
Habituation of the Mutual Cooperation Character in Pancasila Education in Elementary Schools

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ABSTRACT

Purpose: This research aims to analyze the strengthening of the character of mutual cooperation in Pancasila education learning in class V of SDN Pondok Betung 04. Strengthening the character of mutual cooperation is an important aspect of character education which is expected to shape students into individuals who have social awareness and the ability to work together in life. daily.

Design/methodology/approach: The research method used is a case study with a qualitative approach, involving classroom observations, in-depth interviews with teachers and students, as well as analysis of documentation related to learning implementation plans (RPP) and teaching materials.

Findings: The results of the research show that the initial condition of the mutual cooperation character of class V students at SDN Pondok Betung 04 still needs to be improved. Several effective methods and strategies in learning Pancasila Education to strengthen the character of mutual cooperation include project-based learning, group discussions and collaborative activities. The effectiveness of these methods and strategies can be seen from increasing students' ability to work together, help each other, and participate actively in class activities. However, this research also found several inhibiting factors, such as limited time, lack of parental involvement, and lack of supporting resources. The role of teachers and the school environment is very important in supporting the strengthening of the character of mutual cooperation, especially through modeling behavior and providing motivation to students. Positive responses from students and parents show that this program was well received and had a positive impact on student character development. Based on these findings, this research recommends increasing training for teachers on character learning methods, increasing parental involvement, and providing adequate resources to support character strengthening programs. In this way, it is hoped that strengthening the character of mutual cooperation can be more effective and sustainable in learning Pancasila Education at SDN Pondok Betung 04.

Paper type: Research paper

Keyword: *Mutual Cooperation, Pancasila Education, Character Strengthening, Collaborative Learning, Elementary School.*

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I. INTRODUCTION

The importance of character education in Indonesia is one of the main focuses in the education system in Indonesia. The aim is to form students who are not only intellectually intelligent, but also have strong character and good morals. Pancasila as the basis of the state and ideology of the Indonesian nation contains very important values to be instilled in the younger generation, including mutual cooperation, which is one of the main values (Santoso, Khairunnisa, et al., 2023) . Mutual Cooperation as a Pancasila Value ; Mutual cooperation is a value that emphasizes cooperation, togetherness and solidarity. This value is considered very important in building a harmonious and productive society. In the educational context, strengthening the character of mutual cooperation is expected to foster a sense of togetherness and cooperation among students, which will be beneficial in their future lives. Pancasila Education in Elementary Schools ; Learning Pancasila education in elementary schools aims to introduce and instill Pancasila values from an early age. In class V, students have begun to understand

concepts and are able to be invited to discuss Pancasila values in everyday contexts. Conditions at SDN Pondok Betung 04 ; SDN Pondok Betung 04 as one of the elementary schools that will be the research site has a mission to develop student character through various educational programs, including Pancasila Education. Analysis of strengthening the character of mutual cooperation in learning in class V can provide an overview of how Pancasila values are integrated in teaching and learning activities.

The gap in this research is the lack of Empirical Studies on the Implementation of Mutual Cooperation Values ; Although the value of mutual cooperation is often mentioned in the Pancasila Education curriculum, in-depth empirical research regarding how this value is practically implemented in the classroom is still limited and special studies that evaluate teaching methods and strategies used to strengthen the character of mutual cooperation in class V of SDN Pondok Betung 04 has not existed yet. Limitations of Evaluation of the Success of Character Strengthening ; Research on strengthening the character of mutual cooperation often does not include comprehensive evaluations of the success or long-term impact of such programs on students and there is a need to develop more effective evaluation tools that comprehensively assess the influence of teaching the value of mutual cooperation on student behavior. Lack of focus on Local Context ; Each school has different contexts and challenges. Existing studies have not fully considered local and specific factors that influence the implementation of the value of mutual cooperation at SDN Pondok Betung 04. Research that focuses on this local context can provide more relevant and practical insights for the school. Teaching Methods that are Not Optimal ; Many studies show that methods of teaching character values such as mutual cooperation are often theoretical and less attractive to students. This gap shows the need to explore and develop more innovative, interactive and contextual teaching methods, which can be more effective in instilling the values of mutual cooperation. Lack of Longitudinal Studies ; most of the existing research is short-term studies that do not track the long-term development of students' cooperative character. Longitudinal research that monitors changes and developments in students' character over time is needed to understand the long-term impact of strengthening the character of mutual cooperation. The Role of Teachers and the School Environment ; Not much research has explored the role of teachers and the school environment as a whole in influencing the strengthening of the character of mutual cooperation. Understanding how these factors contribute can provide more comprehensive insights and more effective strategies.

