

International Journal of Students Education



Page 1-7

ISSN 2988-1765

Vol 3 No 3 2025

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IMPLEMENTATION OF PANCASILA VALUES IN THE CHARACTERISTICS OF CITIZENSHIP EDUCATION IN ELEMENTARY SCHOOLS

Tasya Nabila¹

¹Elementary School Teacher Education Study Program, Faculty Teacher Training and Education,
Universitas Muhammadiyah Sumatera Utara, Medan

Email: nabilatasya764@gmail.com

Abstract

The purpose of this study is to examine how Pancasila values are included into the features of civic education in primary schools. Through civic education, Pancasila, the foundation of the Indonesian state and way of life, plays a significant role in forming students' character from a young age. Descriptive qualitative research methodology is employed, and literature-based data gathering methods are found by searching for written sources. The findings demonstrated that there were multiple ways to incorporate Pancasila values into civic education in elementary schools: (1) incorporating Pancasila values into the curriculum and instruction; (2) establishing habits and exemplary behavior in the classroom; and (3) establishing a school climate that embodies Pancasila values. (4) Learning assessment techniques that assess attitudes and behaviors consistent with Pancasila principles in addition to knowledge. However, a number of challenges were encountered during implementation, including inadequate parental support, teachers' weak understanding of Pancasila ideals, and adverse effects from the outside school environment. According to the study's findings, integrating Pancasila values into elementary school civic education is an ongoing process that calls for collaboration between communities, families, and schools in order to mold students' personalities to fit the national character of Indonesia.

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

Introduction

Somantri give information regarding Citizenship Education (PKn). According to Somantri in (Puji, 2013), Citizenship Education (PKn) is something purposeful endeavors for teach to participant educate various knowledge and skills matching base with connection between population and the country. In addition, education basis in a country with hope can considered as asset valuable for nation and state. The main goal of citizenship education is for educate the indonesian people, or indonesian population, for undergo life state and nation as part from a nation that strives become a democratic nation (Budiutomo, 2013). According to Dewi and Riska (2017), learning Civic education is stage important things to do started since child enter school basic. This is become very crucial because at the age said, children need Lots knowledge new. Civic education play a role in form draft base about principle nationality and a fair and honest democratic process. The main objective from Civic education is give understanding about draft state and awareness as citizens. In addition, learning this aim implant attitude as well as behavior that reflects love to homeland, which is based on culture nation, insight archipelago, as well as resilience national. With thus, the generation successor the middle nation study and understand knowledge knowledge, technology, language, as well art can own runway strong nationalism. The concept of Pancasila and its values base human beings and individuals who are considered as runway global society in part big built through education citizenship. This is what it should be become objective education citizenship. Attitude or behavior negative will appear from education or information that is not based on the concept this, and also will leading to a

possible conclusion occurrence deviation in life public general. Civic education program covers all draft general related with politics, state administration and law national, as well as concepts general others in harmony with goals that have been set previously, according to Cholisin (2000:18). Based on matter mentioned above, education citizenship is a program that teaches people how to do something and help they build ability basic principles that are valued by the state and nation . According to Content Standards for Basic and Secondary Education Units published by the Ministry of National Education (2006), the objectives main Citizenship Education curriculum is equip participant educate with the skills necessary for them can become Indonesian citizens who are honest, diligent and intelligent, and own consistent characters with the 1945 Constitution and the values of Pancasila. The Ministry of National Education (Hardini, 2015) stated that Citizenship Education aim for build pattern think intellectual students to be able to think critical, rational, and creative in face various issue citizenship. In addition, students expected can participate in a way active in life society, nation and state with responsible attitude responsible , smart, and wise. This education also plays a role in implant anti- corruption spirit since age early use form a generation of integrity. Students this then will grow and develop in a way positive and democratic for can form someone who has character and has spirit leadership so that they can building Indonesia with face all future challenges as well as ability for life side by side with other nations.

