

# International Journal of Students Education

Page 94-98

ISSN 2988-1765

Vol 3 No 3 2025

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## ANALYSIS EDUCATION CHARACTER CHILD THROUGH IMPLEMENTATION PANCASILA AGAINST NORMATIVE AND MORAL VALUES IN SCHOOLS

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### Abstract

Character education is a fundamental aspect in shaping a child's personality from an early age, particularly in elementary school, which serves as the initial stage for the formation of moral values and social norms. Pancasila, the foundation of the Indonesian state, embodies noble values that can serve as guidelines for developing children's character through the formal education process. This research aims to analyze How implementation values Pancasila in education character child in elementary schools and their impact on the development of students' norms and morals. This study uses a qualitative approach with a descriptive method, where Data were obtained through observation, interviews with teachers and students, and literature studies related to the application of Pancasila values in character education. The results of the study indicate that the integration of Pancasila values in the learning process, both through intracurricular and extracurricular activities, has a positive impact on the formation of children's character. Values such as mutual cooperation, honesty, responsibility, discipline, and tolerance are increasingly developed in students when taught consistently through various approaches, such as experiential learning, role models from teachers, and habituation in daily life in the school environment. However, this study also found several challenges in the implementation of Pancasila-based character education, including a lack of in-depth understanding among educators regarding effective methods in teaching Pancasila values, minimal family involvement in supporting children's character education at home, and external environmental influences such as social media and popular culture that sometimes conflict with values. moral Which want to implanted in school. By Because That, required synergy between school, families and communities in strengthening children's character education based on Pancasila values to be more effective And sustainable. It is expected results study This can become material references for for educators and stakeholders in designing a more holistic character education strategy and oriented towards the formation of a young generation that has strong morals, ethics, and norms in accordance with Pancasila values.

**Keywords :** Education character, Pancasila, mark norm, moral, school base, formation personality

### Introduction

Education is a crucial aspect in building the character of the younger generation, who will determine the future of a nation. As Tilaar (2018) notes, character education is the primary foundation for creating individuals who are not only intellectually intelligent but also possess moral and ethical values consistent with the culture. In the context of Indonesia, Pancasila, as the foundation of the state, plays a crucial role in shaping children's character from an early age. The five principles of Pancasila contain values that can be applied in everyday life, both within the family, school, and community. Elementary school, as the initial stage of formal education, plays a strategic role in shaping students' character. According to Arifin's (2021) research, at this age, children are in the stage of moral and social development. so that very important for school to provide education that not only focuses on academic aspects, but also instills norm and moral which based on Pancasila. Implementation education character Pancasila-based education can be carried out through various activities in the classroom and extracurricular activities. In Indonesia, Pancasila, as the foundation of the state and the nation's philosophy of life, plays a vital role in shaping children's character from an early age. The five principles in Pancasila contain values that can be

applied in everyday life, both in the family, school and community environment. The first principle, *Belief in the Almighty God*, teaches students to believe and be devoted to God according to their respective religions and beliefs. The second principle, *Just and Civilized Humanity*, instills the values of compassion, care and respect for others. The third principle, *Indonesian Unity*, fosters a national spirit, a sense of brotherhood and an attitude of respect diversity. The fourth principle, *Democracy Guided by the Wisdom of Deliberation/Representation*, emphasizes the importance of democracy, deliberation, and togetherness in decision-making. The fifth principle, *Social Justice for All Indonesian People*, instills the values of justice, mutual cooperation, and social responsibility in the daily life of elementary school, as the initial stage of formal education, plays a strategic role in shaping students' character through the application of Pancasila values.