Relevance and Benefits of Research ; considering the importance of mutual cooperation in building a strong and united society, this research is expected to contribute to the development of effective learning methods in instilling these values (Santoso, Karim, et al., 2023) . The results of the analysis can be used as a reference for other schools in developing similar character education programs. The theories used in this research include: a). The Theory of Moral Development by Lawrence Kohlberg; This theory focuses on the stages of individual moral development. Kohlberg suggested that moral development occurs in six stages which are divided into three main levels: pre-conventional, conventional, and post-conventional. Learning Pancasila education which emphasizes the value of mutual cooperation can help students reach higher stages of moral development. Its application can understand how teaching the value of mutual cooperation can influence the moral development of students in class V and develop teaching strategies that are appropriate to the students' stage of moral development. b). Social Learning Theory by Albert Bandura ; emphasizes that learning occurs in a social context through observation, imitation, and modeling. According to Bandura, individuals learn from their social environment, and character strengthening such as mutual cooperation can be instilled through social examples and experiences. Apply teaching methods that involve observing and modeling mutual cooperation behavior by teachers and peers and using collaborative activities and group discussions to strengthen the values of mutual cooperation. c). Constructivism Theory by Jean Piaget and Lev Vygotsky ; constructivism emphasizes that learning is an active process in which students construct their own understanding based on their experiences. Piaget focused on individual cognitive development, while Vygotsky emphasized the important role of social and cultural interactions in learning. This is implemented by developing learning activities that require students to participate actively, building their understanding of mutual cooperation and utilizing Vygotsky's zone of proximal development (ZPD) to provide appropriate support to students in understanding and internalizing the value of mutual cooperation. d). Character Education Theory ; the importance of education in forming an individual's moral and ethical character. Character education aims to develop virtues and positive values, including mutual cooperation, in students.

This is implemented by designing a curriculum and learning activities that explicitly teach, strengthen the value of mutual cooperation and integrate character education in every aspect of classroom learning. (Muhtadin & Santoso, 2022) . An explanation that is easier to understand: a). The Theory of Moral Development by Lawrence Kohlberg; Children's moral development occurs in several stages, starting from a basic understanding of right and wrong to the ability to think abstractly about moral principles, which relates to how teaching the value of mutual cooperation can help students reach a higher stage of moral development, for example from the conventional stage to post-conventional stage where the values of mutual cooperation are understood as part of social responsibility. b). Social Learning Theory by Albert Bandura; learning occurs in a social context through observation, imitation, and modeling. Individuals learn from their social environment. It emphasizes the importance of the school

environment and the role of teachers and peers in teaching and modeling mutual cooperation behavior. Collaborative activities and social interactions in the classroom can strengthen the learning of these values. c). Constructivism Theory by Jean Piaget and Lev Vygotsky; learning is an active process in which students construct their own understanding based on their experiences (Piaget). Social and cultural interactions have an important role in learning (Vygotsky). This is related to mutual cooperation learning which involves social interaction, such as group work, discussions, and requires students to build understanding and actively internalize the values of mutual cooperation. d). Character Education Theory ; aims to develop positive virtues and values, such as honesty, responsibility, and mutual cooperation, in students. This can be done by providing a framework for designing curriculum and learning activities that explicitly teach and strengthen the values of mutual cooperation. This theory supports the importance of integrating character values in every aspect of learning. e). Humanistic Motivation Theory by Abraham Maslow; Individuals have basic needs that must be met to achieve self-actualization, which include physiological, safety, social, self-esteem and self-actualization needs. Explain the importance of meeting students' social needs, such as a sense of belonging and cooperation, to create a learning environment that supports strengthening the character of mutual cooperation. f). Cooperative Learning Theory; emphasizes cooperation between students in small groups to achieve common goals. Possible applications, such as group work and joint projects, can be used to teach and strengthen the value of mutual cooperation. This theory supports a practical approach to learning that encourages collaboration and shared responsibility. g). Social-Cognitive Theory by Albert Bandura; learning is influenced by dynamic interactions between environment, behavior, and cognition. Emphasizes the importance of role models (teachers and peers) and a supportive learning environment to strengthen the character of mutual cooperation. The use of positive reinforcement and feedback is also important in learning this value.