Research Methodology

This study use method studies library as approach main. This research adopt design study qualitative as well as method studies literature in study *"Implementation of Pancasila Values in Characteristics of Citizenship Education in Elementary Schools."* Approach qualitative chosen Because allows researchers for explore as well as understand in a way deep implementation the values of Pancasila in context education citizenship. Qualitative methods is one of the an approach that includes various aspect research, such as formulation problem, research process, hypothesis, data analysis, and conclusion conclusion, without use calculation numerical approach this also involves description scenario, interview deep, and analysis content. Appropriate with view Musianto (2010), This method more emphasize on study deep to something problem through analysis theory without do calculation percentage. In research qualitative, data is presented and analyzed in a way narrative. According to Subandi (2011), the data collection process in this study done with utilise various sources, such as documents, papers, journals, books, and relevant news.

Result & Discussion

Apply the values of Pancasila in education citizenship concept and basis the Indonesian nation in uphold basics life state is Pancasila. The principles contained in it in Pancasila it is stated in the opening of the 1945 Constitution and its development more carry on in the articles. Therefore that, the values of Pancasila play a role as guidelines in arrange various aspect life nation and state, incl in field politics, education, law, economy, culture, and social (Hidayat, 2015). As time goes by time, indication the more fading values Pancasila in life daily the more real. Therefore that, the nation this need the true generation practice the values of Pancasila in life they. Phenomenon like increasing behavior violence in schools and society, social interaction free to push action aggressive among teenagers, as well as involvement child young in destructive actions self alone including tattoo excessive use drugs, alcohol and substances psychotropics become proof from decline moral values. Plus, there's a lack of respect towards parents and teachers, increasing the sense of mutual respect suspicious, easy feelings of envy and jealousy arise which lead to hatred, behavior no honestly, the more his escape moral guidelines, as well as decline ethos work is example real from crisis middle value faced public this moment. The digital era has huge impact for individuals, families, communities and society wide. Values the sublime contained in Pancasila must realized in life daily Indonesian society. Therefore that, the principles as well as the moral norms contained in Pancasila it is necessary internalized in a way deep and embedded in character every individual the Indonesian nation. As the result, thing this can give direction for Indonesian nation and create pattern behavior, attitudes, and cognition. Changes world order brought by globalization in a way direct influence changes in various countries. Trust self a nation that is fortress the last one based on Pancasila is ability for face very fundamental issues and will influence life nation, society, and politics, even in a way mentality and national as fortress for overcome obstacles in the era of growing globalization with fast this moment. Values action form character.

Moral actions, moral feelings, and moral understanding are three aspect main mutual related in form character someone. Good character consists of from correct knowledge, good intentions, as well pattern positive thinking, habits, and behavior. Character education aim for implant values certain to participant educate with covers three aspect main, namely knowledge, awareness or will, and action in apply values said. With thus, education character is efforts made in a way conscious and planned for educate as well as develop potential participant educate them so

that they can build character good person, good for himself alone and for environment surrounding areas. long-term goals long from education character is implant values noble, good-natured character and morals rooted in religious teachings and customs customs and values Indonesianness. This education aim help student develop personality them to be dignified, moral individuals noble, and uphold tall values nation and religion. Therefore that, students need education characters so that they can grow become good person. In the era of this globalization, teaching Pancasila values can done in various the right moment, such as moment commemoration of heroes' day, Independence day, Youth pledge day, as well as days big national others. Students try hard for reach things big, giving the best in learn for the sake of the nation and state, and be proud use product domestically for increase economy his nation, but in reality, many students and generations young moment this is what happened moral damage as consequence from various factors.

Implementation The meaning of Pancasila in Life Daily

Belief in the one and only God

First principle of Pancasila, " *Belief in One Almighty God* " reflect belief Indonesian people have been to God since ancient times . The values contained in please this become runway main for fourth please others. As creature creation of God almighty, the existence of the state is form from objective life human beings. In carrying out its function , the state is responsible answer for protect right every citizens in operate belief his religion in accordance with the principles of Pancasila.

