

The Influence of the Students' Third Moral Principle Understanding of Pancasila on the Nation Sacrificial at the State Elementary School 173266 Pantis Sub-District of Pahae Julu of North Tapanuli in Academic Year 2018 / 2019

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Abstract— *The formation of the state of Indonesia into an independent state is a joint commitment on all elements of pluralism or diversity of citizens in various aspects such as, tribe, race, culture and religion. The motto of Bhinneka Tunggal Ika and Pancasila is a sacred philosophy as well as a non-negotiable guideline for the nation and state of Indonesia. With the existing diversity, it is expected that all the people of Indonesia can appreciate, obey, and maintain it, so that wholeness and harmony will be realized. The efforts to defend the state is the attitude and behavior of citizens who are imbued with his love of the Unitary State of the Republic of Indonesia based Pancasila 1945 Constitution in ensuring the survival of the nation and state. Viewed from the historical aspect of the struggle of the nation, Indonesian society has proven itself that always participate and be united with the defense and security apparatus in defending and maintaining Indonesia's independence. The guidance of nationalism has been initiated since the national revival of 1908 which was then affirmed in 1928 with the birth of the Youth Pledge, and finally proclaimed the independence of the Republic of Indonesia on 17 August 1945. The concept of the state defense is a moral conception that is implemented in the attitude, behavior and actions of citizens based on the love of the homeland, the awareness of the nation and the state, the belief in Pancasila as the state ideology, and the willingness to sacrifice for the nation and state of Indonesia. Thus, the guidance of state defense awareness through civic education is intended to instill national commitment, including developing values and democratic and responsible behavior as Indonesian citizens. Based on the data of the research, it was concluded that there is influence of the understanding of Pancasila Third precision toward the attitude of the state defending at SD Negeri*

173266 Pantis Pahae Julu Sub-District North Tapanuli District in Academic Year 2018/2019.

Keywords— *Third Moral Pancasila, Nation Sacrificial.*

I. INTRODUCTION

The formation of the state of Indonesia into an independent state is a joint commitment on all elements of pluralism or diversity of citizens in various aspects such as, tribe, race, culture and religion. The motto of Bhinneka Tunggal Ika and Pancasila is a sacred philosophy as well as a non-negotiable guideline for the nation and the state of Indonesia. With the existing diversity, it is expected that all the people of Indonesia can appreciate, obey, and maintain it so that wholeness and harmony is realized. The attitude of maintaining the wholeness and harmony is one of the loves of the Indonesian nation. What is a nation? The nation is an ethnic community whose characteristics are to have a particular name, region, common ancestral myth, shared memories, one or more common cultures and certain solidarities. Some state experts provide the following definition of the nation:

- a. Hans Kohn (Germany)
A nation is the result of human life force in history. A nation is a diverse group and can not be formulated scientifically.
- b. Ernest Renan (France)
The nation is a life, a mind that occurs from two things, namely the people who have a history, and the people who then must have the will or the desire to live to become one.
- c. Otto Bauner (Germany)
The nation is a group of people who have the same character. Characteristics grow because of the similarity of fate.

- d. F. Ratzel (Germany)
The nation is formed because of the desire of unity.
That desire arises because of the unity between the nation and its place of residence.

2. The Students at the state elementary school 173266 Pantis of Sub-district Pahae Julu North Tapanuli District in Academic Year 2018/2019 know the importance of defensive attitude.

Based on this understanding, then loving the nation is the attitude that should be maintained and developed by the citizens of the nation concerned. In the context of Indonesia, the Indonesian nation is a must, because the Indonesian nation has a long history and sacrifice, both material and non-material that is unbeatable to reclaim independence from the hands of the invaders. With the capture of independence, the nation of Indonesia is independent and sovereign. According to Budiyo (2006), defending the state is a national attitude based on the spirit of patriotism. Patriotism comes from the words "patriot" and "ism" which means the heroic or heroic nature characterized by brave, unyielding, and willing to sacrifice for the nation and state. Patriotic attitude derived from the feeling of love in the homeland that causes voluntary sacrifice for the nation and country. Furthermore, Budiyo explained that the attitude of defending the state can be implemented during wartime and in peacetime. In wartime, the attitude of defending the state is against the invaders to realize the independence, sovereignty and dignity of the nation and state. In peacetime, the state's defensive stance is to uphold law and righteousness, improve self-efficacy optimally, advance education by eradicating ignorance and poverty, maintaining brotherhood and unity, mastering science and technology. The state's defensive attitude that needs to be developed today is the attitude of the state defending in peacetime.

