

Implementation of Mutual Cooperation Skills in Pancasila Education Learning in Class 2 of MI Al-Fatih

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Abstract

This study aims to determine the skills of mutual cooperation, the role of teachers in implementing mutual cooperation skills, and also the impact of Pancasila education learning on mutual cooperation skills. By using a descriptive phenomenological research method, the instrument uses interviews, observations and documentation to collect data. The results show that from the 3 data collection techniques, mutual cooperation skills in Pancasila education learning to form and apply positive values to students, the role of teachers is an important role for students as role models, the positive impact of mutual cooperation can develop collaboration in students. In conclusion, this study underlines the importance of incorporating cooperative skills into Pancasila education to build students' ability to work together, the role of teachers who are examples for students in building collaboration, and the positive impact felt by teachers with mutual cooperation, students are able to understand other people's opinions and are active in communicating with their friends. And ensure that students not only learn about these values but also practice them in their daily interactions.

Key Words: Mutual cooperation, Pancasila Education, character education.

Abstrak

Penelitian ini bertujuan untuk mengetahui keterampilan gotong royong, peran guru dalam penerapan keterampilan gotong royong, dan juga dampak dari pembelajaran pendidikan pancasila terhadap keterampilan gotong royong. Dengan menggunakan metode penelitian deskriptif fenomenologi, instrumen menggunakan wawancara, observasi dan dokumentasi untuk mengumpulkan data. Hasilnya menunjukkan dari 3 teknik pengumpulan data tersebut bahwa keterampilan gotong royong dalam pembelajaran pendidikan pancasila untuk membentuk dan menerapkan nilai-nilai positif kepada siswa, peran guru menjadi peran penting bagi siswa sebagai contoh teladan, dampak positif dari gotong royong dapat mengembangkan kolaboratif pada diri siswa. Sebagai kesimpulan, penelitian ini menggarisbawahi pentingnya menggabungkan keterampilan kooperatif ke dalam pendidikan Pancasila untuk membangun kemampuan siswa dalam bekerja sama, peran guru yang menjadi contoh bagi siswa dalam membangun kolaboratif, dan dampak positif yang dirasakan guru dengan adanya gotong royong siswa mampu memahami pendapat orang lain dan aktif dalam berkomunikasi dengan temannya. Dan memastikan bahwa siswa tidak hanya belajar tentang nilai-nilai ini tetapi juga mempraktikkannya dalam interaksi sehari-hari mereka.

Kata Kunci: Gotong royong, Pendidikan Karakter, Pendidikan Pancasila

Introduction

Character education is very important to be implemented at the primary level because it is the first step of formal education to form a better personality of students (Tuhuteru et al., 2023). Character education in elementary schools must receive more attention to form a solid foundation of noble morals for students. This is done so that learners become aware of the importance of good values and are committed to always achieving both in higher education and in everyday life that human education must start from elementary school, because if the personality is not formed early then a person's personality will be difficult to change (Rosyida & Saputri, 2022).

So far, character building has been integrated into the teaching, or more precisely, learning, process at school. Learning about character values is very important in order to develop the potential of students who are more dignified. Character education as a conscious effort through good actions and examples has been established in subjects, one of which is the subject of Pancasila Education. Mulyatno explained that Pancasila Education is one of the subjects that has an instructional effect as well as a nurturant effect. Thus, in the subject of Pancasila Education, certain character values, especially the main values, in addition to being integrated in learning, must also be measured and assessed, both in formative and summative assessments.(MULYATNO, 2022)

Character education in students is still very minimal, despite the implementation of subjects related to character education. Based on the experience of researchers during observations in elementary schools, it was found that there were still many students who did not comply with the rules, both rules in mutual cooperation such as lack of awareness to clean the class (picket), in completing group discussions given by the teacher, and helping each other between friends, and the difficulty factor of students in mutual cooperation(Yulianti, 2023). The current problem is that the practice of education in learning Pancasila Education that takes place in the classroom is only oriented towards achieving cognitive goals. While the affective aspects, things related to the process of character building or student attitudes tend to be ignored. Without realizing it, this will create children who are smart but have no character. The lack of optimal character building in children is partly due to the teacher's lack of ability to apply the materials in the Pancasila Education subject. Therefore, it is necessary to develop students' character education through the values in the subject of Pancasila Education. (Sukirno et al., 2023)

