

IMPLEMENTATION OF MUTUAL CHARACTER EDUCATION IN ELEMENTARY SCHOOL TEACHERS: AN ANALYSIS OF THE APPLICATION OF P5 IN SCHOOLS

IMPLEMENTASI PENDIDIKAN KARAKTER GOTONG ROYONG PADA GURU SEKOLAH DASAR: SEBUAH ANALISIS PENERAPAN P5 DI SEKOLAH

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ABSTRACT

Character education is the foundation for shaping the attitudes and behaviors of Indonesia's future generations, based on national values and exemplary conduct. This study aims to analyze the implementation of mutual cooperation character among elementary school (SD) teachers through the implementation of the Proyek Penguatan Profil Pelajar Pancasila (P5). The methodology applied in this study uses a quantitative approach with a survey design, where the entire population of teachers at SD AL Amanah Tangerang Selatan is used as a saturated sample. Data were collected using a questionnaire designed based on a Likert scale to measure the understanding and application of mutual cooperation values in the learning process. Data analysis was carried out using descriptive and inferential statistical techniques to identify patterns related to the application of mutual cooperation characters among teachers. The results showed that most teachers were aware of the importance of mutual cooperation characters and tried to integrate them into teaching and learning activities. However, there were differences in the level of application of these values, which were influenced by factors such as school management support and available training opportunities. This study also revealed that the application of mutual cooperation characters not only had a positive impact on the formation of student character, but also strengthened cooperation among teachers. These findings are expected to provide valuable insights for the development of character education programs in schools, as well as encourage increased collaboration in implementing mutual cooperation values in the educational environment.

Keywords: character education, mutual cooperation, pelajar Pancasila

ABSTRAK

Pendidikan karakter merupakan landasan pembentukan sikap dan perilaku generasi penerus Indonesia yang berbasis nilai-nilai kebangsaan dan keteladanan. Penelitian ini bertujuan untuk menganalisis penerapan karakter gotong royong di kalangan guru Sekolah Dasar (SD) melalui implementasi Proyek Penguatan Profil Pelajar Pancasila (P5). Metodologi yang diterapkan dalam studi ini menggunakan pendekatan kuantitatif dengan desain survey. Penelitian ini menggunakan metode sampel jenuh, di mana seluruh guru di SD Al Amanah Tangerang Selatan dijadikan sampel untuk memperoleh data yang komprehensif dan representatif. Data dikumpulkan dengan menggunakan kuesioner yang dirancang berdasarkan skala Likert untuk mengukur pemahaman dan penerapan nilai gotong royong dalam proses pembelajaran. Analisis data dilakukan dengan teknik statistik deskriptif dan inferensial untuk mengidentifikasi pola-pola yang berkaitan dengan penerapan karakter gotong royong di kalangan para guru. Hasil penelitian menunjukkan bahwa sebagian besar guru menyadari pentingnya karakter gotong royong dan berusaha mengintegrasikannya dalam kegiatan belajar mengajar.

Meskipun demikian, terdapat perbedaan dalam tingkat penerapan nilai tersebut, yang dipengaruhi oleh faktor-faktor seperti dukungan manajemen sekolah dan kesempatan pelatihan yang tersedia. Penelitian ini juga mengungkapkan bahwa penerapan karakter gotong royong tidak hanya berdampak positif pada pembentukan karakter siswa, tetapi juga memperkuat kerjasama di antara para guru. Temuan ini diharapkan dapat memberikan wawasan berharga bagi pengembangan program pendidikan karakter di sekolah, serta mendorong peningkatan kolaborasi dalam menerapkan nilai gotong royong di lingkungan pendidikan.

Kata kunci: pendidikan karakter, gotong royong, Pelajar Pancasila

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INTRODUCTION

Character education is an important component in forming a generation of the nation that has strong morals and ethics in addition to intelligence. Character is a form of character, character, and morals possessed by a person, which is formed due to the results of internalization, which is used as a basis for thinking and behaving so as to produce a characteristic that is inherent in the individual. With education, individuals can manage their character well (Hardi et al, 2023). Proyek Penguatan Profil Pelajar Pancasila(P5) is part of the Independent Curriculum, which aims to improve character education. One of the main dimensions of P5 is mutual cooperation, which reflects the values of cooperation, solidarity, and a sense of togetherness that are characteristic of the Indonesian nation (Kezia, 2021; Mustoip, 2023). In this context, the character of mutual cooperation becomes a crucial cultural aspect in character education in elementary schools, especially in an era full of social challenges and increasing individualism (Pransiska et al., 2023). Mutual cooperation in the context of character education is interpreted as an attitude of helping each other, working together, and prioritizing common interests in various activities, both inside and outside the classroom (Kurniawaty et al., 2022). The application of mutual cooperation values in the school environment, especially at the elementary education level, is crucial. Teachers, as the main role models in schools, have a strategic role in integrating these values into learning, daily activities, and social interactions. The implementation of mutual cooperation character education not only has a positive impact on students but also strengthens collaboration between teachers and other school residents in creating a culture of cooperation (Raharjo et al., 2023).

