

Strengthening Character through the Application of Pancasila Values in Science Content Thematic Learning in Elementary Schools

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Abstract: This research is a qualitative research whose background is that there are still some students who still do not reflect Pancasila behavior both during learning and outside of learning. This study aims to analyze character strengthening through the application of Pancasila values in thematic learning of science content at SDN 008 Samarinda Ulu. The technique used in this triangulation is triangulation of data sources to test the validity of the data. The results of research that has been carried out by researchers in class IVB SDN 008 Samarinda Ulu is that the teacher has applied Pancasila values in the thematic learning of science content so that it influences student character. Its application is by getting students to pray, say hello, greet. The teacher gives freedom to students to express opinions, respect differences, help others, consult, and be fair when learning takes place which is integrated with strengthening religious, national, independent and mutual cooperation characters. There are no difficulties in strengthening character through the application of Pancasila values in thematic learning.

Keywords: Character; Pancasila Values; Science; Thematic Learning

Introduction

Education does not only educate students to be smart, but education also shapes the personality of students to have noble character (Nurgiansah, 2021; Susilo et al., 2022). This is in line with Ki Hajar Dewantara's statement, which is an effort to promote the growth of character (inner strength, character), mind (intellect) and child's body. These parts cannot be separated in order to advance the perfection of the lives of students, (González & Surikova, 2022; Wijanarti et al., 2019). Students need character education in order to be able to distinguish what is good and what is not good. Character education according to Najib et al. (2016) efforts to strengthen the good values of students so that they can behave positively in establishing relationships with God, themselves, other people and other creatures of God's creation which are carried out by the teacher consciously and planned. Character education that is

instilled from an early age will have a big influence on him when he grows up (McGrath et al., 2022; Nurgiansah, 2022; Wijanarti et al., 2019).

Likewise Pancasila, Pancasila is the basis of the Indonesian state which must be introduced early on. Pancasila has the motto *Bhinneka Tunggal Ika*, which means Diversity is Still One. This is due to the importance of the values of Pancasila which must be practiced in everyday life so that they become a guideline for the nation and state. Strengthening and learning Pancasila values is the role of education. The Pancasila values in question are Divinity, Humanity, Unity, Democracy and Justice (Kaelani, 2016).

The government has issued Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education is carried out by applying Pancasila values in intra-curricular, co-curricular and extra-curricular activities. In addition, Pancasila is used as the development of National Education goals, namely to

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become a complete human being where the criteria are contained in the five principles of Pancasila. (Mariana, 2018). This causes the application of Pancasila values in thematic learning to be very important.

The problem lately is the lack of application of the noble values of Pancasila and the lack of knowledge about Pancasila among some people (Faiz, 2021). This is marked by the presence of several people who do not know Pancasila by heart, lack of tolerance towards others, and behavior that does not reflect Pancasila itself. The fading of Pancasila values can have a big impact for the future, one of which is division (Widiastuti, 2022).

The way to prevent this division from happening is by instilling and applying knowledge about Pancasila values from an early age. Based on Law No. 20 of 2003 article 2 concerning the National Education System, namely national education based on Pancasila and the 1945 Constitution of the Republic of Indonesia. This means that educational institutions have an important role in instilling Pancasila values (Putry, 2019; Ramdani & Marzuki, 2019; Wahyono, 2018; Yani & Darmayanti, 2020)

SDN 008 Samarinda Ulu which is located on Voorfo Street, Gunung Kelua Village, Samarinda Ulu District, Samarinda City. SDN 008 Samarinda Ulu is considered to have quite complete facilities starting from teachers, students and the school environment. Students at SDN 008 Samarinda Ulu have various characteristics, family backgrounds, and different social environments. SDN 008 Samarinda Ulu also has facilities to develop the potential of its students.

Based on the observations of researchers at SDN 008 Samarinda Ulu class IV B there are still some students who do not reflect the behavior of the Pancasila precepts. These behaviors include a lack of friendliness, courtesy, respect for others, lack of discipline and tolerance, both during the learning process and during interactions at school. However, there are still many students who reflect behavior according to the Pancasila precepts. There are still students who do not reflect this commendable character which is a concern for teachers, although this can be influenced by their family or the environment in which they live.

Based on the description of the problem above, the researcher believes that schools and teachers have an important role in shaping student character, especially during the learning process (McGrath et al., 2022; Tadege et al., 2022; Wadu et al., 2019; Wika Alzana & Harmawati, 2021) The teaching and learning process in schools also has a role in shaping morale and personality (Asrifah et al., 2020; Smith, 2022). Therefore strengthening the character and values of Pancasila must be instilled from an early age (Birhan et al., 2021). So strong is the influence of culture and technological developments that will slowly degrade the character

(Abdusshomad, 2020; Hendayani, 2019; Sin & Cahyani, 2022; Suriadi et al., 2021). If this is not followed up seriously, the shift in student character and morals will become more massive and difficult to repair (Husen et al., 2022).

