



Analysis of Pancasila Values-Based on Character Building to Develop Perspective of Elementary School-Age Children

Kharisma Romadhon¹, Shaleh², Sri Atin³, Noor Alfi Fajriyani⁴, Muftahatus Sa'adah⁵, Irfan^{6*}

UIN Sunan Kalijaga Yogyakarta, Indonesia

¹ 21204082005@student.uin-suka.ac.id, ² shaleh@uin-suka.ac.id, ³ 21204082003@student.uin-suka.ac.id
⁴ 21204082020@student.uin-suka.ac.id, ⁵ 21204082028@student.uin-suka.ac.id, ^{6*} 21204082006@student.uin-suka.ac.id

Analisis Nilai-Nilai Pancasila Berbasis Pembentukan Karakter Untuk Mengembangkan Perspektif Anak Usia Sekolah Dasar

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ABSTRACT

Abstract: *In terms of child development, this paper explains the character building that aligns with Pancasila's values. The research in this paper aims to analyze character building in accordance with Pancasila values from the perspective of the development of elementary school-aged children. The research uses a qualitative descriptive strategy. The steps are observation, interviews, and documentation techniques as an approach to data collection. In the observation process, the researcher conducted observations in the classroom. The interviewed informants were the school principal and class teacher. The information was collected through published literature. The data that have been found were triangulated and tested for validity to validate the findings. The research results indicate that from a child development perspective, character development can be divided into three domains, namely cognitive development, linguistic development, and social and emotional development. Learning environment that encourages students' original thinking can be created through cognitive development. To help children develop their language skills, educators should teach them consistently how to speak politely in formal and informal languages. Students are expected to take responsibility for themselves, others, and their academic commitments as part of their social and emotional growth.*

Keywords: *character cultivation, Pancasila values, child development*

Abstract: Dalam konteks tumbuh kembang anak, artikel ini menjelaskan penanaman karakter yang sejalan dengan nilai-nilai Pancasila. Penelitian dalam artikel ini bertujuan untuk menganalisis penanaman karakter yang sesuai dengan nilai-nilai Pancasila dalam perspektif perkembangan anak usia sekolah dasar. Penelitian menggunakan strategi deskriptif kualitatif. Langkah-langkah yang diambil yaitu melalui teknik observasi, wawancara, dan dokumentasi sebagai pendekatan dalam pengumpulan data. Dalam proses observasi peneliti melakukan pengamatan di kelas. Informan yang diwawancarai yaitu kepala sekolah dan guru kelas. Informasi dikumpulkan melalui literatur yang telah diterbitkan. Data yang telah ditemukan ditriangulasi dan diuji validitasnya untuk memvalidasi temuan. Hasil penelitian menunjukkan bahwa dari sudut pandang perkembangan anak, perkembangan karakter dapat dibagi menjadi tiga domain, yaitu perkembangan kognitif, perkembangan linguistik, dan perkembangan sosial dan emosional. Lingkungan belajar yang mendorong pemikiran orisinal siswa dapat diciptakan melalui perkembangan kognitif. Untuk membantu anak-anak mengembangkan keterampilan bahasa mereka, pendidik harus selalu mengajari mereka cara berbicara dengan sopan baik dalam suasana formal maupun informal. Siswa diharapkan untuk bertanggung jawab atas diri mereka sendiri, orang lain, dan komitmen akademik mereka sebagai bagian dari pertumbuhan sosial dan emosionalnya.

Kata Kunci: *penanaman karakter, nilai-nilai Pancasila, perkembangan anak*



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*Corresponding: Kharisma Romadhon, UIN Sunan Kalijaga Yogyakarta, Indonesia

INTRODUCTION

Education is a deliberate and methodical effort to maximize a student's potential. Nations and communities work to prepare the next generation through education for a better, more sustainable life in society and the country in the future (Harahap et al., 2022). As a strategy for investing in human capital, education plays a key role. Education has genuinely formed and developed into the forerunner of moral and ethical foundations in the process of strengthening national identity, apart from its aim of helping people live better (Cahyono & Iswati, 2018). Student attendance is one element of the education system. Because no one can be considered an educator if no one is educated, students play an essential role in the education system. Learners are unique individuals with personalities that have defining characteristics that are in line with their development and evolution (Hilmansah & Komarudin, 2023).