The Research Problem

Based on the things mentioned above, then the formulations of the problem in this study are as follows:

1. What is the level of students' understanding on the third principle of Pancasila at the State Elementary School 173266 Pantis of Sub-district Pahae Julu North Tapanuli District in Academic Year 2018/2019?
2. What is the students' attitude in defending the country of Indonesia at the State Elementary School 173266 Pantis of Sub-district Pahae Julu North Tapanuli District in Academic Year 2017/2018?

The Research Objectives

This research aims to:

1. The Students at the state elementary school 173266 Pantis of Sub-district Pahae Julu North Tapanuli District in Academic Year 2018/2019 understand the third moral principle of Pancasila.

II. THEORETICAL FRAMEWORK

Understanding Learning

Nasution (1982: 39) defines learning as a change of behavior relating to experience and practice. The change is not only about the amount of knowledge but also in the form of skills, habits, attitudes, understandings, awards, interests, in short on all aspects of an individual's organism or process. While Hudoyo (1988: 107) defines that learning is an active process in gaining new experiences/knowledge causing behavioral changes. Furthermore, Rusyan, et al, (1989: 9) defines that learning is the process of behavior change. Changes in behavior in a broad sense include observation, recognition, understanding, deeds, skills, feelings, interests, rewards and attitudes. While Winkel (1989: 36) defines that learning as a mental activity psychic that takes place in an active interaction with the environment that result in changes in knowledge, understanding, skills and attitudinal values. Slameto (1980: 2) argued that psychologically, learning is a process of change, i.e., behavioral changes as a result of interaction with his environment. It is further said that the characteristics of behavior change in the sense of learning are: (1) change that occurs consciously, (2) change in learning is continuous and functional, (3) change in learning is active and creative, (4) change in learning is not temporary, (5) change in learning aimed or directed, (6) change covers all aspects of behavior. Based the several definitions proposed, it can be concluded that learning is essentially an activity to achieve a change in behavior (from not knowing to be) that is relatively permanent. Such behavior changes can be changes in the acquisition of knowledge, skills and attitudes.

Understanding the Citizenship Education

According to Supriatna (2006), the Citizenship Education is a subject that focuses on the formation of a diverse religious, socio-cultural, linguistic, age and ethnic to become an intelligent, skilled and characterized of Indonesian citizen based on Pancasila and the 1945 Constitution. That is, Citizenship Education has the duty to help every citizen find his or her identity from various aspects.

The Citizenship Education Function

The civic education functions:

1. To develop and preserve Pancasila morals dynamically and openly, means that the values and morals

developed can respond to the challenges of development that occur in society, without the identity, Indonesia will be the lost nation.

2. To develop and nurture a fully conscious, political and constitutional Indonesian people of the Republic of Indonesia based on Pancasila and the 1945 Constitution.
3. To foster the understanding and awareness of the relationship between citizens with citizenship and the preliminary education of the State to know and able to properly implement the rights and obligations as citizens.

The Objectives of Citizenship Education

According to Kansil (1994: 7), the goals and objectives of civic education are to increase the knowledge and develop the ability to understand, appreciate and believe in the values of Pancasila as a code of conduct in the life of society, nation and state so as to be responsible and reliable citizens and giving them the ability to learn more. According to Simorangkir (1992: 4), the objectives of Civic Education are:

1. To provide understanding, knowledge and understanding that is legitimate and true.
2. To place and instill a thought of pattern in accordance with Pancasila and the character of Indonesia.
3. To instill moral values of Pancasila into the students
4. To encourage children's awareness as citizens and as citizens of Indonesia to always maintain and preserve the moral values of Pancasila.
5. To provide motivation for each attitude and behavior to grow in accordance with the values and norms of Pancasila.