Mutual Cooperation Skills is one of the characteristics of the Indonesian nation. An understanding of gotong royong needs to be developed through education, especially in basic education, which is an educational level to teach and instill various values and good attitudes. In general, the principle of gotong royong contains the substance of divine values, kinship, deliberation and consensus which are the basis of the view of life or as the foundation of the philosophy of the Indonesian nation. Looking at the principles contained, that gotong royong is clearly inherent in social life.(Aulia Dewanti & Alhudawi, 2023)

Mutual Cooperation Skills is a culture or tradition that has existed since the time of our ancestors. Gotong royong is also a basic value contained in the legal basis of the Indonesian state (Pancasila), the 3rd principle, namely the unity of Indonesia. Where Indonesian people always apply the culture of gotong royong to strengthen the sense of unity. Gotong royong also has the ability to turn heavy work into easier in an

amazing way, almost like hypnotizing humans. In addition, gotong royong has the potential to create a social environment that supports and collaborates in addressing common problems.(Sariyatun, 2021) This gotong royong attitude is one of the main characteristics that distinguish Indonesia as a country. However, in this era of globalization, a lot of Indonesian culture or traditions are starting to fade. One of them is this gotong royong culture. The ideas that arise due to the times and modernization make people indifferent to preserving the culture that has been fertilized by our heroes. The entry of westernized culture is one of the factors for the fading of the culture of gotong royong in Indonesia, where the culture of the Indonesian nation has now begun to be replaced by westernized culture.(Simarmata et al., 2020)

The importance of mutual cooperation teaches students to empathize with others. By applying the values of mutual cooperation from an early age, students can develop habits in everyday life, the living environment, and even the work environment. The purpose of character education is to provide students with the ability to cooperate with others, foster relationships in groups, and work together to achieve certain goals. By working together, cooperative behavior (Pedagogies of cooperation and solidarity, 2022)allows students to develop friendly relationships and respond positively to emotional regulation(Khumairoh, 2022). Gotong royong has populist characteristics as well as the demands of democracy, unity,

One of the impacts of the lack of mutual cooperation skills on students is the lack of awareness of the surrounding environment such as not doing picket schedules according to their schedules, lack of cooperation between friends in working in learning groups. So the solution in this case is to make a mutual cooperation schedule that matches the schedules of students and school staff, and give appreciation to students in doing mutual cooperation. Gotong-royong reflects the spirit of progress that describes collaboration, joint struggle, collective action, and hard work to achieve common goals(M & Rahmat, 2022).

Pancasila Education is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become smart, skilled, and characterized Indonesian citizens in accordance with the mandate of Pancasila and the 1945 Constitution. One of the objectives of Pancasila Education is to equip students to have the skills or even the ability to develop positively and democratically(Hamdani et al., 2022). Furthermore, the attitude to be developed is an attitude that is actually extracted from the original character or latent culture of the Indonesian nation. The learning function of Pancasila Education has three main functions, namely as a vehicle for the development of democratic citizens, which functions to develop citizen intelligence (civic intelligence), functions in fostering citizens who have an attitude of responsibility (civic responsibility) and functions in encouraging citizens to participate by being actively involved in various activities (civic participation). The learning characteristics of Pancasila Education are shaping values and morals, building the character of students, and instilling the values of Pancasila.(Aryani et al., 2022)

In the context of learning Pancasila Education for grade 2 students, the role of the teacher is very significant. Teachers not only create effective and efficient learning, but also serve as examples, assessors and advisors. By providing positive examples and involving students in decision-making, teachers help shape students' mutual

cooperation attitude. Giving assignments as a process assessment and responding to student behavior are concrete steps in applying the learning values of Pancasila Education(Harefa et al., 2022). The teacher's strategy here can help students develop their character. Character education instills good habits so that students understand what is right and what is wrong. Strengthening character education is based on five principles: religion, independence, mutual cooperation, nationalism and integrity. The role of teachers is important in shaping children's behavior and social skills. Teachers are always role models for children, especially in elementary school. Therefore, teachers must be able to maintain and provide examples of good behavior in accordance with the norms or rules that apply in schools and society. (Veronika & Dafit, 2022)

But in reality, Indonesian people, especially students at MI Al-Fatih, do not understand the meaning and benefits of having a mutual cooperation life. Based on the results of observations and interviews, mutual cooperation skills in class 2 MI Al-Fatih are still minimal with an attitude of mutual cooperation. Students still often forget their obligations to carry out class pickets, clean the school environment, complete group assignments together, and help each other. As well as what difficulties affect the attitude of mutual cooperation of students. And here the role of the teacher is very important in fostering the attitude of mutual cooperation skills in students.

