

## The Implementation of Grounding Pancasila Strategy in Efforts to Prevent and Date Radicalism from the University Students in Jakarta

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### **Abstract**

*The best lesson that could be given to the university students in DKI Jakarta area who are currently vulnerable to the infiltration of radicalism-fundamentalism is to build the character of themselves and the nation with the 'breath' of Pancasila. The Pancasila Grounding Movement (GPP) is established as a cooperation partner on since it shows its existence in society as an organization that focuses on encouraging collaboration for all parties in the grounding of Pancasila. The form of synergistic cooperation is carried out in the form of developing a strategic model in the value training program by referring to 2 (two) core / main problems, namely: 1) the infiltration of radicalism among students in Jakarta; 2) the weak patriotism and nationalism among students as a form of love for the nation and homeland of Indonesia. An adaptive solution to overcome the above problems is to develop a training program, named: "the nation and personal character building" with the values of Pancasila. The target achievement expected from this program is mainly to increase understanding and knowledge as well as changes in student attitudes and behavior based on Pancasila and a heroic leadership approach, so that radicalism-fundamentalism among students in Jakarta in particular can be prevented and prevented.*

**Keywords:** *Pancasila, Pancasila Grounding Movement, Nation and Personal Character Building, Heroic Leadership, Radicalism-Fundamentalism*

### **1. Introduction**

Based on Act of the Republic Indonesia Number 20 Year 2003 concerning the National Education System (SISDIKNAS), education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills which is needed by someone, society and the nation.

The manifestation of education can be seen from the amount of appreciation given to the students. One of the best forms of appreciation that can be given to students is a high awareness of the importance of life values, morals and ethics in the breath of the Pancasila Ideology. Recently, the values of life with Pancasila have become strategic, very important, and urgent because of the increasing awareness of a structured, systematic, and massive infiltration of radicalism among students, especially in the Jakarta area. Meanwhile, heroic

leadership as a model for an adaptive self-leadership approach is indispensable as a provision for exam preparation, final trial, and guidelines for continuing study and career plans in the future to strengthen Pancasila values which are the basis for learning practice.

The values of life that are given are a character building program and character which is integrated with the whole student learning process (*injecting wisdom*), starting from home, campus, campus extra-curricular activities, social-community activities, nationality, and other self-development activities. In essence, value education is a continuous and a lifetime process (*on-going formation*). Value education for students is built in non-formal and / or informal forms from outside the campus and is expected to enhance the formal education obtained through the transfer of knowledge and skills.

It is increasingly realized that the transfer of knowledge and skills for students without prioritizing value transfer will only result in the students who are only proficient in knowledge and skills, but lacking the aspect of emotional maturity (*affection*), interpreting and applying the values of life as the embodiment of the noble Pancasila, including the harmonization of human relations with the Creator, the universe, and fellow humans. In addition, nationalism and patriotism are also needed, the importance of respect for parents and lecturers, respect for elders, mutual respect, tolerance, respect for diversity, and support between classmates and playmates, discipline, enthusiasm for learning, identity, future vision, achievement motivation, cooperation, helpfulness, self-integrity, and a number of other positive characteristics necessary for success.

In building a value-based campus culture which is the central mission of education at this time, various approaches to character and manners education are needed, both integrated with the student learning curriculum as well as an approach that is specific in nature and provided with certain methods through the experiential learning approach.

Self-development that is given is essentially a stimulus and becomes meaningful when students, who take part in the training, commit to practice it in their studies and daily life. Therefore, this values training is designed in such a way as to help students have a strong reflective attitude from every action in the learning process they experience. This value training in character building uses the noble values approach of the Pancasila as the basis of the state, national ideology, national spirituality and a unifying tool that triggers students spirits to become outstanding young leaders. Student self-development also uses a heroic leadership approach based on the concept of Lowney (2005), which are based on 4 (four) pillars, namely; **self-awareness, ingenuity, love, and heroism**.

The results of preliminary observations regarding the condition of students as learning subjects describe the conditions of 'concerns and expectations'. As the younger generation, students should become the main pillars and should become the reflection of their nation, which is reflected in the attitudes and behavior of students who are always lived out by the spirituality of Pancasila. In the concern of responding to the reality of the students, it turns out that there is still hope of *the winds of better and positive change* which are getting focused on the future of students, because they start to be aware that Pancasila is a noble value that must be used as a guide for success in studies and life .