Just and civilized humanity

Implementation please second Pancasila, " *Just and Civilized Humanity* ," done with get used to student for develop culture smile, greet, and respecting people who are older old . Habits This implemented in life everyday at school through practice smile, greet, and say hello. In addition , the learning process also instills values respect towards someone more old as well as rights fellow. For value the rights of others, students taught for discipline in queue and respect other people's opinions. Teachers also guide students to always behave polite and giving guidance to those who are less show politeness . Learning about courtesy this implemented in various situation, both inside both inside and outside class . If there is students who demonstrate behavior not enough polite, like emit comments that are not proper or joking moment session prayer , the teacher will quick correcting as well as remind them . In addition , teachers also uphold tall principle justice in learning with give equal opportunity to all students , without look at background back, type gender , or characteristics others. This is seen in how teachers encourage every student for express opinion, guide Friend classmates in a way take turns, and share not quite enough answer in task picket in a way fair. The students' wishes for share food, help those in need, and teach friend peers who are not can do it more far show that they care with other people. Children at school are also used to see friend his peers who are sick , who can increase empathy among they. Although student usually invited For visit home , only part small representative students who do it If his house far . The second principle of Pancasila, " *Just and civilized humanity* ," is expected reflected in activity learning that educators give to students in elementary school .

Unity of Indonesia

Sing the song Indonesia Raya, guarding cleanliness environment, care plants in class, and duty class is ways that teachers do to instill a sense of love homeland . Every class participate in activity picket, with every child get equal portions every week . Each teacher divides group in accordance with condition children. Every monday after activities , children and teachers participate in activity maintenance plants. One of the advanced child to front lead class for sing the song Indonesia Raya for start activity study in the morning day. Every day, students who lead alternate in accordance with in turn . Every Elementary School is expected to capable instill a sense of patriotism and pride as Indonesian citizens with put picture president, vice president, and the Garuda Pancasila symbol in every room class . In addition, the space the class is also decorated with various results work students, such as sheet coloring , tie- dye batik , and works art others , which can foster a sense of pride to creativity they. third principle of Pancasila emphasizes importance togetherness and school participate support mark This with stage activity prayer together so that students can more familiar one each other and more easy adapt. Principle main from please third is nationalism and unity. For implant values here, the teachers teach various exercises, such as introduction song nationality, games traditional, caring to environment, as well as get used to student work the same in various activity.

A People Led by Wisdom in Deliberation Representative

As form implementation please the four Pancasila, namely "A Democracy Led by Wisdom in Deliberation Representative," the teacher gave chance to student for convey view them. For example, during the learning process ongoing, students free submit questions, express opinion, and give response to discussions that took place in class. In addition, it was seen that student own courage in convey their ideas in front of his friends. Inside class, structure organization formed with pointing chairman, secretary and treasurer for manage various activity class. Decisions regarding management class made through deliberation together. Before collection voice, students requested write down the names of the candidates they select on a sheet paper. Students who get voice most will appointed as chairman, followed by the secretary and treasurer. In addition, teachers also encourage student for take turns lead his friends in various activity school such as guide singing and marching exercises. Every day, students given chance for operate role the in a way alternately. With system this, every student own chance For feel experience become leader, even though in simple task

Justice Social Services for All Indonesian People

Life the Indonesian nation is guided by the principles the sublime that exists in please the fifth principle of Pancasila: justice and equitable prosperity is results from ideals this. social and spiritual welfare in addition material well-being. Entire layer public must committed and understand it in a way in depth so that you can implemented.

1. Justice : Ensuring that all citizens are treated in a way equal and have equal access to opportunities and rights
2. Well-being : Ensuring that everyone has access to adequate housing and needs base
3. Unity : Encouraging a sense of cohesion and solidarity among diversity for prevent difference obstruct achievement justice social
4. Cooperation: Reducing gap social with each other support and collaborate for reach welfare together
5. Mutual Assistance : A sense of unity and mutual support moment overcome obstacles and progress together

A number of guidelines important things to do followed in a way regular allows implementation the fifth principle of Pancasila. Good behavior individual in public and policies and activities government guided by these ideas.