However, in practice, the implementation of mutual cooperation values as part of P5 often faces challenges, such as a lack of in-depth understanding of the concept of mutual cooperation itself, limited resources, and minimal collaboration between teachers in designing character value-based activities. Therefore, efforts are needed to encourage the implementation of mutual cooperation character education systematically, through training, learning innovation, and empowerment of the school community. Some teachers experience challenges in developing this value effectively due to the lack of training and assistance to implement it in schools (L. Y. Sari & Listyaningsih, 2023). Other obstacles arise from the many administrative and curriculum demands that limit teachers' time to prioritize mutual cooperation values (Amelia & Ramadan, 2021). A study by Hakim and Wulandari (2023) revealed that although teachers are aware of the importance of mutual cooperation values, they feel they lack access to effective methods and approaches to integrate these values into teaching and learning activities (Wulandari & Hakim, 2023). This phenomenon shows a difference between what is expected in the field and what actually happens. Therefore, more systematic guidelines are needed for teachers so that the principle of mutual cooperation can be incorporated into daily life in the school environment.

This research analyzes how mutual cooperation character education is implemented through the P5 program, specifically emphasizing its application by elementary school teachers. Unlike previous studies that have mostly examined the impact of mutual cooperation values on students, this study will discuss the role of teachers as facilitators in shaping and teaching these characteristics. With this study, it is

hoped that it can provide deeper insight into the role of teachers in implementing mutual cooperation characters, as well as fill the gap in the literature that often focuses on students (Wijayanti & Kurniasari, 2024). The P5 program is designed to provide a comprehensive framework for fostering mutual cooperation in character education, particularly within the context of elementary schools.

Previous studies support the importance of character education in elementary schools, especially the value of mutual cooperation, in fostering basic social competencies. Hidayat (2022) stated that structured character education can improve students' social skills, such as the ability to share and cooperate, which will be very useful in the school environment and in the wider community (Noppitasari et al., 2023). Teachers who can apply the values of mutual cooperation in the classroom can be role models for students. Thus, the role of teachers in forming the character of mutual cooperation is not only limited to conveying material, but also as educators who influence students' morals and social values (Solihin et al., 2024). Then, students who learn in a culture of mutual cooperation tend to have good social attitudes, such as caring and empathy for others and the ability to collaborate effectively (Kholipah & Laksana, 2024).

Elementary school educators who apply the values of mutual cooperation are very influential in building a positive and peaceful environment and supporting student character formation. With the P5, teachers receive more structured guidance to integrate the values of mutual cooperation into the learning process. In addition, cooperation among teachers also increases due to the encouragement to support each other in implementing the program (Bora & Irawati, 2022; Cheng & Yan, 2021). This proves that character education not only has an impact on student development but is also able to build a culture of collaboration and synergy between educators, which ultimately strengthens social relationships in the school environment.

Overall, the implementation of character education based on mutual cooperation values through P5 among elementary school teachers is a strategic step to instill deep social values in students. With adequate training and support, teachers are expected to be able to more effectively integrate mutual cooperation values into daily learning activities, so that these values can become an integral part of school culture (Riyadi et al., 2024). This program is also expected to be a long-term solution in building student character that is more responsible, empathetic, and has strong values of togetherness. Thus, educational goals that not only focus on cognitive aspects but also moral and social aspects can be achieved, preparing a stronger and more positive generation to face future challenges (Badriyah et al., 2021; Sagita et al., 2017; Saifullah et al., 2024).

Therefore, the P5 in the Merdeka Curriculum will concentrate on creating a meaningful learning process for students, especially by implementing mutual cooperation values. In its implementation, students are encouraged to communicate with their friends, create objects related to the project, and learn problem-solving to achieve optimal results. The Pancasila Student Profile prioritizes character development and the cultivation of practical life skills that can be applied in diverse situations, both inside and outside the classroom. By leveraging an inclusive school culture, intracurricular and extracurricular learning, and P5 projects, students are given opportunities to acquire knowledge while fostering a work culture that enhances their character growth.