Elementary school learning uses a thematic approach that integrates Pancasila values in 5 learning content, namely Mathematics, Science, PKN, Indonesian Language and Cultural Arts (Uktolseja et al., 2022). The cultivation of Pancasila values in exact learning is still not optimal (Novi Ratna Dewi, 2016) Given the importance of implementing Pancasila values in elementary schools, researchers are interested in conducting research with the title "Strengthening Character through the Application of Pancasila Values in Science Content Thematic Learning at SDN 008 Samarinda Ulu".

Method

The research design used in this research is qualitative research which intends to understand the phenomenon of what is experienced by the research subjects (Moleong, 2017). The stages of the research carried out can be seen in Figure 1.

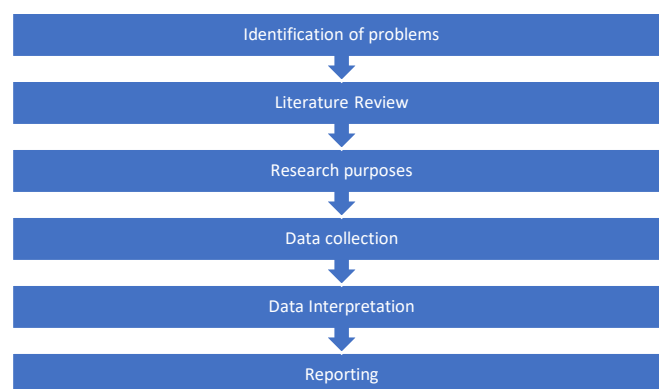


Figure 1. Research Stages Chart

The research started with problem identification at SDN 008 Samarinda then collecting references. Next determine the research objectives and research data collection. Next, the researcher interprets the data and makes a research report. The research was conducted at SDN 008 Samarinda Ulu, which is located at Jalan Voorfo, Gunung Kelua Village, Samarinda Ulu District, Samarinda, East Kalimantan, Indonesia.

Data analysis technique

The data analysis technique in this study used the data analysis model of Miles and Huberman, namely Data Collection (Sugiyono, 2018). Data collection was carried out by interviewing class IVB teachers, 10 class IVB students, the head of SDN 008 Samarinda Ulu and in the form of documentation. Data Reduction. Data

reduction means summarizing, picking and choosing the main things, focusing on the things that are important, looking for themes and patterns. Thus the reduced data can provide a clearer picture and make it easier for researchers to carry out further data collection, and look for it if needed.

Data Display (Presentation of data)

Presentation of data in qualitative research can be in the form of narrative text, can also be in the form of graphs, matrices, networks (networks) and charts. Conclusion Drawing/Verification. The next step after presenting the data is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next data collection stage, but if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field data collection, the conclusions put forward are credible conclusions.

Result and Discussion

Result

Interviews were carried out using a purposive technique with 7 informants who were conducted directly at SDN 008 Samarinda Ulu, at the house concerned or through a device. The interviewees were given the initials, namely KSM, YN, MAZ, DPA, SAB, NAM, R. The following is the documentation of the interview activities at SDN 008 Samarinda Ulu.



Figure 2. Interview Activity

Interviews with informants with the initials KSM were held on Tuesday, 25 April 2020 at 09:37; resource person YN on Wednesday, 17 June 2020 at 10:08; sources with the initials MAZ on Thursday, 22 April 2020, while sources with the initials DPA, SAB, NAM, R on Friday, 23 April 2020 range from 13:11 to 17:00. Undisclosed

data from interviews were traced through existing documents and archives. The research results are described as follows.

Character Strengthening

Understanding of Character Education

With regard to character education, based on the results of interviews with sources with the initials KSM, information was obtained that schools had implemented character education. He said that character education was very important because with character education students could become independent. Character education can also make children progress, so that children can work.

In line with the interview with the initials KSM, the opinion of teacher YN as the homeroom teacher obtained information that character education had been implemented, according to teacher YN character education was what previous students could not do and students could do it, teacher YN gave an example for example students who at first could not play habsi at home while at school students can play habsi. The application of character education in thematic learning includes science content here. YN's teacher always invites his students to participate and express themselves in each lesson, for example by conducting demonstrations, coming forward to express their opinions, or reading poetry. In implementing character education, teacher YN did not experience any difficulties, while the effect of implementing character education on student behavior was that many students became more confident, felt valued, for example, there were students who were advancing in front of the class and were given applause.