At this age, children are in a stage of moral and social development, so it is crucial for schools to provide education that focuses not only on academics but also on instilling norms, morals, and ethics that are in accordance with the culture. Pancasila implementation Pancasila-based character education can be implemented through various activities, including classroom learning, interactions with teachers and peers, and extracurricular activities that foster discipline, responsibility, and social awareness. However, in practice, the implementation of Pancasila-based character education in elementary schools still faces various challenges. Some of these include teachers' lack of understanding in teaching Pancasila values effectively, the influence of technology and social media that can influence children's behavior, and the lack of parental involvement in shaping children's character at home. Furthermore, the increasingly complex social environment also becomes a factor which can influence the moral development and norms of students. Therefore, a more effective strategy is needed in implementing Pancasila-based character education in elementary schools so that the nation's noble values remain embedded in children from an early age. Based on these problems, this study aims to analyze how the application of Pancasila values in children's character education in elementary schools and its impact on student norms and morals. This study will also identify supporting factors and obstacles in the implementation of Pancasila-based character education, so that it can provide recommendations for schools, teachers, and parents in creating a more conducive educational environment for the formation of elementary school children's character as the initial stage of formal education. own role strategic in shaping the character of students through the application of Pancasila values.

At this age, children are in the stage of moral and social development, so it is very important for schools to provide education which not only focuses on academics, but also instills norms, morals, and ethics that are in accordance with Pancasila values. The implementation of Pancasila-based character education can be done through various activities, both in classroom learning, interactions with teachers and peers, to extracurricular activities that build attitudes of discipline, responsibility, and social concern. However, in practice, the implementation of Pancasila-based character education in elementary schools still faces various challenges, some of which are the lack of understanding of teachers in teaching Pancasila values effectively, the influence of technology and social media that can influence children's behavior, and the lack of parental involvement in forming children's character at home. In addition, environment social which the more complex also a factor that can influence the development of students' morals and norms. Therefore, a more effective strategy is needed in implementing Pancasila-based character education in elementary schools so that the values. The noble values of the nation remain embedded in children from an early age. Based on these problems, this study aims to analyze how the application of Pancasila values in children's character education in elementary schools and its impact on the norms and morals of students. This study will also identify supporting factors and obstacles in the implementation of Pancasila-based character education, so that it can provide recommendations for schools, teachers, and parents in create environment education

## Research Methodology

This study uses a qualitative method with a descriptive approach. This approach aims to understand and analyze how Pancasila values are applied in children's character education in elementary schools (Sutrisno, 2020). The research location was conducted at an elementary school that has a Pancasila-based character education program. The research subjects consisted of teachers, principals, students, and parents. Data collection was carried out through observation, interviews, and documentation. The selection of this location was based on data availability and ease of access for researchers in observing the implementation of character education in schools. The research subjects consisted of several parties who have a direct relationship in the implementation of character education, namely teachers as educators, students as the main objects of research, the principal as a policy maker in the school's education system, and parents who play a role in shaping children's character in home environment. Data collection in this study was carried out using various techniques. Observation used for observe directly how the Pancasila-based character education process is implemented in activities learning and interaction social in Interviews were conducted to explore the opinions and experiences of teachers, principals, students, and parents regarding Pancasila-based character education. These interviews were semi-structured to allow for greater

flexibility in exploring the topic. information Which relevant. In addition, documentation studies are used to collect data from school documents, such as curriculum, school regulations, and documentation of activities that reflect the application of Pancasila values in life daily participant educate The data that has been collected is then analyzed using method analysis qualitative The Miles and Huberman model consists of three main stages.

The first stage is data reduction, the process of simplifying and selecting data relevant to the research focus. Unrelated information is eliminated to enhance the effectiveness of the analysis. The second stage is data presentation, where the research results are organized into descriptive narratives, interview excerpts, and tables or diagrams to support the analysis. The final stage is drawing conclusions, formulating the research findings based on the analysis to gain a clearer understanding of the effectiveness of implementing Pancasila-based character education in elementary schools. To ensure data validity, this study employed several validation techniques. Source triangulation was conducted by comparing information from various sources, such as teachers, students, principals, and parents, to ensure data consistency. Technical triangulation was conducted by comparing data from observations, interviews, and documentation to obtain more accurate results. Additionally, member checking was implemented by reconfirming interview results with the sources. to ensure that the interpretation of data carried out by researchers is in accordance with the respondents' intentions. This study has several limitations that need to be considered. One of them is the scope of the study, which is limited to one study. elementary school, so the results of this study are not necessarily can generalized to all over school basic education in Indonesia. Furthermore, the data collected is subjective, relying heavily on individual perspectives and experiences, requiring careful analysis to maintain objectivity. The limited research time also posed a challenge in gathering in-depth information regarding the implementation of Pancasila-based character education. Nevertheless, this research is expected to contribute to schools, teachers, and parents' understanding and improvement of the effectiveness of character education. based Pancasila in school base.

