

Implementation of students' moral literacy through Pancasila values in the implementation of teaching campuses in Samarinda City

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ABSTRACT

The profile of Pancasila students is part of the Ministry of Education and Culture's vision and mission, which is very important to be implemented in educational institutions, to grow and develop students as Pancasila students, who demonstrate the value of faith, fear of God Almighty and have noble character, critical thinking, global diversity, mutual cooperation, independent and creative. Under these conditions the moral literacy movement through Pancasila values in the implementation of teaching campuses as an effort to strengthen character is very important to be reapplied to Indonesian society, especially youth and students. This research focuses on implementing Pancasila values in SDN Kota Samarinda. students through Pancasila values in the implementation of teaching campuses as an effort to strengthen character in Samarinda City Elementary School. This study aims to analyze and describe moral literacy, Pancasila values in the implementation of teaching campuses and their implications for SDN Kota Samarinda students. In this research technique in the form of case studies using a qualitative approach. Data collection techniques were carried out by interviews, documentation, observation. Data analysis used Miles and Huberman's model analysis, including data reduction, data interpretation or data collection, presentation, data verification and drawing conclusions..

Keyword: Implementation of students' moral literacy through Pancasila values in the implementation of teaching campuses in Samarinda City

INTRODUCTION

Education is the most important part of life. The purpose of education is not only to make people smart and knowledgeable, but education is expected to make people who have good morals. In terms of sociology and cultural anthropology, education has three main functions, fostering creativity for students, developing human and divine values for students and social society, and increasing productivity for students. Thus education is not only an activity of transferring knowledge to students, but also teaching and instilling Pancasila values in shaping student morale. According to Santrock and Yusman is a set of rules related to appropriate or inappropriate, good or bad, right or wrong that must be implemented in social life. From this explanation it is related to literacy that moral literacy is a person's ability to absorb information from all sources that are read and heard both in writing and from the surrounding environment. So that from this moral literacy students can distinguish between good and bad behavior.

Moral education is needed to be instilled at an early age. The moral foundations of children in the era of the development of global information media have been degraded by influences from outside culture which are very perceptible and easily accessible through digital media and social information along with the development of the internet. The development of

the digital era which is characterized by easy access to information on the internet media is very influential in the moral formation of students at an early age. This influence is very real with various forms of moral degradation as a result of the influx of foreign cultures that are very at odds with the eastern values of the Indonesian nation.

Therefore, the need for good values in shaping student morale, one way is through Pancasila values by collaborating between literacy cultural activities and planting Pancasila values. In a process of learning activities, of course, this goal is a process that takes place within a person who changes his behavior in thinking, behaving and social patterns in a better direction. The inculcation of Pancasila values is of course very important in a learning process. This can be realized through habituation through a culture of moral literacy through Pancasila values in schools.

In the independent learning curriculum, learning is sought to lead to the formation of a Pancasila student profile. The Ministry of Education and Culture, in its vision and mission, emphasizes the formation of Pancasila students. For this reason, a learning achievement guide has been published for each subject at the elementary school level, which is linked to the profile of Pancasila students. Not only in subjects, but also in campus teaching programs, students are given knowledge about the profile of Pancasila students, it is hoped that the formation of a Pancasila student profile will be carried out.

METHOD

here are several data collection methods in qualitative research including interviews, observation, and documentation. It aims to obtain accurate and complete data in a study. The methods used in this research are as follows, among others:

Observation, According to Bungin, observation is a data collection method used to collect research data through observation and sensing. The determinant depends on what the researcher wants to take part in the situation being studied. In this study, the researcher used the observational data collection method using participant and non-participant observation, where the determinant depends on what the researcher wants to take part in the situation being studied.

Interview, According to Stewart & Cash, the interview is defined as an interaction in which there is an exchange or various rules of responsibility, feelings, beliefs, motives, and information. In this study the authors used the in-depth interview method, in-depth interviews are open-ended questions to obtain data about the participants' intentions on how to describe their world and how they explain or express their feelings about important events in their lives.

In this study, using semi-structured interviews is more appropriate for qualitative researchers because semi-structured interviews are open-ended questions, but there are

limitations on themes and flow of conversation, the pace of interviews is predictable, flexible but controlled, there are interview guidelines which are presented as benchmarks in flow, sequence. and the use of words, the purpose of this interview is to understand a phenomenon.

Documentation is a method of collecting qualitative data by viewing or analyzing documents made by the subject himself or made by other people about the subject. Documentation is one way that can be done in qualitative research to get an overview from the subject's point of view through a written medium and other documents written and made directly by the subject or concerned.