One of the strategies to address the above condition of concerns and expectations requires a “SWOT” analysis. According to David (2015), SWOT analysis is the identification of several factors systematically to formulate an organizational strategy based on thoughts that can optimize strengths and opportunities, but simultaneously overcome weaknesses and threats. SWOT is a tool designed and used as an initial step in the decision-making process and as strategic planning in various applications, which can systematically help identify external factors (O and T) and internal factors (S and W). In general, a number of questions arise to help understand the SWOT maps of students. The questions asked include; 1) what factors that become the strengths of the students in the DKI Jakarta area in preventing and warding off radicalism?; what are the weaknesses of students in Jakarta which make them are easily exposed to radicalism?; 2) what factors provide opportunities for students in Jakarta to be able to explore and develop their potential which based on Pancasila values; what are the threats that can make students’ process of character building and the nation hampered?; and 3) what factors can be used to improve the quality of education and the ideological maturity of students in Jakarta as pillars of national development? As for describing the situation analysis more schematically, an analysis of the situation of students in Jakarta in general will be presented in Table 1 below.

**Table 1.** Analysis of Strengths, Weaknesses, Opportunities and Threats in a Problem Solving Framework

No	Analysis Power	Weakness Analysis	Analysis Opportunity	Threat Analysis
1	✓ Relatively, there are a lot of Human resource potential and student talent in Jakarta	✓ undergoing a relatively low value education process and a quite poor future direction	✓ Increased awareness of student self-development	✓ The habits and characters carried by students since SMA / SMK / MAN with various backgrounds hinder efforts to change character and mindset.
2	✓ A strong will to strive for changes in character and mindset to a more positive direction	✓ The potential that exists in students is less able to be developed because of the less supportive learning environment	✓ The growing concern of the community and educational institutions for students, especially related to changes in character and mindset.	✓ The <b>less</b> positive and supportive acceptance, of family and society towards students as the younger generation to be the nation's hope.
3	✓ A strong will to develop themselves in creative and innovative endeavors (entrepreneurship / independent business)	✓ The growth of hedonism, pragmatism, and individualistic values and attitudes among prisoners in the Jakarta area	✓ The government's concern for student value education programs is increasing so as to provide motivation and positive support for higher education institutions	✓ Family's excessive demands on students with less understanding of students' psychological condition as the younger generation is demotivating students
4	✓ Willingness and a strong will and efforts of students to prevent and overcome early external influences that can have a negative impact on the psychological development of students	✓ Psychological factors that of students immaturity may have a negative impact on changes in students' character and mindset.	✓ The change in the educational approach from pedagogical dominant to andragogical dominant, especially in developing student creativity in the 4.0 / 5.0 era	✓ Family demands on their children who are educated in tertiary institutions tend to be excessive and less able to understand the psychological conditions of students

Source: The Results of Observation and Preliminary Study of the Proposing Team (December, 2019)

## 2. Literature Review

The implementation of the Pancasila grounding strategy in an effort to prevent and ward off radicalism among students must begin with a correct comprehension of Pancasila itself. Pancasila as an ideology awakens ideological beliefs and serves as the basis for the state to build constitutional beliefs (Latif, 2017). Pancasila should be developed as an applied ideology because in essence Pancasila is an open ideology that is always able to interact dynamically (Manurung, 2019). Furthermore, Manurung (2019) added that the values of

Pancasila should not change, but its implementation must be adjusted to the real needs and challenges that will always be faced at any time. Pancasila as the basis of the Indonesian state must be a reference in carrying out the life of the nation and state, because of the various challenges and threats in carrying out the Pancasila ideology are also unable to replace Pancasila as the ideology of the Indonesian nation.

Of course, in an effort to implement the Pancasila grounding strategy, a model framework of stages and problems is needed. According to Manurung (2019), as for steps in implementing solutions to overcome partnership problems are as follows:

**1) Developing Adaptive Strategies in the Internalization / Civilizing of Pancasila as the basis of the state, ideology and national spirituality**

Pancasila as the basis of the state, ideology, and national spirituality can be understood through its five principles as a whole and integrated from one principle to another.

The first precept: ‘Belief in the one and only God’ should result in development of ethical, moral, spiritual values and manifest in respect for others of different religions / beliefs. The embodiment of the first precept should be understood as a cultural Godhead, not an institutional religion. Cultural divinity is a spiritual journey that is contextual to the conditions of the nation and homeland.

The second precept: ‘A just and civilized humanity’ gives hope for the growth of the nation's civilization, the development of science and technology which is full of human values, which are manifested in an attitude of loving each other. The embodiment of the concept of humanity is reflected in the relationships between humans who view each other as brothers and sisters who deserve respect. In essence, the task of life is the process of fully humanizing humans.

The third precept : ‘Unity of Indonesia’ is the unifier of difference and diversity, which is manifested in an attitude of love for the homeland, placing the interests of the state and nation above personal and group interests. The value of unity in the concept of nationalism is no longer reduced to loyalty to power, but is returned to a national value that is rooted in the reality of community life. First of all, the efforts at unity should not be understood as an order of power, but rather a shared awareness obtained by the experiences of human life in relation to their environment. The unity of Indonesia also includes a deep understanding and appreciation of Mother Earth and Mother's Womb which shows human and divine intimacy towards the universe (the archipelago) as respect and embodiment of the values of love for life.

