



IMPLEMENTATION OF PANCASILA VALUES THROUGH SCHOOL CULTURE

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Abstract

This research aims to explore the implementation of Pancasila values through school culture in Indonesia. The Pancasila values, which are the ideological basis of the Indonesian state, such as justice, unity, democracy and humanity, are integrated into daily activities and practices in the school environment. The research method used in this article is *systematic literature review*, the author searches for published articles related to the topic determined by the researcher. The article search was limited to 30 articles and then 10 articles were selected which were deemed suitable to answer this research. The results of the research show that in implementing Pancasila values there are several obstacles, including the teacher's ability to motivate students, the lack of measuring tools for success, and the lack of synchronization between character education at school and at home. So there is a need for a sustainable system in forming Pancasila character for students. This research is aimed at understanding how Pancasila values are applied and practiced in schools.

Keywords : Culture, Implementation, Pancasila

Introduction

Pancasila, as the philosophy of life of the Indonesian nation, has an important role in shaping the character and behavior of citizens (Anwar & Salim, 2019). One institution that has a strategic role in implementing Pancasila values is school. School culture is the way in which these values are practiced and preserved in everyday life in the educational environment. Implementing Pancasila values through school culture is not just conveying theory, but involves concrete efforts to realize these values in everyday life in the educational environment. The aim of this implementation is to shape student character that reflects the spirit and values of the Indonesian nation (Noventue *et al.*, 2024). Education has a strategic role in spreading and implementing the values of Pancasila. Schools as educational institutions have a responsibility to be the main forum for forming students' character and morals. Therefore, the integration of Pancasila values in school culture is an important agenda in an effort to increase awareness and appreciation of the nation's ideology. In implementing Pancasila values through school culture, several important aspects can be considered. First, developing a curriculum that emphasizes learning Pancasila values in various subjects. Second, organizing extracurricular activities that support character formation based on Pancasila values, such as religious, social and cultural activities. Third, the role of teachers and teaching staff in becoming role models who practice Pancasila values in their daily actions at school. Implementing Pancasila values in schools is important in shaping the character and personality of Indonesia's young generation. As the foundation of the state, the values of Pancasila such as justice, democracy, unity, people, and belief in the one and only God form the ethical and moral basis for students (Asmaroini, 2016). At school, the implementation of these values is reflected in learning activities, discipline, and interactions between individuals. This aims to instill a sense of love for the country, tolerance and respect for others. Thus, implementing Pancasila values in schools is the key in preparing the next generation who have integrity, concern and commitment to the nation and state. Based on the background described above, there are several problems that can be identified (1) integration of relevant curriculum, (2) participation of stakeholders from all levels, including teachers, students and parents, (3) use of

technology as a supporting tool and (4) Civilization of Pancasila. The purpose of this article is to find out the extent of the implementation of Pancasila values in school culture by understanding the process and obstacles in its implementation.

Research Methodology

This research will adopt a systematic literature review method. The systematic literature review method uses data sources obtained from the internet in the form of literature reviews in (1). Local, national and international journals, (2). Books, (3). Technical description, and (4). Relevant laws and regulations. Then, in this research, it is also targeted that 30 articles will be published as answers to the results of the research, but later 10 articles will be filtered and selected that are in accordance with the research theme. The analysis technique used in this research is interactive analysis which was popularized by (Budgen et al., 2022). The stages can be seen as follows: (1) Plan Review: This stage plans and summarizes, selecting the main things that focus on the themes that have been found. based on the pattern. (2) Conduct Review is a process of reviewing or presenting data that is carried out after the data has been completed at the reduction stage. Presentation of data can be done in the form of short descriptions, charts, and correlations between categories can use flowcharts and the like with the hope that the data can be well organized in presenting patterns and obtaining relationships that can be understood. (3) Document Review, namely conducting a review and drawing conclusions to answer existing problems. Below you can see the flow diagram in the Systematic Literature Review.

Result & Discussion

Based on the results of the document search which began with carrying out a plan review, conduct review and document review which have been published in journals, conclusions can be drawn in Table 1 as follows.

Table 1. Document Review

Writer	Title	Research methods	Findings
Yusuf <i>et al.</i> , (2023)	Implementation of Pancasila Values Through School Culture in the Digital Era 4.0 at Al Ishlahiyah Binjai Private Madrasah Aliyah	Descriptive- Qualitative	Implementing Pancasila values through school culture can improve the character of students, seen from their attitudes and actions which reflect Pancasila values, especially the first principle, namely Belief in One Almighty God and also the third principle of Indonesian Unity .
Mutia <i>et al.</i> , (2023)	The Role of Citizenship Education in the Implementation of Pancasila Values for Elementary School Students	Qualitative	Citizenship education has an important role for elementary school children in instilling Pancasila values to be applied into the learning process.
Wahyuni <i>et al.</i> , (2023)	Analysis of the Application of Pancasila Values in the Era of Industrial Revolution 4.0 to Avoid Moral Degradation of the Indonesian Nation	Literature Review	The existence of the Industrial Revolution 4.0 can have positive and negative impacts, but most people have negative reactions because of the weakness of Pancasila education.
Mutmainah & Dewi, (2021)	Reactualization of Pancasila Values and Their Implementation as	Qualitative	The re-actualization of Pancasila values in the modern era like today can be done through a Pancasila approach. This Pancasila approach

