

The Effectiveness of Implementing Pancasila Education in Building Student Character at SDN 2 Bandungharjo

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Abstrak

Tujuan penelitian ini adalah untuk mengkaji sejauh mana Pendidikan Pancasila telah terlaksana di SD Negeri 2 Bandungharjo, Kecamatan Donorojo, Kabupaten Jepara, dalam hal pengembangan karakter siswa. Pada jenjang sekolah dasar, Pendidikan Pancasila memegang peranan penting dalam pembentukan prinsip moral dan karakter siswa sejak usia dini. Penelitian ini menggunakan desain kualitatif dan pengumpulan data melalui diskusi kelompok terfokus (FGD), wawancara, dan observasi. Responden penelitian berjumlah 35 orang, meliputi orang tua, instruktur, kepala sekolah, dan siswa kelas IV–VI. Untuk mengetahui dan mengkaji keberhasilan pelaksanaan program Pendidikan Pancasila di sekolah, dilakukan analisis data secara tematik. Berdasarkan hasil penelitian, program Pendidikan Pancasila di SD Negeri 2 Bandungharjo terlaksana dengan relatif berhasil dan memberikan kontribusi yang signifikan terhadap pengembangan karakter siswa, khususnya dalam bidang toleransi, disiplin, dan tanggung jawab. Strategi pembelajaran interaktif, peran aktif instruktur, dan dukungan orang tua dalam mengamalkan nilai-nilai Pancasila merupakan contoh faktor pendukung. Kendati demikian, masih ada kendala, termasuk minimnya dana untuk pendidikan khusus dan fasilitas yang kurang memadai. Dengan mempertimbangkan semua hal, penelitian ini menyoroti betapa pentingnya meningkatkan pendidikan Pancasila dalam upaya membentuk kepribadian siswa sesuai dengan cita-cita luhur negara.

Kata kunci: *Implementasi, Pendidikan Pancasila, Karakter Siswa.*

Abstract

The purpose of this study is to assess how well Pancasila Education has been implemented at SD Negeri 2 Bandungharjo, Donorojo District, Jepara Regency, in terms of developing students' character. At the elementary school level, Pancasila education plays a significant role in forming pupils' moral principles and character at a young age. This study employs a qualitative design and gathers data via focus group discussions (FGD), interviews, and observation. 35 persons participated in the study as respondents, including parents, instructors, principals, and students in grades IV–VI. To determine and assess the success of the Pancasila Education program's implementation in schools, a thematic analysis of the data was conducted. According to the study's findings, SD Negeri 2 Bandungharjo's Pancasila Education program is implemented relatively successfully and significantly contributes to the development of students' character, particularly in the areas of tolerance, discipline, and responsibility. Interactive teaching strategies, instructors' active participation, and parents' support in putting Pancasila values into practice are examples of supporting factors. Nevertheless, there remain obstacles including little funding for special education and inadequate facilities. All things considered, this study highlights how crucial it is to improve Pancasila education in an endeavor to mold students' personalities in line with the admirable ideals of the country.

Keywords: *Implementation, Pancasila Education, Student Character.*

INTRODUCTION

One of the biggest challenges facing Indonesian education is producing a new generation of students who are not only intellectually gifted but also morally upright and able to make valuable contributions to society. In this regard, one of the primary pillars for forming students' character is

anticipated to be Pancasila education. Pancasila, the state's foundation, embodies ideals that represent a fair, successful, and compassionate social life. As a result, the introduction of Pancasila Education into schools, particularly at the elementary school level, is crucial in helping pupils develop the kind of character that embodies these ideals, including tolerance, responsibility, and discipline.

This study was conducted at SD Negeri 2 Bandungharjo, one of the primary schools in Donorojo District, Jepara Regency, since it is thought to have a lot of potential for adopting Pancasila Education. This school provides an intriguing setting for examining the efficacy of Pancasila Education in forming children's personalities because of its distinct social, cultural, and geographic features. With the goal of offering fresh perspectives for the creation of elementary school curricula in related fields, this study attempts to assess the effectiveness of Pancasila Education in the classroom and the degree to which it influences students' character development.

In Indonesia, Pancasila education is crucial in forming the morals and character of the country. As the cornerstone of the state, Pancasila must serve as a compass for all facets of communal life in addition to being a motto enshrined in the constitution. In terms of education, Pancasila offers admirable principles that are supposed to mold pupils' personalities from a young age. In addition to introducing children to state symbols, Pancasila education instills in them core ideals like democracy, justice, humanity, and unity—values that form the cornerstone of a peaceful social existence.

Although Pancasila Education has been taught in many elementary schools, there is ongoing discussion on how well it works to mold children's personalities. The implementation process presents a number of difficulties, including curricular time constraints, ineffective teaching strategies, and a lack of resources to promote character development. However, there is a disconnect between the theory and practice of character education in schools, as evidenced by student behavior patterns that don't necessarily align with Pancasila values.