The Legal Basic of the Citizenship education

According to Abdul (1992: 4), the basic laws underlying the civic education is the Preamble of the fourth paragraph of UUD1945, in which, the government of the State of Indonesia has a function and at the same time, it becomes the goal of the Indonesian nation. One of them is advancing the general welfare, general welfare materialized. If the fulfillment of physical needs is fulfilled, the needs of the soul and others are fulfilled. In this soul lies the need for education found in the fourth paragraph of state government making and given the intellectual function of the nation's life. This task is an educational task that certainly does not only expect aspects of attitudes and values (affective) and psychomotor aspects, the attitudes and good behavior developed in education are the attitude and good behavior among people. The fourth thought of the preamble of the 1945 Constitution is the State based on the Almighty God on the basis of a just and civilized humanity. As a

consequence of this, the Constitution requires the government and other noble state organizers and uphold the noble ideals derived from the values of Pancasila.

Pancasila

The process of formulating Pancasila as the basis of the state can not be separated from the struggle of the Indonesian nation to achieve independence. Indonesian nation has a bitter history, namely colonialism. In the colonial period, the people of Indonesia suffered greatly, depressed, tortured, unsafe and uncomfortable living in their own land. On March 1, 1945, the Indonesian National Agency for Preparation of Indonesian Independence (BPUPKI), headed by Radjiman Wediodiningrat with 67 members. The first session of meeting on 29 May to 1 June 1945 aims to formulate the basis of the Indonesian state that animates the constitution. On May 29, 1945, Mohammad Yamin raised his ideas. According to him, the state of Indonesia should stand on five grounds, namely:

1. The Elves of Nationality
2. The Fairy of Humanity
3. The Godhead
4. The Elve of Populist
5. The People's Welfare

On May 31, 1945, Soepomo conveyed his ideas. According to him, Indonesia must stand on the following principles:

1. The Unity
2. The Kinship
3. The Balance of birth and spiritual
4. Deliberation
5. The Justice of the People

On June 1, 1945, Soekarno conveyed his proposal. According to him, the state of Indonesia should be established on five grounds, namely:

1. Indonesian nationality or nationalism.
2. Elves of Humanity or internationalism.
3. Agreement or Democracy.
4. Social Welfare.
5. Belief in the One Supreme.

On June 22, 1945, BPUPKI determined the results of the trial. The result is a formula called the Jakarta Charter. This Charter is called the Jakarta Charter because it is compiled in Jakarta. In this charter contained five basic state of Indonesia. The contents of the Jakarta Charter are as follows;

- The first paragraph
"That freedom really is the right of all nations and, therefore, the colonialism in the world must be abolished, for it is incompatible with humanity and prejudice".
- The Second paragraph

"And the struggle for the independence movement of Indonesia has arrived at a happy time with congratulations tranquil drove the people of Indonesia to the gate of independence of an independent, sovereign, just and prosperous of Indonesia."

- The Third paragraph

"By the grace of Almighty God and by being encouraged by the noble desire, in order to have a free nationhood, the people of Indonesia declare with this independence".

- The Fourth paragraph

"Later than that to form an Indonesian State Government that protects the entire nation of Indonesia and the entire blood of Indonesia and to promote the general welfare, educate the life of the nation, and participate in carrying out order a world based on freedom, eternal peace and social justice, then the Indonesian National Independence was composed in a Constitution of the Republic of Indonesia, in the form of Constitution, in a composition of the State of the Republic of Indonesia sovereignty of the people based on: the Godhead with obligations enforce Islamic law for its adherents, on the basis of a Just and Civilized Humanity, Indonesian Unity, and Democracy led by the wisdom of wisdom in deliberation / representation, and by realizing a social justice for all Indonesian people.

Pancasila is the foundation of the state, the foundation of the life of nation and state. Pancasila is not sufficiently memorized and read on every flag ceremony, however, the values of Pancasila must be appreciated and shown in everyday life. According to Widiastuti and Rahayuningsih (2008), Pancasila will have no meaning without practice. Pancasila is not just a symbol of national unity and pride. However, Pancasila is the reference of life in society, nation and state. Therefore, all Indonesian people have an obligation to practice the values of Pancasila in everyday life wherever they may be. The author focused on the third precept, because based on the values of Pancasila above the Third Precept which according to the writer's understanding has meaning for the enforcement of state defending attitude. The meaning is even more evident in the points of Pancasila following the third precept:

1. Able to place unity, and the interests of the nation and state as a common interest over personal or group interests.
2. Able and willing to sacrifice for the benefit of the state and nation if necessary.
3. Develop a sense of love to the homeland and nation.
4. Develop a sense of national pride and land in Indonesia.

