



## CRITICAL ANALYSIS OF THE IMPLEMENTATION OF PANCASILA-BASED LEARNING METHODS IN SCHOOLS

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### Abstract

This study aims to analyze the implementation of Pancasila-based learning methods in schools through a literature study approach. This method was chosen to understand how the implementation of Pancasila values in the learning process in Indonesia, as well as the challenges and opportunities faced in its implementation. The literature study was conducted by reviewing various sources in the form of journals, books, and articles that discuss the concept of Pancasila-based learning, national education policies, and theories of character education. The results of the analysis show that although the implementation of Pancasila-based learning in Indonesian schools has begun, there are several obstacles that must be overcome, such as the limited understanding of educators regarding Pancasila values, lack of adequate training, and the gap between policies and practices in the field. On the other hand, the implementation of this method has great potential in shaping the character of students who prioritize the values of nationality, tolerance, and mutual cooperation. This study suggests the need for increased training for teachers, strengthening the Pancasila-based curriculum, and periodic evaluation to ensure that Pancasila values can be implemented effectively in learning.

**Keywords :** Learning methods, Pancasila, character education, literature study, challenges, schools

### Introduction

Education is one of the important elements in the process of national development, which not only aims to develop intellectual abilities, but also to shape the character and morality of students. In Indonesia, education is inseparable from the values of Pancasila as the foundation of the state and the nation's outlook on life. Pancasila, with its five principles, is the foundation that guides Indonesian society in interacting and living their daily lives. Therefore, the application of Pancasila values in the education system is expected to form a character that is in accordance with the national values and personality of the diverse Indonesian nation (Ibad, 2022). Pancasila-based education is one of the approaches integrated into the education curriculum in Indonesia, especially at the elementary and secondary school levels. This approach aims to instill the noble values of Pancasila in learning, so that students not only have academic knowledge, but also life skills based on ethics, morals, and social that reflect Pancasila. In this context, teachers have a very important role in implementing Pancasila-based learning methods, which not only teach these values explicitly, but also bring Pancasila values to life in everyday practice in the classroom and school environment (Kurniawaty, 2022). However, although the implementation of Pancasila-based learning has great potential to shape the character of the nation, in practice there are various challenges that need to be faced. Some of the main challenges that are often encountered include the lack of deep understanding among educators about the concept of Pancasila and how to integrate it into learning, limited available resources, and differences in perception among education stakeholders regarding the urgency and application of this method. In addition, the mismatch between national policies and realities in the field often becomes an obstacle in achieving optimal Pancasila-based education goals. This study aims to critically analyze the implementation of Pancasila-

based learning methods in Indonesian schools. Through a literature study approach, this study will explore various aspects related to the implementation of Pancasila values in learning, including challenges, effectiveness, and impacts on student character formation. This study is expected to provide a deeper understanding of the gap between policies and practices in the field, as well as provide recommendations for related parties to improve the implementation of Pancasila-based learning in schools.

The theoretical basis in this study refers to several main concepts that form the basis for understanding the application of Pancasila-based learning methods. This theoretical basis will include educational theory, value theory, and a framework for thinking about character-based learning that integrates Pancasila values. With this understanding, it is hoped that it can provide a clearer picture of how Pancasila values can be integrated into learning in Indonesian schools.

1. Character Education Theory

Character education is a process that aims to shape and develop positive character, attitudes, and behavior of students that reflect moral and social values. According to Lickona (1991) in his book *"Educating for Character: How Our Schools Can Teach Respect and Responsibility"*, character education is a process that involves teaching moral values, as well as providing opportunities for students to develop good habits in everyday life. In the context of Pancasila-based education, character education functions to instill the noble values contained in Pancasila so that they become part of students' attitudes and behavior, both in academic and social contexts.

2. Constructivism Theory in Learning

Constructivism theory, introduced by Jean Piaget and Lev Vygotsky, states that learning is an active process in which students construct their knowledge and understanding through direct experience, interaction with the environment, and reflection. In the context of Pancasila-based learning, the constructivism approach emphasizes the importance of students engaging in learning that is relevant to their lives, so that Pancasila values can be applied in real action, not just theory.

3. Value Based Learning Theory

Value-based learning is an educational concept that integrates certain values into the learning process, with the aim of forming a mindset and attitude that is in accordance with these values. Schwartz and Bilsky (1987) in their value theory explain that values are principles that are seen as guidelines or references in a person's decision-making and behavior. Value-based learning aims to instill these values directly in various aspects of learning, both in moral, social, and cultural contexts.

4. Multicultural Education and Tolerance

Pancasila as the foundation of the Indonesian state reflects diversity and the importance of tolerance towards differences. Multicultural education, according to Banks (2006), is education that aims to appreciate and celebrate differences in culture, religion, race, and ethnicity. Multicultural education also focuses on developing an open attitude and appreciation for differences. In the context of Pancasila-based education, this approach is very important to instill a sense of mutual respect, cooperation, and coexistence in diversity.

5. Theory of Pancasila-Based Curriculum Integration

The integration of the Pancasila-based curriculum is an approach that prioritizes the teaching of Pancasila values in all subjects and school activities. Sutrisno (2018) explains that Pancasila-based education must be cross-disciplinary, not only taught in the Pancasila and Citizenship Education (PPKn) subject, but must also be applied in all aspects of the curriculum. For example, the value of mutual cooperation can be integrated into science learning, while the value of social justice can be linked to mathematics through discussions on the fair distribution of resources. This Pancasila-based curriculum integration requires teachers' creativity in designing and implementing learning that not only instills academic knowledge, but also teaches deep moral values that are relevant to students' daily lives.