The precept: ‘Democracy led by Inner Wisdom in consultation/representation’ contains the values of people's sovereignty and is obedient to the legitimate decisions of the people. The populist concept must be understood more broadly. Democratic values are not only seen in the understanding of political power democracy which is reflected in political representation in the MPR, DPR, DPD, DPRD and is laden with the interests of the rulers, but puts forward or prioritizes people's nature because in essence the people are divine masters of piece and masters of their lives. The tradition of deliberation and consensus as a form of local

wisdom has basically become an attitude of living together in a community that is not formed on a formal and verbal level, but is united in harmony and kinship.

The fifth precepts: 'Social justice for the entire people of Indonesia' which are able to realize social welfare without human exploitation of humans, are manifested in an attitude of equal happiness. The concept of justice first touches on the principle of "equal feeling – equal happiness" which is manifested in togetherness, brotherhood, solidarity, and partiality for the poor and oppressed people (*preferential option for the poor*). The principle of social justice opposes all forms and manifestations of individualism / prioritizing personal interests, neo-capitalism liberalism and neocolonialism-imperialism which have damaged the joints of mutual cooperation that have become the characteristic and personality of the nation.

The common thread of the five Pancasila principles is reviving ideological beliefs and constitutional beliefs for the people of the nation and state of Indonesia. Ideological beliefs and constitutional beliefs help all elements of the nation to fight for Pancasila as an applied ideology and an applied ideology (*working ideology*) in solving the complexity of the nation's problems. Sukarno in his speech dated September 30, 1960 at the 15th General Assembly of the United Nations (UN) delivered a monumental speech entitled "*To Build The World Anew*" and is said to be one of the best speeches ever delivered at the highest forum of the United Nations and deserves to be proposed as a world memory heritage (*memory of world*). One part of Sukarno's speech was: "we want a new world full of peace and prosperity, a new world without imperialism and colonialism and without 'exploitation de l'homme par l'homme' and 'exploitation de nation par nation'."

Furthermore, Sukarno (1964) reiterated in his speech known as "Vivere Pericoloso-TAVIP Year" on August 17, 1964, that "our revolution is not just expelling the Dutch Government from Indonesia; our revolution goes further than that; the Indonesian revolution towards three well-known frameworks: 1). towards Socialism !, 2) towards the New World without 'exploitation de l'homme par l'homme' and 3) without 'exploitation de nation par nation'. The enemy of the Indonesian revolution at this time is not only capitalism-colonialism-imperialism that has taken place in the past. Today we face the enemy of revolution in different forms, including; roots and growth of various radicalism movements - transnational fundamentalism, colonialism neo liberalism, neo colonialism-imperialism which penetrate into the joints of politics, economy and culture which in the end can disrupt the existence of a nation.

By understanding, living and applying the Pancasila approach as a basis of state, ideology, and national spirituality, the nation will build personal and national character for students. Thus it is hoped that students will be able to prevent and ward off all forms and manifestations of radicalism infiltration, both in thought patterns, taste patterns, and attitude patterns. In addition, students are expected to have positive attitudes and behaviors in achieving achievement (*achievement motivation*).

## **2) Heroic Leadership Approach Model (Heroic Leadership)**

Apart from using Pancasila as a soul of personal and national character development, it is also necessary to apply a heroic leadership approach. Heroic leadership is essentially a

contribution to leadership wisdom and a progressive-revolutionary approach that sees leadership through a prism that is very different and biased through that prism. Heroic leadership (Lowney, 2005) appears in different light, including:

- a) We are all leaders, and we lead all the time, in good or bad ways.
- b) Leadership comes from within: it has to do not only with what I do but also to who I am
- c) Leadership is not an act, but a way of life.
- d) Leadership is a continuous process of self-development.

What is the secret of heroic leadership? How does each individual become a leader? Manurung (2011) emphasizes the four principles of heroic leadership Lowney (2005) guides each person in:

- a) Self-Awareness: "Organizing Your Own Life"  
Leaders thrive by understanding themselves well and what they value, by becoming aware of hidden points of weakness or weaknesses that can lead to deviations and by maintaining a habit of self-reflection and non-stop learning throughout life.
- b) Ingenuity: "The Whole World Will Be Our Home"  
Leaders make themselves and others comfortable in a changing world, by exploring new ideas, ideas, approaches and cultures, rather than defensively withdrawing from what is quietly in the way of life's next turn. Bonded to inexorable principles and values, maintains a "detachment - freedom" that allows individuals to adapt with confidence.
- c) Love: "with a love greater than fear"  
Leaders face the world with a healthy, confident understanding of themselves that is gifted with ability, talent, dignity and potential to lead. These same qualities are also found in others and in a burning spirit are committed to respecting and unleashing the potential that exists in oneself and in others. The leader creates an environment that is bound and motivated by loyalty, affection and mutual support.
- d) Heroism: "Generating Great Desire"  
Leaders envision an inspiring future and strive to make it happen rather than passively watching the future unfold around them. Heroes take gold out of opportunities rather than waiting for golden opportunities to be presented to them. The heroic leaders with full confidence turns problems and challenges into opportunities, even able to arouse the spirits of others around them.