The results of this study can also be a reference for policy makers in designing more effective educational programs to shape a young generation with character and morals in accordance with Pancasila values. with the focus of research Unrelated information will be eliminated so that the analysis becomes more effective. The second stage is data presentation, where the research results are arranged in the form of descriptive narratives, interview quotes, and tables or diagrams that support the analysis. The final stage is drawing conclusions, namely formulating research results based on the analysis that has been carried out to gain a clearer understanding of the effectiveness of implementing Pancasila-based character education in elementary schools. To ensure the validity of the data, this study applies several validation techniques triangulation source done with comparing information from various sources, such as teachers, students, principals, and person old, for ensure consistency Data. Technical triangulation was conducted by comparing data from observations, interviews, and documentation to obtain more accurate results. Additionally, member checking was implemented by reconfirming interview results with the informants to ensure that the researcher's interpretation of the data aligns with the respondents' intentions. This study has several limitations that need to be considered. One of them is the scope of the study, which is limited to one study. elementary school, so the results of this study are not necessarily can generalized to all over school basic education in Indonesia. Furthermore, the data collected is subjective, relying heavily on individual perspectives and experiences, requiring careful analysis to maintain objectivity. The limited research time also posed a challenge in gathering in-depth information regarding the implementation of Pancasila-based character education. Nevertheless, this research is expected to contribute to schools, teachers, and parents' understanding and improvement of the effectiveness of character education. based Pancasila in school base. The results of this study can also be a reference for policy makers in designing more effective educational programs to shape a young generation with character and morals in accordance with Pancasila values

## Result & Discussion

The research results show that the implementation of Pancasila-based character education has a significant influence on the formation of students' norms and morals. Based on observations, Pancasila values have been implemented in various aspects of school activities, both through classroom learning and extracurricular activities, teachers play a major role in teaching and instilling Pancasila values in students through integration in lesson materials and an exemplary-based approach (Ministry of Education and Culture). Education and Culture, 2017). from the interview results, for Teacher disclose that the implementation of Pancasila-based character education is not only taught in theory but also practiced in students' daily lives at school. One example of this is the spirit of mutual cooperation. in activity cleanliness school and social concern through community service activities Social. Parents also play a major role in strengthening children's character education at home (Law of the Republic of Indonesia, 2003). From the results of interviews, teachers revealed that the implementation of Pancasila-based character education is not only taught in theory, but also practiced in the daily lives of students at school. One

example that is widely implemented is the attitude of mutual cooperation in school cleaning activities and social care through community service activities. In addition, Students' norms and morals are increasingly developing through the practice of queuing, respecting differences, and demonstrating tolerance in interacting with friends from different backgrounds. Meanwhile, interviews with the principal indicate that the school has developed programs and policies that support Pancasila-based character education. This program includes fostering religious attitudes through prayer activities, before and after studying, flag ceremonies as a form of nationalism, and character building in various other school activities. The principal also emphasized the importance of the role of teachers as example capable reflecting the values of Pancasila in everyday life, parents also have a large role in strengthening education. From the results of this study, it can be seen that the implementation of Pancasila-based character education in school basis for giving the impact that positive impact on the development of students' norms and morals. The main values of Pancasila, such as mutual cooperation Cooperation, tolerance, discipline, and responsibility have been instilled through various programs implemented by the school. Character building through the Pancasila approach in school base in line with theory

