

Analysis of Education Character Policy to Realize Pancasila's Value to Elementary School Students

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Abstract

This research analyzes character education policies to realize Pancasila's values in elementary school students. Using qualitative methods with case studies at some primary schools in Surakarta, data was collected through interviews, observations, and document analysis. Research results show that character education policies are implemented through the integration of Pancasila values into curricula, extracurricular activities, and teacher training. Collaboration between schools and parents is also effective in supporting student character education. However, challenges such as resource constraints and different understandings of character education remain. In conclusion, a character education policy based on Pancasila can effectively shape the character of elementary school students, with sustained support from all sides.

Keywords: Education Policy, Pancasila Values, Education Character

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INTRODUCTION

Character education has become a major focus in the Indonesian national education system. Over the last few years, attention to the importance of character formation among students has increased. This is undermined by the increasing complexity of the challenges facing the younger generation in the era of globalization and digitalization. Traditional and local cultural values are often crushed by the influence of foreign cultures that come in through various media. Therefore, the integration of Pancasila's values into character education became crucial to preserving the identity of the nation and forming a generation of strong characters (Lackina, 2020) defines character education as an effort to help individuals understand and internalize universal values of goodness.

The Pancasila, as the foundation of the Indonesian state, contains five silas, which are guidelines in the lives of nations. These five requests include faith in the One God, just and civilized humanity, Indonesian unity, nationalism guided by wisdom and wisdom in the ministry or representation, and social justice for all Indonesians. Implementation of these values is expected to form individuals who are not only academically intelligent but also have good moral and ethical standards, as well as being able to make a positive contribution to society. According to (Halimatul maryani, 2020) Pancasila's values include the values of divinity, humanity, unity, nationality, and social justice. The integration of these values in character education aims to form individuals who have moral integrity, a

high human sense, a strong unity spirit, a democratic attitude, and a consciousness of social fairness.

Nevertheless, the realities in the field show that the implementation of Pancasila-based character education in primary schools still faces many obstacles. According to Van Meter and Van Horn (1975), the success of policy implementation is influenced by a variety of factors, including policy clarity and consistency, available resources, and the support and involvement of various stakeholders. One of the major problems is the lack of understanding and awareness among educators about the importance of character education. Besides, a curriculum too dense with academic loads often makes character education neglected. There are also challenges in terms of effective learning methodologies for instilling Pancasila values in elementary school-age students. On the other hand, support from government policies is also very important. The government has issued various policies related to character education, but the effectiveness of its implementation still needs to be evaluated. Some of these policies have not been fully integrated into school curricula or consistently implemented in all primary schools in Indonesia.

Given the urgency and complexity of this issue, a thorough analysis of the character education policy is needed to assess to what extent the policy is capable of engaging students with the character of Pancasila. According to (Hotimah, 2020), individual moral development can be enhanced through learning approaches that involve moral discussion, role-playing, and self-reflection. Moreover, character learning should be holistic, involving the cognitive, affective, and psychomotor aspects of students. The research aims to identify obstacles and challenges in the implementation of character education policies as well as find effective solutions to improve the quality of character education in elementary schools. Thus, it is expected to find a model of character education that matches the values of Pancasila and is able to form a young generation of Indonesians with a strong character and ready to face global challenges.

METHOD

This exploration utilizes a subjective strategy with a contextual analysis to deal with comprehending the execution of a Pancasila-based character training strategy in grade schools. The contextual analysis approach permits specialists to investigate peculiarities from top to bottom in a genuine setting (Aithal & Aithal, 2020) state that contextual analyses are appropriate for figuring out mind-boggling and relevant peculiarities. extensive interviews with the school principal, teachers, students, and parents to obtain diverse perspectives.

Participatory perception straightforwardly notices exercises in schools to see the combination of Pancasila's qualities. collecting official documents like school policies and curriculums. Utilizing topical investigation strategies (Ford & Hewitt, 2020) to distinguish key subjects of information. The examination stages incorporate open encoding, gathering, topic audit, and subject naming. Information approval is achieved through triangulation (Creswell, 2013), utilizing different information sources to guarantee the legitimacy and precision of the discoveries.

A subjective technique with a contextual investigation approach is decided to comprehend from top to bottom the execution of the Pancasila-based character training strategy in elementary schools. Through inside and out meetings, perceptions, and documentation, as well as topical examination and triangulation approval, the review intends to find a person-training model that is successful and predictable with Pancasila's qualities.

RESULTS AND DISCUSSION

From the examination that has been done, we have discovered a few key discoveries

connected with the execution of character training strategies in light of Pancasila in grade schools:

1. The comprehension and awareness of the teacher

The significance of character education based on Pancasila is clearly recognized by many teachers. Nonetheless, there are likewise people who feel less positive about executing because of a lack of particular preparation. These results are consistent with those of (Mokitimi et al., 2018) who found that one of the main obstacles to the implementation of character education was a lack of training. Constant and thorough preparation by educators is vital for upgrading their comprehension and capacity to show the upsides of Pancasila.

In contrast to exploring (Gulson & Sellar, 2019) educators who get particular preparation will quite often be more viable in coordinating person training into learning. As upheld by research (Reeve et al., 2018) nstructors' consciousness of the significance of character training influences their obligation to execute this arrangement. Contrary to popular belief (Jiang & Saito, 2024) a lack of training makes many educators less confident in implementing character education. According to the conclusion (Sutcher et al., 2019) teachers frequently encounter difficulties focusing on character education because of a condensed curriculum.

