

# STRENGTHENING THE CHARACTER OF FAITH, FEAR OF GOD ALMIGHTY, AND NOBLE CHARACTERS THROUGH THE HABITUATION METHOD IN THE P5 PROGRAM AT PRIMARY SCHOOL

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**Abstract.** This research aims to explore strengthening the character of faith, devotion to God Almighty, and noble character through the habituation method in implementing the Pancasila Student Profile Strengthening Program (P5) in elementary schools. The literature study method is used to examine various scientific sources, such as related journals. The research results reveal that the habituation method is an effective approach in shaping students' character through integrating religious and moral values into daily activities. Activities such as group prayer, mid-day prayers, good manners and discipline not only strengthen spiritual values but increase students' ethical awareness and social responsibility. The implementation of this program is tailored to the characteristics and needs of each school, so that it is more relevant to the local context. This research concludes that the habituation method in P5 not only strengthens students' spiritual and ethical dimensions but also supports the achievement of holistic character education goals.

**Keywords:** Character; Pancasila Profile Student; Habituation Method.

## INTRODUCTION

Globalization is a development process that involves increasing openness, relations and cooperation between countries in various fields (Ayuningtyas and Pramono, 2023). This phenomenon acts as a catalyst for accelerating progress in aspects of communication, information and technology. Globalization has a significant impact on the lives of Indonesian people. One of the positive impacts is the creation of global integration that transcends geographical boundaries, allowing people to interact more easily in various fields. In addition, globalization opens up great opportunities to improve the quality of human resources through wider access to education, technology and innovation, which can encourage the nation's progress. On the other hand, globalization also has a negative impact, especially with the entry of foreign cultures with a westernized pattern. This culture is often considered more modern, interesting and relevant to current trends, thereby attracting the attention of various groups of society. As a result, local Indonesian culture is gradually becoming marginalized, which has the potential to cause degradation of the morals and character of the younger generation. If not anticipated, this could erode the nation's cultural identity which should be a national strength. Therefore, strategic efforts are needed through character education based on Pancasila values. This education functions as a moral fortress to strengthen national identity, as well as forming a generation that is not only adaptive to global changes but also remains steadfast in noble cultural and national values.

The application of Pancasila values to the nation's next generation is increasing along with the increasing phenomenon of juvenile delinquency which tends to lead to social deviant behavior. The aim of instilling these values is to build a solid moral and ethical foundation, so that the younger

generation can face social dynamics with a responsible attitude and based on the principles of Pancasila. Implementing character values in Indonesia currently has many challenges, such as the rise in cases of bullying and the decline in devotion to God (Asy'ari, Ulum, and Sari, 2024). In line with this opinion, there is an example of a bullying case reported by Kompas.com which was published on Thursday, July 21 2022, reporting that a student from Tasikmalaya who was in elementary school with the initials F, who was 11 years old, died due to depression caused by acts of bullying in the form of sexual assault and harassment, in which the victim is forced by his co-star to have sex with a cat. There was also a report by Detik.com published on Thursday, November 24 2022, which revealed violent behavior carried out by six students from South Tapanuli, they were suspected of being involved in an act of violence against an elderly woman by kicking the victim. This action not only violates moral and social principles, but also leads to legal action as a form of accountability for their actions. Following up on the increasing number of these cases, character education must be taught systematically and comprehensively from an early age (Ayuningtyas and Pramono, 2023).

The government has consistently implemented various strategic efforts to strengthen the nation's character through education. Education aims to shape and empower students to become individuals who have faith, responsibility and integrity (Asy'ari, Ulum, and Sari, 2024). As time goes by, in Indonesia the education process is experiencing updates and improvements, one of which is the development of the curriculum. The curriculum in Indonesia was developed before Indonesia's independence and continues to undergo changes to this day (Santoso, Damayanti, Murod, and Imawati, 2024). The curriculum currently being developed and implemented by the government is known as the independent learning curriculum. This independent curriculum was designed by the government based on the formation of students' character that is in line with the values in the Pancasila Student Profile, so that they are able to apply these characters in everyday life (Azizah, Ridwan, Rohayati, and Marini, 2023). The Pancasila Student Profile is expected to act as a guide that expedites and increases the effectiveness of the educational process, so that its implementation is expected to be able to form Indonesian students who internalize the six main elements, namely faith and devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, reason critically and creatively in accordance with Pancasila values (Ningsih, Sofiana, and Hamidaturrohman, 2023).

One of the main characters in the Pancasila Student Profile which has an important role to be applied in life, namely Faith, Devotion to God Almighty and Having Noble Morals. This character aims to form students who have strong faith, obedience in carrying out religious teachings, and noble behavior that reflects the first principle of Pancasila, namely Belief in One Almighty God. (Azizah, Ridwan, Rohayati, and Marini, 2023). In this character there are five key elements, namely various morals, personal morals, morals towards humans, morals towards nature, and national morals. These five morals can be a reference in realizing students' understanding of the application of character. One way to implement character education is through habituation or habituation.