The heroic leadership approach model is expected to have a positive influence on the development of personal and national character and have an impact on increasing achievement motivation, which is further described in Figure 1 below.

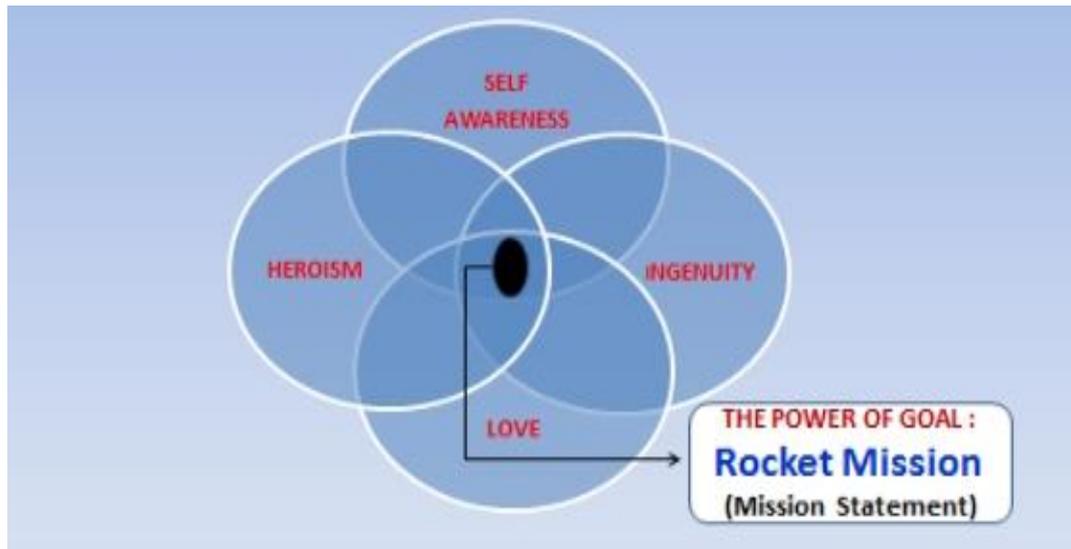


Figure 1. Model of Heroic Leadership Approach in Personal Character Development and the Nation to Increase Achievement Motivation (Manurung, 2015)

Figure 1 above shows the core competencies of the *nation and personal character building training module*. The four pillars of character building: "*self awareness, ingenuity, love and heroism*"<sup>3</sup> must be integrated and influence one another. Furthermore, the four characters are manifested in the mission statement (*rocket mission*) as the power of achievement. Thus, in the end, the main character possessed by the leader will radiate strongly both inside and outside. The four main pillars are summarized in an adaptive manner to the participants so that the participants can understand that these pillars are needed for achievement motivation, both in study, career and life. In the end, the four pillars above will have a positive effect on personal character.

Gough (2020) reveals that character is destiny by mentioning the following wise words: "... *sow a thought, reap an act; sow an act, reap a habit; sow a habit, reap a character; sow a character, reap a destiny.*" So, what the destiny of each student looks like, depends on their thought. If their thought is positive, then they will also reap a positive destiny, and vice versa. Positive destiny ultimately has a positive impact on increasing achievement motivation, both on and off campus.

### 3. Research Methods

Self-development in this *experiential learning* approach uses the method of learning and practicing while experiencing, with self-preparation, interactive communication techniques, dialogue, discussion, auto-suggestion, reflective, role play / games, and rocket missions, where participants are introduced to concepts, then involved directly and feel, experience, discuss the process and results of this training to know, understand, realize and be able to increase the maximum self-potential for achieving achievement motivation.

Evaluation is carried out to measure learning outcomes in training. The evaluation technique uses self-introduction sheets and theme understanding, pre-post test sheets, assessment sheets, and impressions and messages (*evaluation*). Post-learning evaluation is

carried out after 1 (one) month to find out the results of the participants' rocket mission (*achievements*), both individually and in groups as a way of measuring development and progress and efforts to improve future learning. In addition, specifically, participants who were selected to be the best participants were given a special assignment to make a short video with the theme of Grounding Pancasila and developing the next personal and national character building program.

