

# International Journal of Students Education



Page 30-35

ISSN 2988-1765

Vol 3 No 1 2024

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## APPLICATION OF PANCASILA VALUES IN LEARNING AT ELEMENTARY SCHOOL LEVEL

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### Abstract

Pancasila is the values that regulate the life of the state and nation in the fields of education, law, politics, economics, art, culture, and society. In early childhood education, the application of Pancasila values is very necessary to form individuals who reflect the values of Pancasila as Indonesian citizens. Pancasila values can be obtained especially from Civics lessons and other subjects. This is very important to be instilled in students in elementary schools because children at that age are more inclined to imitate and practice the habits of adults than teenagers, because there is a saying that "it is easier to change good habits than to change bad habits". So, to support the birth of young generations who have the soul of Pancasila in addition to education, environmental factors and parents will also influence the formation of children's morals. However, there are several problems in efforts to apply Pancasila values, namely if the community environment, family environment or the child's residential environment at home is less supportive and less guiding and less providing good examples, of course the application of Pancasila values is difficult to apply.

**Keywords :** Application of Pancasila values, Students

### Introduction

Pancasila is the foundation and ideology of the Indonesian nation and upholds the principles of national life. Pancasila is contained in the Preamble to the 1945 Constitution and is explained in detail in the articles. This means that Pancasila values are the values that regulate state and national life in the fields of education, law, politics, economics, arts, culture and society. Culture and national character education aims to prepare students to become good citizens, citizens who are able and willing to apply the values of Pancasila in their civic life. Basically, learning is an activity carried out by teachers and students to achieve certain goals, including changing students' behavior to be better, being able to develop what is in students according to the abilities possessed by the students, and being able to master the material that has been taught during the learning process. Of course, all of these learning processes cannot take place without the cooperation of students and teachers. This is because basically students and teachers have their respective roles, and teachers are not only tasked with explaining material at school, but can also control learning. Design conditions in such a way that order and favorable conditions are maintained. The practice of Pancasila is a real form carried out by students and teachers. In its application, it is not only a theory, but also a fact, where students respect teachers, or teachers respect students. Therefore, teachers have a big task to teach, educate and provide examples of good behavior to their students. Education in Indonesia has different levels, one of which is basic education. Elementary education is a level of education where Pancasila values must be applied in the learning process and all other aspects. The implementation of Pancasila in elementary schools is a path of learning education (psychopedagogical development) because the strengthening of Pancasila values in schools is inseparable from learning activities that involve three aspects, namely cognitive, affective and psychomotor. (Triyanto & Fadhillah, 2018).

The subject of Pancasila and Citizenship Education (PPKn) in the 2013 Curriculum is an evolution of the subject of Citizenship Education (PKn) which was originally known in the 2006 Curriculum. The improvements were made based on the following considerations. (1) Pancasila as the foundation of the state and the guideline for people's lives is internalized and interpreted as a core unity, source of reference, and benchmark for success. Achievement of the level of competence and implementation of the subject of Pancasila and Citizenship education as a whole. (2) The content and spirit of the 1945 Constitution of the Republic of Indonesia, the values and spirit of *Bhinneka Tunggal Ika*, the National Commitment of the Republic of Indonesia Year are considered as inseparable parts of Pancasila, and citizenship education. what is important is an element. Psychoeducational Tools for Developing Indonesian Citizens with Pancasila Personalities. This change is based on a number of proposals to improve civic education in the field of citizenship that have emerged over the past five years. Including: (1) Pancasila is not emphasized proportionally (2) Methodologically, in learning there is a tendency to prioritize the development of attitudes (emotional), knowledge (cognitive), and abilities (psychomotor). has not developed optimally and has not been completed (although consistent). PPKn as a subject has a mission to develop Pancasila civilization. It is hoped that this will empower students to become civilized, intelligent and good citizens and become reliable, honest, intelligent and responsible leaders in the future of the Indonesian nation and the Indonesian people.

### Research Methodology

This study uses a qualitative approach with a library research method to determine how the application of Pancasila values to the personality of elementary school students who are currently experiencing a personality crisis by adults. The research method is to review one by one relevant journal sources along with other sources that are in accordance with logical reasoning to build a set of concepts. The data obtained are then examined in order to draw conclusions from the results of previous research.