MATERIAL AND METHODS

The study adopted a quantitative descriptive approach to evaluate the application of mutual cooperation character among teachers at SD Al Amanah Tangerang Selatan. All 16 teachers at the school were selected as the sample, providing a more accurate and representative analysis of the implementation. Data collection used a Likert scale model instrument, where each statement has a score range of 1 to 5 to assess the level of respondent agreement regarding the attitude and practice of mutual cooperation in teaching activities and daily activities at school. The data obtained were analyzed using descriptive and inferential analysis techniques to see the patterns and tendencies of the application of mutual cooperation by teachers. Data processing used SPSS version 25.

RESULTS AND DISCUSSION

The struggle to implement character education in schools consists of the implementation of the P5. One of them is the application of the character of mutual cooperation in teachers, which can be seen from Table 1.

Table 1. Tabulated Results on the Implementation of Mutual Cooperation Character in Teachers

Mutual Cooperation Character Indicator	Percentage (%)
Cooperation	80
Upholding a family attitude	82
Prioritizing common interests	83
Respectful attitude to colleagues	81
Solving problems together	85

According to the tabulation results in Table 1, the indicator of joint problem-solving stands at the highest percentage (85%), followed by prioritizing common interests at 83%. The joint cooperation indicator, though still relatively high, ranks lowest at 80%. These findings suggest that teachers at SD Al Amanah Tangerang Selatan generally exhibit a strong level of mutual cooperation, with areas for further development, particularly in enhancing cooperation and mutual respect among colleagues.

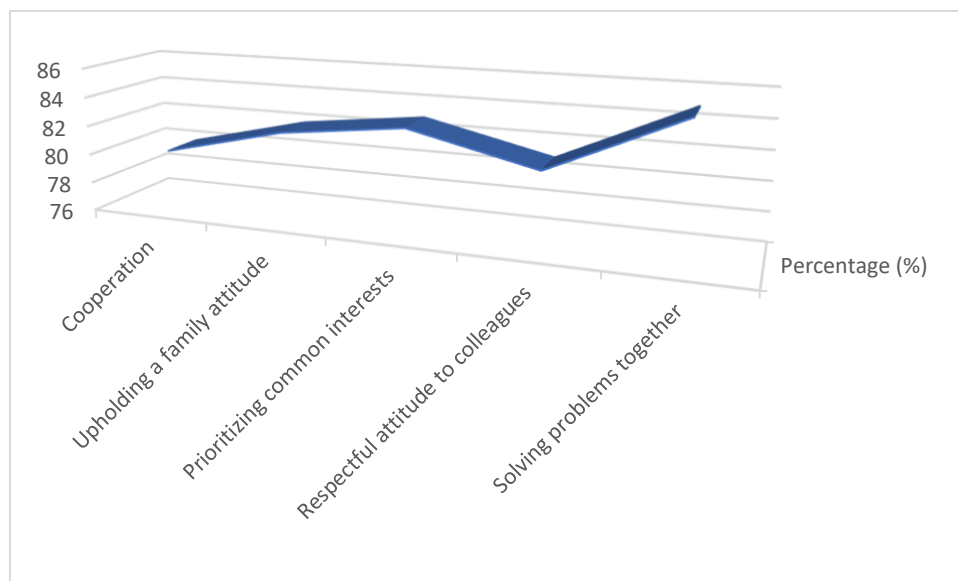


Figure 1. Data Tabulation Diagram

Overall, the implementation of the character of mutual cooperation at SD Al Amanah Tangerang Selatan is going quite well, and several important elements need to be improved, which is a problem in creating a conducive and harmonious working atmosphere in the school environment. Teachers must be able to consistently demonstrate attitudes of mutual cooperation both in professional, social, and comprehensive contexts so that they have a positive impact on the quality of learning and the creation of a harmonious school climate (Hasanah et al., 2022; Napratilora et al., 2021). The form of elaboration of these aspects is as follows.

Collaboration

Teacher collaboration at SD Al Amanah Tangerang Selatan is an aspect that receives full attention, especially cooperation in planning and implementing learning in schools. For example, the preparation of the Learning Implementation Plan (RPP), which sometimes, during curriculum meetings, is still not in line with the pretext of being complicated, difficult, and unable to complete the RPP properly. Often done individually, so that teachers cannot complete this task properly, resulting in different opinions and results in designing learning methods and materials.