So it can be concluded based on the explanation above with the theme Implementation of mutual cooperation in learning Pancasila Education. This research highlights the importance of cooperative skills in fostering a collaborative learning environment, which is in line with the broader educational goals of Pancasila education. The findings are expected to contribute to a better understanding of how these skills can be effectively integrated into the curriculum, ultimately enhancing the educational experience for students.

Method

This research uses a qualitative approach research method with the type of phenomenology(Alhazmi & Kaufmann, 2022). This approach was chosen to explore the real experiences of students and teachers in the application of gotong royong skills in Pancasila Education learning. This research was conducted at MI Al-Fatih with a focus on grade 2 students, which is an important stage in character building and Pancasila values. Data were collected through interview and observation techniques, and documentation that enabled the researcher to gain an in-depth understanding of the interactions and learning processes taking place in the classroom. In this way, the research aims to describe how gotong royong skills are implemented and their impact on students' learning experiences. This research is expected to contribute significantly to the understanding of the importance of gotong royong skills in education, as well as how Pancasila values can be internalized in students through effective and collaborative learning.

Therefore, researchers must have a broad supply of theory and insight so that they can ask, analyze and construct the object under study to be clearer. Phenomenological research has the aim of interpreting and explaining the experiences that a person has in this life, including experiences when interacting with other people and the surrounding environment. This research was conducted at Madrasah

Ibtidaiyah Al-Fatih located in Tajurhalang District. by examining the school, MI Al-Fatih, which is located in Sasak Panjang RT 02/09, Sasak Panjang Village, Tajurhalang District, Bogor Regency.

Sources of data in this study using primary data sources that researchers get data sources by conducting interviews with several informants. And secondary data sources where this secondary data is obtained from primary data which is further processed and presented by researchers to obtain data conclusions. In this study, researchers used observation data collection techniques to observe MI Al-Fatih students during the learning process and the environment. The interview technique was used to interview the grade 2 teacher and direct observation. In this study researchers used documentation data collection techniques to collect images, photographs, recordings, and other written records that have a relationship with the part under study.

The data analysis that I did in this study was data reduction which was carried out by summarizing, separating, and finding themes that were focused on and data reduction would run throughout the research process. The second stage is data presentation where data presentation is carried out in brief descriptions, charts, and the like. By presenting the data, the data will be conditioned and organized and easy to understand. The last stage is drawing conclusions, after presenting the data, the thing that can be done is drawing conclusions. The initial conclusions found are still temporary and can change if there is no strong evidence to support the next data collection stage.(Khaidir Fadil et al., 2023)

Result and Discussion

Learners' Mutual Cooperation Skills

Researchers conducted interviews directly or face-to-face with MI Al-Fatih 2nd grade homeroom teachers on Thursday, February 20, 2025. Interview activities carried out to find out the activities of gotong royong skills in class 2 and to find out the learning of Pancasila Education in mutual cooperation. When the interview was running, the homeroom teacher of grade 2 MI Al-Fatih was very cooperative, assertive and mastered and was willing to provide complete information about the implementation of mutual cooperation skills in Pancasila Education learning applied in grade 2, so that the teacher could provide answers to the researcher's questions well.

