

STRENGTHENING THE CHARACTER OF PANCASILA THROUGH THE INTEGRATION OF HUMANITARIAN VALUES (STUDY OF MEGA BUANA UNIVERSITY STUDENTS)

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Abstract

This study is entitled “Strengthening Pancasila Character Through Integration of Human Values (Study of Mega Buana University Students)” and aims to examine how the humanitarian values in Pancasila are integrated into the lives of students and their impact on character formation. Pancasila, especially the second principle, emphasizes the importance of a just and civilized humanitarian attitude, but its implementation among students still faces challenges such as intolerance and individualism. Through a descriptive qualitative approach, this study collects data from in-depth interviews, observations, and documentation studies of Mega Buana University students. The results of the study indicate that students' understanding of the values of humanity in Pancasila is still diverse, and its application in everyday life is influenced by social, educational, and campus cultural environmental factors. The integration of human values in academic and extracurricular activities has been shown to have a positive impact in shaping the character of students who are more caring, fair, and socially responsible. This study concludes that the integration of human values in the curriculum and campus activities needs to be improved to form a generation of students based on the values of Pancasila, especially in facing today's social challenges.

Keywords: Pancasila, human values, integration, character, students

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INTRODUCTION

Pancasila as the foundation of the state and ideology of the Indonesian nation has five principles that reflect the noble values that must be applied in the life of the nation and state. One of the important values is the value of humanity, which is contained in the second principle, namely "Just and Civilized Humanity." This value emphasizes respect for human rights, equality, and mutual respect.

However, among students, the implementation of Pancasila values, especially humanitarian values, still often faces challenges. Social phenomena such as intolerance, individualistic attitudes, and the fading sense of social concern are problems that need to be studied more deeply. Students as agents of change have an important role in strengthening the character of the nation through the implementation of Pancasila values.

This study aims to examine and explore how the humanitarian values contained in Pancasila are integrated into the lives of Mega Buana University students in order to strengthen their character. In addition, humanitarian values, such as tolerance, empathy, and justice, are important in the context of character education for students. This study will also identify factors that influence the internalization of these values and analyze their impact on the formation of student character, especially in facing increasingly complex social challenges such as intolerance and individualism.

This study examines the strengthening of students' character through the integration of human values contained in Pancasila. This literature review will discuss the basic concepts of Pancasila, character education, and how human values can be integrated into students' lives.

5.1. Pancasila as Ideology and State Foundation

Pancasila is the basic ideology of the Indonesian state which acts as a guideline in national and state life. Pancasila has five principles that contain noble values, including the values of just and civilized humanity. The humanitarian values contained in the second principle emphasize the

importance of respect for human rights, equality, and tolerance in community life.

According to Notonagoro (1984), Pancasila is not only a legal basis, but also a philosophy of life for the nation that regulates social, political, economic, and cultural life in Indonesia. The humanitarian values in Pancasila emphasize that every human being must be treated fairly and with dignity, regardless of ethnic background, religion, race, or class.

5.2. Character Education

Character education is a systematic process to form individuals who have high moral, ethical, and spiritual qualities. This education aims to develop individuals who are responsible, honest, and able to respect others. Thomas Lickona (1991) in his book "Educating for Character" emphasizes that character education must include three main aspects: moral knowing, moral feeling, and moral action. Through character education, a person is expected to be able to understand and apply moral values in life.

In Indonesia, character education is often associated with teaching Pancasila values. According to Daryanto (2013), character education functions as an effort to internalize Pancasila values into the daily lives of individuals, especially among the younger generation. Character education is important in building individuals who are socially responsible, and able to face the challenges of globalization while still adhering to national values.

5.3. Human Values in Education

Human values in education emphasize the importance of respect for human rights, social justice, and caring for others. According to Ki Hajar Dewantara (1977), education is not only aimed at educating the nation, but also at forming people with noble character, respecting others, and behaving fairly. Human values must be the foundation of social interaction, both in educational environments and in community life.

Integration of human values in education aims to form individuals who are able to appreciate differences, uphold human rights, and actively contribute

to creating a just society. Research from Saloviita (2000) shows that education based on human values in higher education can increase social awareness and sensitivity to human rights issues among students.