### Result & Discussion

The values contained in Pancasila are the foundation of the nation's philosophy, and the principles of Pancasila are a value system, therefore the Pancasila principles are essentially one unity. (Asmaroini, AP 2016). Pancasila has a set of values: divinity, humanity, unity, democracy and justice. The core values of Pancasila such as divinity, humanity, unity, democracy, and justice are universal and objective, meaning that these values can be used and recognized in other countries. Pancasila is subjective. In other words, the values of Pancasila are the bearers and supporters of the values of Pancasila itself. According to (Kartini & Dewi, 2021) the values of Pancasila, it is also a guideline for the life of the Indonesian nation. Pancasila is also a value that is in accordance with the conscience of the Indonesian nation, because it is rooted in the personality of the nation. These Pancasila values are the foundation and basic motivation for all good deeds in everyday life and in the state. In national life, the values of Pancasila must be seen in current Indonesian laws and regulations because Pancasila is able to be a guideline for all people in regulations to act in accordance with laws and regulations that are in accordance with Pancasila. Pancasila was born from the individuality of the Indonesian people. The diversity that exists in Indonesia, whether religion, customs, tribes, islands, and skin color can be integrated with Pancasila. The values contained in each part of the Pancasila principle reflect the national identity that is inherent in every citizen of the unitary state, the Unitary State of the Republic of Indonesia. There are five silaturahmi in Pancasila, and each silat has its own meaning depending on the personality of the Indonesian people. The first principle, Belief in the One Almighty God, contains the value that the establishment of the Indonesian state is a manifestation of human obedience to the one almighty god. Therefore, the values of belief in the one almighty god must permeate the course of the nation, from the law to the daily life of the community.

This first principle is a value that contains and inspires the other four principles. The second principle is based on and inspired by the first principle and the other third principles. This principle contains the values that as a good citizen one must have an awareness of ethical attitudes and behavior as it should be. This principle also contains the meaning that the state must uphold the dignity and honor of humans as civilized beings. The third principle means that Indonesia as a country consisting of various ethnic groups certainly has many obstacles due to the many differences in groups, religions, races, groups and others. Therefore, the Unitary State of the Republic of Indonesia forms a unity in the motto *Bhinneka Tunggal Ika*. As elementary school children, bullying often occurs or considering differences as something unusual. By implementing the third principle of Pancasila, elementary school children are expected to be able to understand and have an attitude of tolerance. The fourth principle contains democratic values that must be implemented in national life. The democratic values contained in the fourth principle include: a) Freedom accompanied by responsibility towards society and the nation as well as ethics

towards god almighty, b) Upholding the dignity and honor of humanity, and c) Guaranteeing and strengthening unity and togetherness in living together. In the fifth principle, the word social justice reflects the personality of the Indonesian nation that is able to act fairly, to respect and honor the rights of others, to work together and work together in a situation. Because a nation that prioritizes justice is a nation that is able to commit to realizing justice for the welfare of its country. The values in Pancasila contain the meaning that every soul of the nation is obliged to instill religious values, social values, cultural values, deliberation values and justice values. Which is in line with the concept of character education contained in the 11 character values formulated by the Ministry of National Education which consists of various aspects of character within oneself including piety, honesty, discipline, democracy, fairness, responsibility, love of the country, orientation towards excellence, mutual cooperation, respect, and willingness to sacrifice. So it is undeniable that Pancasila has an important role in building the character of its nation.