Based on the results of interviews with students with the initials MAZ, DPA, SAB, ANM they understand that character is a trait or character possessed by a person. While students with the initials R argue that character is a trait that influences behavior, character and character of a person.

The five students were also able to distinguish between good character and bad character. This can be seen from the interviews conducted by researchers to students as follows:

MAZ: "a good character is a character who always does good while a bad character is a character who always does evil"

DPA: "Characters who like to help and greet others, while bad characters are arrogant and don't like to help others.

SAB: "A good character is liked by everyone, while a bad character is not liked by people.

ANM: "A good character is a character who likes to help, honestly doesn't like to lie, while a bad character is a character who is lazy, likes to lie, lie, and slander.

R.....: "A good character is someone who likes to help, while a bad character is bad behavior.

Based on it, it can be concluded that character education has been implemented and there are no obstacles in its application. Principals, teachers and students also understand character education. Students can also distinguish between good character and bad character.

Caring Attitude

Regarding the caring attitude, based on the results of interviews with the informant with the initials KSM as the principal, information was obtained that there were no specific programs or activities made by the school but only in the form of directions, these directions were from the principal to the teacher. The KSM resource person said:

"That's mainly for the teacher, directions from the principal to the teacher, the teacher to the students later so that the students understand him, if we give it directly we can't, especially students who play with him like this."

Resource person YN taught a caring attitude to students in learning with simple things by giving applause when there were students demonstrating in front of the class as appreciation and not interrupting the conversation when there were students expressing their opinions. To be more broadly YN gave an example by inviting her students to help if there were other students who were having difficulties.

To see students' understanding of the character of caring attitudes, the researcher conducted interviews with five informants. The resource person with the initials MAZ said that a caring attitude is an attitude of concern that is exemplified by caring for the environment and caring for friends who are experiencing distress. The resource person with the initials DPA also agreed with MAZ that a caring attitude is an attitude of helping people in distress which is exemplified by sharing food and helping others. In essence, the source with the initials SAB also had the same opinion as the sources DPA and MAZ, but he gave an example by simply lending a pen to a friend. Likewise, the sources ANM and R also said that caring attitude is an attitude of being called upon to help people who are experiencing difficulties, but resource persons R gave an example of this by visiting families who were sick.

Based on the analysis of KD researchers related to the character of caring attitudes, namely IPS KD 3.2 Identifying social, economic, cultural, ethnic and religious diversity in the local province as the identity of the Indonesian nation; and its relationship with spatial characteristics, SBdP KD 3.3 Understanding the basics of regional dance movements, PPKn KD 1.1 Accepting the

meaning of the relationship between stars, chains, banyan trees, bull heads, and cotton rice on the national symbol "Garuda Pancasila" as a gift from God Almighty, 3.1 Understanding the meaning of symbols with the principles of Pancasila, IPS KD 3.4 Identifying Hindu and/or Buddhist and/or Islamic occupations in the local area, as well as their influence on the life of today's society, KD 4.4 Presenting the results of identification of Hindu and/or Buddhist occupations and/ or Islam in the local area, as well as its influence on the life of today's society.

Honest

With regard to honest character, based on the results of interviews with sources with the initials KSM as school principals, information was obtained that there were not many programs or activities that supported honest character. This honest character with guidance from teachers and schools does not forget to also instill religious knowledge. This can be seen through the researcher's interview with the school principal as follows:

"Honestly, there are also ones, but not much, the method is with teacher guidance, for example finding items or not disturbing the theme, sometimes children come in and like to take their friend's pens, but we instill religious knowledge and also guidance, it just works."

In addition to KSM informants, researchers also conducted interviews with YN as a grade IV teacher who obtained information that YN's informants teach honest character by first setting an example to their students. Resource person YN also explained how to deal with students who are dishonest, namely by explaining in advance about the disadvantages if the students are dishonest but this is not done in front of other students so that students who make mistakes do not feel humiliated. But to explain in terms of the dangers of dishonesty can be made part of the lecture during the lesson.

Furthermore, the researcher also interviewed five students to find out students' understanding of honest character. The information obtained was that students understood what to do when they saw their friends being dishonest, namely by advising them not to lie again. This can be seen from the following interviews:

MAZ: "Advise:

DPA: "Advise not to lie"

SAB : "Advise him not to lie in the future"

ANM : "Telling advises not to lie anymore"

R: "Advise to always tell the truth"

Based on the analysis of KD researchers related to honest character, namely PPKn KD 2.4 Showing an attitude of cooperation in various forms of ethnic, social, and cultural diversity in Indonesia which is bound by unity and integrity and KD 2.1 Being brave enough to

admit mistakes, apologize, forgive, and be polite as the embodiment of the values and morals of Pancasila.