### **Cooperation**

The collaborative partner in this program is the Pancasila Grounding Movement (GPP), an organization that cares for maintaining and grounding Pancasila as the basis of the state, ideology, and national spirituality. The GPP missions are:

- 1) caring for and grounding Pancasila in an effort to create a nation that is sovereign in the political field, independent in the economic field, and has a cultural personality.
- 2) building personal and national character as an effort to prevent, ward off and fight radicalism - transnational fundamentalism, neoliberalism (*neolib*) / neocolonialism-imperialism (*nekolim*), intolerance, terrorism, corruption, mafia, abuse of power, and drug abuse in all its forms and manifestations.
- 3) developing a progressive - revolutionary Pancasila ideology education rooted in Sukarno's Teachings and Thought as well as the crystallization and sublimation of the noble values of various religions, beliefs, customs, and national cultures.

In this program, as a partner GPP assists the process of observation, situation analysis, and determination of target subjects (*learning*), program development planning and program evaluation and sustainability.

### **Participants**

This activity was attended by 57 participants from 11 universities, namely Trisakti University (5 people), UPI YAI (12 people), UPN (5 people), Mercu Buana University (8 people), University of Indonesia (7 people), Budi Luhur University. (5 people), Atma Jaya University (7 people), UniSadhuGuna Business School (4 people), Hindu Dharma Nusantara College of Religion (9 people), "AMI" : College of Maritime Sciences (10 people), College of Statistics (1 person).

### **Organizing Team**

The organizing team is the grant recipient implementation team of PKM Dikti UMB collaborating with the GPP partner team. Cooperation is built synergistically, where all teams complement each other and support and work collaboratively, so that this training program runs successfully, starting from the planning process, implementation to program monitoring and evaluation.

### **Instructor**

The instructors in this NPCB training program are as follows:

- 1) Main Instructor: Dr. Antonius Dieben Robinson Manurung, M.Si. (Chairperson of the PKM Hibah Dikti, NPCB Trainer, and Doctor of Psychology at UMB)
- 2) Companion Instructor:
  - a) Prof. Dr. Hapzi Ali, MM (Member of the PPM Hibah Dikti and a Professor of Mercu

Buana University)

b)Dr. Bondan Kanumoyoso, M.Hum. (Secretary General of the DPP GPP, Historians, and Lecturers of FIB, University of Indonesia).

### **Program Management**

Management training program "*Nation and Personal Character Building*" breathing in Pancasila and the Heroic Leadership approach with the theme “The Implementation of Grounding Pancasila Strategy in Efforts to Prevent and Date Radicalism from the University Students in Jakarta”, as the following:

- 1)Program Planning
- 2)Program Implementation
- 3)Montoring and Program Evaluation.

## **4. Findings And Discussion**

### **Activity Process**

#### **1) Preparation**

Preparations have been held since January, which is the preparatory meeting on Wednesday, January 8, 2020, which was attended by the PKM Hibah Dikti Mercuru Buana University (UMB) Education and the Pancasila Grounding Movement Team (GPP). The initial meeting is an internal harmonization, containing introductions and socialization of the cooperation program that will be made. The second meeting was held on Saturday, February 8, 2020 to plan the implementation and division of tasks between the two teams (person in charge, the steering committee (*SC*), and the organizing committee (*OC*). In early March, a Focus Group Discussion was originally going to be held ( *FGD*), but due to the emergence of the Covid 19 pandemic, the implementation of the *FGD* was delayed. Finally, the *FGD* could be carried out online on April 25, 2020 with the Zoom application.

#### **a) FGD I Material:**

- i.** make an agreement for the implementation of the *FGD* between the implementing team and the team of cooperation partners (*GPP*)
- ii.** compile a learning approach method
- iii.** planning personal and national character building programs-*NPCB*
- iv.** reviewing activity plans 1 - 3
- v.** determine the Implementation of Activities

#### **b) Description and Material for Discussion of *FGD* Material**

- i.** make an agreement for the implementation of the *FGD* between the implementing team and the team of cooperation partners (*GPP*)
- ii.** presence of *FGD* participation (proven by signature)
- iii.** Reaffirmation of the cooperation between the implementation team of *PPM* Hibah Dikti and *GPP*
- iv.** agreement on Protocol (Procedure) and *FGD* Material
- v.** compiling Approaches and Learning Models
- vi.** the approach used in learning is online with whatsapp (*WA*) / *WA* groups of participants, google form, and zoom applications

- vii. the learning model is: "*Nation and Personal Character Building*" - *NPCB* breathing in Pancasila and heroic leadership approaches.
- viii. planning personal and national character building programs - *NPCB*

## 2) Pre-Implementation, Implementation and Post-Implementation Plans

### a) Pre Implementation

Before the pre-implementation of the program, the organizing team prepared materials, modules, facilities and infrastructure including devices to be used in the training program, including providing laptops, special cellphones, creating websites, social media (*facebook, instagram, twitter, GPPTV, GPPnews.id*), subscribe to zoom applications, and other technical preparations to streamline the program with a virtual training model. The pre-implementation of the *NPCB* is carried out 1 (one) week before the implementation of the program. The activities carried out are: mentoring by mentors in groups. The training class is divided into 5 (five) groups. The mentoring process includes guiding participants to know and understand program goals, mental preparation before training, and post-program follow-up plans.

