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## LOW UNDERSTANDING OF PANCASILA VALUES OBSERVED IN DAILY BEHAVIOR

**Eka Zaskia Febiyanda<sup>1</sup>**

<sup>1</sup>Prospective Professional Teachers of the Republic of Indonesia, Universitas Muhammadiyah Sumatera Utara  
Email: [pputriekapratama8@gmail.com](mailto:pputriekapratama8@gmail.com)

### Abstract

Pancasila, as the foundation of the Indonesian state, embodies noble values that should serve as guidelines for social, national, and state life. However, reality shows that the understanding and practice of Pancasila values in daily life, especially among the younger generation, remains low. This study aims to identify the causes and impacts of this low understanding of Pancasila values and formulate strategies to address them. The method used is a literature review with a qualitative approach through library research and documentation conducted in schools, communities, and social media. The research results show that the low level of understanding of Pancasila values is caused by various factors, including weak implementation of character education in schools, a lack of role models from community leaders and families, the negative influence of social media, and the current of globalization that shifts local cultural values. The consequences of this condition include increased intolerant behavior, a low spirit of mutual cooperation, and a weakening sense of nationalism. The educational curriculum that emphasizes academic aspects over instilling moral values also exacerbates the situation. Strategic efforts are needed that include integrating Pancasila values into formal education, increasing the role of families in instilling moral values, and strengthening the role of society as a character-building environment.

**Keywords :** Information technology, learning motivation, civics learning, elementary school

### Introduction

Pancasila, as the foundation of the state and the Indonesian nation's philosophy of life, embodies fundamental values that should guide social, national, and state life. The five principles of Pancasila reflect noble principles such as belief in God, humanity, unity, democracy, and social justice. However, in everyday life, understanding and practice of Pancasila's values often remain low. This is evident in the prevalence of intolerance, social injustice, a weakened spirit of mutual cooperation, and a declining sense of nationalism among various segments of society. This lack of understanding not only impacts inter-community relations but also has the potential to erode national identity. Various factors, such as a lack of character education, weak role models, and the influence of foreign cultures, contribute to this phenomenon. Therefore, it is important to further examine the causes and impacts of this low understanding of Pancasila values, as well as strategic efforts to revitalize collective awareness of the importance of practicing Pancasila in daily life. The values of Pancasila and citizenship serve more than just moral development and character building, but also the development of each individual to be better and more obedient to the state, which has established laws. According to Sari & Najicha (2022), for adolescents, Pancasila is not merely a set of values to be memorized and memorized during school, but rather serves as a compass for national and state life. Understanding and instilling Pancasila values from an early age equips adolescents and students to acquire various essential skills for national and state life. One example is critical and analytical thinking. Pancasila teaches adolescents and students the values of democracy and deliberation, enabling them to resolve problems effectively and avoid conflict.

One way to instill and provide information about Pancasila from an early age is through the family environment, such as teaching siblings to use various curses, which are contained in the second principle within the family. At school, teachers teach cooperation to form fair groups so that children are able to mix and cooperate with their peers fairly, and children can see that within the family environment, the problem is now a lack of experience and knowledge about Pancasila. This can be seen from the lack of nationalism of children who do not understand the principles of Pancasila in behavior. This shows that the values of Pancasila are starting to decline,

such as the fact that students still fail to remember the principles of Pancasila, because education does not make Pancasila a standard of nationalism, and the sense of unity is starting to disappear because of the belief that life can be done alone due to rapid progress and a lack of morals in society. Apart from the spirit of nationalism, social responsibility is very important, especially in terms of implementing Pancasila, which must be implemented from an early age to shape the character of a nation (Julya Marlita Khaerunisa, Seilla, 2021). The use of Pancasila among the younger generation plays an important role in shaping the character of the Indonesian nation. Both formal and non-formal education have the responsibility to maintain and strengthen the nationalist values of students in elementary schools to ensure continuous development and strengthening of nationalism.

