

UNDERSTANDING OF PANCASILA EDUCATION AND ITS IMPLEMENTATION IN THE DAILY LIVES OF FIFTH-GRADE STUDENTS AT SD NEGERI 20 LEMBAH MELINTANG

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Abstract

This study aims to determine the role of Pancasila Education in shaping students' character to become individuals who are faithful, noble, independent, tolerant, and able to cooperate with others. This research employed a qualitative descriptive approach involving teachers and 13 fifth-grade students at SD Negeri 20 Lembah Melintang as the research subjects. Data were collected through observation, interviews, and documentation, then analyzed through data reduction, data presentation, and conclusion drawing. The results showed that students were able to implement Pancasila values in their daily lives through religious attitudes, mutual cooperation, teamwork, and respect for differences. The understanding and implementation of Pancasila Education were categorized as fairly good; however, teachers still need to develop creative, active, and contextual learning methods so that Pancasila values can be more consistently internalized and practiced.

Keywords: *The Understanding and Application of Pancasila, Education among Students*

Abstrak

Penelitian ini bertujuan untuk mengetahui peran Pendidikan Pancasila dalam membentuk karakter peserta didik agar menjadi pribadi yang beriman, berakhlak mulia, mandiri, toleran, dan mampu bekerja sama. Penelitian menggunakan pendekatan deskriptif kualitatif dengan subjek guru dan 13 peserta didik kelas V SD Negeri 20 Lembah Melintang. Data diperoleh melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa peserta didik telah mampu mengamalkan nilai-nilai Pancasila dalam kehidupan sehari-hari melalui sikap religius, gotong royong, kerja sama, dan menghargai perbedaan. Pemahaman dan penerapan Pendidikan Pancasila tergolong cukup baik, meskipun masih diperlukan inovasi guru dalam penggunaan metode pembelajaran yang kreatif, aktif, dan kontekstual agar nilai-nilai Pancasila semakin terinternalisasi secara konsisten.

Kata kunci: Pemahaman dan Penerapan Pancasila, Pendidikan di Kalangan Siswa

I. INTRODUCTION

Pancasila Education is designed as an essential component of the educational system at the elementary school level in Indonesia. Its primary objective is to shape students into citizens who possess a profound understanding of their rights and responsibilities in social, national, and civic life (Nurgiansah, 2021). One of the main reasons underlying the importance of this subject is the need to instill the values of Pancasila and the 1945 Constitution in students from an early age (Shofia Nurun Alanur, Jamaludin, & Sunarto Amus, 2023). As the philosophical foundation of the Indonesian state, Pancasila functions not only as a normative guideline for national life but also embodies profound philosophical values. These values play a significant role in shaping students' perspectives and mindsets by providing a conceptual framework regarding the nature of human life, the relationship between individuals and the state, and interactions among fellow citizens (Rahayu, 2017).

Pancasila provides moral and ethical guidance in the administration of national and civic life. Each principle contains universal values encompassing three major dimensions: ontological (related to the nature of existence), epistemological (related to the acquisition of knowledge), and axiological (related to values and ethics) (Purba dkk., 2025). Therefore, understanding Pancasila as a philosophical system constitutes a strategic step in establishing a foundation for ways of thinking and attitudes rooted in the identity of the Indonesian nation (Resmana & Dewi, 2021).

The Indonesian education system is currently facing major challenges in cultivating students' character in accordance with the noble values of the nation. As a solution, the government has established the *Pancasila Student Profile* as the primary framework for developing excellent students who demonstrate faith and piety, respect cultural diversity, independence, collaboration, critical thinking, and creativity (Fitrah, Umar, Jayanti, & Syafruddin, 2024). This study aims to evaluate the extent to which the values embedded in the *Pancasila Student Profile* have been integrated into the learning process and students' behavior at school, while also serving as a basis for improving the educational system in line with its intended principles (Istianah & Susanti, 2021).

The *Pancasila Student Profile* represents the ideal characteristics of Indonesian learners who engage in lifelong learning, possess a global perspective, and behave according to Pancasila values, which include six major traits: religiosity, tolerance, mutual cooperation, independence, critical thinking, and creativity. This educational approach is intended to improve the quality of learning. The curriculum provides schools and teachers with the flexibility to develop students' potential and allows learners to study according to their abilities and developmental stages. To support its implementation, appropriate textbooks are required as learning references in the classroom. In addition, the government provides various forms of support to facilitate its implementation in schools (Sartika & Ndonga, 2024).

Based on the preliminary observations conducted by the researcher at SD Negeri 20 Lembah Melintang, it was found that students' understanding of Pancasila Education was generally good. This could be seen from students' daily behavior, which reflected Pancasila values, such as helping classmates, respecting teachers, praying before lessons, and maintaining harmony among peers. These behaviors indicate that Pancasila values are not merely understood theoretically but have also begun to be internalized and practiced in students' daily lives.