Development can also be considered as a methodical, continuous, and ongoing process of change in a person or organism that occurs both physically (physically) and psychologically (spiritually) as they move towards maturity (Nani et al., 2020). Development will begin with the stages of infancy, childhood, adolescence, and adulthood. Every phase that a human being goes through has a task of human development, and this should be carried out and fulfilled. If this developmental task is not fulfilled, it will become an obstacle for humans to continue their lives because it dramatically influences social and other life (Wahyudi et al., 2020). The best time to instill Pancasila values in children's growth and development is when they are still small. From an early age, children often tend to behave according to their desires, regardless of the consequences. Children also have a strong level of curiosity. Therefore they often ask questions that might bother adults. In situations like this, parents must gently answer these questions based on Pancasila's beliefs. It is also essential to guide every action and behavior so that, gradually, the actions and behavior are under Pancasila's beliefs (Nany S, 2009).

The 1945 Constitution and Pancasila as the basic philosophy of the Indonesian state must be upheld to become good Indonesian citizens. This is the background to the importance of Pancasila as a source of information or guidelines for good behavior in Indonesian society. The principles of Pancasila will provide a way of thinking and behaving that supports the country's official worldview. The loss of the nation's high moral standards is one of the destructive impacts of modernity or the current era of globalization, and this is what is happening in Indonesia. Many citizens or individuals do not know or do not realize how vital Pancasila values are because of the many negative influences of globalization, one of which is the influence of external culture which is not following the ideals of Pancasila (Damanhuri et al., 2016).

The developments brought by globalization in the international system directly impact developments in several countries. The final defense is National Belief based on the Pancasila State which is able to answer very basic problems and will have an impact on national, social, and political life, as a bulwark to face difficulties in the era of rapidly developing globalization. In the era of globalization, teaching students about the ideals of Pancasila can be done at the right time. Students strive to achieve high goals, study diligently, and to the best of their abilities for the development of

their country and nation, and they are happy and proud to use domestic products for that growth (Antari & Liska, 2020).

The Pancasila principles reflect the identity of the Indonesian nation which has a unique and rich national heritage, so it is directly related to character. In order to preserve national identity which originates from the noble ideals of the Indonesian nation, this character must be passed on to future generations as a way of life. Therefore, it is crucial to create and maintain the personality of the nation's children which is based on the principles of Pancasila. One way to spread these qualities is through the education system. Under the mandate in the Preamble to the 1945 Constitution of the Republic of Indonesia, education plays an essential role in educating the nation's young generation. Education should focus on developing students' behavioral competencies to build their character under the noble ideals, which are the moral guidelines and way of life of the Indonesian state (Nurizka & Rahim, 2020). The five basic rules or principles that guide Indonesia are known as Pancasila. We must apply the principles contained in Pancasila in our daily lives as Indonesians and as good citizens (Susila & Karmini, 2019).

The purpose of Pancasila education is to learn and study the meaning of Pancasila as the character of the Indonesian nation. Practicing Pancasila in daily social interaction is very important. This is under the values and ideals of the country as outlined in the Preamble of the 1945 Constitution. The purpose of Pancasila education broadly consists of: (1) showing faith and piety to God Almighty, (2) acting justly and civilly towards others by upholding high tolerance at all times during a pluralistic society, (3) building national unity by not acting which can weaken *Bhinneka Tunggal Ika* in a society that values cultural diversity, (4) fostering a mindset of citizenship that prioritizes common interests and reaching consensus over individual interests ; (5) offer help to foster a climate of social justice in society (Istianah et al., 2021). The culture of the Indonesian nation has given birth to the principles of Pancasila, which were packaged by the independence leaders under *Bhinneka Tunggal Ika*. Therefore, culture should be used as one of the foundations of thinking, implementation, and evaluation of character education so that Pancasila ideals can be successfully instilled (Nugraha & Hasanah, 2021).