#### *Implementation of instilling Pancasila values*

According to (Khosiah, 2020) the State Foundation, the ideology and outlook on life of the Indonesian nation is Pancasila, so it must be instilled starting from Playgroup schools to college level schools, in every school Pancasila must be introduced, taught, instilled in all students and also members of society. There are many influences on students in this digital era, not only positive influences but also negative influences that we cannot avoid just like that, especially since students today have a stronger sense of curiosity than students in previous years. For this reason, a mutually beneficial form of cooperation is needed between the school and parents so that the unification of the vision, mission and hopes of the school and parents in the future will become a generation that is worthy of being proud of and becomes the pride of the Indonesian nation. The instillation of the values of Pancasila should have been engraved in the souls of all Indonesian citizens so that the hopes and noble goals of the Indonesian nation can be achieved and the struggle of our predecessors is not in vain in seizing independence from the colonizers and designing Pancasila according to the conscience of the people. This is because seeing the Indonesian nation which has diversity from various cultures, languages, tribes, customs, local wisdom and religions so that one with another is not divided so that the Indonesian nation becomes a whole unity. The implementation of Pancasila values in schools should be implemented since childhood because in today's digital era if it is not instilled from childhood it will affect when they become teenagers and adults. So every school is expected to seriously implement Pancasila values in accordance with Law no. 20 of 2003 article 2, namely Pancasila education and the 1945 Constitution. The method applied by a teacher to implement Pancasila values in schools is by using various approaches, methods and learning models in the classroom, outside the classroom and the surrounding environment.

#### *Problems of Instilling Pancasila Values*

In the life of the nation and state, there will certainly be various kinds of events that will occur in living the life of the nation and state. Therefore, we must prepare students from an early age to be firm in their stance as Indonesian society which is full of diverse tribes and cultures, which is famous for its hospitality and thick with customs inherited from its ancestors. According to (Khosiah, 2020), The principal's way to implement Pancasila values is by creating religious activities and developing extracurricular activities, this is monitored by the local branch office to provide direction to the school. Teachers build and develop student creativity related to the noble values of Pancasila both in learning process activities and other activities. School residents, especially teachers, maximize the existing environment in implementing Pancasila values such as loving the environment by throwing garbage in its place, watering the garden, planting flowers, caring for flowers and preserving positive activities, introducing and practicing traditional games during the learning process that are in accordance with the material and when exercising. All school residents utilize the environmental facilities around the school, including mosques, student cooperatives, libraries, play areas, parks, and other facilities. (Khosiah, 2020) The problems in implementing Pancasila values in schools include if the community environment, family environment or the child's residential environment at home is less supportive and less guiding and less providing good examples, of course the application of Pancasila values is difficult to apply. School residents have tried their best to get used to and provide and instill Pancasila values in the school environment, but if children at home, the family environment and the community do not get good examples, of course this will affect children in relation to the success of implementing Pancasila values. Because there are so many factors that can influence child development, including; parenting patterns, parental attention and affection and so on. A child's character can be formed and the values of Pancasila can be instilled through the habits that are applied in his family and the environment in which he lives.

### *Efforts to enable elementary school children to apply the values of Pancasila*

According to Larasati, HR, & Supratman, YB (2021). Pancasila values must be maintained because they are the character and culture of the Indonesian nation, becoming a differentiator from other nations. To maintain Indonesia's existence in character building as a mandate from the embodiment of Pancasila and the 1945 Constitution. Character education must involve knowledge, good feelings and good behavior so as to form the embodiment of the unity of behavior and attitudes of students. In facing the 24th century, Education needs to provide skills, namely both in local and global life, the existence of citizenship attitudes, living and developing careers. the existence of personal or social responses. Therefore, a strategy or solution is needed in Education so that its contribution is seen in producing a generation that has characteristics that reflect the values of Pancasila. This can be done through coaching in implementing the values of Pancasila as the identity of the nation. Because the influence of globalization is so strong and as the successors of the nation must not be easily influenced. As for how to deal with this, it is necessary to apply the values of Pancasila from an early age because it will stick to their adult life later. The application of the values of Pancasila can be done through experience, habituation, role models, and environmental conditions. The application of Pancasila can also be applied through the approach of inculcation method (instilling values), modeling (modeling), facilitation (facilitation) and skill building (skill development). So we as the next generation of the nation must be able to maintain these values. Therefore, it takes hard work to maintain these values. Among them,

1. In terms of education, by providing additional special subjects in each educational unit and even universities
2. Further advancing and focusing on Pancasila values
3. Applying Pancasila values in everyday life
4. Imposing sanctions on parties who do not comply with Pancasila
5. Firm action to reject opposing understandings of Pancasila.