Habituation or habituation is an activity that is carried out continuously, activities carried out routinely will gradually become a habit (Maghfiroh, Soegeng, and Sulianto, 2023). The application of habituation in schools in developing the character of faith, devotion to God Almighty, and noble character can be applied by praying before and after studying, reading Asmaul Husna, reading daily prayers, and carrying out clean Friday activities. If good practice is applied continuously, it will become a habit for students that will be difficult to abandon in the future. Therefore, it is important to apply habituation in the educational process.

Research conducted by (Asfika, Nuvitalia, and Putriyanti, 2023) shows that the implementation of Pancasila Student Profile character education through habituation in class IV of Sjafrudin Islamic Elementary School, Kendal Regency is said to be good. This is supported by the average score of the questionnaire and observation sheet which obtained a percentage of 82.82% in the category of being entrenched in the school.

Based on the background that has been explained, the researcher aims to find more in-depth information through literature studies from previous studies on how to strengthen the character of faith and devotion to God Almighty through the habituation method in the P5 program in elementary schools.

## RESEARCH METHOD

### 1.1 Type of Research

This research uses a qualitative approach. According to Sugiyono (2017), a qualitative research approach is used to obtain deeper data, where the data contains true meaning. Meanwhile, the method used is a literature study. According to Sarwono (in Munib and Wulandari, 2021) suggests that literature study is the process of examining data sourced from various references, such as books, scientific articles, news, as well as relevant previous research results. The aim of this method is to obtain a strong and relevant theoretical basis as a basis for understanding and analyzing the research problem being studied.

### 1.2 Data Analysis Techniques

The data analysis technique used in this research uses theory according to Miles and Huberman (in Sugiyono, 2017) stating that there are three forms of data analysis that can be used in research, namely data reduction activities, data presentation, and drawing conclusions. In this research, data was collected from books, scientific articles, journals, news and previous research to determine the strengthening of the character of faith, devotion to God Almighty through the habituation method in the P5 program in elementary schools, then the data that has been obtained is then analyzed and studied more in-depth, and systematic which is then reduced descriptively.

## RESULT AND ANALYSIS

Table 1. Research Data

| No | Research and years                   | Article Title                                                                                      | Effort                                                                                                                                                                                                                                                                                                                                                                                                        | Results                                                                                                                                                                                                                                                                                                                                                                                                     |
|----|--------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | (Murni, Untari, and Nuvitalia, 2023) | Formation of Pancasila Student Character Profile Through Habitual Activities in Elementary Schools | The schools studied have carried out various kinds of habituation. The habituation activities are carried out by all parties in the school in forming the 6 character values of the Pancasila Student Profile. The habituation activities carried out include praying before and after carrying out activities, reciting Asmaul Husana, praying Dzuhur in congregation, flag ceremonies every Monday, routine | The implementation of habituation is implemented through various structured activities and through exemplary examples by educators. The programs that have been designed have been well organized, so that the implementation of habituation can take place systematically and have a positive impact on the formation of student character, especially in terms of strengthening moral and ethical values, |

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|    |                  |                                                                                                          | morning roll calls every day, and mutual cooperation in group activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | although there are still a number of students who show less than ideal characters, due to various challenges faced by the school in an effort to form good character in each individual student.                                                                                                                                             |
| 2. | (Alawi, 2019)    | Character Building Education Through the Habits of Noble Morals (Study of SD IT Asy Syifa, Bandung City) | Character education programs in schools focus on various activities designed to accustom students to demonstrate positive behavior. These activities begin when students arrive at school, such as shaking hands with teachers as a form of respect, reciting prayers before starting activities, and performing Dhuha prayers regularly. During the learning process, students are also taught to develop a disciplined attitude and practice politeness to anyone, both younger and older. This approach aims to instill moral and ethical values in students' daily lives. | Based on its implementation, the habituation activities of Character education, especially those in SD IT Asy Syifa, Bandung City, have shown that the instillation of character education has been carried out quite well and optimally. Positive habits such as spiritual habits, worships carried out at school can also be done at home. |
| 3. | (Nuryanti, 2019) | Implementation of Character Education Through Habits in Elementary Schools                               | The implementation of habituation in forming the character of students is carried out in three ways, namely: through programmed habituation, routine habituation, and spontaneous habituation. These programmed activities have been implemented and scheduled at the beginning of the school year, such as                                                                                                                                                                                                                                                                   | According to the researcher's view, the implementation of character education in the school can change student behavior. The results of the observation showed that the majority of students at SDN Widoro have shown discipline and politeness. This is reflected in the neatness of their clothing, the habit of shaking hands with        |