Mutual cooperation skills as the goal of Pancasila Education listed in the 2003 National Education System law. Mutual cooperation skills are certainly implemented at MI Al-Fatih. When asked about the definition of mutual cooperation skills to Mrs. Evah as a 2nd grade homeroom teacher revealed that:

“Definisi keterampilan gotong royong menurut saya yaitu sebuah kemampuan untuk bekerja sama dan saling membantu dalam mencapai tujuan bersama. (February,2025)”

In line with Mrs. Evah's statement, the principal Mr. Saipul Anwar S.Pd.I also told researchers that:

“Keterampilan gotong royong merupakan sikap yang membentuk peserta didik menjadi bertanggung jawab, saling menghargai, dan membantu. Gotong royong ini sangat penting ditanamkan kepada anak-anak agar mempunyai bekal di masa depan nanti (February,2025)”

From the results of the interview above, it can be concluded that MI Al-Fatih class 2 applies mutual cooperation skills as an action that seeks to form and apply positive attitudes to students. Reinforced by the results of observations regarding mutual cooperation skills, students are able to cooperate with others both in the learning process and in carrying out activities that build mutual cooperation skills such as cleaning the classroom together, and helping other friends. Students are also able to adapt to changing situations and conditions.

The researcher asked again about how the teacher applies the attitude of mutual cooperation to students. Mrs. Evah revealed that:

“Biasanya saya menerapkan sikap gotong royong pada diri siswa dengan cara memfasilitasi kegiatan kelompok, mempromosikan kerja sama, dan mengajarkan nilai-nilai gotong royong seperti empati dan toleransi. (February, 2025)”

The same thing was also conveyed by Mr. Saipul Anwar as the principal that :

“Gotong royong di sekolah seperti biasanya pada umumnya, yang Dimana kepala sekolah memberikan arahan kepada guru pada tiap-tiap kelas salah satunya gotong royong piket bersama dan diharapkan dengan cara tersebut anak terbiasa bekerja bakti di sekolah (February, 2025)”

From the results of the interview above, it can be concluded that MI Al-Fatih applies mutual cooperation skills. And there are so many mutual cooperation values applied by teachers or principals that become good habits for students. Reinforced by the results of observations regarding how teachers apply mutual cooperation attitudes, teachers use active learning methods such as project-based learning to apply mutual cooperation attitudes. teachers also develop mutual cooperation values such as cooperation, empathy, responsibility to apply mutual cooperation attitudes.

In building skills activities in the classroom, teachers invite students to carry out activities that build mutual cooperation skills carried out in the classroom or outside the classroom in the form of group project activities, can also picket together, or learn outside the classroom. As revealed in Mrs. Evah as the homeroom teacher that:

“Kegiatan yang saya lakukan dalam kelas atau di luar kelas yang memerlukan keterampilan gotong royong dalam kelas bisa berupa kegiatan proyek kelompok, bisa juga piket kelas. Kalau kegiatan diluar kelas bisa juga dengan kegiatan sosial, dan kegiatan olahraga. (February, 2025)”

From the results of the interview above, it can be concluded that MI Al-Fatih applies mutual cooperation skills. And there are so many mutual cooperation activities implemented by teachers or principals that become good habits for students. Reinforced by the results of observations regarding the activities of mutual cooperation skills. 2nd grade students have a high enthusiasm for mutual cooperation such as helping friends who lose items, and helping friends who need help, and helping friends in cleaning the class (picket).

Teachers also feel the benefits of implementing these mutual cooperation skills, which can improve their ability to work together, be able to solve problems, and can develop empathy in students. As revealed by Mrs. Evah in the interview that:

“Yang saya rasakan dari manfaat mengembangkan keterampilan gotong royong pada siswa yaitu dapat meningkatkan kemampuan mereka dalam

bekerja sama, memecahkan masalah, dan mengembangkan empati. (February,2025)”

From the results of the interview above, it can be concluded that MI Al-Fatih applies mutual cooperation skills. And a lot of benefits are felt in the application of mutual cooperation skills applied by teachers which become good habits for students. Reinforced by the results of observations regarding the benefits of mutual cooperation skills, researchers saw that students were able to improve the ability to work together with fellow students so that they could work together more effectively and efficiently. Students are also able to communicate more effectively in their daily activities.