Early character development initiatives have high standards because they are based on Pancasila, the ideology and philosophy of the state and state, and the 1945 Constitution of the Republic of Indonesia. Finding and using the most influential early childhood development techniques is the most basic effort because this will enable children to accept Pancasila as a concept and apply it in everyday life (Slamet et al., 2022). The nation's children are educated as well as possible through education. The intelligence in question is complete intelligence that is able to help someone achieve their full potential. This is intelligence that does not depend solely on academic ability. This aligns with Indonesia's national education goals as outlined in the Preamble to the 1945 Constitution. As another proof that Indonesia wants its national identity to be able to behave under applicable standards, the draft national education goals also contain noble character (Dwiputri & Anggraeni, 2021).

Based on the above confirmation of previous research findings, especially those conducted by Kusumawardani et al. (2021) entitled "*Character Education Based on Pancasila Values through Example and Practice in Elementary Schools.*" Next is research conducted by Dwiputri & Anggraeni (2021) entitled "*Application of Pancasila Values in Developing the Character of Elementary School Students who are Smart and Have Noble Morals.*" The research conducted by Sukmalia et al., (2021) entitled "*The Urgency of Instilling Pancasila Ideology Values in Elementary School Children during the Covid-19 Pandemic.*" Furthermore, research conducted by Monica et al., (2022) entitled "*Analysis of Character Cultivation through Pancasila Values in Class III Civics Learning at SD Negeri 8 Talang Kelapa Banyuasin.*" The similarity between this research and previous research is that they both discuss character education through Pancasila values. Meanwhile, the difference is that this



research discusses character from the perspective of the development of elementary school-aged children.

This research is based on the problem of how to analyze character cultivation following Pancasila values from the perspective of the development of elementary school-aged children. Based on the problem formulation, this research aims to analyze the cultivation of character following the principles of Pancasila based on the justification given above from the perspective of the development of children aged in elementary school. This research relates to students at SD Negeri 1 Sungai Pasir. The reason the researcher chose this school was because there was character education based on Pancasila values, which the researcher would observe from the perspective of the development of elementary school-age children.

THEORETICAL STUDY

Character Cultivation

Siswanto et al., (2021) explain that character has the connotation of character, character, traits, or habits. Character is a style of thinking and doing that makes each person unique in the way they interact and work with other people in the family, community, state, and country. Character, on the other hand, is the same as personality, which is considered to be a quality, style, or quality of a person that comes from formations obtained from the environment, such as family and society. However, it may also be innate from birth. Character education is a plan to instill character values in a particular school, which includes activities to do the best for God Almighty, oneself, and the environment, as well as increasing self-confidence, alertness, and preparedness. Every person in society has a unique personality that is intrinsic and develops from infancy. Furthermore, Fadilah et al., (2021) emphasized that a person's home environment or the community in which they live can shape their character. Good behavior will be shown by people with good character, and vice versa.

Manitik (2021) states that a character that is appropriately formed is the dream of every human being in general and character educators in particular. The cultivation of character itself will be formed effectively if it is carried out at the right time. Precisely, what is meant is when the character itself is instilled from the beginning or as early as possible, namely from an early age. An early age, this is the best time for the cultivation of a person's character because it is at a time like this that a child's brain begins to develop, so the cultivation of values should occur at a time like this.

Pancasila Values

In administering government, improving people's welfare, and nation-building, Pancasila is the basis of the state and does not accurately represent the personality of the Indonesian nation. Sakinah & Dewi (2021) emphasize that the ideals of Pancasila have improved the nation's character with specific and well-defined goals which are also very applicable in Indonesia. The ideals of Pancasila cover aspects of daily life, including religious observance, how to humanize others, how to live a moral and civilized life, cooperation, tolerance, compassion, and empathy, being intelligent in all things, and how to lead fairly. The Indonesian state will definitely progress and be able to compete during the fourth industrial revolution thanks to the efforts of previous generations of civilized and religious nation-builders if every citizen has all the points.