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|    |                           |                                                                                                                             | the Ramadan Islamic boarding school, flag ceremony, and Physical Health Gymnastics (SKJ). In addition, routine habituation activities are carried out, such as praying before and after learning, lining up to check neatness before entering class, and class duty. Examples of spontaneous habituation activities carried out include praying for friends, family or teachers who have been hit by a disaster, and throwing garbage in its place.                                                                                                    | teachers, lining up before entering class, praying before and after learning, and entering class on time without being directed. The students' speech also shows a good level of politeness. The researcher suggests that the school continue to consistently implement character education through teacher habits and role models to ensure the strengthening of character values comprehensively and continuously.                                                                                                                                                                                                                |
| 4. | (Aziz, and Hasanah, 2022) | Strengthening the Profile of Pancasila Students Through Character Education Based on Islamic Values in Elementary Madrasahs | Efforts made by MI Barokah At-Tahdzib in implementing habits as a form of implementing character education based on Islamic values, such as speaking using Javanese krama injil, calling teachers ustaz and ustazah, shaking hands, reading and making offerings using the yanbu'a method, reciting and memorizing the book kaifa tusholli, tahfiz, memorizing daily prayers, reading the book Ngudi Susilo regarding manners and ethics carried out by children in daily life, dhikr jama'i, and the habit of praying duha and zuhur in congregation. | Islamic values applied in character education in madrasahs include cleanliness and purity of soul, piety, noble morals, and Quranic values. These values are integrated through routine habituation activities, such as maintaining environmental cleanliness, performing congregational worship, and interacting politely. This approach not only forms Islamic character in students but also supports the dimensions of faith and noble morals in the Pancasila Student Profile. Thus, madrasahs play a strategic role in internalizing Islamic values as a whole in order to produce a generation that is moral, has integrity, |

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|    |                                                |                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | and contributes positively to society.                                                                                                                                                                                                                                                                                                                                                                     |
| 5. | (Lestari, Praheto, and Setiowati, 2022)        | Application of Positive Culture in Realizing the Pancasila Student Profile Character for Students at SD Negeri 4 Kelapa Kampit | Through the application of the habituation method, students are actively involved in various programs and activities designed by the school, such as flag ceremonies, community service activities, arts performances, and participation in extracurricular activities. In the learning process, positive habits are also instilled through the practice of praying before and after learning activities. In addition, students are encouraged to contribute voluntarily by making donations or donations every Friday. This habit is integrated as part of efforts to build character through strengthening religious values in daily life in the school environment. | The character values reflected in the Pancasila Student Profile, especially regarding faith, devotion to God Almighty, and noble morals, have been realized optimally at SD Negeri 4 Kelapa Kampit. This is achieved through the implementation of various positive activities and habits that are designed systematically, so as to be able to shape students' personalities based on these noble values. |
| 6. | (Maulida, Untari, Siswanto, and Kanitri, 2023) | Analysis of Religious Values Through Character Cultivation in Class 1 Students at SDN Pedurangan Kidul 01                      | There are indicators of religious values that are used to measure student achievement through habits, namely praying before and after learning, learning to give alms, maintaining cleanliness, practicing 5S (greeting, smiling, saying hello, being polite, courteous), making friends, and being kind to others. Routine habituation                                                                                                                                                                                                                                                                                                                                | The formation of religious character through habituation is a very important aspect in educating students. Therefore, teachers have a strategic role to improve students' religious values by integrating habits that are in line with indicators of religious character. It is hoped that this approach can help students develop noble morals and                                                        |

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|  |  |  | activities are carried out such as flag ceremonies every Monday, reciting the Asmaul Husna every morning regularly, maintaining cleanliness by throwing rubbish in the right place, learning to give alms such as sharing food with friends or the surrounding environment, and helping friends if they need help. | positive attitudes in everyday life. |
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Based on various sources obtained, it can be seen that the implementation of habituation activities in schools plays a significant role in improving students' character values, especially in the dimensions of Faith, Devotion to God Almighty, and Noble Morals. Habituation activities that are generally implemented in the school environment include various religious and social activities, such as the implementation of obligatory and sunnah prayers in congregation, reading the Qur'an together, the practice of giving alms, and the implementation of the 5S culture (Smile, Greet, Greeting, Polite, and Courteous). This habituation process involves the active participation of all school residents while in the educational environment, thus creating a conducive atmosphere to instill and strengthen noble character in students.

From the various efforts that have been explained, it can be understood that the implementation of habituation activities in the school environment involves various forms of activities designed with the aim of forming students who have noble character, have a generous nature, and show concern for others. These activities are designed in a structured manner to instill moral and social values, so as to be able to create a generation that is not only academically superior but also has a good personality and is responsible in community life. The habituation of discipline and politeness is integrated consistently into the daily lives of students. Through this habituation, religious and ethical values are embedded in student behavior, although challenges still exist in ensuring that all students apply them evenly. A systematic approach supported by teacher role models is the key to the success of student character formation.

## CONCLUSION

The results of the relevant literature review indicate that character formation in line with the Pancasila Student profile, especially in the dimension of faith and devotion to God Almighty, has been successfully implemented in the school environment. This success is the result of the implementation of habituation activities that are carried out routinely, systematically, and well-planned. Each school adapts these habituation activities to suit the situation, potential, and needs of each. This adjustment ensures that the program being run is able to achieve optimal effectiveness. With this approach, each activity designed not only strengthens students' character values, but is also carried out comprehensively, continuously, and in line with national education goals.



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