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ROLE TEACHER IN EMBEDDING VALUES PANCASILA THROUGH CIVICS LEARNING IN ELEMENTARY SCHOOLS

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Abstract

Instillation Pancasila values at the elementary school level is a strategic step in shaping national character from an early age. This research aims to analyze the role of teachers in instilling Pancasila values through learning Pancasila and Citizenship Education (PPKn) in elementary schools using the literature review method. Data sources were obtained from various scientific journals, books and relevant articles over the last ten years. The results of the study show that teachers play an important role as directors, facilitators and role models in integrating Pancasila values into Civics learning activities. Contextual approaches, active learning methods, and the habituation of values such as mutual cooperation, tolerance and responsibility have proven effective in shaping students' attitudes and behavior. The literature also highlights the importance of increasing teacher competency and supporting a conducive school environment so that the process of internalizing Pancasila values can take place optimally. This study confirms that the success of Pancasila values education is greatly influenced by the quality of the teacher's role in the learning process.

Keywords : Teacher's role, Pancasila values, PPKn, elementary school, literature review

Introduction

Pancasila is the foundation of the state and the ideology of the Indonesian nation, which contains noble values such as divinity, humanity, unity, democracy, and social justice, which should be a guideline in the daily lives of all Indonesian citizens. So that these values can be understood and practiced by the younger generation, it is very important. For planting it since age early, especially through track education formal education in elementary schools. Elementary schools are a strategic early environment in shaping character. student because on age here it is children start Study socializing, know rules, as well as shaping their personality. Learning Education Citizenship (PKN) in School Base (SD) is a strategic subject that explicitly aims to instill and develop Pancasila values. However, the effectiveness of instilling these values is highly dependent on on role Teacher. Teacher No only on duty convey material lesson, but also as a facilitator, motivator, guide, and role model for students. The complexity of a teacher's duties in internalize values abstract Pancasila become A challenge itself that needs to be studied in depth. Elementary school is a strategic early stage of education instilling Pancasila values. It is at this stage that students begin to develop their ways of thinking, behaving, and acting. Therefore, Pancasila and Citizenship Education (PPKn) in elementary schools plays a crucial role in shaping students' character, fostering noble morals, patriotism, and the ability to live in a diverse society. One of the subjects that plays a crucial role in instilling Pancasila values is Pancasila and Citizenship Education (PPKn). This subject not only aims to provide an understanding of the rights and obligations of citizens but also to instill attitudes and behaviors consistent with national values. In this context, the role of teachers is crucial, as they are not only tasked with delivering theoretical material but also must be able to serve as role models and guide students in practicing Pancasila values in their daily lives, both within and outside of school.

However, in learning practices in the field, there are still various challenges faced by teachers, such as a lack of variation in learning methods, limited media and supporting learning resources, and low student interest in the subject. Civics Which considered not enough interesting. Matter This can hinder process internalization of values

Pancasila on self student, which on finally impact on lack of their awareness and understanding of the importance of national values in social and national life. In process learning the, Teacher hold role central as they are educators, mentors, and role models for students. Teachers serve not only as instructors but also as role models for instilling Pancasila values through various approaches, methods, and daily behaviors. The success of values education is largely determined by the teacher's ability to manage meaningful learning and engage students' affective aspects. Teachers are not only transmitters of material, but also role models and role models for students. Through engaging teaching methods and appropriate approaches, teachers can help students understand and practice the values of Pancasila in their daily lives. However, in reality, challenges remain, such as a lack of engaging learning methods and limited student understanding of Pancasila values. Therefore, it is important to conduct an in-depth study of the role of teachers in instilling Pancasila values through PPKn learning in elementary schools, so that appropriate strategies can be found to overcome the various obstacles. This research uses a literature review method, namely by examining various scientific sources such as books, journals, articles, and previous research results that discuss the same topic. By conducting this review, it is hoped that a clearer picture of the strategies, roles, and challenges faced by teachers will be obtained, as well as providing recommendation which can implemented for increase effectiveness PPKn learning in instilling Pancasila values in elementary school students.