Furthermore, Rachmah (2013) believes that the principles of Pancasila function as a unifier and driving force in the struggle to defend and secure Indonesian independence and prove that Pancasila is in line with the character and ideals of the Indonesian nation. Pancasila is a synthesis of cultural ideals that unites Indonesian people from various racial, ethnic, linguistic, and religious backgrounds to form one country. The principles contained in Pancasila have long been the basis for the personality and way of life of the people of the archipelago. Therefore, Pancasila, which includes the following things, is one of the principles that character education wants to promote: (1)

Encouraging children to reach their full potential as people with good hearts, extraordinary minds, and good behavior. (2) Realizing a country with the spirit of Pancasila, (3) Maximizing the potential of citizens to be confident, proud of their homeland, and full of compassion for humanity.

Child development

Khaironi (2018) emphasized that everyone develops over time. From infancy to adulthood, development occurs. Although progress cannot be measured, it can be felt. Development is methodical, sustainable, and progressive. Although the growth of one element precedes the development of another, the things that develop in each person are the same; It is just that the level of development is different and there has been previous development. According to Agustina (2018) alludes to Suharto and Hartono's belief that growth occurs when the internal structure and form of an organization change, causing changes in function. Meanwhile, according to Hartinah in Agustina (2018), the emphasis on the meaning of development lies in perfecting psychic functions because development is a process of qualitative change that refers to the quality of the function of physical organs rather than physical organs. Because the developmental process takes place throughout a person's life, the growth process often ends when a person reaches adulthood.

Rahmat (2018) said that development can also be seen as systematic, gradual, continuous physical or psychological changes that organisms or people experience as they mature. Systematic refers to adjustments in the growing interdependence or mutual impact of the physical and psychological components of organs, which together form a harmonious whole. Progressive describes progressive, increasing, and significant quantitative (physical) and qualitative (psychological) changes that occur. Continuous refers to the orderly transition of components or functions within an organism. Furthermore, Budiman (2019) proposed that the characteristics of human development are: (1) Physically, there are changes in height and weight and other body organs, and psychologically there are changes in language and the development of thinking, remembering and imaginative abilities, (2) From From a physical perspective, the child's body proportions change according to the stage of development, while psychological changes include a shift in imagination from fantasy to reality and a gradual shift in attention from egoism to other people.

RESEARCH METHODS

The research uses qualitative methods with a descriptive approach. According to Bogdan and Taylor, quoted from Suwendra (2018), qualitative research is a research method that produces descriptive data in the form of oral or written comments from the subject and evidence of observable behavior. Meanwhile, according to Koentjaraningrat in Suwendra (2018), qualitative research is a study in the human and humanitarian sciences with activities based on scientific disciplines to collect, classify, analyze, and interpret facts and the relationship between natural, social facts, human behavior and spiritual in order to discover new principles of knowledge and in an effort to respond to them.

Qualitative studies of this kind are often analytical and descriptive. With a theoretical foundation as a guide, this research style emphasizes process and meaning while keeping the focus of the study in line with facts. In this research, the researcher participates in the situation or event being investigated. Therefore, researchers must thoroughly analyze qualitative research findings. In general, qualitative research uses observation and interviews to collect most of the data. The purpose of qualitative descriptive research is to describe, explain, and validate the phenomenon under study. The problems raised when using this descriptive study style must be defensible, have scientific value, and not be too broad (Ramdhan, 2021).

The reason the researcher chose this qualitative method was because this method was suitable for this research design. The design of this study served as a paradigm for the analysis. The location of this research was carried out at SDN 1 Sungai Pasir Kec. Cengal District Ogan Komering Ilir, South

Sumatra, which was carried out on June 5, 2023. The objects of this research included teachers at SDN 1 Sungai Pasir. Primary data and secondary data are used as research data sources. The results of observations and interviews are sources of primary data, while secondary data refers to books, journals, seminar proceedings, and so on. To formulate the instrument, the researcher first describes several indicators of character cultivation based on Pancasila values. Some of these indicators are as follows.