II. METHODS

Qualitative Research Approach: explores an in-depth understanding of the process of strengthening the character of mutual cooperation and the subjective experiences of students, teachers and parents. The main focus was carried out at SDN Pondok Betung 04 as a case study to analyze the strengthening of the character of mutual cooperation in depth. Carrying out various teaching methods and strategies used in the school to strengthen the character of mutual cooperation. The first data collection technique is conducting class observations: directly observing the learning process in class V, including interactions between teachers and students, as well as between students, to see how the value of mutual cooperation has been implemented, then conducting in-depth interviews: researchers conduct interviews with teachers and students to get their perspective on strengthening the character of mutual cooperation. finally, documentation: collecting related documents such as learning implementation plans (RPP), class notes, and teaching materials used by the teacher. The technique for data analysis uses data triangulation, namely combining various data sources and methods to ensure the accuracy and validity of research findings. Research procedures go through four stages, the first is the preparation stage: identifying research objectives, compiling research instruments, and obtaining research permission from the school. Second, data collection: carrying out observations, interviews and documentation according to a predetermined schedule. Third, data analysis: analyzing the data that has been collected using appropriate methods. Finally, reporting results: compiling a research report that includes findings, analysis and recommendations.

III. RESULTS AND DISCUSSION

Based on the research results, data can be collected from students and teachers through data collection asking about their perceptions or views regarding local wisdom-based learning and strengthening the character of mutual cooperation. Interviews: Conduct in-depth interviews with students and teachers to explore their experiences and views regarding the learning methods applied. Observation: Observing student and teacher interactions during the learning process to understand how local wisdom is integrated and how the character of mutual cooperation is applied. Weaknesses in this research; Limited time to carry out learning activities that focus on the character of mutual cooperation. the solution integrates the value of mutual cooperation into various subjects so that it does not require significant additional time. For example, group projects in other subjects may emphasize cooperation.

Student Perceptions, taken from several students, namely the existence of Connectedness with Everyday Life: Students have felt that strengthening the character of mutual cooperation through learning based on local wisdom makes these values more relevant and directly connected to their daily lives (Santoso, et al., 2023). Activities that involve local wisdom, such as local traditions and culture, can make it easier for students to understand and apply the concept of mutual cooperation. Then there is Interest and Motivation: If learning is

presented in an interesting way, such as through folklore or cultural activities, students will be more motivated and enthusiastic. Activities that involve active interaction and direct experience are usually preferred by students and can increase their interest in learning. Then there are various Positive Experiences: Students have positive perceptions if they feel involved in mutual cooperation activities that give them the opportunity to work together with their friends. Experiences like these can strengthen their understanding of the value of mutual aid and give them a sense of accomplishment. Next in the Obstacles and Challenges section: On the other hand, students have faced obstacles if they do not fully understand the values of local wisdom or if the activities carried out do not suit their interests. Challenges like this can influence how they view the importance of strengthening the character of mutual cooperation.

Teacher perception states that; “Educational Relevance: Teachers usually see the importance of strengthening the character of mutual cooperation through learning based on local wisdom as a way to link lesson material to relevant cultural contexts. They have believed that this helps students understand and appreciate the values of Pancasila in a more real and practical context.” Then there is Method Effectiveness: Teachers have assessed that local wisdom-based methods are effective in teaching the values of mutual cooperation because this approach utilizes local cultural riches that are already known to students (Sartika & Santoso, 2023). They have felt that this method makes it easier for students to internalize and apply these values. Furthermore, Experience and Observation: Teachers who have implemented this method have had positive perceptions regarding student progress in terms of cooperation and mutual cooperation. They have seen improvements in student attitudes and behavior indicating increases in cooperation and active participation. Then there are Implementation Challenges: On the other hand, teachers have faced challenges in integrating local wisdom into the existing curriculum. They can also experience difficulties in adapting learning materials to various student backgrounds, which can affect the effectiveness of strengthening the character of mutual cooperation.