5.4 Understanding Integration

Integration In general can be interpreted as the process of uniting various different elements into a harmonious whole. In the context of education, integration refers to the combination of various learning elements, values, and activities that complement each other to achieve complete and comprehensive educational goals. According to Soedijarto (2000), integration in education aims to create a holistic and inseparable teaching and learning process, where all learning elements support each other to form complete character and knowledge in students.

5.5 Integration of Human Values

Integration of human values is the process of incorporating or combining human values into various aspects of education, both formal and non-formal. Human values include aspects such as respect for human rights, social justice, tolerance, empathy, and concern for others. According to Lickona (1991), education that integrates human values aims to build individuals who are not only intellectually intelligent but also have strong moral character. These values need to be applied in various educational activities so that they become part of students' life habits.

5.6 Course Integration

Integration of course refers to the integration of certain materials and values in the curriculum of various courses. In this context, humanitarian values can be integrated into courses through an interdisciplinary approach. According to Fogarty (1991), course integration allows for the creation of a synergistic relationship between various fields of science, where teaching does not only focus on academic content alone, but also on the development of moral and social values. This integration can be done through case-based

teaching methods, group discussions, or the insertion of topics relevant to humanitarian values in each course.

5.7 Integration of Human Values in Courses

Integration of human values in courses means aligning the learning objectives of the course with the development of students' moral and social aspects. In this case, the materials taught are not only focused on mastering knowledge but also on forming a humanitarian attitude. For example, in a philosophy course, values such as justice, tolerance, and empathy can be explained theoretically, while also discussing their application in everyday life.

According to Tilaar (2002), courses that integrate humanitarian values not only serve to instill academic knowledge, but also to form a critical mindset and concern for humanitarian issues. This is important to prepare students as agents of social change.

5.8 Integration of Habits

Integration of habits is the process of building good habits among students or pupils through consistent, repetitive practice. In the context of character education, human values such as justice, empathy, and respect for differences must be instilled early on in various daily activities. According to Muslich (2011), habituation is one of the most effective ways to instill character values, because habits built through daily practice will form automatic behavioral patterns and become part of the individual's personality.

This habituation can be done through classroom activities, such as discussion-based learning and collaboration that respects the views of others, or through activities outside the classroom, such as community service or social projects.

5.9 Integration of Extracurricular Activities

Integration of extracurricular activities is the application of humanitarian values through various activities outside formal school hours. Extracurricular activities have great potential to develop students' social and emotional aspects because they involve more informal and direct interactions.

According to Hidayatullah (2010), extracurricular activities that focus on social development, such as organizational activities, social services, or community projects, can help students to better understand humanitarian values in practice.

Activities such as teamwork, leadership, and social contribution can encourage students to practice humanitarian values in real terms, both on campus and off.

5.10 Student Character and Human Values

Students have an important role as agents of change in society. As the next generation of the nation, students' character must be built based on Pancasila values, especially humanitarian values. Research by Tilaar (2002) shows that the formation of student character through Pancasila education can strengthen the sense of togetherness, solidarity, and social justice. This is important in facing the social challenges currently facing Indonesia, such as intolerance, radicalism, and indifference to others.

Integration of humanitarian values in student life not only impacts individual behavior, but also social dynamics in the campus environment. According to Furqon Hidayatullah (2010), education that emphasizes humanitarian values can create an inclusive campus culture, where students learn to appreciate differences and be fair to all parties.

