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IMPLEMENTATION OF PANCASILA VALUES IN THE LEARNING PROCESS IN ELEMENTARY SCHOOLS

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Abstract

Pancasila in the learning process in Elementary Schools. Learning process in elementary school focuses on instilling Pancasila values through education citizenship, development character, and practice directly in the environment school. Pancasila - based citizenship education aims for to form a generation of personality strong, capable value differences, and have a sense of responsibility answer to self themselves, society, and the country. Pancasila values have an important role in shaping character and national awareness in students from an early age. This study uses a literature study method, which involves reviewing various library sources such as journals, books, and related research reports to gain an in-depth understanding of the role and implementation of Pancasila-based civic education in the context of elementary education. The results of the analysis show that civic education based on Pancasila values is effective in instilling nationalism, honesty, and mutual cooperation in students. Through the application of Pancasila in the learning process, schools can help shape students who are not only intellectually intelligent but also have a strong national character and are able to contribute to society.

Keywords : Pancasila, Civic Education, Elementary School, Character, Education

Introduction

Pancasila as the basis of the Indonesian state has role central in life nation and state, incl in field education. As ideology nation, Pancasila includes fundamental values that work as guide in formation character generation successor nation (Handitya, 2021). Education that instills the values of Pancasila since early is very important for build character Indonesian children with personality strong, nationalistic, and has noble morals. Therefore that, the implementation Pancasila values in the learning process in elementary schools (SD) are one of the effort main for prepare generation that does not only intelligent in a way academic, but also have integrity and morals tall. Elementary School is level education strategic start in to form attitude, behavior and character children. During this period, elementary school students are in the phase ideal development for learn and absorb values basic, including Pancasila values, which can become runway in to form identity and morality they as Indonesian citizens. Education based Pancasila values are expected can help student understand and appreciate values such as mutual cooperation, unity, justice, and enthusiasm democracy that will become supplies for they in life social (Hakim & Dorajat, 2023). Since age early, elementary school students need introduced with values this is so that they used to practice it in life everyday, whether at school, at home, or in the environment public. Learning process in elementary school focuses on instilling Pancasila values through education citizenship, development character, and practice directly in the environment school. Pancasila - based citizenship education aims for to form a generation of personality strong, capable value differences, and have a sense of responsibility answer to self themselves, society, and the country. Teachers have role important as facilitator in the learning process this. Teacher does not only on duty for convey material, but also become example in apply the values of Pancasila in class. Through interactions and activities that

emphasize mutual cooperation, tolerance, and attitudes each other appreciate, students can study in a way practical and understanding importance Pancasila values in life they.

In addition, the independent curriculum is implemented in various the school also gives freedom for teachers to integrate Pancasila values in various eye lesson, no limited only on education citizenship. This approach allow Pancasila values for inserted in material other lessons, such as Indonesian, IPS, even mathematics, so that implementation values nationality can more integrated and relevant with life daily students. Through method varied learning, such as discussion, work groups, and projects based on value, students can to obtain experience direct in apply values said, which helps strengthen understanding they to the importance of Pancasila. However, the challenge in implementation Pancasila values in elementary school are not can neglected, especially with development rapid technology and information, which also influences pattern thoughts and behavior students. Digital technology brings various global information that can influence method view student to life nation and state. Therefore that, the role of teachers in guide student for still uphold tall the values of Pancasila become the more important (Nursyifa, 2019). With adaptive and innovative approach, education Pancasila values can developed For answer challenges of the times, so that capable equip student with foundation strong, relevant and appropriate character with needs of the modern era. In general overall, implementation Pancasila values in the learning process in Elementary Schools are not only aiming for increase knowledge student about values nationality, but also for to form generation young in love homeland, have good morals, and be ready contribute in development nation. This effort expected can create environment education that is not only academic but also characterful, appropriate with ideals sublime Indonesian nation.

Research Methodology

This research was conducted using the literature study method. The literature sources used include journals, books, and research results related to the implementation of Pancasila education in Elementary Schools. This literature study also aims to compare the concept and implementation of Pancasila education in Indonesia with the citizenship approach in other countries, with the main focus on the relevance of Pancasila-based character education in the elementary school curriculum.

Result & Discussion

Implementation Pancasila values in the learning process in Elementary Schools (SD) are part important from education character in Indonesia. Character education this aiming for to form students' attitudes, behavior, and moral values are in harmony with Pancasila as ideology nation (Putri, Dewi, & Furnamasari, 2021). Pancasila which consists of of the five principles contain values basic, such as trust to god, humanity, unity, democracy and justice. In the learning in elementary school, implementation values this no only taught as draft but also manifested through activity everyday, method learning , and interaction social in the environment school.