Character building based on Pancasila values

Characteristics psychological, moral, and ethical someone who differentiates from other individuals can considered as his character. A person Kusumawardani Fitri et al. in "Implementation of character education Based on Pancasila Values," published in JPK: Journal of Pancasila and Citizenship, explains that own character means own personality and character certain (Waruwu, WAK, & Sari, SM 2020:87). Meanwhile that, education character is form education aimed at for develop morality, giving understanding about appropriate behavior with norms, and instill moral values. One of them effort implementation education character based on Pancasila is with integrate the values of Pancasila when carry out education characters in the environment school. Pancasila plays a role as foundation in development character participant educate. One of the its function is become guide and regulator behavior individual in build connection social with fellow human beings and the environment around while undergo life state and nation. In his work "Santiaji Pancasila," Darmodiharjo, D. (1991:16) emphasized that Pancasila is view life or philosophy nation. This is show that Pancasila functions as guidelines applied life in activity everyday life. In other words, Pancasila becomes guidance in operate all aspect life in various field. This means that every actions and behavior Indonesian society should reflect and embody all over the teachings of Pancasila. Pancasila is believed capable operate its function in development character student Because upon graduation, it is expected they No only own intelligence tall but also strong values and ethics in carry out not quite enough answer social. Character education Pancasila -based is very important for children as effort planting aligned values with character nation as reflected in Pancasila. Participants educate expected live it the values of Pancasila and make it as filter to culture foreigners who do not in accordance with Indonesian society. With thus, in harmony with objective system education national, school as institution education has succeed operate its function as former character. According to Pancasila, schools as institution formal education has role crucial in form personality participant educate. As stage the basis that begins since age early childhood, education character need applied in all level education, especially at the primary level school basic. Participants educate more easy formed and guided by age school base compared to when they move on adults. Character education become obligation in field education based on Article 3 of the Law National Education System Number 20 of

2003. Education includes component affective besides realm cognitive and psychomotor . According to study Juliardi , B. (2015:124–125), Pancasila and Citizenship Education (PPKn) is method implementation values in education characters in the realm affective.

Civics known as eye lessons that contribute to education based character Pancasila values . Content Civics has combined with source other power in teaching school basic . Use learning theme taught in curriculum school basic . This is show that education character Now become part standard curriculum school basic . Next , topics that lead to education character has identified in curriculum school basic . Learning strategies following can used For apply ideals education character in the learning process : (a) lectures ; (b) demonstrations ; (c) conversations ; (d) simulations ; and (e) experiences Study field directly , according to Karimah (2015). In addition to implementing the strategies that have been explained previously , the election teaching materials also have an influence towards the learning process . Therefore that , use reach objective optimal learning is very important For choose appropriate material as well as can accepted by students . If learning done without using supporting media , students Possible experience difficulty in understand the information provided . However , the use of learning media can increase participation student as well as expected can help they in understand the material being taught . On the other hand , there are various supporting factors and hinder success implementation values education character in school . One of the factor main role in implementation education character is quality educators , which reflects how far they are understand draft education character . In addition , effective planning also becomes element important in implementation education character , good in eye lesson and in various activity school other . Other factors that contribute contribute is readiness student in accept and follow material lessons , including understanding to teacher's explanation regarding method implementation values character in life everyday. However , besides factor supporters, there are also obstacles in implementation education character. If educators and students no own commitment For running educational programs character with okay then obstacle This will the more felt . In addition , the limitations facilities and lack of availability material learning can also become constraint in implement education characters in the environment school .

Instilling Pancasila Values Through Character as Example

According to Gunawan (2016), educators is individuals who have knowledge , skills , attitudes, and behavior that make it proper as a good example . With thus, educators own role significant in formation character participant educate in the environment school . Educator must become positive personality with good attitude, behavior , and personality. Kindness a educator will reflected in oneself child students . Participants educate will Good If the educator good, and vice versa. However, it is not Enough for educator only act right inside class. Even when be outside class, educator must still behave appropriate , especially in the environment society. This is can influence trust self and confidence participant educate to figure role model they. One of them factor determinant success education character at school is exemplary behavior (Prasetyo , D., & Marzuki, M. 2016:218). Educators own a number of not quite enough the answer that must be implemented in a way effective For give example for participant his education , including : (1) In an effort development character , educator participate active in the educational process . (2) Is obligation full educator For show example very good behavior for participant his students . (3) Educators do monitoring in a way periodically to participant educate For evaluate development character they. Based on Cahyaningrum , ES, Sudaryanti , S., & Purwanto, NA (2017:208), educators play a role active in implant values positive things that are needed followed and values negative that should be avoided students . Educators become example main for participant educate . In Javanese philosophy , teachers are interpreted as as " digugu and ditiru ". Hendriana , EC, & Jacobus, A. (2016:27) emphasize that teachers are good reflection for every students . The teacher's actions will become examples that students imitate . Good or bad example determined by the provider example . If you want student behave OK , teachers are required give example kindness . Students more easy accept and imitate teacher actions compared just listen explanation theoretical . Proverb English "actions speak louder than words" shows that teacher's actions have meaning more deep compared to description theoretical in class . Speaking is matter simple that can done who only, but no everyone is capable realize his words in deeds.

