



## **Application of Pancasila Values in Improving Students' Creative Character in Students Class III State Elementary School 104279 Paya Itik**

**Anggi Sembiring<sup>1</sup>**

<sup>1</sup>Elementary School Teacher Education, Universitas Muhammadiyah Sumatera Utara  
Email: <sup>1</sup>sembiringanggi073@gmail.com

### **ABSTRACT**

This study aims to improve students' creative character through the application of Pancasila values in the learning process for third-grade students of SD Negeri 104279 Paya Itik. This study is a Classroom Action Research (CAR). This research was conducted in two cycles. The research subjects were 10 male and 12 female third-grade students of SD Negeri 104279 Paya Itik. The research instruments used in this study were observation sheets and tests. The data analysis technique used was Classroom Action Research (CAR). The results of the study indicate that the application of Pancasila values is still considered quite effective in improving students' creative character. In the first cycle, there were 9 students who completed the course with a completion percentage of 41% and 13 students who did not complete it with a percentage of 59%. Then in the second cycle, 19 students completed the course with a percentage of 86% and 3 students who did not complete it with a percentage of 14%. The conclusion of this study is that the application of Pancasila values in learning can improve the creative character of third-grade students at SD Negeri 104279 Paya Itik. This indicates that the integration of Pancasila-based character education is very effective in shaping students who are not only knowledgeable but also creative and have noble personalities.

**Keywords :** Pancasila, Creative Character, values, classroom action research.

### **Introduction**

The application of Pancasila values in character education plays a crucial role in shaping students' creative and moral personalities. In the current social context, character education faces significant challenges, particularly among children. The rapid development of information and communication technology often disrupts the internalization of moral and ethical values in the school environment. On the other hand, the 5.0 era demands that the younger generation possess creative, innovative, and critical thinking skills, as well as strong communication and collaboration skills (Sakinah and Dewi 2021). Therefore, education based on Pancasila values is a crucial effort to build strong and positive character in students. Previous research has shown that understanding Pancasila values is closely related to student character development. For example, research (Nuraini, Asrin, and Jiwandono 2021) revealed a significant relationship between understanding Pancasila values and student character at SDN Gugus V Ampenan, as indicated by a very high correlation coefficient. This finding confirms that Pancasila-based education can positively contribute to shaping students' personalities. However, the application of these values in creative and innovative learning in elementary schools still requires more attention. Furthermore, various reports indicate a decline in student character, such as a lack of respect and responsibility (Ansori 2021). If not addressed promptly, this condition can trigger behavior that is inconsistent with social and ethical norms. Therefore, this study aims to

explore how Pancasila values can be effectively applied to foster creative student character and provide a solution to address these issues. Furthermore, this study examines various strategies used in character education, including the use of information and communication technology as a medium to strengthen the internalization of Pancasila values (Sakinah and Dewi 2021). The use of technology enables teachers to create a more engaging and interactive learning environment, which ultimately can increase student motivation in learning and understanding the noble values of Pancasila. Research by Khoirinnida and Rondli (2021) also shows that strengthening character education through thematic learning during the COVID-19 pandemic can be effectively implemented using online methods. This demonstrates a significant opportunity to integrate Pancasila values into modern, technology-based learning that is relevant to the needs of today's students. The benefits of this research are not limited to the development of scientific knowledge but also impact educational practice. The application of Pancasila values is expected to help students develop into individuals who excel not only academically but also possess strong personalities, capable of making positive contributions to society. Practically, this research is also relevant to the government's efforts to improve the quality of education in Indonesia. For example, the 2013 Curriculum emphasizes the importance of character education as an integral part of the learning process (Angga et al. 2022). However, the implementation of character education is often hampered by a lack of teacher understanding and limited resources (Setiawan et al. 2020). This research also seeks to examine and provide solutions to these obstacles.

## Research Methodology

The subjects of this classroom action research were third-grade students attending Public Elementary School 104279 Paya Itik. There were 22 students, consisting of 10 boys and 12 girls. This study used several instruments to collect relevant data regarding the application of Pancasila values in developing creative character in third-grade students. The instruments used included observation guidelines, tests, and documentation. This research procedure was designed to obtain relevant data regarding the application of Pancasila values in improving the character of creative students in grade III of elementary school. This research was conducted in four main stages, namely planning, implementation (acting), observation (observation), and reflection (reflection). The data analysis technique in this study used a qualitative approach. This technique aims to obtain a comprehensive picture of the application of Pancasila values in improving the character of creative students in grade III of elementary school.