Research Methodology

This research employed a literature review method a research approach that involves reviewing and analyzing various written sources relevant to the topic. This method was chosen because it provides a comprehensive overview of theories, concepts, previous research findings, and practices related to the role of teachers in instilling Pancasila values through PPKn learning in elementary schools. The data sources in this study were obtained from various scientific literature such as books, national and international journal articles, theses, dissertations, and official government documents related to this. with education Pancasila, learning PPKn, and role teacher in character education. Source selection criteria were determined based on topic relevance, author credibility, and the relevance and novelty of the content, with the main publications spanning 2013 to 2024.

Result & Discussion

Based on the results of studies from various literature sources, it was found that teachers have a very important and strategic role in instilling Pancasila values in students. student school base through learning Education Pancasila and Citizenship Education (PPKn). This role is not limited to delivering teaching materials, but also includes serving as role models, mentors, and facilitators in shaping students' character in accordance with the noble values of Pancasila.

1. Teacher as Example in Apply Mark Pancasila

Numerous studies emphasize that teachers serve as role models for students in terms of attitude and behavior. In the context of civics (PPKn) learning, teachers are expected to demonstrate tolerance, responsibility, honesty, and fairness in their daily lives within the school environment. These concrete attitudes can help students understand the meaning of Pancasila values more concretely. This aligns with the principles of character education, which emphasize habituation and role modeling as the most effective methods in moral education.

2. Strategy Learning Active and Contextual

Literature results show that teacher which successfully implanted Pancasila values usually use active and contextual learning methods, such as group discussions, case studies, role playing, and problem solving. (problem solving). This methods push student for think critical thinking, collaboration, and the development of empathy and social responsibility. Furthermore, integrating Pancasila values into other subjects and school activities is also considered effective in strengthening understanding and application of these values.

3. Obstacle what Teachers Face

Despite the crucial role of teachers, various obstacles remain, including limited understanding of values education approaches, a lack of training or professional development related to character education, and a lack of relevant and engaging learning media. Some literature also suggests that the high administrative burden leaves teachers with little time to design creative and engaging Civics (PPKn) lessons.

4. Recommendation Strengthening Role Teacher

Based on the results of the study, efforts are needed to strengthen the role of teachers through ongoing training that focuses on developing pedagogical competence and insight. nationality. Besides that, school and government need provide support in the form of media and source study which adequate, as well as

create environment schools that support the practice of Pancasila values. Collaboration between teachers, parents, and the community is also crucial to creating synergy in developing students' character.

5. Integration Mark Pancasila in Curriculum and Activity School

Literature reviews show that instilling Pancasila values will be more effective if they are not limited to Civics (PPKn) learning but are also integrated into all other subjects and school activities. Teachers can relate subject matter to the context of Pancasila values, such as explaining honesty in mathematics (e.g., during exams), cooperation in sports, or love for others. environment in lesson Science. approach thematic This strengthen student understanding that values Pancasila No only theory, but principle which must applied in all aspects of life.

6. Create Environment study which Pancasila -themed

Besides method teach and material, environment study also own big influence to formation attitude and behavior student. Teacher can create a democratic classroom atmosphere, where students are given the opportunity to express their opinions, work together, and finish conflict with method which wise. Mark unity and justice can implanted through distribution task group in a way fair, or through discussion of differences of opinion with mutual respect. Teachers who successfully create a conducive learning environment will find it easier to naturally instill Pancasila values.

Conclusion

Based on results study literature, can be concluded that teacher own role which is very important in instilling Pancasila values in elementary school students through learning Education Pancasila and Citizenship (PPKn). Teacher No only acting as a material deliverer, but also as a role model, facilitator, and guide in forming student character in accordance with the noble values of the nation. Instilling Pancasila values can be done through various strategies, such as learning active and contextual, integration values to in all eye lessons, as well as creating a learning environment that supports the practice of these values. In addition, role models Teacher in life daily in school Also own influence big in helping students understand and apply the values of Pancasila. However thus, process This No let go from various challenge, like limited teacher understanding, lack of relevant learning media, and low student interest in eye lesson PPKn. By because that, required support sustainable from schools, government, and the community to improve teacher competency, provide adequate learning facilities, and create a school culture based on Pancasila values. By strengthening the role of teachers and appropriate learning approaches, Pancasila values can be instilled effectively from an early age, so that it is hoped that a young generation will emerge which characterful, insightful nationality, and ready face challenge era without losing its identity as an Indonesian nation.

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