This condition requires teachers to be able to foster and establish cooperation in schools so that they can play an important role in creating quality education and learning, and can encourage and support the development of student character in schools (Don & Arumugam, 2019; Dugang, 2020). This collaboration involves various educational and learning activities, such as curriculum design, preparation of teaching materials, teaching strategies, teaching methods, and evaluation of student learning outcomes. Teachers who are able to collaborate are able to share ideas and experiences with each other so that various challenges in the learning process can be overcome together (Wullschleger et al., 2023). The ability to work together is essential to creating a positive learning environment. By implementing a structured learning program, teachers can offer a more engaging and rewarding learning experience for students. Teacher collaboration and cooperation can increase students' motivation to learn better because they will feel more supported and get an ideal and comfortable classroom environment (Y. Sari, 2020). In addition, with collaboration, teachers can help each other when dealing with students with special needs (ABK), thus improving the quality of education as a whole and holistically (Sarpita et al., 2022).

Teachers, as educators, are expected to model cooperation and instill values of mutual support, responsibility, and discipline. Through character education and social activities, they can provide students with real-life examples of collaboration and empathy. So that these conditions can foster and have a positive impact on student behavior in developing character education in their daily lives (Hasibuan, 2023; Tuytens et al., 2021; Wati et al., 2020). Although collaboration between teachers is essential, there are challenges such as differences of opinion, time constraints, and a lack of support from the school. Overall, teacher collaboration brings great benefits, both in improving the effectiveness of teaching and in shaping the character of students. Teachers who work in a collaborative environment not only become more skilled but are also able to provide positive role models for students. Therefore, schools need to continue to support collaboration between teachers as part of efforts to create holistic education.

Upholding Family Attitudes

Teachers also demonstrate a high sense of family, especially in social interactions outside of school hours. They are often involved in joint activities, such as social events and celebrations of major holidays, which strengthen personal relationships between teachers. As many as 82% of teachers feel that the family atmosphere at school is very supportive in working together (Munawir & Erindha, 2023). The family attitude among elementary school teachers plays an important role in creating a harmonious work environment and supporting the development of student character. Collaboration based on family encourages teachers to support each other, both in emotional and professional aspects, thereby increasing work enthusiasm and reducing stress (Savini, 2024; Savitri & Dewi, 2021). Joint activities such as school meetings, community service, and other events strengthen relationships between teachers, creating solidarity that has a positive impact on the effectiveness of teaching and learning planning.

This family attitude also sets a direct example for students, teaching them the values of empathy, mutual assistance, and respect, all of which contribute to their character development. However, implementing this family-oriented approach requires support from the school to overcome challenges, such as differences in background, and communication development programs are important to strengthen this family spirit. With a supportive work environment, the family attitude among elementary school teachers can continue to develop, bringing positive impacts to the entire school community, both for teachers, students, and the school as a whole (Hamid, 2017; Kholipah & Laksana, 2024).

Prioritizing Common Interests

In various decisions involving school interests, teachers at SD Al Amanah tend to prioritize common interests over individual interests. This is clearly seen in activities such as decision-making related to learning methods, where teachers always discuss first before making a final decision. As many as 88% of teachers stated that they always consider common interests in every discussion (Tampubolon & Sibuea, 2022; Trudel-Fitzgerald et al., 2019; Wullschleger et al., 2023). Prioritizing common interests among Elementary School (SD) teachers is an important attitude in creating an effective and conducive educational environment. By prioritizing collective interests, teachers can work together to achieve a greater goal, namely, creating a quality learning experience for students. According to Wulandari and Suryono (2023), this attitude includes supporting each other, sharing responsibilities, and setting aside individual egos in order to achieve the interests of the entire school community. When teachers act collectively, they can help each other, especially when facing various learning challenges, such as individual student needs or adjustments to curriculum changes (Badriyah et al., 2021).

In addition, prioritizing common interests improves teamwork, which contributes to increased teaching efficiency. Teachers who can prioritize common interests tend to be more open to criticism and suggestions from their colleagues, which helps them improve their teaching methods (Don & Arumugam, 2019). This improves the quality of learning because teachers can learn from each other's experiences. By working in a compact team, they are also able to design strategies that are more coordinated and appropriate for the needs of diverse classes. Furthermore, the attitude of prioritizing common interests among teachers becomes a real example for students. When students see teachers working together and prioritizing collective interests, they get an example of the importance of cooperation and empathy.

A study by Handayani and Setiawan (2023) showed that students tend to imitate the behavior of their teachers, so that the collective attitude of teachers directly shapes the character of students to value cooperation and care for each other more. Support from school management in the form of professional development and team training can also help teachers understand the importance of prioritizing common interests (Karakuş & Töremen, 2008; Khasawneh, 2024). Thus, overall, by placing common interests above individual interests, teachers in elementary schools not only create a harmonious working environment and a comfortable working climate but also strengthen the values of cooperation that are important for students and the educational environment as a whole.