Character education states that moral education must be taught through role models, habituation, and integration into the learning process. The role models provided by teachers and principals have proven effective in helping students understand and apply moral values in their daily lives. Furthermore, school programs that emphasize positive habits, such as queuing and mutual cooperation, have a significant impact. significant towards attitude and student behavior. Although the Pancasila-based character education program has been running well in the elementary schools studied, several challenges remain that require attention. One of these is the lack of awareness on the part of some students. student to importance the application of moral values in daily life. This is influenced by various factors, such as the influence of the environment outside of school and the lack of parental involvement in instilling Pancasila values at home. Because therefore, collaboration between schools and families is essential to ensure that character education can run sustainably. Furthermore, one of the obstacles found in this study is the limited evaluation of character education in schools. Although the program has been implemented, not all schools have an effective system to measure the success of character education in shaping students' norms and morals. Therefore, a more systematic evaluation mechanism is needed so that Pancasila-based character education can continue to be developed and improved as a whole. The results of this study indicate that Pancasila-based character education has an important role in shaping students' norms and morals in elementary schools. The application of Pancasila values is not only through classroom learning, but also through school culture, extracurricular activities, and support from teachers and parents. With continued efforts from various parties, it is hoped that Pancasila-based character education can be increasingly effective in producing a generation with noble character and good morals.

## Conclusion

Based on results study regarding children's character education through the application of Pancasila to mark norms and moral at school basic, can it is concluded that Pancasila-based character education has role which very important in forming the attitudes, behavior, and morals of students. Elementary schools as educational institutions formal own not quite enough big answer in instill moral values and norms social which based on Pancasila so that students can develop into individuals with character, integrity, as well as capable contribute positively in social life. The results of the study show that the application of Pancasila values in elementary schools is carried out through various strategy, such as integration in the learning process, habituation in activity daily, and exemplary behavior from Teacher and power teacher educators play a role as example direct in demonstrating attitudes based on Pancasila values, temporary student pushed to implement value in life daily, good in the environment school and in outside school of values main in Pancasila, like mutual assistance mutual cooperation, discipline, not quite enough responsibility, tolerance, and flavor justice, has implemented through various activity, like flag ceremony, work devotion school, activity extracurricular, as well as interaction social in the school environment. in the context of norms and morals, implementation education character based on Pancasila impact positive in development personality student. They become more discipline in obey school rules, more polite in communicate with teacher and friend, as well as more care to environment around attitude mutual cooperation start embedded through work habits the same in task group and activities social, temporary mark tolerance realized in interaction social which harmonious between student with background behind the different. Education character based on Pancasila also help student in understand and apply mark honesty.

Responsibility and empathy in everyday life however, in In its implementation, there are still several challenges that must be faced. One of the main obstacles is the influence of the environment outside of school, such as social media, promiscuity, and lack of parental control, which can hampering the process of character formation in students, some students still experience difficulties in internalizing Pancasila values due to a lack of

reinforcement from the family environment. Furthermore, limitations in evaluating character education programs also occur. It is a challenge, where not all schools have an effective mechanism to measure the success of the implementation of Pancasila-based character education systematically. To overcome this challenge, stronger synergy is needed between schools, teachers, parents, and the community in building student character. Parents need to be more active in guiding and providing examples at home so that the Pancasila values taught in schools can be kept going strengthened in environment family schools also need to develop more innovative learning methods and Interactive approaches to instilling character education, such as through project-based approaches, educational games, and activities that involve active student participation in understanding and applying Pancasila values, are needed. Furthermore, character education evaluation needs to be improved by developing more structured instruments to measure changes in attitudes and behavior. students. Schools can adopt an assessment system based portfolio, reflection self, and observing students' daily behavior. With improved evaluation mechanisms, schools can assess the effectiveness of their implementation of Pancasila-based character education and make continuous improvements. Overall, Pancasila-based character education is a fundamental aspect in building students' norms and morals in elementary schools. With continued implementation and support from various party, expected education This character can produce a generation with integrity, noble morals, and a strong sense of social responsibility. Pancasila-based character education is not only important for the individual development of students but also serves as a foundation for building a more harmonious, civilized, and just society. have a soul nationalism the strong one

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