Table 1. Character Cultivation Based on Values Instilled in a Child Development Perspective

No	Development Concept	Development Indicators	Character Cultivation Indicator	Instilled Values
1	Cognitive development	Develop thinking abilities, process learning gains, problem-solving, and knowledge	Creating a learning atmosphere that can foster creative thinking and build independence	Creative, independent
2	Language development	Communicate well orally, in writing, and action toward the surrounding environment.	Interact well with school friends and communicate in polite language	Friendly/communicative, peace-loving
3	Social and emotional development	Gaining self-awareness, accepting responsibility for one's actions and the actions of others, acting in a pro-social manner, and adapting to the individual	Fulfill commitment and responsibility towards oneself, community, environment, nation, God, and respect differences.	Responsibility, social care, tolerance

After formulating the concept and indicators of development as well as indicators of character cultivation, the following interview instrument can be formulated:

No	Question	They inform
1	How do teachers create a learning atmosphere to foster students' creative thinking?	Teacher
2	Can creating an atmosphere of creative and independent learning develop students' thinking abilities and knowledge?	
3	How do teachers create language development for children so that children can speak politely towards their surroundings and fellow friends?	
4	How do teachers cultivate friendly and peace-loving characters in students both inside and outside the school environment?	
5	How do teachers foster children's attitudes of responsibility as students with personal and interpersonal accountability?	
6	How do teachers foster social care and tolerance in children?	

For data collection for this research, observation and interview methods were used. These two techniques were used in this research to collect information and data (Garaika & Darmanah, 2019). The act or practice of obtaining data while in the field to view items connected to space, location, actors, activities, time, and events is known as observation (Mamik, 2015). Instead, there are two types of interviews: organized and unstructured. Structured interviews are guidelines for conducting interviews that are arranged in such a way as to resemble a checklist and are carried out to obtain



further information (Suyoto & Sodik, 2015). Unstructured interviews, on the other hand, are open-ended interviews where the researcher does not follow an organized and methodical set of interview procedures. The interview guide is just a list of issues to be raised (Sugiyono, 2022).

Furthermore, data analysis in the process aspect of qualitative methods is more results-oriented. According to Maleong, quoted from Suyoto & Sodik (2015), the first step in the qualitative data analysis method is to review all information that can currently be accessed from various sources, such as interviews. These observations have been recorded in field notes, papers, and so on. Data reduction, presentation, and conclusion are three interconnected steps in qualitative data analysis.

RESULTS AND DISCUSSION

Cognitive Development

Cognitive development is related to children's thinking patterns and a creative and independent learning atmosphere, where there are several teacher efforts to develop students' character and create a creative and independent learning atmosphere through this cognitive development. Based on the results of interviews with SDN 1 Sungai Pasir teachers, it was revealed that:

"To create a learning atmosphere that can foster students' creative thinking, teachers need to carry out several tasks. First, the teacher must give a craft assignment, with this activity students can create a work that can support several subjects. Second, the teacher provides appreciation and suggestions for the craft assignment. This is important to do so that it can encourage students to work. Apart from that, teachers need to provide suggestions so that students' work can be even better. Third, use learning media such as videos, because using these videos, apart from making it easier for students to understand learning, can also trigger students' creativity. Fourth, give students time to give opinions. Due to the fact that when asked to share an opinion, children may inadvertently think imaginatively about how to do it, this can increase students' self-confidence and creativity." (H. HL, personal communication, May 6, 2023).

To teach students using an active and creative approach by selecting one or more instructional strategies appropriate for the lesson topic and involving students actively and creatively. Teaching strategies must foster students' creative abilities during the learning process (Hidayat et al., 2020). Creativity is the result of deliberate hard work, not just luck. Creative individuals will try repeatedly because failure is just a factor that complicates achievement. The information we all have is used by creative individuals to make leaps that allow them to see the world in new ways. The development of children's creativity can be used as an intervention which, if carried out effectively, both with and without instruments, will help the development of creativity. Considering the importance of this period, educators, whether parents, teachers, caregivers, or other people who are present with the child must build an exciting atmosphere (Holis, 2007).