## Research Methodology

In this study, the literature study method is used to analyze and review various relevant sources related to the implementation of Pancasila-based learning in schools. This literature study aims to collect, assess, and synthesize information contained in journals, books, articles, and policy documents that discuss the concept of Pancasila-based learning, national education policies, and character education theories that are relevant to the research topic (Nikmah & Rondli, 2023). Literature study approach use literature study is a research method that relies on previously published secondary sources. In this context, the research will be conducted by collecting and reviewing

various references that discuss the application of the Pancasila concept in learning in Indonesian schools. This process aims to provide a deeper understanding of how Pancasila values are integrated into the national education curriculum and how they are implemented in the field. After the data is collected, the next step is to conduct a systematic analysis by connecting the findings with existing theories or conceptual frameworks. This analysis aims to understand the relationship between existing concepts in the literature and how they contribute to problem solving or knowledge development in the field being studied (Jamaludin et al., 2022). The results of this analysis are then concluded to provide answers or descriptions of the proposed research problems. This conclusion process involves critical evaluation of existing data and theories, with the aim of producing valid, objective, and useful findings in the development of science. By using a literature study approach, this research is expected to provide a significant contribution in broadening understanding of the problems being analyzed, as well as providing a strong theoretical basis for further research in the future.

## Result & Discussion

The implementation of Pancasila in schools is an effort to instill the noble values of Pancasila into students' daily lives. The goal is to shape students' characters into Indonesian people who are faithful, pious, have noble morals, are knowledgeable, creative, independent, democratic, and responsible (Jamaludin et al., 2022). Basic education is an educational institution organized to develop attitudes and abilities and provide basic knowledge and skills needed to live in society and prepare students who meet the requirements to follow secondary education. According to Susanto, civic education is a subject used as a vehicle to develop and preserve noble values and morals rooted in the culture of the Indonesian nation. Students' enthusiasm for learning can be possessed by increasing their motivation to learn. The purpose of learning PPKn, in addition to increasing students' knowledge of nationality, citizenship, Pancasila morals, and also state administration, is also to instill national values or characters based on Pancasila. This means that students who have experienced the PPKn learning process ideally have good cognitive competence as evidenced by learning outcomes that are often symbolized by numbers, and also have good attitudes or characters (Santoso et al., 2023). In this study the author encountered obstacles such as the first is a lack of deep understanding, not all teachers have a deep and comprehensive understanding of the values of Pancasila so that it is difficult to integrate it into learning. And many students only memorize Pancasila without really understanding its meaning and essence. Second, the lack of relevance feels stiff. The material about Pancasila is often considered too rigid and irrelevant to students' daily lives and students feel that learning Pancasila is less interesting. Monotonous learning methods make students less interested and consider Pancasila material as something boring (Fathani & Qodir, 2020).

Lack of Adequate Training is also a major obstacle in the Implementation of Pancasila-Based Learning. Adequate training for educators is the key to success in implementing Pancasila-based learning. Unfortunately, there are still many teachers who have not received sufficient training so that they have difficulty in understanding: (1) Understanding the Concept of Pancasila, where not all teachers have a deep understanding of the values of Pancasila and how to integrate them into the subject matter (2) Planning Learning Because they have difficulty in designing effective and interesting learning activities to instill Pancasila values in students (3) Evaluating Learning Outcomes Teachers have not been trained in creating assessment instruments that can measure the extent to which students have mastered Pancasila values. Lack of adequate training is one of the main obstacles in implementing Pancasila-based learning in schools. To overcome this problem, systematic and sustainable efforts are needed from various parties, including the government, schools, and training institutions. By providing quality and sustainable training, it is hoped that teachers can be more competent in implementing Pancasila-based learning and students can grow into a young generation with character and noble morals (Nikmah & Rondli, 2023). The formation of student character that prioritizes national values, tolerance, and mutual cooperation is very important to create a young generation that is not only academically intelligent, but also has a high social awareness, a sense of love for the homeland, and a spirit to work together in facing various social challenges. This character formation is the foundation for building a just, harmonious, and solid Indonesian society. In this context, Pancasila-based learning serves as a very effective tool for instilling Pancasila values (Anshory, 2022).

## Conclusion

Pancasila-based learning in Indonesian schools has great potential in shaping students' character that prioritizes national values, tolerance, and mutual cooperation. Although its implementation has begun, various challenges still need to be overcome, such as limited understanding of Pancasila values among educators, lack of adequate training, and gaps between education policies and practices in the field. To overcome these problems,

there needs to be increased training for teachers, development of more applicable curricula, and closer collaboration between the government, schools, and the community. Character building that prioritizes the values of nationality, tolerance, and mutual cooperation is very important in creating a young generation that is not only academically intelligent, but also has a deep love for the homeland, an attitude of mutual respect for differences, and a spirit of working together in facing social challenges. Pancasila-based education can be an effective means of instilling these values, so that students can grow into individuals who are not only able to compete in the global world, but also contribute to creating a harmonious, just, and prosperous society. Overall, to achieve these goals, a joint commitment is needed from all parties government, educators, and society to support the development and implementation of more effective and sustainable Pancasila-based learning. Thus, Pancasila-based education can be a strong foundation in forming the character of a nation that is able to face global challenges while maintaining national and Indonesian values (Istiqomah et al., 2023).

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