5. Maintaining a world order based on lasting peace and social justice.

6. Developing Indonesian unity on the basis of Bhineka Tunggal Ika.

7. Advancing association for the sake of national unity and unity.

(The Constitution of the Republic of Indonesia 1945. 2007)

The Sacrificial Attitude of Indonesia

The efforts to defend the state is the attitude and behavior of citizens who are imbued with his love of the Unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution in ensuring the survival of the nation and state. Viewed from the historical aspect of the struggle of the nation, Indonesian society has proven itself that always participate and be united with the defense and security apparatus in defending and maintaining Indonesia's independence. The guidance of nationalism has been initiated since the national revival of 1908 which was then affirmed in 1928 with the birth of the Youth Pledge, and finally proclaimed the independence of the Republic of Indonesia on 17 August 1945. The concept of state defense is a moral conception that is implemented in the attitude, behavior and actions of citizens based on the love of the homeland, the awareness of the nation and the state, the belief in Pancasila as the state ideology, and the willingness to sacrifice for the nation and state of Indonesia. Thus, the guidance of state defense awareness through civic education is intended to instill national commitment, including developing values and democratic and responsible behavior as Indonesian citizens. The second paragraph of the Preamble of the 1945 Constitution reads: "And the struggle for the independence movement of Indonesia has arrived at a happy time with safe delivering the people of Indonesia to the gate of independence of an independent, sovereign, just and prosperous of Indonesia." The passage shows that the nation and country of Indonesia through a very long process, an unequal struggle at the expense of wealth and life. Therefore, there is no reason for any Indonesian citizen not to love his people. Loving the nation means, with awareness and sincerity, willing to do anything for the progress and integrity of the Indonesian nation. In the RI Law no. 3 of 2002 affirmed that the state defending efforts are the attitude and behavior of citizens who are imbued with their love of the Unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution in ensuring the survival of the nation and state. This understanding shows the following:

1. Loving the nation is the basis of the defense of the state.

2. Loving the nation is characterized by a respect for the symbols of the struggle towards the independence of the Indonesian nation, namely the national flag, the national anthem and so forth.
 3. Based on the love of the nation, the attitude of defending the state includes various attitudes and actions to improve people's welfare.
- Thus, the attitude of loving the nation is very important owned by every citizen. According to Fajar (2004), there are several reasons why the love of the nation is very important to be owned by every citizen, namely:

1. To defend the country from various threats.
2. To keep the territorial integrity of the country.
3. It is a historical call.
4. It is the duty of every citizen.

III. RESEARCH METHOD

The Research Location

This research was carried out at SD Negeri 173266 Pantis Sub-district of Pahae Julu North Tapanuli District In Academic Year 2018/2019.

Population and sample

The population of this study was all students at SD Negeri 173266 Pantis Sub-district of Pahae Julu North Tapanuli District In Academic Year 2018/2019. The population is as follows:

Population	Number
Teachers	7
Students I	9
Students II	5
Students III	8
Students IV	9
Students V	8
Students VI	16
Total	62

The researcher chose the fifth and the sixth grade. As for the reason, the author thought that these two levels were already able to fill the questionnaire well.

Data Collection Technique

In this method, the researcher used non-test technique, that is by spreading the questionnaire to the respondent (student) into the sealed envelope. Before making a research questionnaire, first create a questionnaire grid. Before the questionnaire was distributed to the respondents, first the researcher conducted a trial to measure the reliability and validity of the instrument. Further revisions were made, then the questionnaires were distributed to students in sealed envelopes.