1. Implementation of the values of the one almighty god

In implementing mark divinity, the learning process in elementary school can done through activity pray together before and after learn, and honor differences in religions practiced by students others. The teacher gives understanding that every student must each other value different beliefs as part from attitude tolerance and respect religious diversity. Religious education is also a means important for to plant mark religious who can help student develop attitude faithful and pious.

2. Implementation of just and civilized humanitarian values

Human values can applied with method get used to student for each other respect, no differentiate friend based on background back, and shows empathy as well as sympathy to fellow teachers. Teachers can push student for understand draft justice in interaction they, for example, with share role in a way fair moment work in group and grow attitude value opinion friends. In learning, teachers can also use story or examples that emphasize importance values humanity, such as mutual cooperation and solidarity.

3. Implementation of the value of Indonesian unity

The value of unity can applied through activities that foster a sense of togetherness and solidarity. At school basicall, teachers can invite student for follow ceremony flag in a way routine as symbol love for the homeland. Other activities such as play game traditional, singing songs nationality, or Study about diversity culture in Indonesia can increase sense of pride student as part from Indonesian nation. With thus, students taught for prioritize interest together and appreciate difference culture, tribe, and the language that is around they.

4. Implementation of people's values led by the wisdom of the people in consultation/ representation

Implementation mark people's taught through habituation deliberation or discussion in finish problem. For example, when happen difference opinions in class , teachers can invite student for discuss and search solution together agreed by all party. This is help student understand importance listen other people's opinions and take decision in a way together. In the activities groups, students are also trained for work equal and respect decisions taken in a way collective.

5. Implementation of social justice values for all Indonesian people

Value of justice social can taught with method get used to student for behave fair to fellow and not take sides. Teachers can teach student about importance attitude share and mutual mutual help in life daily activities. Like share food, giving help to friends in need, and each other support in Study is example small that can teach student about principle justice social. In a more wide, teachers can also introduce students on the values of mutual cooperation and caring social, for example with do activity social at school.

6. Integration of Pancasila in Various Subjects

Independent Curriculum is implemented in several school base give chance for teachers to integrate the values of Pancasila to in various eye lessons. Pancasila values can entered in learning Indonesian through stories people who are pregnant moral message. In the eyes social studies lessons, students can invited for understand history struggle nation and its importance unity. with method this, the values of Pancasila are not only become material memorization, but also become attached part in understanding and behavior student daily .

7. The Role of Teachers as Pancasila Role Model and Facilitator

Teachers in Elementary Schools have role double, namely as teacher at a time example for students. In the implementation Pancasila values, teachers do not only explain in a way theoretical but also must apply values the in interaction with students. Teachers who demonstrate attitude tolerant, fair and full love Darling will become example for student in to practice values said. Teachers can also give award to students who demonstrate appropriate attitude with Pancasila values for push other students follow the example.

8. Support Activity Extracurricular and School Programs

Activity extracurricular like scouts, olympics, or activity social other can become an effective media for apply Pancasila values. In activities scouts, students trained for disciplined, work same, and mutual help (Towaf, 2014). Related school programs with cleanliness environment, introduction culture area, or activity social can also help student for to practice the values of Pancasila in general real.

Implementation Pancasila values in the learning process in elementary schools are not only to form intelligent and high achieving students but also characterful strong. Through a structured learning process and supported by the role of active teacher, expected the values of Pancasila can embedded strong in self student since early. Implementation this will become supplies important for they in undergo life society and nation, so they grow become generation capable successor guard wholeness and peace Indonesian nation.

Conclusion

Implementation Pancasila values in the learning process in Elementary Schools have a very important role in to form character and personality student since early. Through integration mark Divinity, humanity, unity, democracy and justice in activity learning and interaction everyday, students no only study about knowledge academic but also develop positive moral attitude in accordance with identity Indonesian nation. With support method interactive and relevant learning as well as the role of teachers as exemplary, Pancasila values can internalized and realized in behavior students. School programs like activity extracurricular and habituation everyday also strengthens implementation Pancasila values, which are expected capable to form generation that has concern social, responsibility responsibility, and love of the homeland. By overall, education based on Pancasila at the level base become solid foundation for formation character student as good citizens, so they ready become agent positive change in society and nation.

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