Respectful Attitude Respecting Colleagues

Respect among coworkers is very prominent in the SD AL Amanah environment. Teachers always show respect in discussions and meetings, including giving each teacher the opportunity to express their opinions. This attitude is also reflected in the way they help each other when there are difficulties in teaching. As many as 92% of teachers feel that respect between teachers is very well maintained (Dugang, 2020). Mutual respect among elementary school teachers is very important to create a harmonious and productive work environment. When teachers show mutual respect, the work atmosphere becomes more conducive, and each individual feels appreciated and supported in carrying out their duties. Respect among coworkers increases teacher involvement and motivation in the teaching process.

Teachers who feel respected tend to have higher work enthusiasm and are more open to collaborating in planning and evaluating learning (Lestari et al., 2023). Respect also facilitates more effective communication. When each teacher feels safe in expressing opinions or suggestions, they find it easier to share their views on learning challenges or innovations without fear or anxiety. Research conducted by L. Y. Sari & Listyaningsih (2023) found that communication based on respect resulted in better solutions to problems faced in the teaching process.

Teachers who respect their colleagues are also more likely to listen to new ideas and accept input from others, which directly impacts the quality of learning. Respectful attitudes between teachers serve as important role models for students. When students see their teacher treating colleagues with respect, they learn positive values such as respecting differences and the importance of listening to others. Handayani and Setiawan (2023) stated that teachers who respect their colleagues can create a more inclusive and supportive classroom environment where students feel safe and valued. In this way, these

values can also influence student behavior in their daily interactions, creating a broader culture of mutual respect in the school environment (Wang et al., 2009).

In addition, by implementing group learning, students will have the opportunity to build relationships with their friends. This activity encourages them to get used to playing and feel comfortable asking questions during the learning process. Furthermore, students can share information and experiences they have. This can train them to develop empathy, of course, with teacher direction regarding the importance of empathy (Isnaini et al., 2023). Support from school management also plays an important role in encouraging mutual respect among teachers, for example, through effective communication training and team-building activities. These programs can help teachers understand the importance of mutual respect and how to practice it in their work environment. Overall, the attitude of respect between teachers in elementary schools plays an important role in creating a work atmosphere that supports professional development, as well as forming a positive character for students (Wild et al., 2023).

Collaborative Problem Solving

Teachers in this school demonstrate collaborative problem-solving skills. When problems arise at school, such as difficulties in classroom management or differences in views on teaching methods, teachers tend to resolve them through group discussions. Collaborative problem-solving among elementary school teachers is an effective strategy for creating a collaborative work environment and supporting the improvement of teaching quality (Krulik, 1987). When teachers face challenges, such as differences in student needs or adjustments to curriculum changes, collaborative problem-solving provides more comprehensive solutions and involves multiple perspectives. The involvement of the entire team in solving problems encourages teachers to share ideas with each other, resulting in more innovative teaching approaches that are appropriate to the needs of diverse classes (Yayuk & As'ari, 2020).

This collaborative problem-solving process also strengthens relationships between teachers and fosters a sense of togetherness. When teachers work together to find solutions, they learn from each other's experiences, increase trust, and strengthen positive team bonds (Orgoványi-Gajdos, 2016). This supports a comfortable working atmosphere, where each team member feels supported by their colleagues. Teachers who feel supported in dealing with problems will be more motivated to innovate and try new approaches in teaching. Thus, solving problems together also becomes a positive example for students. When students see their teachers working together to overcome challenges, they learn about the importance of cooperation and respecting differences of opinion. Teachers who engage in joint problem solving can create a more inclusive classroom environment and encourage students to also prioritize cooperation in their interactions (Hamid, 2017; Munawir & Erindha, 2023). School support in the form of team-building training and effective communication can help teachers be better prepared to face various challenges together.

CONCLUSION

The results of the study indicate that most teachers at SD AL Amanah Tangerang Selatan are aware of and try to implement mutual cooperation character education through the P5 among Elementary School (SD) teachers. This shows that they are very aware of the importance of teamwork in creating a good and mutually supportive learning atmosphere. However, there is variation in the level of implementation of these values, which is influenced by several factors, including support from school management and available training opportunities. Therefore, it is important to strengthen support from management and improve training for teachers so that the implementation of mutual cooperation character can be maximized. This study also shows that the implementation of mutual cooperation character not only helps develop student character but also strengthens cooperation between teachers, which has a positive impact on the effectiveness of the learning process. Overall, the findings of this study provide important insights for the development of character education programs in schools. This encourages all parties to be more active in implementing mutual cooperation values in the educational environment. It is hoped that with consistent implementation and sufficient support, mutual cooperation values can be

embedded well among teachers and students, and create a stronger and more sustainable educational culture.

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