Responsibility

With regard to the character of responsibility, based on the results of interviews with sources with the initials KSM as school principals, information was obtained that programs or activities that support the character of responsibility are by giving assignments. Apart from giving assignments at SDN 008 Samarinda Ulu there is also a clean Saturday activity, this activity is an activity to clean up the school environment after gymnastics. This can be seen from the interview as follows:

"Responsibility, for example, we give assignments, what is certain is cleaning the class, there is every Saturday after gymnastics there is a clean Saturday, that's cleaning activities in the school environment"

In addition to the KSM informants, the researchers also conducted interviews with YN as a grade IV teacher who obtained information that YN's informants teach the character of responsibility which is very important to teach students because responsibility will be carried into adulthood. Source YN said that elementary education is the initial provision for building character, including responsibilities that are like putting together a puzzle. The character of responsibility in the school environment is trained with homework, ceremonies, extracurriculars, student attendance on time which is 07.15 too late.

Furthermore, the researcher also interviewed five students to find out students' understanding of the character of responsibility. Information was obtained that the MAZ source gave an example by doing homework and a class leader who kept the class quiet. MAZ also said that if someone did not do their homework, the teacher would advise them to do their homework. The four informants also agreed with MAZ. But if it has been many times it will be given sanctions.

Based on the analysis of KD researchers related to the character of responsibility, namely PPkn KD 3.4 Identifying various forms of ethnic, social and cultural diversity in Indonesia that are bound by unity and integrity, KD 1.2 Respecting the obligations and rights of citizens in daily life in carrying out religion, KD 3.2 Identifying the implementation of obligations and rights as citizens in everyday life, 4.2 Presenting the results of identifying the implementation of obligations and rights as citizens in everyday life, KD 4.1 Explaining the meaning of the symbol's relationship with the Pancasila Pancasila as a unit in everyday life.

Diligent

Regarding the diligent character, based on the results of interviews with the informant with the initials KSM as the school principal, information was obtained

that programs or activities that support diligent character, namely in addition to directions from the teacher there are also hygiene programs. This can be seen from the following interview:

"If you're diligent, first of all, you have to be happy first, if you're not happy, then you won't be diligent, directions from the teacher, cleanliness."

In addition to the KSM informants, the researchers also conducted interviews with YN as a grade IV teacher who obtained information that YN taught the character of being diligent by first setting an example for his students to come to school on time. Resource person YN always tries to be a professional teacher, including trying to make innovations. By setting an example for his students not to be late, resource person YN will advise his students not to be late and take a persuasive approach.

Furthermore, the researcher also interviewed five students to find out how the teacher taught the character of being diligent and students' understanding. The information obtained was that MAZ and DPA sources said the teacher always reminded them to carry out class pickets. Meanwhile, sources SAB, ANM, R said the teacher always gives assignments and homework and gives advice to study diligently at home. The five students can also give an example of being diligent.

Based on the analysis of KD researchers related to diligent character, namely PPkn KD 2.2 Demonstrating a disciplined attitude in fulfilling obligations and rights as citizens as a form of love for the motherland and K.D 2.4 Displaying an attitude of cooperation in various forms of ethnic, social and cultural diversity in Indonesia which related to unity.

Respect each other

Regarding the character of respecting others, based on the results of interviews with a source with the initials KSM as the school principal, information was obtained that there was no special program for the character of respecting others. But related to respecting others depends on the direction of each teacher. This can be seen from the interview as follows:

"The teacher gives directions, students obey well, if he doesn't obey, he doesn't respect his teacher, it depends on the teacher again, if he is rude, he doesn't obey, then he is gentle, then he obeys"

In addition to the KSM informants, the researchers also conducted interviews with YN as a grade IV teacher who obtained information that YN's informants taught the character of respecting others by always inserting attitudes and actions into every lesson. Furthermore, the researcher also interviewed five students to find out students' understanding of the character of respecting others, obtained information that students understood with examples of their attitudes, namely by not

discriminating between ethnic, racial, and religious friends.