Children's character development is greatly influenced by their elementary school education. Consequently, extra care must be used when implementing Pancasila Education at the elementary school level, like in SD Negeri 2 Bandungharjo, Donorojo District, Jepara Regency. The implementation of Pancasila Education, which must be tailored to local requirements and features, may be influenced by the social, cultural, and geographic circumstances in this location. Thus, this study will look at how this school's adoption of Pancasila Education might help mold students' personalities. The purpose of this study is to:

1. Evaluating how well Pancasila Education is working to develop students' character at SD Negeri 2 Bandungharjo.
2. Determining the elements that facilitate and impede the school's adoption of Pancasila Education.
3. Assessing how the application of Pancasila Education has affected students' character development, particularly with regard to discipline, responsibility, and tolerance.

It is anticipated that this study will make theoretical and practical advances. By providing fresh perspectives on the application of Pancasila ideals in Indonesian elementary education, this study should theoretically enhance the study of Pancasila education and character education. In terms of practice, the findings of this study can help schools—teachers, principals, and policymakers—improve the efficiency of Pancasila Education instruction in elementary schools. It is anticipated that this study would offer useful suggestions for raising the standard of character education at institutions that use Pancasila Education.

Numerous scholars have carried out extensive studies on the use of Pancasila education in the development of students' character. According to Suryani's (2017) research, despite the limited time and resources available in schools, the implementation of Pancasila Education can enhance student discipline. Hartati's (2018) study also found that while Pancasila ideals can influence students' character, they are frequently not fully reflected in their day-to-day activities. Therefore, in order to create a more effective impact, a more creative approach is required when integrating Pancasila values into school life.

In contrast to other research, this study takes into account local social and cultural elements that may have an impact on the implementation of Pancasila Education at the elementary

school level, particularly at SD Negeri 2 Bandungharjo. The efficiency of Pancasila Education's application in schools, as well as its direct effects on students' character, will also be examined in this study. By taking into account local characteristics and elements that may impact its implementation, this study presents a fresh approach to examining the implementation of Pancasila Education in SD Negeri 2 Bandungharjo. This study also aims to assess how Pancasila Education has affected students' character, particularly with regard to tolerance, discipline, and responsibility. This differs from earlier research that focused more on the application of Pancasila Education generally without thoroughly analyzing its effects on elementary school students' character.

It is anticipated that this study will support initiatives to enhance the application of Pancasila Education in elementary schools, based on the anticipated outcomes. Practically speaking, schools can use the findings of this study to enhance teaching methods, extend the time allotted for Pancasila Education, and encourage community and parent support for the character education process. Furthermore, this study offers recommendations for improving learning based on Pancasila ideals in a way that is more contextual and responsive to local circumstances.

It is anticipated that this study would give a clear image of how well Pancasila Education is being implemented in SDN 2 Bandungharjo in terms of character development. This study can offer useful suggestions to increase the efficacy of Pancasila education in elementary schools by taking into account the elements that affect its implementation and its effect on students' character. This will help to create a generation of people who will uphold Pancasila values.

METHOD

The purpose of this study is to investigate and evaluate how Pancasila Education is being used at SDN 2 Bandungharjo, Donorojo District, Jepara Regency, to develop students' character. This study focuses on gathering information that explains how Pancasila ideals are implemented in learning activities and day-to-day school life, given the significance of character education as a crucial component of national education. This study aims to investigate the opinions and experiences of different stakeholders in the educational process, such as parents, instructors, principals, and students, by employing a qualitative methodology. The data collection and analysis techniques employed in this study are as follows.

1. Types and Design of Research

This study employs a case study methodology and a qualitative research design. Because the goal of this study is to better understand and investigate the process of adopting Pancasila Education in order to develop students' character at the elementary school level, a qualitative design was used. In addition to measuring, this study investigates the opinions and comprehension of several relevant stakeholders (parents, teachers, principals, and students) about the use of Pancasila education.

By collecting descriptive data directly through observation and interviews, qualitative approaches enable researchers to gather more contextualized and in-depth information. Utilizing a case study methodology, the primary goal of this research was to investigate data pertaining to the application of Pancasila education in SD Negeri 2 Bandungharjo, particularly those concerning the development of student character.

2. Data collection

Several techniques were used to acquire the data, including:

a. In-depth interviews

Parents of kids, principals, and teachers were interviewed. These interviews were conducted in order to have a better understanding of their opinions regarding the application of Pancasila Education and its impact on students' moral development. Because these interviews were semi-structured, researchers were able to delve deeper into material depending on study-relevant issues.

b. Direct observation

Observations were made regarding the classroom learning process, particularly those pertaining to the application of Pancasila values in day-to-day school life. This seeks to

determine how much Pancasila is used in the day-to-day activities that pupils engage in at school.

c. Questionnaire

The purpose of the questionnaire was to gather information from students about how well they understood Pancasila values and how they affected their character. Students' attitudes, behaviors, and comprehension of the values taught in Pancasila Education were all covered in the questionnaire.