The documents used are personal documents, which consist of diaries, personal letters, autobiographies. And official documents can be divided into two, internal and external. Internal documents in the form of memos, notes, announcements, instructions, rules of an institution, the AAG system is enforced, minutes of meetings, decisions and so on. External documents can be in the form of information materials produced by a social institution, such as magazines, boarding houses, bulletins, statements, and so on.

RESULT AND DISCUSSION

Result

How is the Implementation of Student Moral Literacy through Pancasila values in the implementation of teaching campuses. Moral education can be carried out in schools with values that have been taught in schools, have useful values and are accepted by the surrounding community in a variety of ways. Schools are not only a means and facility of providing values to children, but children can also understand and implement the values that have been conveyed by teachers or educators. The ability of children to recognize behavior in moral principles is necessary for the development of children to socialize increasing the development of honed personality in the development of society, friends and in the surrounding environment, educational institutions determine the achievement of quality education and learning for students, in the delivery of learning in the form of moral literacy is also needed stages that are not instantaneous, because moral literacy is habituation that is carried out continuously to early childhood. So that literacy in the form of character is a basic guideline as a moral fortress in early childhood, with the existence of institutionalized moral education, literacy will follow itself as an insight and basis for the development of moral literacy.

As the results of an interview conducted by researchers Thursday, June 8, 2023. At 09.00 WITA with the Pamong Teacher at SDN 005 Sungai Kunjang:

"Activities carried out by campus students teach related to moral literacy which is carried out at SDN 005. In their activities they usually provide moral reading books that are given when children want to start the teaching and learning process, then also from teaching

campus students to help the teaching and learning process at school, for example children who are not yet fluent in reading, writing they usually come home after school they help these children. In the moral literacy activities carried out by campus students, teaching has been well applied to children at school."

The implementation that we are doing is related to moral literacy where we give reading books to students and the implementation of improving literacy is carried out in the classroom after the students come home from school. We usually gather in one of the classes to carry out literacy activities, one of which is the activity of reading picture story books in which students are asked to summarize the sentences on each page. After reading, students are asked questions related to the storybook, such as 'who are the characters in the story.

The implementation carried out by teaching campus students usually gives us reading books, then also gives us special learning for children who are less able to read or write, then teaching campus students also creates a literacy corner in every class and also participates in activities such as gymnastics at school and mutual cooperation.

the moral literacy of students through Pancasila values carried out by campus students teaching students at my school is very good. They can mingle with students well, do things in mutual cooperation, they do not distinguish one student from another , as they themselves come from different campuses. They help teachers who have students who are lacking in terms of learning, invite students and try to arouse students' interest in learning, both literacy and numeracy. Then the activities they do for literacy they create a literacy corner which is in the form of reading books that must be read. students read before starting learning.

Implementation of teaching campuses related to moral literacy, usually they give reading books to us before learning begins and there are also reading ladders made from teaching campus students so that we are very enthusiastic about reading, and also usually teaching campus students provide additional learning to students who are less able in reading and writing.

several obstacles to the School Literacy Movement: 1) Scarcity of reading materials in schools, especially in remote areas in Indonesia. 2) The strategies and approaches that will be used to increase cultural literacy are not well understood by teachers. 3) There are no reading rooms such as libraries and reading corners needed for the implementation of the School Literacy Movement. 4) Books are not enough. The number and variety of books in each class is still less than what is needed to realize the School Literacy Movement. The selection of books is still quite small and has not changed. Since the books that are accessible do not match their interests, these restrictions can discourage children from reading books. Only a few students are enrolled in the class. The types are the same. Students are forced to complete their own books because they are too bored to read the books provided by the school.

Implementation of the literacy movement in schools by applying local oral history around schools can take the form of prose in the form of myths, legends, and fairy tales that are told as oral culture. These stories of oral culture can be preserved by presenting them in story book form. One of them is in the form of illustrated comics for children. Stories for children can be presented in this way with attractive and colorful pictures, with cartoons for children, and contain stories that can provide moral lessons for children. In this way, the value of local oral history as a source of guidance will be conveyed forever. As an alternative, story books based on local oral history can be used. Early literacy skills include writing, reading, and speaking. Develop literacy in grade 5 students by connecting personally with students, motivating them, building their confidence, asking students to speak up and having rewards that will be more enthusiastic. Reading activities are followed by practice activities and lots of practice, providing students with fair opportunities/reading. Provide a reading corner in each class. Before class, each student participates in a 10-minute reading program. This program applies to students in grades 5 and 6. By giving reading assignments at home, teachers guide students and also encourage a culture of independent learning, especially reading. Establish communication between teachers and parents to assist school programs by taking appropriate steps to strengthen student discipline at home, especially in the area of essay writing as well as lots of writing practice.

Discussion

How is the implementation of student moral literacy through Pancasila values in the implementation of campus teaching.