## Results and Discussion

### *Analysis of Action Results*

#### 1. Student Activity Aspects

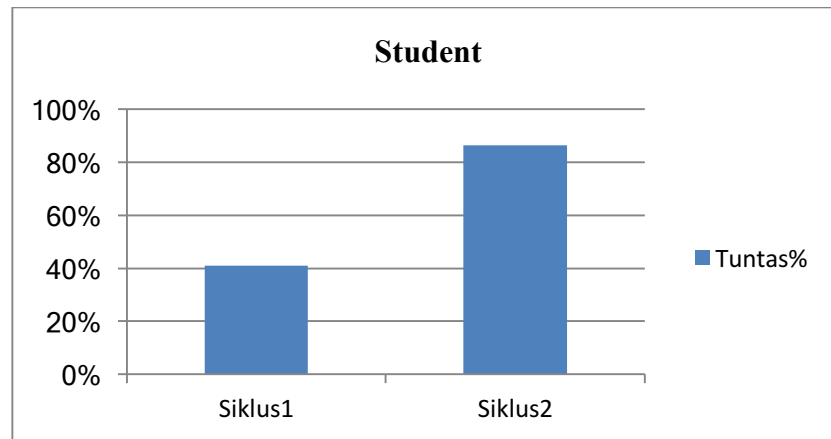
Student learning outcomes in civics learning were obtained from student test sheets given in each cycle of student learning outcomes and then processed to obtain information on student learning completion. The achievement of student learning outcomes in cycle I and cycle II actions is presented in the following table:

**Table 1. Results of Improvement of Student Evaluation Tests in Cycle I and Cycle II**

| Classical completion |                      | Criteria     | Improvement       |
|----------------------|----------------------|--------------|-------------------|
| Cycle I              | Cycle II             |              |                   |
| 9 students<br>(41%)  | 19 students<br>(86%) | Completed    | 10 students (45%) |
| 13 students<br>(59%) | 3 students<br>(14%)  | Not finished |                   |

#### Source: 2025 research results

Based on Table 4.7, the results of the student evaluation test obtained data from 22 students. Nine students completed cycle I with a grade point average of 41%. In cycle II, 19 students completed cycle II with a grade point average of 86%. The following diagram shows the learning outcomes of students in cycles I and II:



**Picture 1. Diagram of student activities in cycle I and cycle II**

## 2. Teacher Activity Results

The results of the teacher aspects in citizenship learning were obtained by researchers from the implementation of learning in cycles I and II. The researchers analyzed the teacher activity observation sheets that had been provided previously.

**Table 2. Results of Increasing Teacher Activity In Cycle I and Cycle II**

| Teacher activities | Cycle I | Cycle II  | Improvement |
|--------------------|---------|-----------|-------------|
| Mark               | 70      | 90        | 20 points   |
| Criteria           | Good    | Very well |             |

**Source: 2025 research results**

Based on the table of results, the increase in teacher activity in cycles I and II showed an increase in cycle I, the teacher activity score was 70 with good criteria. And in cycle II, the teacher activity score was 90 with very good criteria. In cycles I and II, the limitation criteria of  $\geq 70$  were met. Based on the completed success criteria, the research was declared sufficient to be carried out.

## 3. Student Activity Results

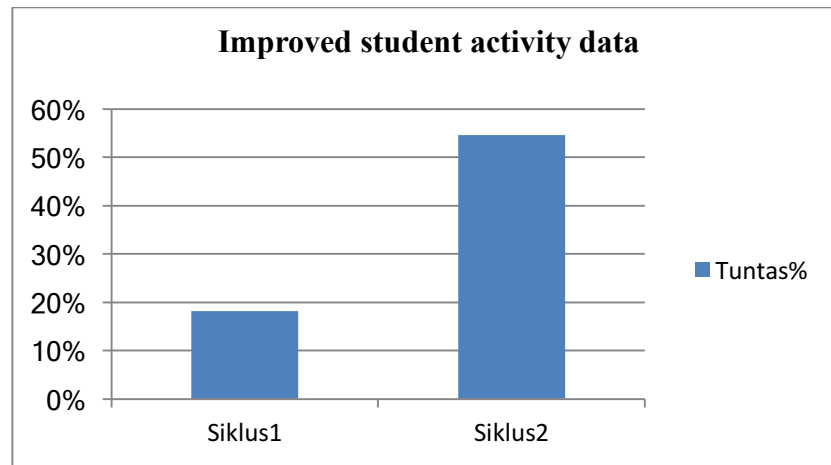
The results of the student activity aspect in citizenship learning were obtained from the researcher observing the implementation results of cycles I and II. The researcher analyzed the observation sheets of student activities during the learning.