Apart from that, a creative and independent learning atmosphere can also develop and explore students' thinking patterns and knowledge. Based on the results of the interview, it was revealed that:

"By creating a creative and independent learning atmosphere, students' thinking abilities and knowledge will be developed, because by learning in a creative atmosphere, their thinking abilities will automatically develop and explore new knowledge." (H. HL, personal communication, May 6, 2023).

Because creativity is a human resource that can be relied upon to encourage human progress in terms of exploration, development, and new discoveries in the fields of science and technology as well as in other fields of human endeavor, the capacity for creative thinking plays an essential role in everyday life. To grow as a person and overcome problems that arise in everyday life, a person must be able to think creatively. If a person cannot think creatively, he or she may never be able to find solutions to their problems and make progress in their life. Creativity can increase understanding and hone areas of the brain related to pure cognitive function (Mardhiyana & Sejati, 2016).



Cognitive development itself is a developmental phase that occurs throughout a person's life when they learn to understand, process information, solve problems, and have knowledge (Mu'min, 2013). Jean Piaget argued that by developing the theory of cognitive development, he came to the conclusion that there were four phases of cognitive growth based on his observations. Each stage has an age component and consists of many mental processes. According to Piaget, a child's mind does not become more developed as they acquire more knowledge; instead, the quality of their growth varies. The sensory-motor stage (ages 0–2), preoperational stage (ages 2–7), concrete operational stage (ages 7–11), and formal operational stage (ages 11–15) are the phases of cognitive development (Mu'min, 2013). In terms of cognitive development, competence, and desired learning outcomes, children must be able to think critically, and rationally and offer reasons. They must also be able to solve problems and identify cause-and-effect relationships when doing so. Cognitive abilities include solid analytical abilities, originality or creativity, linguistic proficiency, and memory. Cognition is the result of child development and environmental factors. However, considering that children have diverse characteristics, the level of cognitive development of each child is different (Novitasari, 2018).

One of the key factors driving the educational landscape is cognitive growth. The cognitive domain also called Bloom's taxonomy in the cognitive domain is a domain related to learning objectives that are focused on thinking abilities. In Bloom's Taxonomy, there are six stages under the cognitive domain: remembering, understanding, applying, analyzing, assessing/evaluating, and creating. Brain development, which relates to the structure and function of the brain, is linked to cognitive development. Human cognitive development is influenced by the speed of brain growth. How the brain develops will impact the mental processes that go into knowing, understanding, analyzing, synthesizing, having ideas, reasoning, creativity, and acting. Children's cognitive development has many phases, starting from the ages of 7 to 12 years and above in the elementary school age phase (Bujuri, 2018).

Language Development

In language development, teachers are required to accustom children to using speech to be polite and respectful towards the instructor and fellow students. In this aspect of language development, many children still use impolite language. Based on the results of the interview, it was revealed that:

"Language development in children cannot be denied, we still often find students who are impolite when speaking, both towards teachers and friends, we often still find children who still use harsh words. It is from this problem that educators must accustom students to use polite language when speaking at home and at school, accustom children to saying "Assalamualaikum, good morning sir/madam, may I ask permission, I must apologize, or I ask for help, thank you" is a simple way to get started." "In this way, students will understand and be accustomed to polite language, and what is no less important is that teachers contact the students' parents so that students always speak good language even outside of school." (H. HL, personal communication, May 6, 2023).

One of the personal skills that is very important in the teaching and learning process at school is language. The capacity to articulate one's thoughts through meaningful, logical, and organized words and phrases is called language aptitude. Children's language abilities vary. Some children can communicate quickly, clearly, and fluently, but there are other children who stutter or speak in a confused way (Desmita, 2014). A child's growth largely depends on their ability to communicate with others through language, which is a fundamental skill. A child's speech may make it easier for others to understand what is on his mind by being transparent and fluent. Language allows one to communicate thoughts, questions, and everything previously learned. Language can also be used to convey thoughts and feelings to others, as well as to address one's own thoughts, feelings, communication, and information-gathering needs. Many people believe that this criterion is



considered intelligent because language ability is often an indicator of a person's intelligence (Sumaryanti, 2017).