### *The Reasons Why Pancasila Values Must be Applied to Students in Elementary Schools*

Pancasila is the basis of the state and has been stated in the Preamble to the Constitution or the Preamble that has been in effect in Indonesia. Therefore, Pancasila must use a proper and proportional state as the basis of the state so that it can be used further in all aspects of life. (Harefa, 2011). The application of Pancasila values is closely related to behavioral education. It is very necessary to instill Pancasila values in elementary school children. Applying Pancasila values to become good citizens in elementary schools can help shape student character which is really needed in elementary schools. Pancasila values must be instilled in children, especially elementary school children, because at that age elementary school children are easier to guide than teenagers. Apart from that, elementary school children like to imitate and practice what they see in adults. The values contained in Pancasila are related to behavioral values, this can be seen from the characteristics and uniqueness of the Indonesian nation and the values of Pancasila are the birthplace of the Indonesian nation. The ancestral values of Pancasila really need to be preserved and passed on to new generations who will be the nation's successors as guidelines and instructions for life. One place to pass on Pancasila values through the world of education. In the revised 2013 curriculum, the value of citizenship skills obtained is not only valid in this subject, but in all subjects. Based on this, by implementing the values of Pancasila used in all topics linked in previous lessons or lesson plans. The values of Pancasila are easily applied every time the learning process takes place. Therefore, children's values can be examined from the perspective of Pancasila from outside society or from their current behavior. This makes students accustomed to reacting and acting in accordance with the values of Pancasila. So students can still follow the development of the modern era today, but still adhere to the values of Pancasila, and are not easily influenced by the influence of globalization.

### *Application of Pancasila Values in Citizenship Subjects*

In Civics Education is a central issue of multicultural education in a pluralistic society like Indonesia. Elementary / MI civics learning is an educational program in the form of socialization and actualization of concepts, systems, values, culture, and democratic practices that contain the rights and obligations of Indonesian citizens. In essence, elementary / MI civics learning involves the socialization, dissemination, and realization of concepts, systems, values, culture, and democratic practices through education, including the rights, duties, and responsibilities of citizens of a country. According to (Kartini & Dewi, 2021) Civic Education is a discipline used as a tool to develop and maintain noble values and morals that are rooted in the culture of the Indonesian nation. These noble values and morals are expected to be reflected in the daily lives of students, both as individuals and members of society, as well as the creation of god almighty. According to (Efendi & Sa'diyah , 2020). Through

civic learning at the elementary level, it is expected that students have the potential for the identity of the Indonesian nation so that the behavior and morals of the nation's children can realize the ideals of the Indonesian nation, namely becoming Pancasilaist humans. Those who can become good citizens and can become people who are relied on by the state and country to build Indonesia. The purpose of learning SD / MI citizens is to provide the following abilities:

1. Think critically, rationally and creatively about citizenship issues
2. Actively and responsibly participate and wisely participate in community, state and national activities as well as anti-corruption
3. Developing positively and democratically to shape themselves according to the characteristics of Indonesian society in order to live together with other countries. Interacting directly or indirectly with other countries in the world through the use of information and communication technology.

According to (Fadhillah & Adela, 2020) ( Syaumi & Dewi, 2022) (Kurniawaty, 2022) (Dwiputri & Anggraeni, 2021) (Savitri & Dewi, 2021) (Sulianti, Efendi, & sa'diyah, 2020) In addition to teaching Pancasila through Civic Education learning, other reinforcement is certainly needed to implement Pancasila values in Elementary Schools, namely:

1. Inviting students to fulfill their religious obligations
2. Get used to holding discussions by electing a class leader
3. Forming small groups to train student cooperation
4. The learning process emphasizes students to be active and not just transmit knowledge, and teachers must also be fair to each student
5. Mutual cooperation activities such as Clean Friday, students are taught to work

## Conclusion

Elementary education is the first education received by students, and there are many things they need to learn. In fact, this period is the perfect time to teach children things related to personality and other basic learning content, because this is the period when students learn. Students are taught to instill the values of Pancasila in education and daily life, and students are also taught how to practice the values of Pancasila in daily life. Pancasila is a supporter in the moral education of students. In the world of education, the application of Pancasila is very important to form quality human resources (HR), have noble morals, behave well, and improve the quality of education in Indonesia. Through Civic Education, elementary school students learn the importance of practicing the values of Pancasila. Therefore, the implementation of Pancasila values at the elementary school level is very fundamental because the process of forming values in each individual begins at the elementary school level. This is why there is a saying "It is easier to form good habits than to change bad habits".

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