Based on the analysis of KD researchers related to the character of respecting each other, namely PPKn KD 1.4 Being grateful for various forms of ethnic, social and cultural diversity in Indonesia which are bound by unity and integrity as a gift from God Almighty, KD 4.4 Presenting various forms of ethnic, social, and cultural diversity and culture in Indonesia which are bound by unity and unity, PPKn KD 1.3 Being grateful for the diversity of religious communities in society as a gift from God Almighty in the context of Bhinneka Tunggal Ika, KD 2.3 Being tolerant of the diversity of religions in society in the context of Bhinneka Tunggal Ika.

Application of Pancasila Values in Thematic Learning Divine Values

With regard to divine values, based on the results of interviews with sources with the initials of KSM as the school principal, information was obtained that schools teach divine values by holding spiritual cleansing every week. This spiritual sermon is held every Friday for all religions at SDN 008 Samarinda Ulu. The diversity of religions in SDN 008 Samarinda Ulu, namely Islam, Christianity, Hinduism, Buddhism. Apart from the school principal, the researcher also interviewed a class IV teacher with the initials YN so that information was obtained about how to apply divine values in thematic learning where religious values cannot be separated. and released from thematic learning in accordance with the points of the precepts. All thematic learning uses divine values, resource person YN gave an example with the science of the universe where no great human being can make clouds, always reminding that this was God's creation. Activities in class from the beginning to the end of the lesson cannot be separated from divine values. When students enter the classroom to say hello and pray, so does when it's time to go home.

Furthermore, the researchers also interviewed five students to find out students' understanding of the practice of divine values. Students also know about examples of obedient worship such as prayer and fasting. DPA sources said that during grade III they always prayed noon prayers in congregation at school, but during grade IV they were not required to pray midday prayers at school because grade IV students went home before the noon prayer time arrived, so students were given the freedom to pray midday prayers at home or at school. school.

Human Values

With regard to human values, based on the results of interviews with the informant with the initials KSM as the principal, information was obtained that the school teaches human values by inviting students to

donate a little of their pocket money when a student's parent dies. The school also involves students if there is a fire or flood disaster in Samarinda. This donation is voluntary and without coercion. Through this activity students are expected to have a sense of concern for the surrounding environment.

Apart from the school principal, the researcher also interviewed a class IV teacher with the initials YN so that information was obtained on how to apply human values in thematic learning where human values were always applied from the beginning of learning to the end of the lesson. From the beginning of entering learning, students greet and greet teachers and friends. In thematic learning, demonstrations are sometimes used so that the teacher can see the attitudes or knowledge possessed by students.

Furthermore, the researchers also interviewed five students to find out students' understanding of the practice of human values after studying thematics, information was obtained that students never felt treated differently from teachers. Students can show what attitude to do when they see their peers being criticized by advising them not to do that again. Students are also taught to do assignments in groups and then demonstrate them in front of the class.

Unity Value

Regarding the value of unity, based on the results of interviews with a source with the initials KSM as the principal, information was obtained that the school teaches the value of unity through mutual cooperation. By holding gotong royong, it is hoped that students can unite and respect differences. Apart from the school principal, the researchers also interviewed a class IV teacher with the initials YN so that information was obtained on how to apply the value of unity in thematic learning, namely by not racism.

Furthermore, the researchers also interviewed five students to find out students' understanding of the practice of the value of unity. After studying the thematic, information was obtained that students understood the value of unity in the presence of existing diversity such as diversity of religions, races, cultures, customs. Students also know the heroes and kingdoms in Indonesia. Students say the school holds a ceremony every Monday to instill love for the motherland and sometimes the school also commemorates Hero's Day.

Community Value

With regard to populist values, based on the results of interviews with sources with the initials KSM as the school principal, information was obtained that schools teach populist values to students by cleaning the school environment. It is hoped that with the cleaning up of the school environment students can work together.

Apart from the school principal, the researchers also interviewed a grade IV teacher with the initials YN so that information was obtained on how to apply social values in the classroom and during thematic learning. The application of populist values in the class, resource person YN said, with the class leader and class organizational structure, while during thematic learning the teacher always freed his students to express their opinions. During thematic learning, sometimes they also carry out group assignments so that students can express their opinions and explain the results of group assignments in front of the class. Furthermore, the researcher also interviewed five students to find out students' understanding of the practice of social values. This deliberation is usually carried out in the election of class leaders.

Value of Justice

With regard to the value of justice, based on the results of interviews with a source with the initials KSM as the principal, information was obtained that the school teaches the value of justice by giving group assignments. It is hoped that by giving students assignments they can share their assignments fairly.

Apart from the school principal, the researcher also interviewed a class IV teacher with the initials YN so that information was obtained on how to apply the value of justice in thematic learning. Students usually give praise to other group members, here the teacher assesses that what students do is fair or fair.