Teacher's Role in the Implementation of Gotong Royong

Learning Pancasila Education can help students understand and live the values of Pancasila, so that students can develop awareness of the importance of these values in everyday life. As the results of the interview submitted by the homeroom teacher 2 that:

“Karena mata pelajaran pendidikan pancasila memfokuskan pada pengembangan nilai-nilai kewarganegaraan seperti kerja sama, empati, dan toleransi. Jadi jelas, pembelajaran Pendidikan pancasila mempengaruhi kemampuan siswa dalam bekerja sama dan berkelompok (February, 2025)”

The statement conveyed by Mrs. Evah is also in line with Mr. Saipul Anwar as the principal of MI Al-Fatih that:

“Pembelajaran Pendidikan Pancasila di sekolah ini sangat membangun pribadi siswa lebih bertanggung jawab, karena dalam pembelajaran Pendidikan Pancasila banyak sekali Pelajaran penting seperti menerapkan nilai-nilai Pancasila dalam kehidupan sehari-hari. Pembelajaran Pendidikan Pancasila juga mampu mendorong siswa dalam terampil bergotong royong dan di sekolah ini di sekolah setiap hari dalam tiap kelas (February,2025)”

From the results of the interview above, it can be concluded that Pancasila Education learning is able to encourage students to work together. Pancasila Education learning can also help students develop social skills such as communication, cooperation, and empathy which are very important in developing an attitude of mutual cooperation. Strengthened by the results of observations regarding Pancasila Education learning in the ability of students to work together. The factors that influence the ability of students to work together are Pancasila Education learning, teacher involvement, student involvement, and the learning environment. Therefore, researchers saw from the observation that Pancasila Education learning is very important in building mutual cooperation skills in students.

Difficulties in the application of mutual cooperation skills in grade 2 students can be caused by students tending to judge things done by themselves. So that they do not care about the surrounding environment. As revealed by Mrs. Evah as the 2nd grade homeroom teacher that:

“Kesulitan dalam penerapan keterampilan gotong royong pada siswa adalah beberapa siswa masih memiliki kesulitan dalam bekerja sama dan berbagi. Dan cenderung menilai sesuatu dilakukan sendiri. (February,2025)”

The results of the description above conclude that the difficulty in applying mutual cooperation skills is that students tend to judge something by themselves. So that they don't care about the surrounding environment. Reinforced by the results of observations regarding difficulties in applying mutual cooperation skills. Researchers see students having difficulty in developing cooperation skills, such as difficulty in sharing ideas, difficulty in adapting to their group friends.

Thus, Pancasila Education learning can apply mutual cooperation skills so that students can become active, caring, and responsible citizens. The role of the teacher is very important in implementing this mutual cooperation skill. As revealed by Mrs. Evah as the 2nd grade homeroom teacher that:

“Peran guru dalam mengimplementasikan keterampilan gotong royong bisa dengan memfasilitasi kegiatan kelompok, mengajarkan pentingnya kerja sama, dan mengajarkan nilai-nilai gotong royong. (February,2025)”

It can be concluded from the results of the interview above that the teacher's role is a facilitator in developing mutual cooperation skills in students. the teacher also acts as a model in developing mutual cooperation skills. Become an example to students in behaving in mutual cooperation. Reinforced by the results of observations regarding the role of teachers in implementing mutual cooperation skills. Researchers saw the teacher's role as a model in implementing mutual cooperation skills such as sharing, mutual respect, and also high cooperation. The role of the teacher can be a role model for students.

And the teacher assesses students' ability to develop mutual cooperation skills. As revealed by Mrs. Evah as the 2nd grade homeroom teacher that:

“Saya menilai kemampuan siswa dalam mengembangkan keterampilan gotong royong dengan cara mengamati perilaku mereka dalam kegiatan kelompok dan meminta umpan balik dari siswa. (February,2025)”

The results of the interview above conclude that teachers assess students' ability to work together through group activities, and other activities that build mutual cooperation attitudes. teachers also assess students' ability to communicate effectively with other students or the community. Reinforced by the results of observations regarding students' ability to develop mutual cooperation skills. Students show good cooperation skills in doing assignments, students also show sharing with fellow friends. Researchers saw that grade 2 students in developing gotong royong skills were very active in learning, and also in collaboration.