With thus , the teacher's exemplary behavior is very effective instrument in form personality student. Student will inspired copy pattern thoughts and behavior educators who implement the values of Pancasila in activity everyday life in the environment school . In addition to studying Pancasila in cognitive , students are also able to understand and apply fifth Pancasila principles in situation real . Research Mariatun , IL, & Indriani , DE (2018) and Prasetyo , D., & Marzuki, M. (2016) showed that education harmonious characters with the values of Pancasila have succeed form personality students who are in line with Pancasila values . Exemplary behavior can shown through method educators and all inhabitant school make an effort become role model with act in a way

moral in all situation . Exemplary behavior covers words and deeds . Character education implemented with make Pancasila one of the the source. Before form character students, teachers must moreover formerly master and apply character the in himself. This is done so that children get the right role model and then develop ability imitate it . Based on principle first , educators display characteristics religiosity. With try come more beginning to the mosque, sitting in a row front, and read the Qur'an while wait time prayer, the teacher instills character religious in children . Students who arrive first given chance to proclaim call to prayer . With thus, students will race be the first arrived at the mosque. In addition , educators give example dress appropriately, incl wearing polite clothing . Teachers are also expected to always say greetings and prayers before start and end learning .

Implementation of Pancasila in elementary schools through civics learning

In a diverse country like Indonesia, education is attention main citizenship in education multicultural . Civic education own objective main form good citizens , which reflects essence of this program . Educational program citizenship for student school base is series learning that includes socialization and actualization concepts, systems, values, culture , and practice democratic including rights and obligations Indonesian citizens. In essence, learning citizenship at the level school base requires a process of socialization , dissemination and implementation concepts, institutions, values, culture, and practices democracy through education, which includes rights, obligations and responsibilities answer as citizens . Discipline education citizenship play a role as instrument for foster and uphold moral standards as well deep -rooted values in Indonesian society , with hope can reflected in life daily students , good as individual and member public. Based on constitution number 2 Article 39 of 1989 concerning national education system, civics defined as a purposeful program give fundamental understanding of student about relation between citizens and the state, as well as skills essential for defend and become bone the back of the country, as stated by Sa'diyah , H., & Efendi, Y. (2020). Through teaching citizenship in schools basic, expected student will develop potential identity Indonesian national , allowing generation nation for behave and uphold tall ideals become Pancasilaists capable individuals become worthy and capable citizens reliable for contribute building a better indonesia good.

Conclusion

Implementation the values of Pancasila in learning civics no only contribute to knowledge student about state ideology, but also on the formation character and identity national they since early. Integration of Pancasila in education includes five fundamental values of divinity, humanity, unity, democracy and justice which are implemented in diverse dimensions learning civics level school basic. Through approach holistic, participatory, and experiential learning , participants educate no just get understanding conceptual about the principles of Pancasila, but also able to apply it in context daily life they. Civic education based Pancasila values at the level school base has show success in grow spirit love homeland, attitude value differences and concern social circles students. Contextual and related learning strategies with experience real student facilitate the internalization process the values of Pancasila so that become reference in formation attitudes and behavior they. With thus, the implementation the values of Pancasila in framework for citizenship education in schools base is fundamental elements in form future generations who do not only superior in a way academic but also has integrity character in accordance identity Indonesian national. Therefore, strengthening implementation the values of Pancasila in learning civics need keep going developed through update methodology teaching, improvement material learning, as well as improvement capacity educator in integrate the values of Pancasila every aspects of the learning process teach.

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