Furthermore, the researcher also interviewed five students to find out students' understanding of the practice of the value of justice. After studying the thematic, information was obtained that students understood the value of justice by being fair to anyone. Students always feel treated fairly by the teacher. If there is a group assignment, the teacher also divides it fairly and heterogeneously.

Research Discussion

In this chapter the researcher describes the findings during the research conducted at SDN 008 Samarinda Ulu. The results of this study discuss how to strengthen character through the application of Pancasila values at SDN 008 Samarinda Ulu, especially in class IVB. Based on the results of interviews with school principals and grade IV teachers, SDN 008 Samarinda Ulu has implemented character education. Character education is very important to implement because it can make students become independent. Character education also means instilling a skill in students so that those who initially cannot become able to. This is similar to that described by Rosidatun (2018) which states that positive things are done by teachers and affect the character of the students they teach.

Caring Attitude

Based on the results of the researcher's interview with the principal regarding the character of the school's caring attitude, there is no program made specifically to strengthen the character of the student's caring attitude, but only limited to directions from the teacher. In contrast to the teacher, the teacher teaches a caring attitude to students in simple ways, namely by giving applause to students who are demonstrating in front of the class. The teacher also teaches students not to cut off other people's opinions. Students also understand and apply a caring attitude both in the school environment and in the surrounding environment.

Based on the KD analysis conducted by researchers regarding the character of caring attitudes and indicators of success in strengthening Pancasila moral values in educational units (Handayani, 2019) the character of a caring attitude includes the second precept indicator which reads respecting and maintaining a clean, healthy and conducive environment, supporting one another and helping fellow family members in goodness. And the third precept indicator which reads with other family members getting used to doing humanitarian activities (supporting the poor/orphans/natural disasters, etc., always maintaining family cohesiveness, together with other family members developing a sense of love for the motherland (TV shows, reading about Indonesianness), instilling an understanding of family members, that each family member has differences but is still a family that can help each other, and complement each other.

Based on strengthening deep character education (Sriwilujeng, 2017) the character of caring attitude belongs to the mutual cooperation category. Gotong royong reflects an act of appreciating the spirit of cooperation and working together to solve common problems, enjoys getting along and making friends with others, and providing assistance to those who are poor, marginalized, and need help.

Honest

Based on the results of the researcher's interview with the principal regarding the honest character, schools do not make many programs or activities that support honest character. The honest character at SDN 008 Samarinda Ulu is mainly in the direction from the teacher. The school also instills religious knowledge to strengthen honest character. While the teacher strengthens honest character by first setting an example to his students so that the teacher can be a role model for students. The teacher also disciplines students who are dishonest by giving advice in advance about what they will lose if they do this, but the teacher does not advise students who are guilty in front of the class so that students who make mistakes do not feel humiliated.

Students also understand what to do when there are other students who are dishonest, namely by advising them.

Based on KD analysis conducted by researchers regarding honest character along with indicators of strengthening values and morals in educational units (Handayani, 2019), Honest character includes the second precept indicator, namely seeking the truth of information sources (anti-hoax) and having the courage to state the truth honestly. And based on strengthening deep character education (Sriwilujeng, 2017) Honest character is included in the category of integrity. This integrity is a behavior that is based on efforts to make oneself trustworthy, and to have commitment and loyalty to human and moral values (moral integrity) sub-values of honesty.

Responsibility

Based on the results of interviews with the principal regarding the character of the responsibility of one of the programs, namely giving assignments to students. SDN 008 Samarinda Ulu also held a clean Saturday activity, this activity is a cleaning activity in the school environment after group gymnastics. Furthermore, the teacher strengthens the character of responsibility by giving homework, ceremonies, extracurriculars, and being present on time. Students also understand what responsibilities must be carried out, for example by doing homework given by the teacher. In this case if students have made mistakes many times then the teacher will give sanctions as an effort to train student responsibility, but before giving sanctions the teacher gives advice so that in the future it will change in a better direction.

Based on KD analysis conducted by researchers regarding the character of responsibility along with indicators of strengthening values and morals in educational units (Handayani, 2019), the character of responsibility includes the first precept indicator which reads Believing in God's existence, carrying out worship according to his beliefs on time, praying before and carrying out activities, the second precept indicator respects teachers, greets with polite words and attitudes, indicators of precepts the third which reads instilling a sense of pride in the family and also the homeland and the fifth precept indicator which reads study seriously. And based on the strengthening of deep character education (Sriwilujeng, 2017) the character of responsibility belongs to the nationalist category and also the integrity of the responsibility sub-value.

