

Teacher Strategies In Character Strengthening In Pancasila Education Learning For Grade II Students At SDN 1 Sesait

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Abstract

This study aims to examine and describe the strategies employed by teachers in strengthening students' character through Pancasila Education learning among second-grade students at SDN 1 Sesait, as well as to identify the supporting and inhibiting factors affecting its implementation. This research employed a qualitative approach with a case study in SDN 1 Sesait. Participants consisted of the principal, the second-grade teacher, and second-grade students. Data were collected through observation, interviews, and documentation, and were analyzed using the Miles and Huberman model, comprising data reduction, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation. The findings reveal that character strengthening was implemented through four main strategies, namely role modeling, habituation, group discussion, and independent assignments, integrated into Pancasila Education learning. The character values developed included discipline, responsibility, honesty, cooperation, and tolerance. Supporting factors included school support, effective collaboration with parents, and a conducive learning environment, while inhibiting factors included differences in students' characteristics, limited parental supervision, and the influence of the social environment outside school. Therefore, teachers' strategies play a significant role in shaping and strengthening students' character through Pancasila Education learning.

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1. INTRODUCTION

Education is not only oriented towards achieving cognitive aspects, but also on shaping students' attitudes and behaviors. Teachers are required to have a deep understanding of learning strategies so that the teaching process aligns with the formulated educational objectives (Yusnaldi et al., 2023: 201). Strengthening student character can be done through active learning strategies, such as discussions, simulations, and providing real-life examples relevant to everyday life, accompanied by gradual evaluation of student character development (Putri, 2022: 45). At the elementary school level, character strengthening can be done through the integration of character values into every subject, including Pancasila Education (Sari, 2021: 10).

Pancasila education plays a crucial role in character formation because it embodies

values that unite the Indonesian nation, especially in the era of globalization (Pratiwi & Kesaulya, 2024: 15), and is essential in fostering an attitude of tolerance and pluralism among children so they can live harmoniously in a multicultural society (Nasrudin et al., 2024: 20). Pancasila education is crucial in instilling fundamental character values such as honesty, discipline, responsibility, and tolerance (Hanum, 2019: 12). In implementing it, teachers are required to design a learning process that systematically integrates these values into the curriculum (Kurniawati et al., 2022: 120).

Previous research by Aluna et al. (2025: 15) found that a holistic strategy incorporating role models and habituation is effective in building students' moral character. Furthermore, Fatimah et al. (2024: 30) showed that a strategy of habituating positive behavior and providing disciplinary sanctions contribute to the formation of student character. Another study by Rahman et al. (2024: 5) confirmed that teacher role models are a key strategy in strengthening character at the elementary school level. In addition, Simbolon and Komariah (2023: 12) found that teachers' efforts to shape elementary students' character were most effective when habituation and exemplary behavior were reinforced by consistent classroom routines, while Yanuardianto (2021: 20), drawing on Thomas Lickona's character education framework, argued that character formation requires the integration of moral knowing, moral feeling, and moral action rather than reliance on a single strategy. Taken together, these studies consistently point to role modeling and habituation as central strategies, yet none of them examined how multiple strategies, role modeling, habituation, group discussion, and independent assignments, operate together within a single subject. None of these prior studies, however, specifically focused on teacher strategies for strengthening character through Pancasila Education for lower-grade students (grade II) at SDN 1 Sesait, nor did they examine several strategies operating jointly within a single classroom subject. Compared to this body of prior research, the specific contribution of the present study is threefold: (1) it focuses on the previously unexamined lower-grade (grade II) level within Pancasila Education, where character habits are still being formed rather than reinforced; (2) it documents four teacher strategies, role modeling, habituation, group discussion, and independent assignments, as they operate jointly within a single classroom rather than testing one strategy in isolation; and (3) it explicitly maps each of these four strategies to the specific character values they cultivate, a strategy-to-value linkage that the studies above do not provide. Therefore, this study fills an important gap regarding the implementation of these teacher strategies.

Initial observations at SDN 1 Sesait in second grade indicated that student behavior still did not reflect character values, such as honesty, discipline, responsibility, and tolerance (Observation, March 5, 2026). Some students did not fully comply with class rules, showed little respect for their peers, and were not consistent in implementing honesty in their daily activities. Initial interviews with the second-grade homeroom teacher indicated that although character-strengthening strategies had been implemented, their effectiveness was not optimal (Interview, March 5, 2026).

Based on this description, this study aims to identify and describe the strategies teachers implement to strengthen character in Pancasila Education learning for second-grade students at SDN 1 Sesait, while also identifying supporting and inhibiting factors in its implementation. It is hoped that this research can serve as a reference for educators in developing effective learning strategies to strengthen students' character.

2. RESEARCH METHODS

This research employed a qualitative approach, employing descriptive research and case

studies. The qualitative approach was chosen because the research aimed to gain an in-depth understanding of teachers' strategies for strengthening character through Pancasila Education. The researcher served as the primary instrument, and data analysis was conducted inductively (Safrudin et al., 2023: 12).