Pancasila Education learning also has a goal in developing mutual cooperation skills stated by Mrs. Evah as the 2nd grade homeroom teacher that:

“Tujuan pembelajaran Pendidikan Pancasila yang diterapkan dengan mengembangkan keterampilan gotong royong dan nilai-nilai kewarganegaraan pada siswa. (February,2025)”

The results of the interview above can be concluded that the learning objectives of Pancasila Education are to develop mutual cooperation skills. So that students can become active, caring, and responsible citizens. Reinforced by the results of observations regarding the learning objectives of Pancasila Education which are applied to develop mutual cooperation skills. Researchers saw the learning objectives of Pancasila Education applied to develop mutual cooperation skills by instilling Pancasila values and forming tolerance between people.

Teachers must also be able to choose appropriate learning methods to implement mutual cooperation skills. As revealed by Mrs. Evah as the 2nd grade homeroom teacher that:

“Untuk mengimplementasikan keterampilan gotong royong biasanya saya pertimbangkan kebutuhan dan minat siswa, agar bisa memilih metode pembelajaran yang sesuai.(February, 2025)”

The results of the description above conclude that the learning method to develop mutual cooperation skills is by considering the needs and interests of students. And teachers consider choosing topics and learning activities that are relevant to student needs. Strengthened by the results of observations regarding learning methods that are suitable for implementing mutual cooperation skills. cooperative learning methods are methods that prioritize cooperation between students to achieve learning goals.

Impact of Pancasila Education Learning on Gotong Royong Skills

Factors that influence building the character of mutual cooperation skills can be seen from the family environment, school environment, and student experience. As revealed by Mrs. Evah as the 2nd grade homeroom teacher that:

“Faktor-faktor yang mempengaruhi dalam membangun karakter keterampilan gotong royong bisa ditinjau dari lingkungan keluarga, lingkungan sekolah, dan pengalaman siswa. (February,2025)”

The results of the description above conclude that the influencing factors in building the character of mutual cooperation skills are viewed from the family environment, school environment, and student experience. Strengthened by the results of observations regarding influencing factors in building the character of mutual cooperation skills. family environment that has an important role in building the character of mutual cooperation skills. parents who have good mutual cooperation skills character will influence children. The school environment also plays an important role in building mutual cooperation. Teachers can be an example for students. The student experience is to have good habituation in order to be able to be consistent in doing it.

The application of mutual cooperation skills in students certainly has challenges in this mutual cooperation skill in class 2. As stated by Mrs. Evah as the 2nd grade homeroom teacher that:

“Tantangan yang saya hadapi dalam mengimplementasikan keterampilan gotong royong adalah menyatukan antara siswa satu ke siswa lain, karena masing-masing siswa mempunyai karakter yang berbeda jadi sedikit sulit untuk bekerja sama. (February,2025)”

From the interview above, it can be concluded that the challenges faced in implementing mutual cooperation skills are uniting one student to another, because students have different dispositions. And it is a challenge for teachers to implement it.

However, the solution to this challenge can be stated by Mrs. Evah as the homeroom teacher 2 that:

“Saya mengatasi tantangan tersebut dengan cara mengajarkan dan menjelaskan kembali tentang pentingnya nilai-nilai gotong royong dan kerja sama. (February,2025)”

From the interview above, it can be concluded that overcoming the challenges of mutual cooperation skills is by teaching and explaining again about the importance of

mutual cooperation and cooperation values. Reinforced by the results of observations regarding challenges and how to overcome these challenges. The researcher saw that this challenge by uniting students with one another was a challenge for the teacher. However, teachers overcome this challenge by inviting students to join and adapt so that students are united.

The results obtained by researchers at Madrasah Ibtidaiyah Al-Fatih related to the implementation of mutual cooperation skills in learning Pancasila Education class 2 can be implemented through learning activities, learning activities and also school support programs. Mutual cooperation skills also have a positive impact seen from learning Pancasila Education. As stated by Mrs. Evah as the 2nd grade homeroom teacher that:

“Dampak positif yang saya lihat dari pembelajaran Pendidikan pancasila terhadap keterampilan gotong royong siswa adalah meningkatnya kemampuan mereka dalam bekerja sama, memecahkan masalah, dan mengembangkan empati.
(Februay,2025)”

The results of the interview above can be concluded that learning Pancasila Education has a significant positive impact in increasing awareness of Pancasila values in students. students become able to work together, solve problems, and develop empathy. Reinforced by the results of observations regarding the positive impact of Pancasila Education learning on mutual cooperation skills. Pancasila Education learning can improve the ability of students' cooperation skills in developing mutual cooperation skills. Students also show changes in the positive impact of Pancasila Education learning in mutual cooperation skills, namely being able to understand what mutual cooperation is, being able to communicate well, and students can learn to coordinate with a group of friends.

