

Application of Pancasila Values in The Learning Process in Elementary Schools

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Article Info

Page : 373-378

ISSN : 3026-5290

Vol 2 No 2 2024

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Abstract

This study aims first to determine the extent of the role of Pancasila values applied at the elementary school level. Then the second is to find out what obstacles make Pancasila values not get the results of implementation in elementary schools. The method used in this study is a systematic literature review, the author searches for published articles related to the title or topic of research that the researcher has determined, the articles searched are limited to 40 articles and then the researcher filters them into 20 articles that are considered appropriate and close to answer this research. The results of the study showed that as many as 20 articles from the search results can be seen that the role of Pancasila values has a significant impact on forming good character and commendable behavior at the elementary school level. The results of the study showed that the strengthening of Pancasila values in elementary schools encountered obstacles that there were still some children who were difficult to advise and there were children who had bad habits outside of school that were then carried over to school. Therefore, schools must be able to overcome these obstacles by continuing to provide habituation, guidance and coaching to students and establishing good cooperation (synergy) between the school and their parents.

Keyword: Implementation, Pancasila values, learning process

1. INTRODUCTION

Sulianti (2018: 111) states that national education is education that is based on Pancasila and the 1945 Constitution which is rooted in religious values, culture, Pancasila values and is responsive to demands for changes in teaching. or must study for 12 year according to the existing rules set by government. So that, education is an important foundationfor life public Indonesia so thatnot blind to the law or science develop in accordance with demands the era that the purpose is improve the quality of Indonesian people good that social, spiritual, intellectual, and professional in field his knowledge. Education is the basis of science that must be owned by every citizen according to with the rules that already apply to every inhabitant country entitled get taught or must study for 12 year according to the existing rules set by government. So that, education is an important foundationfor life public Indonesia so thatnot blind to the law or science develop in accordance with demandsera. The life of the Indonesian nation requiresthe implementation of noble values contained in Pancasila Which reflect personality original public nation Indonesia. Mark, norm, and ethics which during thiscontained in Pancasila truly become part which very intact and roundand can blend with personality every indonesian citizen so that can form patterns of attitudes, thought patterns, and action patterns and provide direction on public nation Indonesia. Besidesthat, Pancasila is a mark characters that can be implemented intoin life public nation Indonesia. Pancasila is the foundation of the nation Indonesia in to organize education as stated in Law No. 20 year 2003 about system Education National, which reads: Education National based on Pancasila and Constitution Indonesian country 1945. Role Pancasila in Education of course very important in Indonesia, because Pancasila own role important in formation character through implementation valuesPancasila. Pancasila as ideology country also is philosophy life forall over inhabitant country Indonesia Because the meaning values contained in Pancasila is very useful and beneficialfor life daily.

Education Pancasila is a matterWhich fundamental for every life inhabitant country for made into a benchmark or handle in weave a life as inhabitant the country that good or in accordance with values Pancasila. Implementation Pancasila valuesin a institution educationis a reject measuring will success from implementation valuesPancasila which already exists and is believed in by all over public Indonesia. In

general real values Pancasila life and develop in accordance with diversity Indonesian society. Implementation values Pancasila very important in process learning Because implementation values Pancasila No stop on student capable mastering the material, but the most important thing is how method to plant mark-Pancasila values in students so that child educate own character and pattern behavior in demand which good. Curriculum 2013 Pancasila Education subjects and Citizenship (PPKn) is subjects of refinement of the eye lesson Education Citizenship (Civics) Which back to known in 2006 Curriculum. The improvements done on base consideration: (1) Pancasila as base Country and the nation's outlook on life is played out and interpreted as the core entity that become source references and criteria success achievement level competence and organizing from overall scope of the subject Pancasila Education and citizenship; (2) substance and soul constitution base country Republic Indonesia 1945, values and spirit Bhinneka Tunggal Ika, as well as commitment Country Unity Republic Indonesia placed as part integral from Pancasila Education and Citizenship as a vehicle psychological-pedagogical citizen development country Indonesia which characterful Pancasila.