1. To determine the coefficient of validity used product moment correlation technique (Arikunto, S., 1996: 30) with the formula:

$$r_{xy} = \frac{n \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \cdot \sum x^2 - (\sum x)^2\} \{n \cdot \sum y^2 - (\sum y)^2\}}}$$

In which:

r_{xy} : Correlation coefficient

X: Value of Test Results

Y: Average value

N: Number of Respondents

2. To determine the reliability coefficient used Alpha formula (Arikunto, S 1996: 191) with the formula:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum r_b^2}{r_b^2} \right]$$

With description:

r_{11} = Instrument reliability

K = number of questions or questions

$\sum \partial b^2$ = number of variance items

$\partial t2$ = total variance

IV. RESULTS AND DISCUSSION

Table.1: The Category of Questionnaire

Alternative answers	Score
A	4
B	3
C	2
D	1

Table.2: The Tabulation of Variable Value X

No	ITEMS										ΣX
	1	2	3	4	5	6	7	8	9	10	
1	3	3	3	2	3	3	3	3	3	3	28
2	3	3	2	3	3	2	2	2	2	1	22
3	3	3	2	2	2	2	1	1	2	1	20
4	2	2	3	2	2	2	3	2	3	1	24

5	2	2	2	2	3	3	1	2	2	3	22
6	3	3	3	3	2	2	1	2	2	3	24
7	3	3	2	2	1	3	3	3	3	3	26
8	3	2	3	2	1	3	3	3	3	2	18
9	2	2	2	2	3	3	2	3	1	2	22
10	2	2	2	2	3	2	2	3	1	1	20
11	3	3	2	2	3	2	1	3	3	1	23
12	3	3	2	2	2	3	1	3	3	1	21
13	3	3	3	3	3	3	1	2	3	1	25
14	3	3	3	1	2	3	3	2	3	2	25
15	2	2	2	1	1	2	2	2	1	2	13
16	2	2	2	2	2	1	3	2	2	3	21
17	3	3	2	1	1	1	1	1	1	1	15
18	3	3	3	2	3	1	1	1	2	2	21
19	1	1	1	1	1	1	1	1	1	1	10
20	3	3	2	1	1	1	1	1	1	1	15
21	2	2	2	2	2	1	1	1	2	1	14
22	2	1	1	1	2	2	3	1	2	2	13
23	2	2	2	2	2	1	1	1	1	1	15
24	2	1	2	1	1	2	2	2	1	1	15

Source: Research results (processed data), 2018

Table.3: Tabulation of Variable Value Y

No	ITEMS										ΣY
	1	2	3	4	5	6	7	8	9	10	
1	1	1	1	1	1	1	1	1	1	1	10
2	1	1	1	1	1	1	1	1	1	1	10
3	1	1	1	1	1	1	1	1	1	1	10
4	1	1	1	1	1	1	1	1	1	1	10
5	1	1	1	1	1	1	1	1	1	1	10
6	1	1	1	1	1	1	1	1	0	0	8
7	1	1	1	1	1	1	1	1	0	1	8
8	0	1	1	1	1	1	1	1	0	1	7
9	1	1	1	1	0	1	1	1	1	0	7
10	1	1	1	1	1	1	1	1	1	1	11
11	1	1	0	0	1	1	1	1	1	1	6
12	1	1	1	1	1	1	1	1	1	1	10
13	1	1	1	1	1	1	1	1	1	1	10
14	1	1	1	1	1	1	1	1	1	1	10
15	1	1	1	1	1	1	1	0	0	1	8
16	1	1	1	1	1	1	1	1	0	1	9
17	1	1	1	1	0	1	1	1	1	1	9
18	1	1	1	1	1	1	1	1	1	0	9
19	1	1	1	1	1	1	1	1	1	1	10
20	1	1	1	1	1	1	1	1	1	1	10
21	1	1	1	1	1	1	1	1	1	1	10
22	1	1	1	1	1	1	1	1	1	1	10
23	1	1	1	1	1	1	1	1	1	1	10
24	1	1	1	1	1	1	1	1	1	1	10

Source: Research results (processed data), 2018

V. CONCLUSIONS

Based on data and research results that have been described, it can be concluded:

1. There is influence of Pancasila Third Moral understanding on the students' attitude of defending the state at the state Elementary School 173266 Pantis sub-district of Pahae Julu district of North Tapanuli in academic year 2018/2019.
2. The higher the level of students' understanding of the third principle of Pancasila at the state elementary school 173266 Pantis sub-district of Pahae Julu district of North Tapanuli in academic year 2018/2019. The attitude of students state defending is increasing.

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