Nevertheless, although students' understanding generally appeared satisfactory, the researcher identified differences in the level of understanding among students. Some students were able to explain and apply Pancasila values effectively, while others were still limited to memorizing the principles without comprehending their deeper meanings. This condition demonstrates a variation in students' abilities that deserves further investigation in order to determine the extent of students' understanding and implementation of Pancasila Education at the elementary school level.

Therefore, it is important for researchers to examine more deeply how these factors influence students' understanding and implementation of Pancasila Education in schools. This consideration encouraged the researcher to conduct a study entitled **“Students' Understanding of Pancasila Education and Its Implementation in Daily Life among Fifth-Grade Students at SD Negeri 20 Lembah Melintang.”**

II. RESEARCH METHOD

This study employed a qualitative research method aimed at examining natural conditions based on the phenomena under investigation (Abdussamad, 2021). The research was conducted at SD Negeri 20 Lembah Melintang, West Pasaman Regency, West Sumatra Province. The sources of data in this study consisted of fifth-grade students and the homeroom teacher of Grade V, Mrs. Ropiah, S.Pd., at SD Negeri 20 Lembah Melintang.

The researcher determined several data collection techniques, namely observation, interviews, and documentation. To ensure the validity of the data, this study applied *Expert Judgment*, which is an approach used to gather data or expert knowledge regarding a particular issue (Hardani, 2020).

In analyzing the data, the researcher first conducted data collection through interviews and observations. The second stage involved data reduction. Data reduction is a sensitive process of thinking that requires intelligence, broad insight, and deep understanding. In this stage, the researcher summarized important data and discarded irrelevant information. This process was intended to clarify the findings and facilitate subsequent data collection.

After the data reduction stage, the third stage was data presentation. Data presentation can be carried out in the form of brief descriptions, charts, relationships among categories, or similar formats. In this study, the researcher presented the data in the form of descriptive explanations related to the issues found in Indonesian language learning among fifth-grade students.

The fourth stage was drawing conclusions. The initial conclusions drawn were still temporary and subject to change if no strong supporting evidence was found during the subsequent stages of data collection.

III. RESULTS AND DISCUSSION

The study was conducted at SD Negeri 20 Lembah Melintang with the aim of identifying students' understanding of Pancasila Education and its implementation in the daily lives of fifth-grade students. The research was carried out through observations, interviews, and documentation involving the classroom teacher and 13 students. The findings revealed that most students were able to understand and apply Pancasila values in their daily lives, although the level of understanding varied among students.

Based on the observations, students demonstrated behaviors that reflected Pancasila values, such as praying before lessons, respecting teachers, maintaining classroom cleanliness, cooperating in groups, and helping classmates who experienced difficulties. These behaviors indicate that Pancasila values have been implemented in students' daily lives within the school environment. Religious values, which represent the implementation of the first principle of Pancasila, were evident in students' habits of praying together before and after lessons. In addition, students also showed mutual respect toward their peers regardless of social background or academic ability.

The findings of this study are consistent with the theory of Pancasila Education proposed by Septiani et al., which states that Pancasila Education aims to develop students who possess faith, noble character, a spirit of mutual cooperation, independence, and critical thinking skills. These values were reflected in students' behaviors, as they gradually became accustomed to practicing discipline, cooperation, and responsibility in school life (Septiani, Apriani, & Izzah, 2022). Thus, Pancasila Education functions not only as a theoretical subject but also as a medium for character building among students.

The implementation of the second principle of Pancasila was reflected in students' attitudes of helping and respecting one another. When some students encountered learning

difficulties, other students voluntarily assisted them without being instructed by the teacher. This attitude demonstrates the existence of humanitarian values and social concern among students. In character education theory, social concern is considered an important element in the moral development of elementary school students. According to Mihit, Pancasila values are a reflection of Indonesian cultural values that should be implemented in daily life to develop a moral and nationally conscious society. Therefore, the helping behavior shown by students represents a concrete implementation of the principle of just and civilized humanity (Mihit, 2023).

Furthermore, the implementation of the third principle of Pancasila could be observed through students' spirit of mutual cooperation and teamwork in group activities and classroom cleanliness. When the teacher assigned group tasks, students were able to collaborate and complete the tasks together. They also actively participated in classroom duty schedules and maintained the cleanliness of the school environment. These findings are consistent with the theory of *gotong royong* (mutual cooperation) as an Indonesian national identity that emphasizes the importance of unity and togetherness in social life. According to Hanafiah et al., Pancasila Education should integrate cultural values and social life so that students can understand the meaning of unity and togetherness in daily life. Therefore, Pancasila Education in elementary schools plays an important role in instilling the spirit of unity from an early age (Hanafiah, Martati, & Mirnawati, 2023).