From the results of the research discussed, it can be seen that the implementation of the activities usually provides moral reading books which are given when children want to start teaching and learning activities and also literacy activities are usually carried out after school which is to increase literacy or interest in reading from these students. then also from campus students teaching to help the teaching and learning process at school for example like children who are not fluent in reading, writing they usually help these children after they come home from school. In the moral literacy activities carried out by campus students, teaching has been well applied to children at school. Then the teaching campus students gathered in one of the classes to carry out literacy activities, one of which was the activity of reading picture story books in which students were asked to summarize the sentences on each page. After reading, students are asked questions related to the storybook, such as 'who are the characters in the story.

The implementation of students' moral literacy through Pancasila values carried out by campus students teaching students at my school is very good. They can mingle with students

well, do things in mutual cooperation, they don't distinguish one student from another. others, as they themselves come from different campuses. The activity that we do at school is by giving reading books to students which we do in class starting from grades 3-5 before they enter the material. We also make reading ladders that will make the school environment rich in literacy and numeracy, and we also hold art performances so that students are able to develop their creativity. other literacy activities usually they give reading books to classes and also make teaching aids, then after that they explain the importance of moral literacy, then the children are also invited to group, discuss, so that students' moral literacy activities I think are very good pursued by college students.

Is there anything that becomes an obstacle to the process of students' moral literacy through the values of Pancasila in the implementation of teaching campuses in elementary schools.

Based on the results of the research that has been discussed by researchers, it can be seen that in carrying out the process of students' moral literacy through the values of Pancasila, there are several inhibiting factors in its implementation, namely:

Some obstacles in School Literacy:

- 1) Scarcity of reading materials in schools, especially in remote areas in Indonesia.
- 2) The strategies and approaches that will be used to increase cultural literacy are not well understood by teachers.
- 3) There are no reading rooms such as libraries and reading corners needed for the implementation of the School Literacy Movement.
- 4) Books are not enough

The number and variety of books in each class is still less than what is needed to realize the School Literacy Movement. The selection of books is still quite small and has not changed. Since the books that are accessible do not match their interests, these restrictions can discourage children from reading books. Only a few students are enrolled in the class. The types are the same. Students are forced to complete their own books because they are too bored to read the books provided by the school.) who claimed that one of the challenges faced by the School Literacy Movement was the cost of books and other library equipment. 5) Students have never read before. The lack of interest in reading among students is the result of reading habits that were not fostered at home by their parents since childhood. Students know the literacy schedule because they follow it every day, but until the class teacher tells them it's time to read a book, they haven't gotten out of their seats to go book hunting. They may not be interested in reading, which could explain this.

How is the Moral Literacy Planning carried out by campus students teaching through the values of Pancasila

Based on the research results that have been discussed by researchers regarding the efforts carried out by schools and campus students teaching in planning Moral literacy through Pancasila values, namely: (1) the literacy movement in schools by applying local oral history around schools can take the form of prose in the form of myths, legends, and tales told as an oral culture. These stories of oral culture can be preserved by presenting them in story book form. One of them is in the form of illustrated comics for children; (2) Develop literacy in grade 5 students by connecting personally with students, motivating them, building their confidence, asking students to speak and having rewards that will be more enthusiastic. Reading activities are followed by practice activities and lots of practice, providing students with fair opportunities/reading. Provide a reading corner in each class. Before class, each student participates in a 10-minute reading program; (3) Reading corners in each class managed by teachers, students and parents also add to the rich atmosphere of literacy; (4) school literacy is carried out through literacy competitions, namely by giving rewards to students with the best work and announcing them at ceremonies to motivate other students and to take part in inter-school competitions; (5) Habit formation starts with reading materials or books every day that are not directed at the beginning of each lesson

CONCLUSION

Moral education can be carried out in schools with values that have been taught in schools, have useful values and are accepted by the surrounding community in a variety of ways. Schools are not only a means and facility of providing values to children, but children can also understand and implement the values that have been conveyed by teachers or educators. The ability of children to recognize behavior in moral principles is necessary for the development of children to socialize increasing the development of honed personality in the development of society, friends and in the surrounding environment, educational institutions determine the achievement of quality education and learning for students, in the delivery of learning in the form of moral literacy is also needed stages that are not instantaneous, because moral literacy is habituation that is carried out continuously to early childhood.

The implementation of students' moral literacy through Pancasila values carried out by campus students teaching students at my school is very good. They can mingle with students well, do things in mutual cooperation, they don't distinguish one student from another. others, as they themselves come from different campuses. Carrying out character education through the school literacy program, carrying out coaching and development stages. During the introductory phase, teachers work with the school librarian to help students understand literacy activities that are conducted in the library. In addition, the activities carried out included asking students to read for 15 minutes; schools facilitate visual and digital books;

change the teacher's thinking to make room for teaching words in learning activities; and form a school literacy team

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