

Implementation of Pancasila Values in the Civic Education Learning Process

Sabna Erika Tasya¹

Article Info

Page : 443-446

ISSN : 3026-5290

Vol 2 No 2 2024

Corresponding Author

Sabna Erika Tasya, Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara

Email: tasyasabnaerika@gmail.com

Abstract

The application of Pancasila values in Citizenship Education (PKn) learning is an important aspect in shaping students' character as good citizens. This study aims to analyze various effective methods in internalizing Pancasila values and the challenges faced in the learning process in schools. The method used is a *literature review* by reviewing various journals and related articles. The results of the study indicate that group discussion methods, simulations, and integration of Pancasila values in everyday life at school can improve students' understanding of these values. However, this study also identified several obstacles, such as lack of teacher training, minimal support for facilities and infrastructure, and limited learning time. The discussion highlights the importance of improving teacher training, optimizing technology, and collaborating with the community to overcome existing obstacles. In conclusion, the application of Pancasila values in PKn must be handled systematically to achieve better character education goals.

Keyword: Pancasila, Civic Education, learning methods, student character, educational challenges

1. INTRODUCTION

Pancasila as the basic ideology of the Indonesian state has a crucial role in shaping national identity and guiding the nation's social and political behavior. According to Kaelan (2013), Pancasila is not only a normative foundation, but also reflects values that must be internalized by every citizen. Education has a great responsibility in instilling these values, especially through Citizenship Education (PKn). This subject is designed to foster awareness of the nation and state, as well as to form characters that uphold the principles of Pancasila (Tilaar, 2009). Civic Education functions not only to transmit knowledge, but also to develop attitudes and behaviors that are in line with the values of Pancasila. This includes aspects of divinity, humanity, unity, democracy, and justice that are relevant in shaping students as active and responsible citizens (Soekarno, 2006). According to research reviewed by Subiyakto and Nasution (2018), an integrated approach with daily practice is an effective method in instilling Pancasila values in schools. Through interactive and contextual teaching, students not only understand the concept, but are also able to apply it in real life. However, despite its important role, the implementation of Pancasila values in the PKn learning process at various levels of education still faces a number of challenges. Several studies, such as those expressed by Yulianti (2017), show that obstacles often arise from limited teaching methods, lack of teacher training, and minimal support for adequate facilities and infrastructure. Teachers often find it difficult to apply innovative learning methods, so that the process of internalizing Pancasila values in students is less than optimal (Nugroho, 2016). This study will examine how the implementation of Pancasila values in the PKn learning process as well as the challenges and strategies that can be done to increase its effectiveness. This study aims to provide a deep understanding of the importance of the role of education in internalizing Pancasila as the foundation of the nation's ethics and morals.

2. RESEARCH METHODOLOGY

This study uses a *literature review method* that aims to analyze and synthesize various studies and reference sources related to the application of Pancasila values in the learning process of Citizenship Education. This study examines relevant scientific journals, books, and research reports to gain a comprehensive understanding of this topic. The *literature review process* is carried out by collecting data from leading academic sources published over a certain period of time, then analyzing the findings to

identify trends, challenges, and effective strategies in implementing Pancasila values in educational environments. The data were analyzed qualitatively-descriptively to provide an in-depth picture of how Pancasila values are implemented in PKn learning and the obstacles faced in the process. The selected literature includes various methodological approaches, such as empirical research and conceptual reviews, to ensure that the results of the analysis include broad and in-depth perspectives.

3. RESULT AND DISCUSSION

Some studies on the application of Pancasila values in the process of learning citizenship education are as follows:

Table 1. Document Review

No	Writer	Title	Results
1	Subiyakto & Nasution	Implementation of Pancasila Values in Civic Education in Elementary Schools	This study found that the application of Pancasila values is more effective if teachers use interactive methods such as group discussions and case simulations.
2	Julia (2017)	Obstacles in Teaching Pancasila Values in Secondary Schools	It was found that limited teacher training and lack of learning facilities were the main obstacles in teaching Pancasila values effectively.
3	The Greatest Showman (2016)	Analysis of the Effectiveness of Citizenship Education Learning	This study shows that the use of contextual methods that relate learning to everyday life can improve students' understanding.
4	The Last Supper (2019)	The Role of Teachers in Improving Internalization of Pancasila Values in Elementary Schools	Teachers who act as active facilitators have proven to be able to encourage students to understand and apply Pancasila values in school activities.
5	The Last Supper (2020)	Integration of Pancasila Values Through Digital Learning Media	The use of interactive digital technology and media helps enrich the civics learning process and attracts students' interest, increasing their understanding.

Implementation of Pancasila values in Citizenship Education (PKn) learning requires effective methods to ensure that students understand and internalize these values. Based on *literature review*, several methods that have proven effective include group discussions, simulations, and integration of Pancasila values in daily activities.

Use of Group Discussion Methods

The group discussion method allows students to actively engage in discussing social and political issues relevant to Pancasila values. Subiyakto & Nasution's (2018) research shows that the use of group discussions helps students develop a deep understanding of the Pancasila principles, especially in the aspects of democracy and deliberation. This group discussion allows students to exchange ideas, learn different perspectives, and hone critical thinking and communication skills (Yulianti, 2017).