The implementation of the fourth principle was also evident in the classroom learning process. Teachers provided opportunities for students to express their opinions and engage in discussions with their classmates. Students were trained to respect the opinions of others and solve problems through simple deliberation. This condition indicates that democratic values had been introduced to students through daily learning activities. According to Yusuf (2021), Pancasila Education plays an important role in shaping students into democratic, responsible citizens who are capable of living harmoniously in a diverse society (Lusiyanti & Zahro, 2025). Therefore, the practice of classroom deliberation constitutes a positive step in instilling democratic values among students.

Meanwhile, the implementation of the fifth principle was reflected in the teacher's fair treatment of all students regardless of their academic abilities or family backgrounds. Teachers provided equal learning opportunities to all students and paid special attention to those who experienced learning difficulties. This fair attitude indirectly taught students the importance of social justice in everyday life. This finding aligns with the theory of Pancasila Education, which emphasizes that the value of social justice should be implemented in educational environments in order to develop empathy, responsibility, and social concern among students.

The interview results with the classroom teacher revealed that various teaching methods were used to instill Pancasila values, including discussion, lectures, question-and-answer sessions, habituation, and role modeling of positive behavior. The teacher stated that contextual methods were more effective than memorization methods because students found it easier to understand the material when it was connected to their daily lives. This finding is in line with constructivist theory, which emphasizes that students understand concepts more effectively when they experience and practice them directly in real-life situations.

In addition, teachers also integrated Pancasila values into school activities such as flag ceremonies, mutual cooperation activities, and disciplinary habits. These strategies demonstrate that the implementation of Pancasila Education is carried out not only through classroom instruction but also through school culture. According to Ningsih, citizenship education and Pancasila Education should be conducted contextually and relevantly to students' lives so that the values taught can be effectively internalized (Ningsih, 2026).

Therefore, character habituation in schools is considered one of the most effective ways to shape students' behavior according to Pancasila values.

Nevertheless, the study also found that some students still understood Pancasila only at the level of memorizing its principles without comprehending their deeper meanings. Students in this category tended to experience difficulties when asked to provide examples of the implementation of Pancasila values in daily life. This condition indicates that the internalization of Pancasila values has not yet been fully optimized. According to cognitive learning theory, good understanding is not only reflected in the ability to memorize but also in the ability to explain, analyze, and apply concepts in real life. Therefore, teachers need to employ more active and innovative learning methods so that students not only memorize but also truly understand the meaning of each principle of Pancasila.

The study also identified supporting and inhibiting factors in the implementation of Pancasila Education. Supporting factors included a conducive school environment, teachers' role modeling, and the habituation of character-building activities within the school. Meanwhile, inhibiting factors included the lack of learning interest among some students, limited instructional time, and insufficient family support in practicing Pancasila values at home. According to character education theory, the success of students' character formation is influenced not only by schools but also by family and community environments. Therefore, cooperation between teachers and parents is essential in consistently supporting the implementation of Pancasila values.

Overall, the findings indicate that the understanding and implementation of Pancasila Education among fifth-grade students at SD Negeri 20 Lembah Melintang can be categorized as fairly good. Students demonstrated religious attitudes, mutual cooperation, tolerance, responsibility, and teamwork in their daily lives. However, innovation in teaching methods is still needed so that Pancasila values can be understood more deeply and consistently practiced by all students.

In conclusion, this study strengthens the theory that Pancasila Education plays an important role in shaping students' character from an early age. Pancasila Education is intended not only to provide knowledge about the philosophical foundation of the state but also to develop students into individuals who are moral, responsible, tolerant, and possess a strong sense of nationalism. Therefore, teachers, schools, and parents must collaborate in creating an educational environment that supports the implementation of Pancasila values in students' daily lives.

IV. CONCLUSION

Based on the findings of the study conducted at SD Negeri 20 Lembah Melintang, it can be concluded that the understanding and implementation of Pancasila Education among fifth-grade students can be categorized as fairly good. This is reflected in students' attitudes, which demonstrate Pancasila values in their daily lives, such as religiosity, mutual cooperation, teamwork, tolerance, discipline, and responsibility. Teachers also play an important role in instilling Pancasila values through learning methods, habituation, and role modeling within the school environment. Nevertheless, some students still understand Pancasila only at the level of memorization; therefore, more creative and contextual learning approaches are needed so that Pancasila values can be understood more deeply.

Based on these findings, teachers are expected to develop more innovative and engaging learning methods so that students can more easily understand and apply Pancasila values in their daily lives. In addition, schools and parents are expected to collaborate in shaping students' character through the habituation of positive attitudes both at school and within the

family environment. With support from various parties, Pancasila values are expected to be more optimally internalized within students as the future generation of the nation.

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