Diligent

Based on the results of interviews with the principal regarding the character of being diligent, namely with the direction of the teacher and the cleaning program.

The principal feels that students must first be happy with what they are doing so it is hoped that students will be diligent in doing something. The teacher strengthens the diligent character by setting an example for his students to arrive on time. Teachers also always make innovations and try to be professional teachers. The teacher also takes a persuasive approach and also gives advice if there are students who are late. Students also said that the teacher always reminded them to carry out picket assignments, do assignments and homework, and the teacher always gave advice to students to study diligently at home.

Based on KD analysis conducted by researchers regarding diligent character along with indicators of strengthening values and morals in educational units (Handayani, 2019) including the fifth precept indicator that likes to save and live frugally, likes to work hard. And based on strengthening deep character education (Sriwilujeng, 2017) Diligent character belongs to the independent category.

Respect each other

Based on the results of interviews with the principal of SDN 008 Samarinda Ulu, for the character of respecting others, there are no special programs or activities, but only directions from each class teacher. The teacher teaches the character of respecting others by incorporating in every lesson with attitudes and actions. Students also understand how the character respects others, namely by not discriminating between friends of different races, ethnicities, religions.

Based on the KD analysis conducted by researchers regarding the character of respecting others along with indicators of strengthening values and morals in educational units Handayani (2019), the character of respecting each other includes the indicator of the first precept Mutual respect and respect for other family members who have different religions while worshipping, the second precept indicator respects others and avoids arbitrary attitudes/treatment, the third precept indicator respects and listens to the opinions of others, the fourth precept indicator gets used to deliberations in determining family interests and the fifth precept indicator respects the work of others. And based on strengthening deep character education (Sriwilujeng, 2017), the character of respecting others is included in the religious category.

The research results above are strengthened by deep theory Salim, et al (2020) that the integration of character education learning using an active and child-centered student learning approach is carried out through various activities in the classroom, school, and community. Events at school, the development of specific values such as hard work, honesty, tolerance, discipline, independence, national spirit, love of the

motherland, and love of reading can be done through the usual learning activities of the teacher. For the development of several other values such as social care, environmental concern, curiosity, and efforts to condition creative needs so that students have the opportunity to acquire behavior that shows these values

Based on the results of the research, SDN 008 Samarinda Ulu has attempted to apply Pancasila values from precepts I to precepts V. The school applies Pancasila values in various learning activities, both during thematic learning or activities outside the classroom. In implementing Pancasila values in schools, teachers and students do not find it difficult.

Sila I Belief in the One and Only God within Kaelani (2016) that is, its value includes and animates the four precepts. Since ancient times, Indonesian people have never stopped believing in God. Based on the results of research at SDN 008 Samarinda Ulu in class IVB, the application of Pancasila values in thematic learning is started by saying greetings and praying before and after learning. This activity is always done every day. Before starting learning students also read Asmaul Husna. Based on the results of interviews with teachers, divine values cannot be separated in thematic learning. All thematic learning uses divine values, the teacher always reminds us that humans are God's creation.

In addition to learning, SDN 008 Samarinda Ulu always holds spiritual cleansing activities every week. This activity is carried out every Friday. This spiritual cleansing activity is not only carried out for Muslim students but for all religions in the school. For those who are Muslim, activities are usually carried out in the school hall, while those of other religions use classrooms. The diversity of religions in the school is Islam, Christianity, Hinduism and Buddhism. This relates to the strengthening of character according to Sriwilujeng (2017) namely religious, this regius value reflects faith in God through the behavior of carrying out the teachings of one's religion, respecting religious differences, upholding tolerance towards other religions and beliefs, and living in harmony and peace with adherents of other religions.

According to Kaelani (2016) the values contained in the second principle of Belief in the One and Only God, namely upholding human rights (HAM), upholding human dignity and worth as civilized beings, respecting each other despite differences, respecting equal rights and degrees without distinction of race, descent, social status or religion. Based on the results of research at SDN 008 Samarinda Ulu in class IVB, the application of the values of the second precept of humanity in thematic learning is by getting students to smile, say hello, greet the teacher or even their peers. Teachers also always treat students fairly so that no student feels treated differently. Teachers sometimes use demonstration

learning methods during learning activities to see the attitude or knowledge possessed by students.