The implementation of Pancasila education learning based on local wisdom in an effort to strengthen the character of mutual cooperation in class V at SDN Pondok Betung 04 has been carried out through several strategic steps. It is hoped that by implementing these steps, it is hoped that class V students at SDN Pondok Betung 04 can internalize the values of mutual cooperation through Pancasila education based on local wisdom, so that they grow into individuals who have strong character and care about each other and the surrounding environment. These steps are as follows: 1. Integration of Local Wisdom in the Curriculum, through Contextualization of Material: class V teacher at SDN Pondok Betung 04 Prepares teaching materials that integrate local wisdom values. For example, using folklore, customs, or traditional activities that contain the value of mutual cooperation as part of the teaching material. Then Develop Learning Modules: Create learning modules that include local wisdom as a concrete example of implementing the value of mutual cooperation. 2. Teacher Competency Training and Development at SDN Pondok Betung 04, then Workshop and Training: Holding training for teachers to improve understanding and skills in teaching Pancasila Education based on local wisdom. Then collaborate with community leaders, by inviting community leaders or local cultural experts to provide knowledge and insight to teachers and students regarding relevant local wisdom. 3. Active and Participatory Learning Methods, as part of Learning Through Projects (Project-Based Learning), which involves students in projects that require cooperation and mutual cooperation, such as cleaning the school environment, creating classroom gardens, or handicraft projects. Then there are group discussions and role-playing. Using group discussions and role-playing simulations to practice the values of mutual cooperation in real situations. 4. Extracurricular Activities Based on Local Wisdom, with Cultural Activities, which of course by holding extracurricular activities related to local culture, such as traditional dances, traditional games, or cultural festivals that emphasize the importance of mutual cooperation. Then there is the Community Service Program, by organizing regular community service programs involving all students, teachers and the surrounding community to develop a spirit of mutual cooperation. 5. Continuous Assessment and Evaluation, Qualitative and Quantitative Assessment: Using qualitative assessment methods such as observation and daily journals as well as quantitative methods such as tests and quizzes to evaluate the understanding and application of the value of mutual cooperation among class V students at SDN Pondok Betung 04. Then reflect and provide feedback Return, by providing opportunities for students to reflect on the activities they have carried out and provide feedback for future improvements. 6. Collaboration with parents and the community, parental involvement, by encouraging parental involvement in school activities based on mutual cooperation and local wisdom to strengthen the application of these values at home (Anindia et al., 2023). Then there is Partnership with Local Communities: Building partnerships with local communities to support learning programs that promote local wisdom values. Through Specific Implementation in Class V of SDN Pondok Betung 04, using Local Stories and Fairy Tales as media, Using stories and fairy tales from the local area which emphasize the value of mutual cooperation in Pancasila Education lessons. Then there is the Collaborative Project, making class projects such as making mading (wall magazines) which contain information about local wisdom and the importance of mutual cooperation. Next is the Use of Local Language, which teaches several vocabulary and expressions in regional languages related to mutual cooperation, to instill a sense of pride in local culture.

Using efficient but effective learning methods, such as project-based learning which combines various materials in one activity. Arrange the class schedule to allow additional time for collaborative activities, such as special sessions for group projects or mutual aid activities. Lack of resources; Limited teaching aids, materials, or facilities that support collaborative activities. The solution is to use existing resources creatively. For example, use simple materials for group activities or use available technology to support learning, collaborate with local communities or organizations to obtain donations or sponsors for teaching material and facility needs, and use available information technology, such as digital platforms for collaboration and online learning. Low Parental Involvement; Lack of parental support and involvement in supporting character strengthening programs. The solution is holding meetings and workshops with parents to explain the importance of character strengthening and how they can play an active role, maintaining regular communication with parents through letters, emails, or meetings to provide information about program activities and progress, and organizing activities that involve parents and students simultaneously to increase engagement and support. Incompatibility of methods with student needs; learning methods that do not suit students' needs or learning styles. The solution is to adapt learning methods to different student learning styles. Use a variety of teaching techniques, such as visual, auditory, and kinesthetic, collect feedback from students regarding the methods used and make adjustments based on their needs, and provide training for teachers on various teaching methods that can be adapted to students' needs. Student Discipline and Behavior Problems; Difficulty in managing student behavior that does not support cooperation or frequent conflicts within the group. The solution implement effective classroom management strategies, such as setting clear rules and consistent consequences for inappropriate behavior, teaching social skills and conflict resolution through special programs that help students overcome differences and work together better, and identify and address behavior problems proactively through observation and early intervention before problems become bigger. Lack of training for teachers; teachers who have not received adequate training in teaching and implementing the value of mutual cooperation. The solution organize regular training for teachers on character teaching and effective techniques in implementing mutual cooperation, provide access to professional resources, such as books, articles, and online courses, that can help teachers develop their skills, and encourage collaboration between teachers to share experiences as well as successful strategies in teaching the value of mutual cooperation. Unsupportive school policies; school policies that do not fully support or integrate mutual cooperation character learning. The solution is to provide recommendations to school management regarding policies that support strengthening the character of mutual cooperation and its benefits for student development, involve all stakeholders, including teachers, parents and communities, in formulating and implementing policies that support the character of mutual cooperation, and ensure that existing policies support activities and programs that promote mutual cooperation, and monitor their implementation regularly.