**Table 3. Results of Increasing Student Activity in Cycle I and Cycle II**

| Cycle I           | Cycle II          | Criteria     | Improvement            |
|-------------------|-------------------|--------------|------------------------|
| 4 students (19%)  | 12 students (54%) | Completed    | 8 students<br>(36.36%) |
| 18 students (82%) | 10 students (46%) | Not finished |                        |

**Source: 2025 research results**

Based on table 4.8 the results of the increase in student activity in cycle I and cycle II experienced an increase in cycle I, the value of student activity showed that 4 students (19%) completed the activity and 18 students (82%) did not complete it. Classically, the activity of cycle I did not meet the criteria  $\geq 70$ . And in cycle II, the value of student activity that completed the activity was 12 students (54%) and 10 students (46%) did not complete it. Classically, student activity in cycle II met the criteria  $\geq 70$ . From this study, student activity can be stated to have met the criteria for classical completeness, so the researcher stated that it was sufficient to be implemented. The following is a diagram of student activity in cycle I and cycle II.



**Picture 2. 1of student activities in cycle I and cycle II**

The results of the study were obtained from the results of student test abilities, teacher and student activities. This classroom action research was carried out in two cycles, cycle I was carried out on June 17, 2025. Cycle II was carried out on July 15, 2025. Cycle I to cycle II saw an increase, cycle I student test results that met the KKM were 9 students (41%). In cycle II there were 13 students (59%). In cycle I and cycle II there was an increase of 10 students (45%). Teacher activity in cycle I and cycle II experienced an increase in cycle I, the teacher activity score was 70, good criteria. Cycle II, the teacher activity score was 90, very good criteria. In cycle I and cycle II, the teacher success criteria  $\geq 70$  were met. Based on the results of student observations in cycle I, it showed that 4 students (19%) completed the lesson and 18 students (82%) did not complete the lesson. Classically, cycle I did not meet the completion criteria  $\geq 70$ . In cycle II, it showed that 12 students (54%) completed the lesson and 10 students (46%) did not complete the lesson. Classically, cycle II met the criteria  $\geq 70$ . This research cycle I and cycle II have met the criteria of completeness, besides being influenced by the learning used, the success of this researcher is also influenced by the teacher's activities in teaching. In learning, the teacher is able to understand the material and can condition the class, so that the material delivered can be well received by students, in addition, the teacher can act as a resource person or facilitator for students and always motivate students to dare to answer questions from the teacher.

#### *Application of Pancasila values in improving character*

The application of Pancasila values in Pancasila and Citizenship Education learning for third-grade students of SD Negeri 104279 Paya Itik was carried out through poster-based learning activities. The Pancasila values instilled in the learning process include the five principles of Pancasila which are packaged in collaborative and observational activities, thus encouraging the development of students' creative character. Several forms of application of Pancasila values that were successfully observed during the learning process include:

1. First Principle – Belief in One Almighty God  
This value is implemented through learning activities that begin and end with prayer. This fosters students' religious attitudes and spiritual awareness of God. Improvements from cycle I to cycle II demonstrate an increased awareness of students' adherence to orderly prayer.
2. Second Principle – Just and Civilized Humanity  
This value is evident in student collaboration during group discussions. In these discussions, students respect each other's opinions, share tasks, and show empathy for peers who struggle to understand the material.
3. Third Principle – Unity of Indonesia  
The activity of singing the national anthem "Garuda Pancasila" aims to instill a spirit of nationalism and love for the homeland. Furthermore, the harmonious and supportive learning atmosphere strengthens a sense of unity among students.
4. Fourth Principle – Democracy Guided by the Wisdom of Deliberation/Representation  
Students are given the opportunity to express their opinions in groups and make decisions together during discussion activities. This trains students' ability to value deliberation and accept decisions democratically.
5. Fifth Principle – Social Justice for All Indonesian People  
Teachers emphasize the importance of being fair and respecting the rights and responsibilities of each student. When assigning group assignments, teachers ensure that all students have an equal opportunity to contribute.