Change the based on on a number of input refinement learning civics become PPKn which to emerge in five year final, between other: (1) in a way substantial, civics impressed more dominant loaded constitutional law so that the value content and moral Pancasila not enough get proportional accentuation; (2) in a methodological, there is trend learning which prioritize development realm attitude (affective), realm knowledge (cognitive), and development realm skills (psychomotor) not yet developed optimally and completely (coherently). PPKn as eye lesson own mission in develop civility Pancasila which expected capable to cultivate and empowering students to become citizens which intelligent and good as well as become leaders of the Indonesian nation and state in a future that is trustworthy, honest, intelligent, and responsible. Besides with planting values Pancasila in process learning, as wrong one form planting mark-mark Pancasila which given to students through the learning process is with give understanding and exemplary in life daily good in environment school and also outside school. Process learning considered as matter which urge for child educate in its function for guide the younger generation to voluntarily commit oneself to values and norm moral which characterful. Implementation values Pancasila in everyday life can provide good impact for society so that society adheres to and adheres to the values mark in Pancasila because mark which contained in Pancasila have lots meaning for life a day day in religious, give opinion and etc (Dewantara & Mr. Nurgiansah, 2021). Pancasila material in basic competencies basic education and Intermediate in Minister of Education and Culture Regulation Number 24 Year 2016 about Core Competencies and Competencies Base Lesson on Curriculum 2013 Education base and education Intermediate, expected competencies after learn PPKn for room scope Pancasila is:

1. Embracing and behave full not quite enough answer in accordance values Pancasila in life a day-day; analyze and apply joint decisions based on values mark Pancasila in life daily.
2. Be grateful and support the embodiment of Pancasila as a basis country; analyze and demonstrate steps to realize Pancasila as national principle
3. Live and appreciate values inherent in rights violations and denial obligation inhabitant country in accordance with Pancasila in life nation and state;
4. Analyze and to serve values Pancasila related to cases violation right and denial obligation inhabitant country in life nation and state.

However sadly, institution education is currently less visible in implementation values Pancasila because lack of filters or entry barriers globalization which now almost all over public Indonesia implement it. Most Indonesian citizens only consider Pancasila as the basis of the state or ideology alone without care about meaning and the benefits in life. Without humans realizing it values meaning which contained in Pancasila is very useful and beneficial (Nurgiansah, 2020). Civic education is wrong one draft education which serves to shape students as inhabitant country which Pancasilaist. The relevance of citizenship education to development character put forward by Samsuri (2011: 20) Which state that education citizenship own dimensions- dimensions which no can released from aspect formation character and morality public inhabitant country. Objective education citizenship in elementary school is not just equip student to level furthermore, moral cultivation is expected can to form inhabitant country the good one. Sumiyati (2008: 1) state that civics as education mark, moral, and norm continue to be instilled in students from an early age early. If the student already has all three values moral the, so objective for to form a inhabitant country which good will easy realized. As put forward previously, in the practice civics face constraint which result in far away objective learning. Learning and assessment processes more emphasize on impact instructional which

limited on mastery of material in the cognitive dimension. With thus what which obtained participant educate no nature cognitive, affective, and psychomotor however still in scope cognitive. Based on the description above, it is clear that the weaknesses of subjects such as education religion and Civics more focused on cognitive issues. This means related with knowledge student about eye lesson the, however lack of for give what provision just which must they do when face to face with world real and in where they will meet with all person which there is in public. By because that writer want to researching so far where implementation values Pancasila learning in school base as formulation in this study.

2. RESEARCH METHODOLOGY

This study uses a literature review method, which aims to review, analyze, and synthesize relevant literature on the understanding of Pancasila values applied at the elementary school level. This method was chosen because this approach allows researchers to evaluate existing knowledge, find research gaps, and provide guidance for future educational research and practice. All sources used in this study are listed in the reference list according to the recognized citation style. These references include scientific journals, books, and other literature sources that support the literature review.

3. RESULT AND DISCUSSION

Effort in strengthen values Pancasila at school the base can be seen from activity Which done. A number of activity in school base Which can support For strengthen values Pancasila can explained as following:

1. Please first, deity which maha one, have implications on activity for example prayer congregation for Class IV-VI. Puspitasari, Mr. Djunaedi, & Son (2012) to argue that man always trying to replicate the sacred world to world real, with try accept kindness Lord through activity religious. Because that, a the area materially related to various (Goh & van der Veer, 2016). Start from activity ablution, teachers supervise each student especially class IV which if only not yet memorize movement ablution and to condition students not to make a fuss in area prayer room. English (2013) to put forward that prayer also is training coaching discipline and self-control. This matter can help students get used to attitude discipline on every activity in environment school and public. Activity for each other value every worship activity carried out in environment school, each other help in a religious celebration for example moment celebration day raya Eid Adha, student which religious besides Islam, follow help distribute meat sacrifice for the society that entitled
2. Please second, humanity which fair and civilized, has implications among others for honesty, fighting spirit, sincerity, love love, tolerant, not quite enough answer, each other exhilarating, each other glorify, not selfish, love homeland, honor ethics, moral, and law, put right and obligation in a way proportional. Learning which done teacher not only just transfer knowledge (interactional) *an yes* but must there is process internalization mark (transformational) which herding to process involving all human potential students; cognitive, affective, and psychomotor in a way active in process the learning. No only student woman or man just but all student which there is in class entitled follow learning in lower guidance teacher. Action which done teacher the is strengthening mark justice. Durrani (2018) stated that the distribution education which no evenly will cause conflict. So, for to avoid conflict, teachers instill mark justice since early
3. Please third, Unity Indonesia, have implications on attitude and behavior uphold tolerance, do not force will, honor diversity, defend country, and take importance life person lots in on interest personal
4. Please fourth, democracy which led by wisdom wisdom in deliberation representative have implications for example in implementation election chairman class. Pachur and Spaar (2015) to put forward that deliberation can controlled in a way aware. This activity practice student to plant mark democracy in school, because chairman class no chosen pure by teacher but to include student in election of chairman class. If student no included in election chairman class, means practice democracy no succeed. Accepting opinions person other in discussion intergroup become part from educational process, the process of determining objective location for activity tour (*study tour*) also done in a way deliberation and consensus
5. Please fifth, Justice social for all Indonesian people, have implications on attitudes and behavior of sharing, care, and own solidarity and and so on.

Overall activity in on implemented in order to strengthen (*reinforcement*) Pancasila values in elementary schools own element inhabitant school which heterogeneous. Activity in on involving inhabitant school for follow as well as in activity. Implementation activity strengthening of Pancasila values experienced a number of constraint which can affect the quality of the process and results learning if no overcome with Serious. Results study show that strengthening values Pancasila in school base found constraint that still there is a number of child which difficult advised as well as there is child which own habit in outside school which not enough good then brought to school. Because of that, as it should be school must capable overcome these obstacles by continuing do habituation, guidance, and coaching to student and weave cooperation which good (synergy) between the school with their parents. Meanwhile, in terms of didactics and methods, become task main, function, be a teacher in develop curriculum that is with do various creativity and innovative action through use various methods, approaches and models learning which oriented on meaningfulness, pleasant, and weighty.

Values are measures, benchmarks, assumptions- assumptions, and beliefs that exist in society. Values are used as benchmark somebody behave in public. Besides that, mark give direction for action somebody. Mark adopted by lots person in a public about something which correct, proper, sublime, and good for carried out (Nurgiansah, 2021). Function mark in among others namely as former method think and behave ideally in society. Value can create spirit on man for reach something which he wanted. Mark can used as tool supervisor behavior somebody in public. Mark can push, lead, and pressure someone to do good. Mark can functioning as tool solidarity in between member public. Every nation must own conception, ideas, and noble ideals. Regarding the nature of which most in from country as well as the deepest essence of law state, concept of state and law every country nation own characteristics typical each in accordance with background history, condition social culture, as well as characteristics nation which concerned. One of the characteristics of Indonesia as nation country is greatness, breadth, and its diversity. Conception about the basis of the state formulated with five principle main point meeting (which uniting the diversity of the nation), point support (which underlying ideology, norm and state dress), and the destination point (which give orientation statehood, nationality) nation Indonesia. Fifth the main principle is known as Pancasila. The five basic values of Pancasila is:

1. Deity which great one.
2. Humanity fair and civilized.
3. Unity Indonesia.
4. Democracy led by wisdom wisdom in deliberation representative.
5. Justice social for all over people Indonesia.