Language is a method or tool of communication that functions as a tool for communicating messages in the form of symbols that have been mutually agreed upon, then combining them in a specific order to produce sentences that are meaningful and follow the grammar used in that language. The development of brain function and language cannot be separated. As far as the basic structure of the human being is concerned, the brain serves the most essential purpose. According to neurolinguistic research, language skills have the most basic neural foundations in the brain (Dewi et al., 2020). Man's most outstanding and most astonishing achievement is the development of language in young children. This is the main reason why this issue is attracting much attention. Comprehensive, long-term research on language acquisition teaches us a lot about how children communicate, interpret, and use language, but very little is known about the process of language development itself. (Kurniati, 2017).

One of the stages of child development that educators in general and parents, in particular, must pay attention to is language development in early childhood. Man's most remarkable and astonishing achievement is language development in young children. Due to the extensive research that has been conducted on language learning, this issue has attracted much attention. Although we have learned a lot about how children communicate, understand, and use language, we still know little about how language develops (Muzaiyanah, 2013). Everyone can recognize themselves as fellow humans, the natural world, science, and moral or religious values thanks to language. The capacity to identify and understand terminology develops rapidly in children at this primary school stage. Because language is essentially a product of learning from its environment, the environment can impact how a language develops. Children learn language through imitation and repetition of words used by adults in everyday life, in addition to other forms of learning (Mardison, 2016).

The development of language is closely related to the character of friendship and love of peace, because the ethics of communicating and interacting with anyone, both teachers and friends, must use polite language, and can foster a love of peace towards others. Based on the results of teacher interviews, it was revealed that:

"Educational institutions should create a peace-loving attitude in their students in order to help them develop superior character. A peaceful disposition that makes others feel content and safe around them, is very important to build this mindset in students to stop racial fights and hostility. All those who take part in the education process at school must consistently instill and practice an attitude of loving peace. No matter how well this character is developed in educational institutions, it will be difficult to achieve the desired results if there is no role model from the instructor. Therefore, all teachers must be able to be role models in implementing this character." (H. HL, personal communication, May 6, 2023).

The developmental period when a young person has the most untapped potential is known as the "golden age." It is appropriate to instill positive character principles which will hopefully shape one's personality. If these ideals can be applied to everyday life, teaching them will have a purpose. As a result, the ideals of character education focus more on teachers as role models and children's habits of charity. The child will then develop these traits into a personality that sticks with them and becomes embedded in their soul. It is the instructor's job to instill in students a value system and help them apply it to their daily lives. Apart from providing information and training skills, teachers are also required to be able to educate students about character, culture, and morals through instilling character values in themselves (Cahyaningrum et al., 2017).

Social and Emotional Development

Students are expected to be responsible for themselves, others, and their behavior during social and emotional development. They are also expected to fulfill their responsibilities as students at school and outside. Responsibilities outside of school can include the environment, society, and state. Based on the results of the interview, it was revealed that:

“Being responsible can help children develop more discipline when carrying out tasks. There are several things teachers can do to foster an attitude of responsibility. *First* giving tasks that are proportional, namely according to the child's level of ability, is one way to instill a sense of responsibility in children. The task or work given can also be slightly increased in difficulty to foster a more excellent attitude of responsibility. *Second*, letting children make their own decisions. This is implemented so that children do not have the right to hold others accountable for the decisions they make themselves. Therefore they cannot hold anyone accountable if what they choose in the end is not what they wanted. Therefore, children will learn to assume responsibility for the results of their decisions.

Third, providing opportunities for mistakes can help children learn to be more careful when performing tasks. Children will learn to be more responsible and careful through these mistakes. *Fourth*, increase children's self-esteem so that they will feel more appreciated. Children who are trusted will be more responsible and try their best to fulfill the mission that has been given to them. *Fifth*, group activities often shape children's mentality to become socially aware, cooperative, and unwilling to disappoint others. Group activities will encourage children to complete the tasks given to them. *Sixth*, set a positive example by doing more commendable things, acting honorably, and avoiding rudeness and other harmful behavior. Gives an idea of how to be a responsible person in both words and deeds" (H. HL, personal communication, May 6, 2023).