In this stage, the mentors also help participants get to know each other, assist group participants in making creative short videos for group participant introduction, filling in self-introduction forms and understanding themes via google form, internal communication with the WA Group, how to pre-fill post test, evaluation, quiz, crossword, etc. as well as various other technical matters that need to be prepared during the training.

In the pre-implementation evaluation, the following things will be carried out:

- i. Limited team discussion and instructors to finalize plans towards implementation
- ii. simulation or try out of *NPCB* implementation by limited team and instructors
- iii. check listing all *NPCB* preparations, including: participation form / participant approval sheet to participate in the activity program, participant introduction form, basic materials that need to be studied by participants (including references), pre-post test material, learning materials, examples of rocket missions, evaluation sheets participants, mentor / assistant observation sheets, follow-up monitoring and evaluation sheets, and experiential learning forms.

In this preparation stage, participants have been invited about a month before the event, and a week before the event, a WA group has been formed according to the group determined by the committee, which has been given tasks in advance such as filling out an identity questionnaire, self-introduction and understanding of the material. In this pluralistic group consisting of various universities, ethnicities and religions shows that there has been a unique and interesting relationship, because even though they have never known each other, the participants are skilled at producing introductory videos to groups with the characteristic of Indonesia and Pancasila.

### b) Implementation Plan

The *NPCB* training with the zoom application (online) was held on Saturday, June 6 2020, at 13.00-16.00 WIB with a target of 50 students from 10 universities in Jakarta.

### c) Post Implementation Plan

After the program implementation, there will be follow-up, monitoring and evaluation of the program by the mentor / assistant, related to changes in cognitive, affective, and conative aspects, especially in the achievement of rocket missions, both individually and in groups for 1 (one) month after the training.

### 3) Nation and Personal Character Building Materials

- a) Urgency using online methods and other virtual learning models in *NPCB* training program
- b) *NPCB* breathe in Pancasila as the basis of the state, ideology and national spirituality
- c) *NPCB* with a heroic leadership approach (Heroic Leadership)
- d) Rocket mission as a strategy to increase achievement motivation (achievement motivation) on grounding Pancasila.

### 4) Facilities for Participants (n.b. if participate the whole program)

- a) Instructor Material
- b) Certificate: certificate of attendance and certificate of achievement
- c) Quota / Credit Replacement (Rp. 50,000 / participant)
- d) Prizes (for the best participant)

## Implementation Results

The *NPCB* training room with the zoom application opened at 12.30 and participants were invited to enter the room. The assistants welcome and greet the participants, and ensure that the participants have had lunch and worshipping/prayed. Participants were also reminded to prepare themselves and the equipment to be used (laptop, cellphone as well as snacks / drinks nearby). The committee provides related directions regarding the technicalities of the event as well as ethics and code of conduct during the training. Participants are asked to mute the sound during the event, unless requested by the instructor, as well as activate the video during the event, which shows that participants are actively participating in the training. While waiting for the other participants to attend, the committee confirmed that the participants had filled in the participant registration form and the self-introduction form and understanding of the theme.

Around 13.00 the participants were almost all present, as well as all the assistants and instructors who were present. The committee summoned representatives from the GPP, Mr. Ustadz Raden Salamun, S.Sos., S.Pd to lead the opening prayer. After that the committee guided about the related introduction to the program and the theme of the activity, and asked participants to fill out the pre test that had been distributed in the WA group in the form of a google form. This pre-test is an early stage test to determine the extent to which participants understand Pancasila. After completing the test, the committee immediately invited the head of the SC to give directions and to open the event.

In general, the energy and enthusiasm of the participants from start to finish was increasing. A loud voice from the main instructor, Mr Dr. Antonius Manurung triggered the indifferent participants when singing the Indonesia Raya song, and made it as stimulus for the birth of enthusiasm and also the 'new' attitude of each participant. He emphasized that the attitude of love for the Indonesian homeland starts from basic things and principles, such as

respecting the Red and White Flag, singing the Indonesia Raya Song with wisdom, and singing heroic songs of struggle. This is in accordance with the objectives of this activity, that is to arouse the nationalism and patriotism of the participants, as well as to foster a positive mentality as the basis for building personal and national character that breathes in Pancasila.