The research was conducted at SDN 1 Sesait, Kayangan District, North Lombok Regency, during the even semester of the 2025/2026 academic year. Subjects included second-grade teachers, the principal, and second-grade students of SDN 1 Sesait as informants. In total, this study involved seven informants: one school principal, one second-grade homeroom teacher, and five second-grade students who were selected purposively to represent a range of the character-related behaviors identified during the initial observation. Data collection techniques included observation, in-depth interviews, and documentation (Abdussamad, 2021: 145). The research procedure was carried out systematically in four stages. In the observation stage, the researcher directly observed classroom activities over several sessions to record how the four character-strengthening strategies, role modeling, habituation, group discussion, and independent assignments, were implemented and how students responded to them, using a structured observation sheet focused on indicators of discipline, responsibility, honesty, cooperation, and tolerance. In the interview stage, semi-structured, in-depth interviews were conducted separately with the principal, the second-grade teacher, and the five student informants, using interview guides tailored to each informant group: questions for the principal and teacher focused on the design, implementation, and supporting or inhibiting factors of the strategies, while questions for students focused on their experience of and response to each strategy. In the documentation stage, the researcher collected supporting documents, including lesson plans, photographs of classroom activities, and samples of students' independent assignments, to corroborate the observation and interview data. Finally, in the data analysis stage, all data obtained from observation, interviews, and documentation were analyzed together using the Miles and Huberman interactive model, encompassing data reduction, data presentation, and conclusion drawing (Abdussamad, 2021: 160). Data validity was tested through source triangulation, technical triangulation, and member checking to ensure the credibility and reliability of the research findings (Mekarisce, 2020: 10).

3. RESULTS AND DISCUSSION

3.1 Teacher Strategies in Strengthening Character

The results of the study indicate that second-grade teachers at SDN 1 Sesait implemented four main strategies: role modeling, habituation, group discussions, and independent assignments, each cultivating a distinct cluster of the character values targeted by Pancasila Education. In the role modeling strategy, teachers provided examples of disciplined, honest, and tolerant behavior, directly embodying the first and second principles of Pancasila by demonstrating respect for others and consistent moral conduct in front of students. The second-grade teacher explained, "I try to show the behavior I want my students to have, for example arriving on time and admitting it honestly when I make a mistake, because children at this age imitate what they see more than what they are told." The school principal added, "We remind all teachers that they are a living example for the children, so their own discipline and honesty in daily school life directly become part of the character lesson." One student remarked, "Bu Guru always says sorry if she is late, so I also try to be honest when I forget my homework." This is in line with research by Aluna et al. (2025: 18) that role modeling is the most effective strategy in shaping the moral character of elementary school students.

Habitual strategies are implemented through group prayer activities, time discipline, and maintaining cleanliness, cultivating religious character, discipline, and responsibility as everyday habits rather than one-time lessons. The teacher noted, "Every morning before we start learning, the children pray together and tidy their own desks. At first I had to remind them every day, but now most of them do it on their own." In accordance with the findings of Rahman et al. (2024: 7), consistent habituation is the foundation for internalizing religious character and discipline. Group discussion strategies train cooperation and tolerance by requiring students to listen to and accommodate classmates with different opinions and backgrounds, in line with Damanik's theory (2023: 20) that group discussions improve students' social skills. A student described this experience: "When we work in groups, sometimes my friend has a different idea from mine, but the teacher tells us we have to listen first before we decide together." Finally, independent assignments foster independence and responsibility, in line with Purwandari et al. (2025: 35) that independent assignments effectively train students' integrity and responsibility. The teacher observed, "When they do assignments on their own, I can see which students are truly responsible for finishing their own work and which ones still depend on their friends." Taken together, these four strategies map onto a complementary set of character values central to Pancasila Education: role modeling primarily cultivates honesty and tolerance through direct observation, habituation embeds religious character and discipline through repeated practice, group discussion strengthens cooperation and tolerance through structured social interaction, and independent assignments build responsibility and independence through individual accountability, so that no single value is left to only one strategy.

3.2 Supporting and Inhibiting Factors

Supporting factors for character building include full school support, collaboration with parents, and a conducive learning environment (Kurniawati et al., 2022: 122). The principal stated, "The school always backs up what the teacher is trying to build in the classroom, for example by making punctuality and politeness part of our school culture, not just something in the Pancasila Education lesson." Conversely, inhibiting factors include differences in student characteristics, lack of parental supervision at home, and the influence of social environments outside of school that are inconsistent with character values (Rosdiana et al., 2024: 40). The teacher explained, "Some children are already used to being independent at home, but others are still fully taken care of by their parents, so I cannot use exactly the same approach for every child." These findings align with the findings of Simbolon & Komariah (2023: 15) that character success is influenced by synergy between school and home.

4 CONCLUSION

Character building for second-grade students at SDN 1 Sesait was implemented through role models, habituation, group discussions, and independent assignments. These strategies successfully fostered the values of discipline, responsibility, honesty, cooperation, and tolerance. The success of character building depends heavily on the synergy between teachers, parents, and the school community. The main challenges, such as differences in student characteristics and external environmental influences, require ongoing collaboration between the school and parents.

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