As Much 35 people participated in this study as respondents, including parents of students, instructors, principals, and students in grades IV through VI. The kids shared details on how they understood Pancasila and how it shaped their character development. While parents shared their thoughts on the effects of Pancasila education at home, teachers and principals offered insights into the procedures and regulations of applying it in schools.

3. Data analysis

Techniques for content analysis and thematic analysis will be used to examine the information gathered from surveys, observations, and interviews. The following are the steps involved in data analysis:

a. Transcribing

To guarantee that all information gathered is accurately recorded, every interview will be verbatim transcribed.

b. Classification

Following transcribing, the information will be categorized according to themes or categories that are pertinent to the study's main objective, which is the application of Pancasila Education and the development of students' character. Student attitudes, school policies, the role of parents and instructors, and the effect of Pancasila education on students' character are a few examples of these categories.

c. Theme Development

Following classification, the primary themes will be gathered and examined to look for trends or connections among them. For instance, do students' experiences with the application of Pancasila values both within and outside of the classroom align with the opinions of principals and teachers?

d. Data Interpretation

After being categorized and grouped into themes, the data will undergo a thorough analysis to yield interpretations that can address the research challenges. The analysis's findings will be utilized to make judgments regarding how well Pancasila Education has shaped the character of the pupils at SD Negeri 2 Bandungharjo.

With the use of this analysis, the study hopes to paint a clear image of how well Pancasila Education is implemented in schools in terms of forming students' character and the responsibilities that parents, teachers, and principals play in assisting with the process.

RESULTS AND DISCUSSION

The study's findings shed light on how Pancasila education is being implemented at SD Negeri 2 Bandungharjo in the Donorojo District of the Jepara Regency. Although there are still obstacles to be addressed, it can be inferred from observation, interviews, and documentation studies that this school has made an effort to incorporate Pancasila values into learning activities and school life.

Research result

The purpose of this study is to assess how well Pancasila Education has been implemented in SD Negeri 2 Bandungharjo in terms of developing students' character. Several key conclusions can be drawn from the information gathered by surveys of students, parents, principals, and teachers:

1. Students' Understanding of Pancasila

Most students in grades IV–VI demonstrated a solid grasp of Pancasila values, particularly those related to solidarity, social justice, and cooperation. The majority of pupils believed that these principles were used in both their home and school lives on a regular basis. A tiny

percentage of students, nevertheless, continued to view Pancasila as more theoretical and incompletely comprehended more relation to everyday conduct. Their participation in school events that promoted the application of Pancasila values, such as flag ceremonies and cooperative learning exercises, further demonstrated this.

2. The Role of Teachers and Principals in the Implementation of Pancasila Education

At SD Negeri 2 Bandungharjo, educators and administrators reported that they actively incorporate Pancasila values into their lesson plans. Both direct instruction in Pancasila Education courses and informal methods incorporating school events like flag ceremonies, social gatherings, and extracurricular activities are used to accomplish this. Teachers said that even though they have made an effort to put these beliefs into practice, there are instances when a lack of resources makes it difficult to provide a deeper knowledge. In any case, parents and students greatly respect their attempts to inculcate Pancasila ideals outside of the classroom, such as through mutual cooperation exercises.

3. The Role of Parents in Strengthening Students' Character

By instilling Pancasila ideals in their children at home, parents also expressed their support for the adoption of Pancasila education in schools. Nonetheless, the degree of character development at home varies depending on the parents' levels of comprehension. While some parents feel less involved in this character education process, others believe that their children's characters are growing. This demonstrates how crucial parent-school collaboration and communication are to the long-term viability of implementing Pancasila values outside of the classroom.

4. Challenges and Support in the Implementation of Pancasila Education

The principal, instructors, and students' parents all provided strong support for the adoption of Pancasila Education at SD Negeri 2 Bandungharjo. The principle actively participated in making sure that Pancasila values were thoroughly taught and incorporated into a variety of activities. In order to foster a sense of solidarity and togetherness, students enthusiastically participated in gotong royong and flag rituals. Nonetheless, a number of obstacles had to be addressed, including inadequate school infrastructure and facilities that would make it difficult to carry out complete extracurricular activities and a lack of time to provide more thorough Pancasila-related materials.

In order to ensure that Pancasila-based character education can be implemented more successfully and thoroughly, even though SD Negeri 2 Bandungharjo has made progress in a number of areas of Pancasila Education implementation, there are still issues that need to be resolved, particularly with regard to facilities and parental involvement.