The next event was an introduction to the team and mentors (introduced by Bondan Wicaksono), which was followed by an introduction to the participants with the method of playing a short video by a team of dynamics. This video has been prepared by five groups, each of which has previously gathered in the WA group accompanied by the facilitators in each group. This group video is limited to only two - three minutes and contains the introduction of each participant, and is contested. Apart from introductions, each participant was also asked to be active in singing along, shouting yells to express enthusiastic words about Indonesia and Pancasila. The participants looked excited and enthusiastic.

The training material was started by the instructor : Dr. Antonius Manurung, M.Si, about "NPCB Breathing in Pancasila and Heroic Leadership Approaches ", then continued by Dr. Bondan Kanumoyosowith the topic "Grounding Pancasila and Millennial Generation" and "Development of Self and Nation Character for Achievement of Pancasila Breathing" from Prof.Hapzi Ali, MM. The main objective of this session is to build a positive mental attitude, helping participants become 100% Indonesian and 100% Pancasila as the young generation of Indonesia. The atmosphere of the activity looked very dynamic, dialogic, interactive which was interesting for students. This session ended with a very attractive question and answer session.

The material in the next session explores 4 (four) pillars of heroic leadership: self-awareness, ingenuity, love and heroism. 'Self-awareness' and 'Ingenuity' are presented in a wide variety of forms; starting from watching inspirational films about people with disabilities whose lives have been successful, comprehension tests, left and right brain balance exercises, as well as crossword puzzle (TTS) and various challenging quizzes, which the answers must be written in the chat. In 'Love', it is reflected on how children's attitudes towards parents so far. Participants are invited to take positive attitudes towards their parents (father / father and mother / mother, regardless of the current condition of the parents). As for the 'Heroism' section, was shown especially when reading, interpreting and living the poem '*Aku Tidak Memilih Menjadi Insan Biasa (I Did Not Choose To Be An Ordinary Person)*'. This poetry is expected to be able to break down the barrier of each person's success, so that they have a strong self-belief in their future achievements.

The time passed quickly that finally, the participants arrived at the end of the training event. At the end of it, Dr. Antonius DR Manurung, M.Si explained about the 'Personal Rocket Mission', which is a personal mission to find and build good relationships with 3 (three) people from different religious and ethnic backgrounds, who are recommended to take part in the next NPCB, as well as the Rocket Mission The group made a creative short video about Pancasila. This mission is very important, as a follow-up on the commitment of each participant to carry out his personal mission, in the form of an action plan for the next month.

Based on the entire training process, this mission is structured using the SMART method (Specific, Measurable, Achievable, Reasonable and Timebound). Participants are

given 1 (one) month to carry out this assignment. The entire series of events was closed by singing the song Bagimu Negeri. Dr. Bondan Wicaksono as the committee gave his appreciation to the instructors, participants and the team. Participants are asked to fill out a post test and evaluation sheet. The implementation team before the end of the event announced the results of the pre test and post test. Plans for giving e-certificates, pulses (replacing quotas), and prizes for the best participant will be given to participants who submit rocket missions. The plan for the announcement of "The Best Participant of NPCB" will be contested at the time of the announcement of the best results a month after the activity takes place. The training was closed with a Hindu prayer by Mr. Drs.Nengah Dharma, SH. Participants remain enthusiastic about all of these training events which are held for about 3 hours online.

### Post Implementation

After the activities on 6 June 2020, participants were asked to join the WA group according to their new-formed groups, based on campuses or groups of several campuses accompanied by 1-2 mentors / mentors. The task of the group is to achieve the rocket mission, which is to make a 3-minute group video that characterizes/breathing in Pancasila. This video will be shown on 12 July 2020 (a month later) in appreciation and reflection events or uploaded in youtube. The winners and the Pancasila Grounding Ambassadors will also be announced in this event. In addition to the group rocket mission, each participant was asked to make a personal rocket mission, which is to find and build good and positive relationships with three friends from different ethnicities and religions, as one proof of respecting differences and diversity in Indonesia.

### Program Evaluation

Program evaluation includes:

- 1) Evaluation of participants includes:
  - a) Improved Understanding

Of all the 57 participants, shows the results of an increase knowledge and understanding of Pancasila, which can be seen from the positive change in the post-test score compared to the pre-test score, as described below:

#### Information

<p>Value Information, <i>Pre-test:</i></p> <p>≤ 30: So bad                  31-40: Bad                  41-50: Less                  5-60: Enough                  61-70: Good Enough                  71-80: Fine                  81-90: Very good                  91-100: Special</p>	<p>Value Information, <i>Post-test :</i></p> <p>≤ 40: Terrible                  41- 50: Bad                  51- 60: Less                  61- 70: Enough                  71- 80: Good Enough                  81- 90: Fine                  91- 95: Very well                  96-100: Special</p>	<p>Information on Increased Understanding of the Participants</p> <p>&gt; 20: 34 participants                  2-40: 19 participants                  41-60: 3 participants                  61-80: 1 participant                  81-100: -</p>
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Based on the data and description above, it can be concluded that the Participants obtained an average pre-test score 59% (classified in the “Fair” category) and the average post-test score of 87% (classified in the “Good” category). Thus, it can be seen that there is an increase in knowledge and understanding of the development of personal and national character with Pancasila and heroic leadership approaches by 47.5% of all participants.