An attitude of responsibility highlights our moral duty to care for one another. Responsibility primarily requires the demand that we strive, in whatever way we can, from mere awareness to help one another, relieve the responsibilities of others, and improve the quality of life for all. Responsibility is a quality that must be acquired through experience rather than being innate or passed down from parents. According to Stevenson responsibility includes taking ownership of our actions. If we say we will do something, then we will do it. If we make a mistake, we must be open and accept responsibility for the consequences (Ansori et al., 2021). Furthermore, apart from fostering the values of responsibility, this stage of social and emotional development can also foster the values of social care and tolerance.

This is based on the results of researchers' interviews with teachers who believe that:

"In cultivating an attitude of social care and tolerance for children, teachers can provide examples that can be implemented, such as mutual cooperation, cleaning the school environment, planting flowers in the yard, and not throwing rubbish or spitting carelessly. A social caring attitude can also be done through the act of sharing and providing assistance to others. This really needs to be instilled in children so that they can avoid being selfish and indifferent towards other people. This social caring attitude is an action that always aims to help other individuals and communities in need. The application of human awareness as social creatures who cannot live alone is the essence of social concern" (H. HL, personal communication, May 6, 2023).

The desire to help others materially and energetically is a feeling that gives rise to an attitude of social concern. It tries to reduce the burden on people to make their lives easier. Because facts reveal the waning value of social concern, a lack of concern for friends, and indifference to the environment, it is essential to teach the value of social care. To develop the value of social awareness in children, students are invited to greet each other and help each other when they experience difficulties at school. It is essential to instill this attitude in children as a habit so that they can treat others with greater compassion both inside and outside the classroom (Saraswati et al., 2020).

Therefore, children's social and emotional growth is directly correlated with attitudes of responsibility, social awareness, and tolerance. Learning to adapt and understand situations and feelings when interacting with individuals in their environment, whether parents, siblings, peers or other people in everyday life, is a process of social and emotional development. Emotional development, personality, and interpersonal connections are included in this social and emotional development. Early in life, social and emotional development depends on socialization, which is how young children learn social norms and behavior (Indanah & Yulisetyaningrum, 2019). Children must have healthy social and emotional development. He will be able to behave appropriately, understand the meaning of life, and smoothly move from childhood to adulthood as a result. A child's ability to cooperate and play with others around him, pay attention to adults or teachers, and switch from one activity to another is known as social skills. Teaching children to understand and regulate their emotions when facing conflict is the basis for developing their social and emotional abilities (Khoiruddin, 2018).

CONCLUSIONS AND RECOMMENDATIONS

Character cultivation from a child development perspective can be divided into cognitive, language, and social and emotional development. Based on the explanation of the findings above, it can be concluded that: (1) In the aspect of cognitive development it can provide a setting for learning that can encourage students' creative thinking power. By creating a creative learning atmosphere, students can develop thinking abilities and knowledge and explore new knowledge. (2) Regarding language development, it is still expected to find students who speak impolitely to their peers and teachers. Therefore, educators are always required to teach students how to speak politely both in class and at home. The development of language is related to the character of friendship and love of peace, and this is because the ethics of communicating with anyone, both teachers and friends, must use polite language and can foster the nature of loving peace towards others. (3) In the aspect of social and emotional development, students must be responsible for themselves and other individuals and fulfill their obligations as students. It is hoped that this responsibility can train children to be more disciplined in carrying out their responsibilities at home and school. Apart from fostering the values of responsibility, this aspect of social and emotional development can also foster the values of social care and tolerance. In cultivating a socially caring attitude in children, teachers can provide examples that can be applied, such as cooperation, cleaning the school environment, planting flowers in the yard, and not throwing rubbish or spitting carelessly.

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