Based on Article 1 number 2 of Law No. 20 of 2003 concerning the National Education System, "National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and responsive to the demands of the times. Thus, education becomes one of the places to build children's character because it has limited space. Students acquire a system of values throughout their education, especially during school. These include values such as knowledge, ethics, character, and others. According to the Big Indonesian Dictionary (KBBI), "Nilai memilih" means "price," which is also useful for humans. I Wayan Koyan (Nurohma H, 2021) defines values as anything of value. He also divides values into two categories: actual and ideal. Conversely, according to Kaelan and Zubaidi (Kartini D, 2021), Pancasila values are included in the state philosophy and are part of the value system. As part of the Indonesian nation's outlook on life, Pancasila values must be the foundation and reference in our daily lives. Pancasila values can be implemented in elementary schools. Civics education in elementary schools aims to shape students into "good citizens of the nation." By studying Civics in elementary schools, students can understand their rights and obligations. The goal of citizenship education in elementary schools is for students to understand and apply all Pancasila values. Pancasila values education must begin when children are young, especially elementary school students. This aims to enable children to use Pancasila values as a guide for their lives. (Ai Nurul Nurohmah, 2021).

### Research Methodology

This method utilizes a literature review, including observations in schools, communities, and social media, to identify behaviors or attitudes that reflect a lack of appreciation for Pancasila values. Interviews were conducted with various stakeholders, including students, teachers, community leaders, and the general public, to gain insights into the extent of Pancasila's understanding and application in everyday life. Documentation studies involved analyzing relevant news, articles, and policy documents. The goal was to provide an in-depth description of the phenomenon of low understanding of Pancasila values in everyday life.

### Result & Discussion

Lack of Knowledge and Conceptual Understanding which shows that some people, especially the younger generation, have limited knowledge about the basic concepts of Pancasila. Understanding of the meaning and implications of each Pancasila principle is often shallow or even wrong. As well as less supportive attitudes and inappropriate behavior, the existence of apathy or lack of concern for Pancasila values and high tolerance for behavior that is contrary to Pancasila values, such as corruption, discrimination, and intolerance as well as lack of participation in activities that reflect Pancasila values, such as mutual cooperation or deliberation. Negative influence of external factors of social media influence, Exposure to negative content on social media (hoaxes, hate speech, polarization) which can damage understanding and commitment to Pancasila values. Globalization and modernization, namely, Shifting values due to the influence of foreign cultures that are considered more attractive or modern. Weak implementation in Education, teaching methods of Pancasila values that are less effective and tend to be rote rather than understanding and internalization. Teachers who lack a deep understanding or are less able to inspire students about the values of Pancasila. and the less than optimal role of families and communities, lack of role models from parents and community leaders in practicing the values of Pancasila, a social environment that does not support the implementation of Pancasila values, lack of activities or programs that promote Pancasila values at the community level. Polarization and division, namely increasing political and social polarization that can threaten national unity and integrity. The emergence of groups that claim to have exclusive interpretations of Pancasila, which can trigger conflict.

The importance of instilling values influences the behavior of students and adolescents in daily life, especially in activities in the community. According to (Sa'adah & Dewi, 2022), the importance of instilling Pancasila values in students and adolescents is currently very much needed in adolescents and students because Pancasila as the main pillar of the Indonesian state, will shape the character of Indonesian adolescents and students to become future successors of a just and prosperous nation. This shows that Pancasila values are very much needed because they can shape the character of Indonesian adolescents and students. Pancasila values are a guideline for Indonesian

society for national and state life. It is very unfortunate if adolescents and students, the next generation of the nation, do not have a guideline for national and state life because they do not instill Pancasila values, this can lead to the loss of national identity and the loss of cultures owned by the Indonesian nation. This can also be a challenge for the Indonesian nation. The lack of instilling Pancasila values among adolescents and students can be seen directly around us, such as brawls, promiscuity to muggings, which until now still cause unrest in society. If adolescents and students are not taught moral and ethical values from an early age, they will lack a strong understanding of mutual cooperation, tolerance, and unity. This can lead to conflicts, brawls, and acts such as muggings among adolescents and students.