#### *Pancasila values in learning*

According to Natalya Tirsia Mokorowu et al. (2023) , Pancasila values are integrated into learning through character education in the Pancasila Student Profile in the Independent Curriculum. This is implemented through

learning activities that instill mutual cooperation, tolerance, and responsibility, so that students develop not only knowledge but also character that reflects the core values of Pancasila. Harizi et al. (2025) stated that strengthening Pancasila values in character education is crucial for developing students with integrity, responsibility, and a strong sense of nationalism. A literature review of 30 scientific journals found that implementing Pancasila values in learning plays a strategic role in preparing students to face the challenges of the globalization era, particularly in maintaining national identity and morals. (Monalisa 2022) emphasizes that Pancasila-based character development can be implemented through Civics learning. Values such as religiosity, caring, tolerance, and politeness are instilled through the approach of *knowing the good*, *feeling the good*, and *acting the good*. In the *knowing the good* stage, students are encouraged to understand the values of goodness and the reasons behind the importance of implementing these values. Next, *feeling the good* encourages students to cultivate empathy and emotional awareness of goodness. Finally, *acting the good stage* emphasizes the habit of doing good through concrete actions that reflect Pancasila values in everyday life. (Aryani et al. 2022) explain that character education in education plays a crucial role in instilling Pancasila values, such as divinity, humanity, unity, democracy, and justice. The implementation of these values is reflected in students' daily attitudes and behavior, which serve as indicators of the success of character-based learning. Education that instills these values aims to shape students who are not only intellectually intelligent but also possess personalities consistent with the nation's identity. Diah Pebriyanti and Irwan Badilla (2023) emphasize that Pancasila Education is the primary foundation for character development in elementary school students, particularly through learning in grade four. However, its implementation has not been fully optimized due to various obstacles. Pancasila-based learning in this subject aims to shape students' attitudes and behaviors consistent with national values and morality, such as discipline, responsibility, and respect for others. Thus, the values of Pancasila are not merely memorized material but also serve as the foundation for the learning process, shaping students' overall character. The application of these values in teaching and learning activities demonstrates that school education plays a strategic role in instilling national identity from an early age.

#### *Pancasila values in character formation*

Adriana and Nawawi (2025) explain that the values in the Pancasila Student Profile play a strategic role in shaping students' character, particularly amidst the challenges of the Industrial Revolution 4.0. Through literature review, they assert that Pancasila-based character formation can equip students with the values of integrity, independence, and a strong national spirit. These values serve as an important foundation for students to not only be able to compete globally but also remain rooted in their national identity and culture. Aryani et al. (2022) stated that character development in students is inseparable from the internalization of Pancasila values, such as divinity, humanity, unity, democracy, and justice. These values form a solid moral foundation for students' attitudes and actions. Through a consistent character education process, students are guided to develop personalities that reflect the identity of the Indonesian nation and are able to behave in accordance with moral and ethical principles in their daily lives. Harizi et al. (2025) emphasized that character education based on Pancasila values is crucial in shaping students with integrity, responsibility, and a spirit of nationalism, especially in the era of globalization. By integrating Pancasila values into the curriculum, thematic learning, and extracurricular activities, students' character can be more fully developed. However, challenges remain, such as the influence of global culture, teachers' limited understanding of Pancasila values, and limited learning resources. Therefore, collaboration between various parties, including the government, schools, and the community, is essential to creating an educational ecosystem that supports sustainable character development. (Rodiyah et al. 2024) through their analysis showed that Pancasila Education learning in the Independent Curriculum, particularly in third grade elementary school, is a crucial medium in the process of character building for students.