Apart from learning, SDN 008 Samarinda Ulu also teaches human values by inviting students to donate when there is a flood or fire disaster. The nature of this contribution is not forced, it all depends on the abilities of each student. The school also invites students to donate their pocket money if another student's parent dies. With these activities students are expected to have a sense of concern for the surrounding environment. This is in accordance with the practice of Pancasila according to Budiyono (2017) namely developing an attitude of mutual love for fellow human beings and fond of doing humanitarian activities. This is also related to the strengthening of character according to Sriwilujeng (2017) namely gotong royong which is reflected by working hand in hand to solve common problems, happy to get along and be friends with others, and provide help to those in need.

According to Kaelani (2016) the values contained in the third principle of the Unity of Indonesia, namely nationalism, fostering unity and integrity of the nation, love for the nation and the motherland, eliminating the prominence or power of heredity and differences in skin color and fostering a sense of shared destiny and struggle. Based on the results of research at SDN 008 Samarinda Ulu in class IVB, the application of the values of the third principle of unity in thematic learning is by getting students used to not racism. Racism here students are always taught to always respect differences, both from differences in religion, race, ethnicity, custom and skin color. Students also understand the heroes and jobs in Indonesia after studying thematic. This is related to character linking according to Sriwilujeng (2017) namely religious and nationalist. Religious can be seen from respecting religious differences, while nationalism is seen from students who understand the heroes and jobs in Indonesia, which means students appreciate the nation's culture and love for the motherland.

The application of the values of Indonesian unity at SDN 008 Samarinda Ulu is carried out in various ways. Instilling the value of unity by carrying out mutual cooperation, with this activity it is hoped that students can unite and respect differences. To instill love for the motherland and the nation, the school holds a flag ceremony every Monday and commemorates other national days. This is related to the strengthening of character according to Sriwilujeng (2017) namely gotong royong and nationalism.

According to Kaelani (2016) the value contained in the fourth precept of Democracy which is led by wisdom in deliberations on guardianship, namely the value of democracy which absolutely must be implemented in the life of the nation. In Budiyono (2017) said that prioritizing deliberation in making decisions for the

common good. The application of the values of the fourth Pancasila precept during thematic learning is by freeing students to express their opinions and carry out group assignments so that the teacher can see how their students are when expressing their opinions. In class IV there is also an organizational structure, namely the chairman, treasurer, and secretary. The selection of the class organizational structure is chosen through voting and deliberation. This relates to the character according to (Sriwilujeng, 2017) namely independent, where one of its subs is creative and brave. As well as gotong royong, one of which is commitment to joint decisions and deliberation for consensus.

In addition to learning, SDN 008 Samarinda Ulu also teaches social values by cleaning the school environment. With this it is hoped that students can work together to do work so that it is easier. According to Kaelani (2016) the values contained in the fifth principle of just and civilized humanity, namely values which are the goals of the state as goals in the life of the nation and the values of justice that must be realized in living together (social life). The application of the values of Pancasila precepts to V in thematic learning is the teacher giving his students the freedom to express their opinions. The teacher also always divides group assignments fairly and heterogeneously. Based on the results of interviews with the head of SDN 008 Samarinda Ulu, the school teaches the value of justice by giving group assignments. By giving assignments, it is hoped that students can apply justice in the distribution of their tasks. This relates to the strengthening of character according to Sriwilujeng (2017) namely independence and integrity. In that school there is no special program to apply the value of justice, only group assignments.

Conclusion

Based on this research, it was concluded that character strengthening through the application of Pancasila values in thematic learning on science content at SDN 008 Samarinda Ulu has implemented Pancasila values in science content which is integrated with character strengthening. Character strengthening such as caring, honest, responsible, diligent and respecting others is more important than the teacher's direction. In addition to directing the teacher for a caring attitude, the teacher always gives appreciation to students; for honest character the school always instills religious knowledge and sets an example to students; for an honest character the teacher always gives assignments/homework, arrives on time and the school holds ceremonies and extracurriculars: for a diligent character the school holds cleaning activities and always teaches to arrive on time;

for the character of respecting fellow teachers always gives good examples of attitudes and actions during lessons. Pancasila values in thematic learning in science content are always applied by the teacher from the beginning to the end of the lesson. Even though learning is thematic, the school applies Pancasila values which are integrated with all content, one of which is science content. At the beginning of the lesson the teacher accustoms students to pray, say hello, say hello. The teacher gives freedom to students to express opinions, respect differences, help others, consult, and be fair when learning takes place.

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Author Contribution

The author's contributions to this paper are as follows: conception of the ideas presented, conception of the study, design, data collection, and drafting of the manuscript: Nur Agus Salim and Eka Selvi Handayani. Analysis and interpretation of results: Wahyu Setyaningsih, Muhammad Zaibi, and Sukriadi. All authors reviewed the results and approved the final version of the manuscript.

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Conflict of Interest

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