Madrasah Ibtidaiyah Al-Fatih school seeks to implement mutual cooperation skills through activities that build cooperation, or collaboration in students. And also through project-based learning or group work. MI Al-Fatih school also implements mutual cooperation skills by developing a curriculum that focuses on developing mutual cooperation skills, developing cooperation, communication and empathy skills in students.

In collecting research data, researchers used 3 techniques, namely observation, interviews, and documentation. From the observation study, information data was obtained about the existence by looking at the environment and systems used by the school, then in the documentation, the school's achievement of success in efforts to instill mutual cooperation skills as one of the Educational Institutions was found and finally from the interview the researcher found data related to mutual cooperation skills in Pancasila Education learning for class 2. Then the results of the interview data came from the main source which was carried out by triangulation with the principal and the homeroom teacher for class 2.

From several data results that have been processed, it was obtained that the implementation of mutual cooperation skills in Pancasila Education learning was carried out with three types of procedures.

First, Mutual cooperation skills in Pancasila Education learning are implemented as Actions that seek to form and apply positive attitudes to students. This is supported

by research written by (Rohmadin et al., 2020) that the mutual cooperation skills program can be designed by including mutual cooperation skill values in each subject, for example building students' abilities in working together, helping each other, and teaching mutual cooperation values such as empathy and tolerance. In the application of the character of mutual cooperation skills, MI Al-Fatih students are greatly influenced by their surroundings both when they are at school and at home. For example, at school holding programs, carrying out joint picket habits. So that awareness and community with other students are formed. This is supported by research written by (Liu, 2022) Teachers are respected and imitated, their role is very important in schools because teachers not only transfer knowledge but teachers are also good role models for students. The school programs that support the formation of mutual cooperation skill characters are, the existence of a picket schedule, the formation of mutual cooperation skills in every learning, and extracurricular activities. Thus, good cooperation is needed between the school or teachers in implementing mutual cooperation skills.

Second, in implementing mutual cooperation skills in Pancasila Education learning, the role of teachers is very important for students to be examples or role models for students, such as teachers throwing garbage in its place, then students will follow the habits of their teachers. And also with teachers forming collaboration in students, students will have good habits. Teachers form mutual cooperation skills by starting first with what they want to apply to students. This is reinforced by research conducted (Putri & Arifin, 2022) that the role of teachers in mutual cooperation skills is as role models, motivators, dynamic authors, and evaluators.

This habituation will run smoothly with the support of the implementation of teacher exemplary behavior which is not only as a facilitator in conveying knowledge but as an exemplary figure who has an attitude of mutual cooperation skills for students. Rewards and punishments are used as a way for teachers to motivate students. Third, the positive impact of implementing mutual cooperation skills in Pancasila Education learning is to improve students' abilities and develop empathy. In addition, the positive impact felt by teachers with this mutual cooperation is that students understand and appreciate other people's opinions, students are able to work well together and communicate well and actively with other friends. This is reinforced by research conducted by (Riana Kristina Suminar et al., 2023) that the implementation of mutual cooperation skills in Pancasila Education learning can improve students' abilities in improving students' abilities in developing empathy and appreciating differences.

Conclusion

In the implementation of mutual cooperation skills in Pancasila Education learning for students, the following can be formed: Mutual cooperation skills through Pancasila Education learning at MI Al-Fatih are designed by teachers to include mutual cooperation skill values in each subject, for example, building students' abilities in working together, helping each other, and teaching mutual cooperation values such as empathy and tolerance. Implement mutual cooperation skills in Pancasila Education learning The role of teachers is very important for students to be examples or role models for students, such as teachers throwing garbage in their place, then students will follow the habits of their teachers. The implementation of mutual

cooperation skills has a positive impact from mutual cooperation activities in Pancasila Education learning, namely improving students' abilities and developing empathy.

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