On assessment standards: Assessments which are usually more focused on academic results have ignored aspects of character and the value of mutual cooperation that are sought through local wisdom (Santoso, 2020a). Several obstacles in integrating local wisdom into Pancasila education learning to strengthen the character of mutual cooperation in class V of SDN Pondok Betung 04, as follows: 1. Lack of resources and learning materials, where limited materials result in the availability of learning materials based on local wisdom often limited. Existing textbooks and teaching materials do not cover in depth the values and concrete examples of local wisdom. Then there is access to resources: Access to local resources such as books, videos, or digital materials that are relevant to local wisdom is inadequate in class V at SDN Pondok Betung 04. 2. Teacher competency in class V at SDN Pondok Betung 04, with knowledge Teachers: Teachers lack in-depth knowledge of local wisdom that is relevant to the student community. This can make them less confident in teaching the material. Then there is lack of training: The lack of special training for teachers regarding how to integrate local wisdom in teaching Pancasila education is the main obstacle. 3. Rigid Curriculum, there is still a lack of Curriculum flexibility, where a rigid national curriculum can be an obstacle in adapting learning based on local wisdom. Teachers have felt bound to a predetermined syllabus and material with no room to include local elements. Then there is material suitability, where the material provided in the curriculum is not always relevant to local wisdom, so it is difficult to link it to the value of mutual cooperation. 4. Support from the School and Community, with Administrative support, of course a lack of support from the school, such as the school principal and administration, can be an obstacle in implementing local wisdom-based learning. Then there is collaboration with the Community: Not all communities or parents of students are actively involved in supporting learning programs based on local wisdom, which can hinder efforts to strengthen the value of mutual cooperation. 5. Limited Learning Time, with the existence of a learning schedule, with limited time in the daily learning schedule it can make it difficult for teachers to allocate enough time for activities that are in-depth and focused on local wisdom and the value of mutual cooperation. Then, with the existence of a learning priority, existing Pancasila education based on local wisdom has competed with other subjects which also require the same attention and time. 6. Resistance to Change, with old habits, a teacher and students are already accustomed to conventional learning methods, so there is resistance to change that involves new approaches based on local wisdom. Furthermore, when accepting students, it is hoped that some students will be less interested or do not understand the importance of learning local wisdom, so they will be less

enthusiastic about participating in learning activities. 7. Evaluation and Assessment, with the Assessment method, of course the lack of appropriate assessment tools and methods to measure the effectiveness of local wisdom-based learning in strengthening the character of mutual cooperation can be an obstacle.

Solutions by overcoming Obstacles To overcome these obstacles, efforts are needed involving various parties, where all Material Development and Provision, through the hands of the government and educational institutions can work together to develop and provide learning materials rich in local wisdom (Santoso, et al., 2022). **Collaboration with Cultural Experts:** Collaborate with local cultural experts to develop relevant and in-depth learning materials about local wisdom. **Providing Digital Learning Resources:** Developing and providing interactive digital teaching materials, such as videos, e-books and applications that focus on local wisdom and the value of mutual cooperation. Furthermore, there is teacher training, by providing ongoing training for teachers regarding local wisdom and relevant teaching methods. **Special Time Allocation:** Set aside special time in the learning schedule for activities related to local wisdom and mutual cooperation. **Thematic Learning:** Using a thematic learning approach that results in the integration of various subjects with a focus on local wisdom and the value of mutual cooperation. **Continuous Training:** Holding regular training and workshops for teachers to increase knowledge and skills in integrating local wisdom into learning. **Providing Practical Guides:** Providing practical guides and teaching modules that make it easier for teachers to implement local wisdom in daily teaching. Then there is curriculum flexibility, which is aimed at providing flexibility in the curriculum to achieve the integration of local wisdom. **Curriculum Flexibility:** Encourage policies that provide flexibility for teachers to adapt the national curriculum to relevant local wisdom. **Integration of Local Wisdom in the Syllabus:** Develop a syllabus that explicitly covers local wisdom topics and strategies for teaching the value of mutual cooperation. Furthermore, there is community support, which increases the involvement of the community and parents in supporting local wisdom-based learning. **Phased Approach:** Introducing changes gradually so teachers and students can adapt to the new approach. **Outreach and Education:** Hold outreach to increase awareness about the importance of local wisdom and the value of mutual cooperation among teachers, students and parents. **Parent and Community Participation:** Gather support from parents and local communities to be involved in school activities based on local wisdom, such as cultural festivals, community service and collaborative projects. **Community Collaboration Program:** Building partnerships with community organizations and cultural institutions to provide resources and support for local wisdom-based learning activities. Then in the Innovative evaluation section, which describes the development of a holistic and appropriate assessment method to measure the strengthening of the character of mutual cooperation through learning based on local wisdom. **Holistic Assessment Method:** Develop holistic assessment methods, such as portfolio, observation, and reflection, to measure understanding and application of the value of mutual cooperation. **Project-Based Evaluation:** Using local wisdom-based projects as an evaluation tool to assess student involvement and cooperation in implementing the value of mutual cooperation. **Periodic Evaluation:** Conduct regular evaluations of the effectiveness of the methods and strategies implemented. **Student Reflection:** Inviting students to carry out personal reflections about their experiences in mutual cooperation activities and learning Pancasila, this can be done through reflective journals or group discussions.