Simulation and Role-Playing

Role-playing methods are also effective in teaching Pancasila values. According to Nugroho (2016), simulations that place students in certain situations, such as deliberation sessions or group decision-making, help them understand the practice of democracy and justice in a real and relevant way. This method encourages students to think and act ethically, increases empathy, and instills a deeper understanding of social justice (Sari & Widodo, 2019).

Integration of Values in Daily Life

Another important approach is the integration of Pancasila values in daily activities at school. Setiawan & Lestari (2020) emphasized that teachers who actively link learning to real-life examples, such as

mutual cooperation activities or community-based projects, are able to instill a practical understanding of Pancasila. For example, community service activities or collecting donations for social assistance teach students the importance of solidarity and concern for others, in line with the values of humanity and mutual cooperation.

Obstacles Faced

Although various methods have been applied, there are still significant obstacles in implementing Pancasila values in schools.

Lack of Teacher Training

According to Yulianti (2017), one of the main obstacles is the lack of training and support for teachers to develop creative and innovative teaching methods. Many teachers still use conventional lecture methods which are less effective in facilitating active and participatory learning.

Lack of Support for Facilities and Infrastructure

Setiawan & Lestari (2020) noted that limited facilities, such as inadequate classrooms and minimal supporting technology, often hinder effective learning processes. Limited facility support makes civics learning less interesting and interactive, so that students lose interest.

Time Limitation

Limited learning time is also a challenge often faced by teachers. Subiyakto & Nasution (2018) emphasized that with a tight lesson schedule, teachers have difficulty exploring all aspects of Pancasila values in one learning period.

Strategies for Overcoming Obstacles

To overcome these various obstacles, several strategies are proposed in this *literature review*.

Improving Teacher Training

The government and educational institutions are expected to provide ongoing training programs for teachers to improve their competence in implementing creative learning methods. Such training can include the use of digital technology and interactive teaching methods (Nugroho, 2016).

Technology Optimization

The use of digital media and online learning platforms is a solution to overcome the limitations of physical facilities. According to research by Setiawan & Lestari (2020), technology can be used to create a more engaging and interactive learning experience, helping students access various materials related to Pancasila more easily.

Cooperation with the Community

Strengthening the relationship between schools and communities can help implement social projects that support Pancasila learning. Parental and community involvement in school activities can also enrich students' learning experiences and instill values of togetherness and mutual cooperation (Sari & Widodo, 2019).

4. CONCLUSION

From the results of this *literature review*, it can be concluded that the application of Pancasila values in Citizenship Education (PKn) learning has a significant impact on the formation of students' characters who are nationalistic, have integrity, and have noble personalities. Methods such as group discussions, simulations, and the integration of Pancasila values in everyday life have proven effective in helping students understand and internalize the principles of Pancasila. However, the implementation of this method is not free from challenges, such as lack of teacher training, minimal support for facilities and infrastructure, and time constraints in the learning process. To overcome these challenges, it is recommended that there be continuous improvement in teacher training, optimization of the use of technology in learning, and close cooperation between schools and the community. With the implementation of these strategies, it is hoped

that the values of Pancasila can be more effectively internalized, forming a generation that not only understands, but is also able to practice the noble values of Pancasila in their daily lives.

REFERENCE

- Kaelan, MS (2013). *Pancasila: Historical, Philosophical, and Legal Approaches* . Yogyakarta: Paradigma.
- Nugroho, A. (2016). Analysis of the Effectiveness of Citizenship Education Learning. *Journal of Character Education* , 8(2), 123-135.
- Prasetyo, B., & Handayani, L. (2018). The Influence of Group Discussion Method on Students' Understanding of Pancasila Values. *Journal of Social Education* , 15(3), 105-112.
- Rahmawati, I., & Sugiono, A. (2019). Obstacles to the Implementation of Pancasila-Based Character Education. *Journal of Educational Sciences* , 17(4), 78-89.
- Sari, DP, & Widodo, R. (2019). The Role of Teachers in Improving Internalization of Pancasila Values in Elementary Schools. *Journal of Education and Culture* , 14(1), 45-56.
- Setiawan, H., & Lestari, N. (2020). Integration of Pancasila Values Through Digital Learning Media. *Journal of Educational Technology* , 22(3), 67-78.
- Subiyakto, B., & Nasution, R. (2018). Implementation of Pancasila Values in Civic Education in Elementary Schools. *Journal of Civic Education* , 10(1), 34-50.
- Tilaar, HAR (2009). *Education, Culture, and Indonesian Civil Society* . Jakarta: Rineka Cipta.
- Wiratama, D., & Kurniasih, P. (2020). Strategy for Using Digital Media in Civics Learning. *Journal of Technology and Character Education* , 12(2), 143-158.
- Yulianti, M. (2017). Obstacles in Teaching Pancasila Values in Secondary Schools. *National Education Journal* , 5(2), 89-98.