According to a study (Suyadi & Widodo, 2020), character education based on Pancasila values is often neglected in curricula that focus too much on academic aspects. Elementary school curricula often focus on academic achievement, while character education, including Pancasila values, is not prioritized. Curricula that focus on academic achievement tend to measure student success through grades and exams, neglecting other important aspects such as morals and ethics. Students are more focused on getting good grades than understanding and applying Pancasila values in everyday life. Teaching methods that are less interactive and tend to be monotonous also result in students not actively participating in the process of learning Pancasila values. Teaching methods such as lectures and memorization are monotonous and traditional, making students less active and involved in the learning process. This hinders the internalization of Pancasila values because students are given the opportunity to interact and experience Pancasila values directly. Teaching methods that tend to be traditional and less interactive also hinder students from internalizing these values. Teachers often lack the skills and knowledge necessary to teach character values in an interactive and engaging way. According to Muliatin et al., 2019, a school environment that does not support Pancasila values, such as a lack of extracurricular activities focused on character education, is unlikely to support the implementation of Pancasila values.

This can disrupt the process of internalizing ideas. In addition, the influence of the social environment outside of elementary school also influences student behavior. Pancasila values can be implemented in elementary schools by teaching civics subjects in elementary schools. Civics education aims to help you become a good citizen. Civics learning in elementary schools teaches students about rights and responsibilities. The goal of civics education in elementary schools is to know, understand, and apply all Pancasila values. This is so that children can make Pancasila values a guideline in their lives. The application of social values in society is a system that regulates individual activities in society. The above-mentioned kissing and shaking hands with older people have become habits and often occur in society, so that they become civilized children. There are certain values that can contribute to a person's success as a member of society, both in the application of the knowledge they have acquired and their position in the social structure wherever they are, both physically and mentally. Pancasila, as the foundation of the Republic of Indonesia, embodies noble values that should serve as guidelines for social, national, and state life. However, reality shows that understanding of Pancasila's values remains low, especially when viewed from people's daily behavior. The low level of Pancasila values is evident in the various discrepancies between Pancasila norms and societal actions. For example, in the first principle, *belief in one God*, intolerance toward adherents of other religions or beliefs is still prevalent.

This demonstrates the unequal understanding of the importance of mutual respect within diverse beliefs. The second principle, *just and civilized humanity*, is often not reflected in concrete actions. Phenomena such as bullying in schools, domestic violence, and harassment of vulnerable groups demonstrate that humanitarian values are not upheld. Society often prioritizes power or personal interests over the principles of justice and humanity. The third principle, *the unity of Indonesia*, is increasingly eroded by divisions arising from panaticism toward groups, ethnicities, and political preferences. Polarization on social media and in real life reflects the lack of unity and tolerance among citizens. The fourth principle, *"Democracy guided by the wisdom of deliberation/representation,"* the lack of a culture of healthy discussion and the tendency to make unilateral decisions indicate the weakness of healthy and ethical democratic practices in society. Finally, the fifth principle, *"Social justice for all Indonesians,"* has not yet been fully realized. Economic inequality persists, unequal access to education and health services, and glaring social disparities persist in various regions. From this description, it can be concluded that the low level of understanding of Pancasila values is not solely due to education, but also to a lack of role models from community leaders, weak law enforcement, and the negative influence of the media. Therefore, a concerted effort through education, character building, and real-life examples is needed to revitalize awareness and practice of Pancasila values within society.

## Conclusion

Lack of understanding among the community, especially the younger generation, who do not understand the basic concepts and meaning of Pancasila values. Attitudes and behavior that are not in accordance with apathy and

behavior that does not reflect Pancasila values (for example, lack of tolerance, participation, and high levels of corruption). The negative influence of social media, globalization, and perceptions of injustice. Weak implementation: the lack of effective implementation in education, families, and communities, and potential threats to unity and integrity due to polarization and division. The importance of enhancing the role of formal education in integrating Pancasila values into the school curriculum. Formal education can emphasize applied learning, where students not only memorize but also understand and apply Pancasila values in their daily lives. The role of families in instilling Pancasila values must be strengthened. Parents need to be educated on the importance of Pancasila values and how they can be role models for their children. Training programs or seminars for parents can be held to help them educate their children in Pancasila values.

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