Objective learning on basically is ability which expected participant educate after gain experience study. Objective have level which wide or general until to the narrow or special. All objective that relate between one with others. Learning objectives must be centered on changing participant behavior educate which wanted, therefore must formulated in a way operational, can measured, and its achievement can be observed (Nana Sudjana and Wari Suwariyah, 2010). Implementation values Pancasila in process learning through education very important because education national on basically functioning developability and form character and civilization nation which beneficial in in order to improve the life of the nation, aiming for development potential child educate so that become man which believe and pious to lord which maha one, moral glorious, Healthy, knowledgeable, speak, creative, independent, and become inhabitant country which democratic as well as responsible answer (Chapter 3 Law-Invite No. 20 Year 2003 about System National Education). It is hoped that with implementation values Pancasila, so will form educated people, knowledgeable, and characterful. As for context life global, Pancasila Education and Citizenship besides must to confirm civility Pancasila also must equip participant educate for life in the global arena as a world citizen (*global citizenship*). This matter because of inhabitant country no only life in environment national but also life with nation other in socializing International. Besides that, need realized that in this world there is not only us, but there are other people who live all over the world. So, we have to lots learn about education inhabitant global (Hakop Walangadi, Elmia Omar, Kian Palilati, 2020).

By because that, substance And Pancasila learning is necessary oriented for equip inhabitant the Indonesian state to be able to live and contribute in a way optimal on dynamics of 21st century life. Application values Pancasila in learningschool base besides develop mark and moral Pancasila, also develop all vision and 21st century skills as has been become commitment global. More from that as runway philosophical, four consensus nationality has to liven upbirth Curriculum 2013. Four consensus nationality the is:

1. Pancasila, as base country, ideology national, and view life;
2. Constitution Base Country Republic of Indonesia in 1945 as law base which become runway constitutional life social, nation, and state;
3. Country Unity Republic Indonesia, as commitment to form final Country Republic Indonesia which protect all nations and lands shed blood Indonesia;
4. Bhinneka Tunggal Ika, as form awareness on diversity life social, nation, and state as a whole and cohesive in a way national and harmonious in international relations (Secretariat) General MPR RI, 2012).

Four consensus state the in a way explicit Also taught in curriculum structure for PPKn subject every level education (SD, junior high school, senior high school/ Vocational School). It means, every chapter material or competence base (KD) and in Competence Contents (KI) on PPKn, must load 4 consensus state in a way explicit in learning. Not only load aspect knowledge (cognitive), but also covers aspect attitude and skills. This is it which differentiate in a way firm eye lesson PPKn in structure Curriculum 2013 with Education Citizenship (Civics) in structure Curriculum 2006.

4. CONCLUSION

Participation as an elementary school citizen very useful for success program or activity Which implemented for realize values Pancasila in life student daily. Effort strengthening values Pancasila through school community participation is very related with change social in environment school because process in inside related to the emergence of social problems that result in the weakening of Pancasila values. School must make an effort strengthen values Pancasila with change his students to be better than before based on Pancasila. Implementation values Pancasila on student at the elementary school level, is a the thing that very important and fundamental, because at this level, students learn from for teacher various matter fundamental in education such as how to read and write which good and correct, so also with introduction to values Pancasila. The teacher own not quite enough answer which big related with implementation values Pancasila because this matter done with method specific and tailored to the level the age of the students. This method is done so that implementation values Pancasila can effectively accepted by the students. In side that, for Teacher even must invite for student for apply values Pancasila (learning to do) in life daily so that they will used to (habit) behave in accordance with values Pancasila that. Support from various party related namely the school, parents of students, and stakeholders other very determine quality success in implementation values Pancasila.

Role school and parents are just as important as their role teacher, because in out of hours school, role parent very big in guide and supervision implementation Pancasila values in life everyday. As for in context process learning in a way special, role head school even no lost importance, Because as good as whatever program curriculum, quality teachers, complete facilities and infrastructure (instrumental input), and environment (environmental input) which is conducive to apply values Pancasila to students, will not succeed if they do not supported by presence and partisanship the figure of the principal in its entirety process education on generally in school. By because that's it implementation values Pancasila at the elementary school level is very fundamental because of the formation process values (values) on every individual started from level education base, that's why there is an adage that say that "more easy to form habit good than change habit bad." With thus, indeed matter the most important thing that needs attention we together are our involvement in order to appear as a role model for who even; parent for his children and for teacher for his students. A doctrine pedagogic classic say: "we no can teach what which we know, we no can teach what which we want, we only can teach what which it is indeed within us." therefore, let's "play" with the values of pancasila together children educate we. "Surgant Fueri et, Ludant Coramnubis" (tell the children children prepare themselves and play in front we).

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