Values such as responsibility, mutual cooperation, and tolerance are integrated contextually into the learning, so that students not only understand the concepts but also internalize these values in their daily behavior. Pancasila Education is not only a subject but also a strategic instrument for building national character from an early age. (Monalisa 2022) highlights that Pancasila-based character development through Civics learning plays a significant role in shaping students' personalities. Values such as religiosity, humility, courtesy, caring, and tolerance are instilled through a comprehensive moral approach. This character-building process involves three important stages: *knowing the good* (knowing and understanding the value of goodness), *feeling the good* (cultivating positive feelings toward those values), and *acting the good* (training students to practice goodness in real life). With this approach, Pancasila values not only become cognitive knowledge but also shape students' attitudes and behaviors comprehensively. By applying Pancasila values in character development, students are guided to become individuals who are not only intellectually intelligent but also morally and socially mature. This effort needs to be continued and strengthened with more comprehensive character-building strategies, as will be discussed in the next section.

#### *Pancasila values in character development*

(Rizqiyah 2024) emphasized that Pancasila values were successfully instilled into the school culture at SD

Negeri 2 Jagapura Lor through various activities such as the 5S campaign (smile, greet, say hello, be polite, be courteous), scouting extracurricular activities, flag ceremonies, and religious and social activities. This approach fosters students' religious character, discipline, courtesy, and mutual respect, even though students come from diverse backgrounds. Although diverse backgrounds pose a challenge, collaboration between the principal, teachers, and parents has proven to strengthen the effectiveness of internalizing Pancasila values in students' daily lives. Research conducted by (Rasworo and Ramadan 2024) in the *BASICEDU Journal* examines the implementation of *the Pancasila Student Profile Strengthening Project (P5)* in the context of character development of elementary school students. This study focused on fourth-grade students at SDN 109 Pekanbaru and used a qualitative approach with descriptive methods. The results showed that the implementation of P5 helped students in applying character values derived from Pancasila. The project activities implemented provided space for students to express values such as mutual cooperation, responsibility, and integrity in real life in their daily learning activities. Thus, Pancasila values were not only introduced theoretically but also internalized through direct practice relevant to their lives, which ultimately improved students' character sustainably. Reviewed the implementation of the character value of mutual cooperation in Pancasila Education subjects at the elementary school level (Jayanti, Istiqomah, and Kurniawan 2024).

This study highlights how the flow of globalization and technological developments have eroded the spirit of mutual cooperation in society, including in the educational environment. Therefore, strengthening the value of mutual cooperation is important, especially through integrated learning in the Pancasila curriculum in elementary schools. Through the right learning process, students not only understand the concept of mutual cooperation theoretically, but are also able to internalize and apply it in their daily lives, both at school and outside of school. This value not only strengthens social relationships between students but also instills awareness of the importance of togetherness, tolerance, and social responsibility from an early age. Explained that the implementation of Pancasila values in elementary schools has a significant contribution in shaping independent character in fourth-grade students (Arif Prayudha, Asrial 2024). The research was conducted at SD Negeri 121/1 Muara Singoan using a qualitative approach and case study method. The results of the study indicate that routine activities such as flag ceremonies, Pancasila Education lessons, and extracurricular activities can be an effective means of instilling the values of independence. Students are trained to be responsible, make decisions independently, and complete assignments without relying entirely on teachers or parents. This implementation not only reflects the internalization of Pancasila values, but also forms a more resilient personality in students who are ready to face challenges in the modern era. Thus, the application of Pancasila values in character education at the elementary school level has been proven to make a real contribution to shaping students with integrity, responsibility, and upholding national values. These findings reinforce the importance of elementary schools as the initial foundation for building the character of the nation's next generation.

## Conclusion

Based on the observations, research and discussions outlined in the previous chapter, it can be concluded that:

1. In cycle I, 9 students (41%) met the KKM (Minimum Completion Criteria) in the student evaluation test sheet. In cycle II, 19 students (86%) completed the student evaluation test sheet. In cycles I and II, there was an increase in the results of the students' test sheet abilities, namely 10 students (45%).
2. Teacher activity in cycles I and II increased. In cycle I, the teacher activity score was 70 with good criteria (B) and in cycle II, the teacher activation score was 90 with very good criteria (A). In cycles I and II, the teacher's ability to succeed had been met, with the criteria for  $\geq 70$ .
3. Student activity in cycles I and II increased in cycle I, the student activity score was 4 students (19%) and 18 students (82%) did not complete. Classically, student activity in cycle I did not meet the classical completion criteria of  $\geq 70$ . In cycle II, 12 students (54%) completed and 10 students (46%) did not complete. Classically, cycle II met the criteria of  $\geq 70$ .

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