Research methods

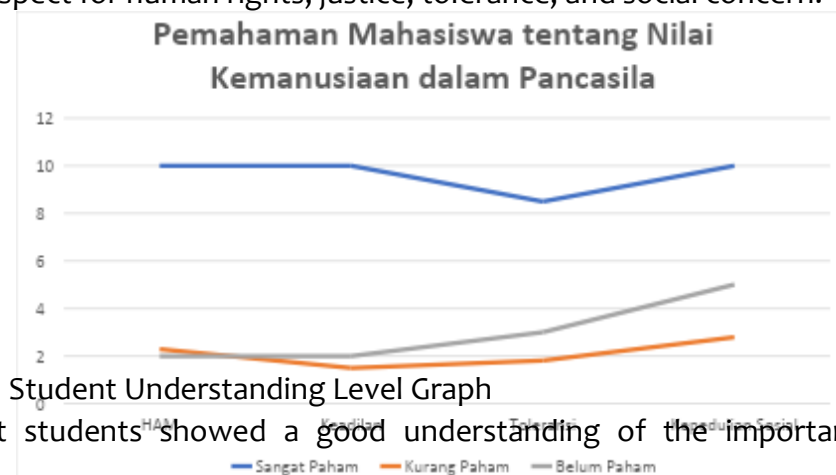
The research approach uses a descriptive qualitative approach with the aim of obtaining an in-depth picture of the application of humanitarian values in the lives of students. Mega Buana University students, Faculty of Law 54 people and Faculty of Business, International Trade study program 11 people and entrepreneurship study program as many as 8 people as the objects of study in this study, with the number of samples selected as many as using purposive sampling techniques. Data Collection Instruments are carried out using in-depth interview techniques, participant observation, and documentation studies will be used to collect data. For the Data Analysis

Technique? The data obtained will be analyzed using thematic analysis methods, which will identify key themes relevant to the study.

RESEARCH RESULT

1. Students' Understanding of Human Values in Pancasila

This study found that Mega Buana University students' understanding of the humanitarian values in Pancasila varies. Humanitarian values, which are the main focus of the second principle of Pancasila, include important principles such as respect for human rights, justice, tolerance, and social concern.



Most students showed a good understanding of the importance of humanitarian values, such as justice and respect for others, as part of Pancasila. However, there was variation in the depth of understanding, which was influenced by the students' educational background and social environment.

1. Integration of Human Values in Campus Life

Human values are integrated into various campus activities, such as community service programs, group discussions, and student organization activities. These activities allow students to practice Pancasila values in real form, increasing mutual respect and social awareness.

Courses related to Pancasila and citizenship education also play a role in facilitating the integration of humanitarian values, although the intensity of application of these values varies between faculties.



Figure 3.1 Group Discussion Activities

2. Factors Influencing the Internalization of Human Values

Social Environment: Peers, family, and campus community have a big influence on the implementation of human values. Students who are active in social organizations tend to show higher concern for human values.

Influence of Lecturers and Curriculum: Lecturer involvement in learning that prioritizes human values through discussions and reflection activities also influences students' attitudes. Curriculum that integrates human values is also considered to play an important role in shaping students' character.

3. The Impact of Integration of Human Values on Student Character

The results of the study showed an increase in attitudes of tolerance, caring for others, and justice among students who were actively involved in

activities that focused on humanitarian values. Students who were more often involved in activities such as community service showed higher empathy.



Figure 2. Community Service Activities Visiting the Homes of Less Fortunate People

Internalized human values help create a more inclusive and diverse campus environment. The character of students who prioritize an attitude of respecting differences can be the basis for creating a generation that is socially responsible and based on Pancasila values.

Discussion

This study indicates that the integration of humanitarian values in higher education environments can have a positive impact on the formation of student character. The values of Pancasila, especially the principle of just and civilized humanity, can be enhanced through practical activities that allow students to develop empathy and justice. However, challenges remain, especially in terms of

consistency of implementation and structural support from educational institutions.

Closing

This research is expected to provide real contribution in developing students' character based on Pancasila values, especially humanity values. With better integration, students are expected to become more caring, fair, and civilized individuals, and able to become agents of positive social change.

1. Conclusion

Awareness of Human Values, Mega Buana University students generally have an understanding of human values, although more effort is needed to deepen their application.

Effectiveness of Integration of Human Values, Integration of human values in campus activities and curriculum has a positive impact on the formation of tolerant, fair, and caring student characters.

Recommendations for Educational Institutions: It is important for institutions to integrate humanitarian values more consistently into various courses and campus activities, as well as to increase the role of lecturers as mentors in shaping students' character.

2. Recommendations

Enhancing Humanitarian Value-Based Activities – Programs that involve students in community service and cross-cultural activities need to be enhanced to strengthen the understanding and practice of humanitarian values.

Lecturer Training – Lecturers should receive training in integrating humanitarian values into learning methods to create a learning environment conducive to character development.

Curriculum Evaluation – The curriculum needs to be evaluated periodically so that the values of Pancasila can continue to be relevant to current developments and effective in shaping students' character.

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