Discussion

Based on the study's findings, it can be said that Pancasila Education has been implemented in SD Negeri 2 Bandungharjo quite successfully, despite some ongoing difficulties in its full implementation. Although character education goals have generally been met thanks to the school's efforts, there is always space for development to provide more equitable and ideal outcomes.

1. Teacher and Principal Involvement

Principals and teachers play a crucial role in putting Pancasila Education into practice. In addition to teaching Pancasila ideals in Pancasila and Citizenship Education (PPKn) classes, teachers also instill these values in students through regular school activities including participating in flag ceremonies and practicing discipline. Despite having few resources, the principal is crucial to making sure that programs that promote Pancasila education go without a hitch. The lack of time to include character values into all learning activities is the primary obstacle to adopting character education in schools, according to research by Setiawan and Widodo (2019). This finding is consistent with their findings. Therefore, even when schools have done everything they can, more engaging teaching approaches and more effective time management are still required so that students can receive Pancasila values optimally (Fitria, 2020).

2. Influence of Family and Community Environment

The family and community surroundings have a significant impact on how Pancasila values are applied. Even though national values and unity are taught in schools, kids are frequently impacted by attitudes or behaviors that go against these ideals outside of the classroom. This demonstrates the value of parental participation in assisting with the implementation of Pancasila education, both through collaborative community-based activities and through close communication between schools and parents. According to research by Sumarni (2018), parents who are more active in their kids' character education might help them internalize these values at home. Therefore, cooperation between families and schools is crucial to enhancing the teaching of Pancasila ideals outside of the classroom. Furthermore, character education that is backed by families and communities has a big influence on how well students learn in schools, as Santosa and Rahayu (2021) describe.

3. Optimization of Resources and Facilities

At SD Negeri 2 Bandungharjo, a lack of infrastructure and facilities, such as areas for extracurricular activities, makes it difficult to maximize the use of Pancasila Education. Despite the school's best efforts, more effective teaching requires the construction of improved facilities, such as cozy classrooms for interactive learning or spaces for sports and scouting. According to Wulandari's (2017) research, enhancing educational infrastructure and amenities will help character education be implemented more effectively, particularly in extracurricular activities that promote the development of national values.

4. The Importance of Contextual Approach in Learning

The learning strategies employed in Pancasila Education must be applicable to students' everyday life in order to be more successful. Teaching Pancasila ideals can be accomplished not just via theory but also through practical application, such as assigning group tasks that call for collaboration or social initiatives that engage students in constructive social activities. According to Hadi (2019), developing a character that aligns with the objectives of national character education requires enhancing the practical application of Pancasila ideals in both the family and the classroom.

Therefore, in order to create the ideal character as best as possible, a more contextual approach and direct implementation of these principles in students' lives are required. This is also consistent with the findings of Gunawan and Kurniawati (2020), who highlight that Pancasila ideals will be more successfully instilled through learning that is based on students' social and cultural settings.

It is intended that by taking these aspects into account, Pancasila Education will be implemented at SD Negeri 2 Bandungharjo more evenly and effectively, helping students develop strong character traits in line with national education goals.

Implications and Development of Theoretical Studies

The results of this study show that while Pancasila Education has been successfully implemented in many areas at SD Negeri 2 Bandungharjo, it still requires improvement in terms of how these ideals are actually applied in the day-to-day lives of the students. More curriculum development and more creative and practical teaching strategies are therefore required. For instance, by using a project-based learning approach that engages students in authentic activities that embody Pancasila ideals and by fostering greater cooperation between parents and schools in fostering kids' moral development.

More emphasis should be placed on contextual learning and local cultural values in the theoretical study of character education that incorporates Pancasila values. As previously mentioned, children are more likely to embrace and apply character education that is grounded in social and cultural settings, particularly in Indonesia, a country with a diverse population.

CONCLUSION

At SD Negeri 2 Bandungharjo, Pancasila education has been implemented successfully, particularly when it comes to thematic learning, extracurricular activities, and daily activities. Although the majority of students demonstrate a solid grasp of Pancasila values, further research

is still needed to fully understand how to apply these values in day-to-day behavior. To reach the best character education objectives, a number of obstacles still need to be addressed. Significant barriers include inadequate facilities, less flexible study schedules, and the impact of the social milieu outside of school. Therefore, in order to improve implementation effectiveness, more community and parent support, more flexible learning schedules, and improved facilities are required. To foster an atmosphere that encourages the implementation of Pancasila ideals in students' everyday life, close cooperation between schools, parents, and the community is necessary. The application of Pancasila education in primary schools is clearly illustrated by this study, along with the obstacles that need to be addressed in order to meet more ideal character education objectives.

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