	an Effort to Build National Character		will always consider whether our behavior and way of thinking are in accordance with the practice of the Pancasila principles or not. Indirectly, this approach teaches us to be consistent in behaving and thinking in accordance with the Pancasila principles.
Rachmah, (2013)	Values in National Character Education Based on Pancasila and the 1945 Constitution	Literature Review Descriptive Analysis	Character degradation arises because of poor examples from more mature people such as teachers, parents and others. For example, the culture of littering, the culture of being late, the culture of being impatient and the culture of smoking. Character education is an effort to instill good habits (habituation) so that students are able to behave and act based on the values that have become their personality, not just teaching what is right and what is wrong. The values of Pancasila are both binding and driving force in efforts to uphold and fight for independence so that they are proof that Pancasila is in accordance with the personality and desires of the Indonesian people.
Zukri <i>et al.</i> , (2023)	Application of Pancasila Values in Education	Literature Study	Intelligence, creativity and noble morals can be achieved through character education based on Pancasila values. In education, Pancasila values can be practically integrated into existing school subjects through practices that teachers can use.
Khosiah, (2020)	Implementation of Pancasila Values for Students at Madrasah Ibtidaiyah Mambail Falah Probolinggo	Qualitative	At Madrasah Ibtidaiyah Mambail Falah, the implementation of Pancasila values through religious learning activities, Civics subjects and other subjects, namely by teaching and instilling Pancasila principles.
Indarwati, (2020)	Implementation of Strengthening Character Education for Elementary School Students Through School Culture	Qualitative	In implementing strengthening character education, there are obstacles and supporters. Schools identify constraining and supporting factors and look for solutions to overcome obstacles that arise and encourage optimization of supporting factors.
Dwiputri <i>et al.</i> , (2021)	Application of Pancasila Values in Developing the Character of Elementary School Students who are Smart, Creative and Have Noble Morals	Qualitative (Literature Study)	Efforts to develop character can be carried out through the educational process. In education, Pancasila values can be integrated with school subjects through habits that teachers can apply in their learning activities.
Kurniawan & Lutfiana, (2021)	Strengthening Pancasila Values Through School Culture Based on Local Wisdom in High Schools throughout Greater Malang	Qualitative-Descriptive	Strengthening Pancasila values through local wisdom-based school culture is implemented programmatically and sustainably.

Implementation of Pancasila Values Through School Culture

Implementing Pancasila values in schools is an important effort in shaping the character and personality of Indonesian students. As the foundation of state philosophy, Pancasila contains five basic values which serve as guidelines for national and state life, namely Belief in One Almighty God, Just and Civilized Humanity, Indonesian Unity, Democracy Led by Wisdom in Deliberation/Representation, and Social Justice for All People of Indonesia. These values are not just a concept, but must be implemented in reality in various aspects of life, including in the world of education. Education has a very strategic role in introducing, instilling and practicing Pancasila values to the younger generation. Schools are an ideal place to implement Pancasila values systematically and sustainably. Through the learning process and experiences in the school environment, students can understand the meaning and importance of each Pancasila value and how to apply them in everyday life. The results of a journal search conducted by the author found research results from Sukmalia & Dewi, (2021) stating that until now, the principles of Pancasila have not been fully implemented in social, national and state life. The impact of Pancasila education which has not been implemented well is that many students' behavior has become more arrogant, amoral and intolerant as time goes by. Multiculturalism is one of the main realities of Indonesia today. The state recognizing diversity or pluralism in its society is called multiculturalism. This diversity must be the basis of civilized education. Education, citizenship and citizenship are based on multiculturalism. Historically, this country has experienced conflict due to bad culture. Therefore, conflict resolution that emphasizes multiculturalism education in citizenship education is considered very important. Education, in any form, must not ignore multicultural aspects, including citizenship education. This is because the reality of life is essentially multidimensional (Zulkifli *et al.*, 2020).

Obstacles in Implementing Pancasila Values Through School Culture

Pancasila is a set of five rules regarding the principles, guidelines and behavior of Indonesian society, where these five precepts play an important role in becoming the outlook on life, beliefs and ideals of the Indonesian nation. All the rules of life in this country must refer to the basic values of Pancasila (Pahlevi, 2014). Implementing Pancasila values as an effort to shape national character needs to be carried out in order to realize the ideals contained in Pancasila itself. However, in its implementation, several obstacles were found, especially in implementation through school culture. Obstacles faced in efforts to instill character values in students, namely; 1) Teacher ability. The abilities of one teacher are not the same as another. Not all teachers are able to give advice, influence, or motivate students; 2) It is difficult to measure success, because there is no definite measuring tool to measure the success or failure of character cultivation; 3) There is no synchronization between the habits and character instilled at school with the treatment and habit of character cultivation by parents at home. It is important to instill the Pancasila character values so that our nation's generation of children can become complete human resources so they can bring change to the nation. Character cultivation to encourage children to always behave in accordance with Pancasila. Apart from that, this implementation is planted in order to reduce the crisis of moral inequality that occurs in the nation's generation (Laksana, 2016). Strengthening Character Education through school culture is carried out by: a) emphasizing the habituation of main values in daily school life; b) provide an example among the school community; c) involving all educational stakeholders in schools; d) establish and comply with school norms, regulations and traditions; e) developing school uniqueness, excellence and competitiveness as school characteristics; f) provide ample space for students to develop their potential through literacy activities; g) specifically for students in primary education education units or secondary education education units, they are given ample space to develop their potential through extracurricular activities.

Conclusion

Based on the research that has been conducted, it can be concluded that implementing Pancasila values in school culture can be done through implementing character education which emphasizes the Pancasila approach method. In order to make this happen, there needs to be a balance between the curriculum used, the teacher's ability to motivate students, the continuity of habituation of students' character both at school and at home (parents) and providing as much space as possible for students to develop their potential. The success of this system can be the basis for strengthening the Pancasila character in future generations.

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