Points that have become indicators of the effectiveness of increasing understanding of Pancasila values, with local wisdom applied in learning can help students better understand and internalize Pancasila values, especially the value of mutual cooperation (Santoso, 2020b). The effectiveness of using local wisdom in learning Pancasila education towards strengthening the character of mutual cooperation in class V of SDN Pondok Betung 04 can be seen from several aspects, such as increasing students' understanding of Pancasila values, changes in students' attitudes and behavior, as well as active involvement in mutual cooperation activities. The use of folklore, local traditions and community-based activities can make these values more relevant and easier for students to understand. **Changes in Student Attitudes and Behavior:** Effectiveness can also be seen from changes in students' attitudes and behavior in everyday life, both at school and outside school. If students show an increase in cooperation, mutual assistance, and a sense of togetherness, this could be an indication that local wisdom-based learning has succeeded in strengthening the character of mutual cooperation. **Active Involvement in Mutual Cooperation Activities:** Student participation in mutual aid activities, whether initiated by the school or outside the school environment, can be another measure of effectiveness. Students who are actively involved show that they not only understand the value of mutual cooperation, but also apply it in real action. **Feedback from Teachers and Parents:** Observations and assessments from teachers as well as feedback from parents can provide an idea of how effective local wisdom is in learning Pancasila. Teachers can provide evaluations based on direct observations in the classroom, while parents can report changes in their child's behavior at home. **Conducive Learning Environment Conditions:** A learning environment that supports the application of local wisdom, such as supporting appropriate learning facilities and materials, also contributes to the effectiveness of learning. Schools that provide space for local cultural and traditional activities will be more successful in integrating local wisdom in learning.

IV. CONCLUSION

Before implementing the character strengthening program, the level of understanding and application of the value of mutual cooperation among class V students still varied and needed to be improved. Students show basic awareness of mutual cooperation, but its implementation in daily activities in the classroom is still limited. Project-based learning methods, group discussions and collaborative activities have proven effective in strengthening the character of mutual cooperation. This method requires students to practice directly in situations that require cooperation, and facilitates understanding and practical application of the value of mutual cooperation. The application of these methods and strategies has shown a significant increase in students' ability to work together, help friends, and participate actively in group activities. This improvement can be seen from the results of observations and assessments of students' attitudes and behavior in class activities. The main supporting factors include the active role of teachers, school environment support, and parental involvement. On the other hand, inhibiting factors include limited time, lack of supporting resources, and parental involvement which still needs to be improved. Teachers have a crucial role as role models and facilitators in strengthening the character of mutual cooperation. A supportive school environment, including policies that facilitate collaborative learning, also contribute to the success of this program. Students and parents showed positive responses to the mutual cooperation character strengthening program. Active involvement of students in activities that involve cooperation and parental support strengthens the implementation of this value outside the classroom. To increase the effectiveness of strengthening the character of mutual cooperation, it is recommended that teachers be given further training regarding character learning methods, increase parental involvement in supporting the value of mutual cooperation, and provide adequate resources to support collaboration-based learning activities. Pancasila education based on local wisdom in class V of SDN Pondok Betung 04 shows positive results in increasing understanding and application of the values of mutual cooperation among students. With the right support and necessary adjustments, this method can be more effective in shaping students' character and integrating Pancasila values in their lives.

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