, including voluntarily giving one's possessions to people in need, and assistance to help others.
- d. Helping (Helping) is the willingness to help others who are in trouble. Helping includes helping others, offering help to others, or doing something that supports the activities of others.
- e. Honesty (Honesty) is a form of behaviour that is shown by saying what is in accordance with the situation and not adding or reducing the existing reality. Honesty includes not cheating on tests, not being a plagiarist, expressing feelings about something as it is, reporting items found, reporting data or information as it is, and admitting mistakes or shortcomings.
- f. Generosity is an individual who has an altruist attitude, has a charitable attitude, likes to give charity or is generous to others who need his help without expecting anything in return from the person he is helping.
- g. Considering the rights and welfare of others and Providing means for others to get convenience in all affairs. Having concern for others by heeding and caring about other people's problems.

The dimensions mentioned by Eisenberg and Mussen are diverse and comprehensive. These prosocial behaviors include sharing, cooperation, donating, helping, honesty, generosity, and considering the rights and welfare of others. Based on the description of the prosocial dimension, it can be concluded that the prosocial dimension is closely related to the basic values of Pancasila in the third principle of Indonesian Unity which means a). Bringing up a sense and attitude of helping each other or helping, volunteering,

and increasing family attitudes, b). Fostering good social relationships with peers and adults, c). Creating a sense of togetherness and compassion. d). Creating a sense of unity with the surrounding environment (Candra Darmansyah et al., n.d.).

Strengthening the values of Pancasila in the third principle for students is the strengthening of the values of unity and integrity amid the plurality of the community of students in schools who come from various ethnicities, races, groups, groups and religions without discrimination against certain ethnicities, religions, races, and groups, students are taught to have the principle of *Bhinneka Tunggal Ika*, although different ethnicities, religions, races, and groups but in essence still from one soul element, namely Indonesia Raya. Humans are formed and determined by their sociocultural environment (Corey, 2013.).

The description of the relationship between students' prosocial behavior which consists of various aspects, namely sharing, cooperation (cooperative), donating, helping, honesty, generosity, and considering the rights and welfare of others has a close relationship with the values of Pancasila which are manifested, especially in the third principle of Pancasila which has the meaning of a) Bringing up a sense and attitude of mutual assistance or helping, volunteering, and increasing family attitudes, b). Fostering good social relationships with peers and adults, c). Creating a sense of togetherness and compassion. d). Creating a sense of unity with the surrounding environment. Based on the relationship between the value of Pancasila and students' prosocial behavior, according to the researcher, it is deemed necessary to cultivate the values of Pancasila to improve students' prosocial behavior.

Strengthening Pancasila Values

According to Budimasnyah (2011:10), there are three development approaches in the implementation of Pancasila socialization, including the

development of learning education (psycho-pedagogical development, socio-cultural development) and development through power (socio-political intervention). Based on this statement, the strengthening of Pancasila values in primary schools is included in the path of learning education (psycho-paedagogial development) because the activities carried out in primary schools are inseparable from learning activities that involve three aspects, namely cognitive, affective, and psychomotor. By Kozhanova et al (2017: 16), said that education is not merely expanding knowledge, but also a good attitude, and intelligence to express thoughts, listen carefully, and make the right counter-movement, with dignity, and by the conditions for behavior.

According to Kaelan (2014: 137-138), the values of Pancasila are actualized in life concretely, for example, the practice of realizing deliberation to reach consensus, tolerance, tolerance, and humanitarian realization such as helping citizens who are in trouble. Strengthening the values of Pancasila is inseparable from the participation of students as part of citizens, especially elementary school students. Primary school students are generally between 7 and 12 years old. Kus (2015: 191) says that period is a very important period for developing individuals as needed by society. In this case, developing students in social life in accordance with the values of Pancasila. Erikson argues that grade IV elementary school children have the characteristics of enjoying groups and organisations, diligently doing tasks, and need direction from parents (Sobur, 2011: 136). The above description related to strengthening the values of Pancasila can be applied to various forms of application of Prosocial Behavior Students are behaviors that are formed based on the character values that live in a society that have been well formed through the development of learning education or by the direct practice of the realization of Pancasila values. In prosocial behavior, this value can be well-formed according to Marten in Manu & Meha

(2019) proposes an effective character learning strategy, which is more concrete. There are three stages that need to be done in character learning, namely: 1) value identification, 2) value learning, and 3) providing opportunities to apply the value. Based on the literature review above, various approaches can be formulated to improve students' prosocial skills, namely:

a. Embedding values through the classroom learning process

The subject of Pancasila education in elementary schools should be a powerful tool in building students' prosocial abilities at school because the values contained in the points of Pancasila are very relevant to the formation of students' prosocial behavior abilities. Firdaus (2016) states that instilling character values in children can also be implemented through education. Where in every subject, character values are inserted that can change the attitude of children. Because true education is to prepare the nation's generation to build the nation. The role of education in revitalizing character according to Natasha (2012) is: First, translating the values of norms, morals and educational content needed in the life of the nation and state in accordance with Pancasila. Second, packaging the meaning and content of education as a nation-building goal in accordance with the times and taking into account the values of Pancasila. Third, explore the technicalities of packaging education to insert character values that can be implemented by students. In this activity, through the learning process in class, both Pancasila education lessons and other lessons by inserting Pancasila values in the classroom learning process can foster

the dimensions of students' prosocial abilities

b. Co-operate in small groups

This activity is carried out when learning takes place. Learning contains important things, namely teacher interaction with students and students with their peers (Course, 2014). In this group work activity, there tends to be more interaction between students and their peers. The teacher, as the homeroom teacher, will better understand the character of each student. This is expressed in the formation of groups of three to four children. The teacher assumes that if a small group has more than four members, the discussion will not run effectively. In a group, there are several student characters, ranging from those with high, medium and low intellectual levels. The teacher intended this to be a 'peer tutor' within the group. Gregory et al. (2011) suggest that an effective way of learning is when someone teaches others. That way, students who have high intellectual abilities will teach students in their groups who have lower intellectual abilities. This instills the value of humanity in students, namely teaching others in a group. If the level of respect for humans is low, it will increase group differentiation (Luke & Maio, 2009). So, working together in small groups is one of the efforts to minimize social differentiation in the classroom. This activity will foster the sharing dimension and the cooperative dimension of students' prosocial behaviour because sharing and cooperating in small groups are closely related to the value of the third principle of Pancasila, namely bringing up a sense

and attitude of mutual assistance or help.

c. Clean Friday

This activity is carried out on Friday morning after gymnastics and before learning begins. This activity is aimed at all school members together to clean the school environment. A clean school environment is attractive to look at and live in. Ali, Rostam, & Awang (2014) said, that an environment that has an attractive view is an inspiration for students, teachers, school employees, and parents. For the school to remain an inspiration in the implementation of learning, we must always maintain it. This activity strengthens the value of unity between students, teachers and school employees. They unite to clean the school environment together. This activity can foster the helping dimension of social behaviour skills that are related to the Pancasila value of creating a sense of togetherness and compassion.

Conclusions

Research conclusions: (1) The values of Pancasila include a). Bringing up a sense and attitude of helping each other or helping, volunteering, and increasing family attitudes, b). Fostering good social relationships with peers and adults, c). Creating a sense of togetherness and affection. d). Creating a sense of unity with the surrounding environment. (2) the prosocial dimensions of students are sharing, cooperation, donating, helping, honesty, and generosity. (3) strengthening the value of Pancasila to improve students' prosocial skills, namely a). Planting values through the learning process in class b). Cooperation in small groups c). Clean Friday

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