#### b) Participant's Response

Some of the participants' responses can be seen in the following description.

- i. be able to know, understand, and live up to the importance of the values of Pancasila as a foundation in building personal and national character
- ii. opened self up and became more enthusiastic, and made me more aware of the importance of building personal and national character with a breath of Pancasila and a heroic leadership approach
- iii. begin to realize the importance of understanding one's strengths (strengths) and weaknesses (weaknesses) as a basis for building character
- iv. arouse nationalism and patriotism
- v. learn to know more about one's own abilities and try to remain humble
- vi. understand more deeply the meaning and history of the birth of Pancasila
- vii. build a sense of brotherhood among fellow participants
- viii. know tips on how to be successful
- ix. help regarding self character and efforts to develop it

### 2) Material Evaluation according to Participants

Evaluation material from the participants can be seen below:

Evaluation of the resource persons, Dr. Antonius DR Manurung, M.Si: participants who chose "Strongly Disagree" were 1%. , "Disagree" with 6%, "Agree" at 54% and the choice of "Strongly Agree" 39%. Conclusion: 93% agree and strongly agree, so that the evaluation of this resource is included in the criteria of "VERY GOOD".

Evaluation of the resource persons, Dr. Bondan Kanumoyoso, M.Hum .: participants who chose "Strongly Disagree" were 2.4%, "Disagree" was 5.4%, "Agree" with 44.7% and options "Strongly Agree" 47.3% . Conclusion 92% agreed and strongly agreed, so that the evaluation of this resource was included in the "EXCELLENT" criteria.

Evaluation of Prof. Dr. Hapzi Ali, MM: participants who chose "Strongly Disagree" were 0.1%, "Disagree" 2.9%, "Agree" with 55.7% and choices with "Strongly Agree" 41.3%. Conclusion: 97% agreed and strongly agreed, so that the evaluation of this resource was included in the "SPECIAL" criteria.

### 3) Evaluate the Skills of Individual and Group Participants

#### a) Individual

- i. Character Guess Quiz
- ii. Cross Puzzle Quiz (TTS)
- iii. Comprehension Test
- iv. Individual Rocket Missions

v. *Special Category* (for the best participant): AMBASSADOR FOR GROUNDING  
PANCASILA

b) Group: Group Introduction Videos

## 5. CONCLUSION AND SUGGESTION

### Conclusion

Based on the implementation plan, implementation, and post-implementation of the 70% PKM program, a number of (provisional) conclusions can be drawn as follows:

- 1) The target number of participants can be achieved, even more than the target set before program implementation.
- 2) Based on the results of observation, monitoring and evaluation of participants by mentors / assistants, there were positive changes from the participants in their knowledge and understanding of personal and national character development based on Pancasila and the heroic leadership approach.
- 3) This PKM program provides support to partners in creating and developing websites, social media as a strategic model for the grounding of Pancasila to prevent and ward off radicalism among students in Jakarta.
- 4) This PKM program has been published on various websites, social media (YouTube, Facebook, Instagram, Twitter, and other media).
- 5) The Pancasila grounding strategy to prevent and ward off radicalism among students in Jakarta is effectively implemented through a training program "*nation and personal character building*" breathing in Pancasila and heroic leadership approaches.

### Suggestion

#### 1) For Participants

- a) Hopefully the Covid 19 pandemic will end soon, so that the "*nation and personal character building*" training program for students in Jakarta can be carried out face-to-face (offline), with the hope that it can touch the psychological aspects more completely.
- b) The participants are expected to be able to build personal and national character in a sustainable and independent manner in order to form a better character.

#### 2) For Higher Education

- a) Higher education institutions in the Jakarta area are expected to be able to develop programs for building personal and national character with breathing in Pancasila in a structured and sustainable manner as an effort to prevent and ward off radicalism among students.
- b) Higher education institutions in Jakarta need to develop an adaptive model in building personal and national character that breathes in Pancasila.

#### 3) For the Ministry of Education and Culture

- a) The Hikbah PKM Dikti program for the personal and national character building program with Pancasila breaths needs to be prioritized, expanded, sustainable, and used as a model for character education for students.
- b) It is necessary to further encourage lecturers to develop models for building personal and national character with Pancasila and heroic leadership approaches in a progressive and

adaptive manner.

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