2. Integration into the educational program

The reconciliation of Pancasila's qualities into the educational plan is yet another factor. A few schools have effectively coordinated these qualities into all subjects, while others are as yet restricted to Pancasila instruction and citizenship. A study by (Fylkesnes, 2019) likewise showed that the outcome of character instruction really depends on how well these qualities are coordinated into the educational program (Ramadina, 2022; Sabaruddin, 2022; Solihin, 2022). This investigation discovered that schools that effectively coordinated Pancasila values in all subjects showed improved understudy character arrangements. It tends to be concluded (Kholifah et al., 2024) that discovering the addition of character values in each subject is more fruitful in forming the personality of the understudy. Upheld (Iqbal et al., 2023) propose that a comprehensive educational program approach is more successful in character schooling. So research (Oktiya Hayyu Liyandani & Nur Kolis, 2021) tracked down that educational programs that emphasize moral turn of events, notwithstanding scholastic, are more fruitful in forming understudy character.

3. Method of Instruction

Lectures are still the most common method of instruction. However, schools that employ interactive and participatory methods like role-playing and group discussions achieve better results in instilling character values. Successful learning procedures are significant in character schooling. This exploration upholds the finding (Aisah et al., 2021) that participatory and intelligent strategies are more successful than ordinary techniques. Bunch conversations, pretending, and cooperative tasks can help understudies comprehend and assimilate character values better. According to (Khairunnisa, 2020) learning strategies that actively involve students are more effective at instilling moral values. It was upheld (Safitri et al., 2020) that address strategies are less viable for character schooling compared with learning techniques, including understudy exercises face-to-face (Halimatul maryani, 2020) found that the utilization of inventive strategies, for example, narrating and recreation, assists understudies with understanding virtues better. Sejalan (Franklin & Harrington, 2019) added that learning about Pancasila's values is also effective when it involves local art and culture.

Table: 1 Learning Methodology Used in Character Education Policy

No	Learning Methodology Description	Learning Methodology Description
1	Group discussion	Involve students in discussions to discuss the values of Pancasila and how to apply them in everyday life.
2	Role Play	Students play roles in situations that reflect Pancasila values to understand and internalize these values.
3	Collaborative Project	Students work together on projects that emphasize cooperation, tolerance, and mutual cooperation as the application of Pancasila values.
4	Story telling	Using stories or narratives that contain Pancasila values to instill moral character in students.
5	Simulation	Involving students in simulations of real situations that reflect the application of Pancasila values, such as simulating trials or deliberations.
6	Project Learning	Based Students work on projects that require the application of Pancasila values in the planning and implementation process of the project.
7	Contextual Learning	Linking learning material to students' real life contexts, so that they can see the relevance of Pancasila values in everyday life.

4. Parental support and involvement

Support from parents and the school community varies greatly. Schools that have a high level of parental involvement in school activities tend to be more successful in implementing character education. Research (Hwang et al., 2019) highlighted the importance of support from parents and communities in character education. The findings of this study also show that the high involvement of parents contributes positively to the implementation of character education. Support and collaboration between school and home are essential to creating an environment that supports student character formation. As stated (Brunetti et al., 2020) cooperation between schools and parents in character education programs increases the effectiveness of the programs.

Further, (Ford & Hewitt, 2020) stated that the active participation of parents in school activities helps to strengthen the values of character taught in schools. So in the study (Mokitimi et al., 2018) it was stated that the support of parents and the home environment greatly influenced the formation of student character. Relevances with (Gulson & Sellar, 2019) found that good communication between school and parents increases the effectiveness of character education programs. It is supported (Jiang & Saito, 2024) that a school environment that is conducive and supports Pancasila values plays an important role in character education.

In research (Sutcher et al., 2019) positive school culture and integrating Pancasila values into daily activities help shape the character of students. In line with (Fylkesnes, 2019) the involvement of all school citizens, including administrative staff, in character education has a significant impact (Sudiartono, 2022; Tengko et al., 2021; Veronika & Halawa, 2021). (Risna et al., 2020) found that extracurricular activities that integrate Pancasila values help students internalize those values. In accordance with (Primasari et

al., 2021) the mentoring and mentoring programs of teachers and seniors are also effective in student character formation. In accordance with (Yuniarti et al., 2022) clear and consistent government policy is essential to support the implementation of character education.

In research (Muslim et al., 2021) periodic policy evaluation is needed to ensure the effectiveness and relevance of policies in character education. (Djamil et al., 2022) Policy support from the local government also plays an important role in the successful implementation of character education in schools (Jayanti et al., 2021) stressed the need for monitoring and feedback from schools for sustainable improvement.

The consequences of this review show that the execution of Pancasila-based character training strategies in grade schools faces different difficulties yet additionally has various achievement factors. A significant factor in the success of character education is the comprehension and awareness of teachers, the incorporation of Pancasila values into the curriculum, efficient instructional strategies, and parental and community involvement and support. Continued teacher education, the creation of a comprehensive curriculum, the use of participatory learning strategies, and a greater level of parental involvement are all necessary to enhance the policy's implementation.

As a result, it is anticipated that Indonesia's young people will develop strong personalities in line with Pancasila's principles. Character Training Strategy to Understand Pancasila's Worth in Primary Schools Coordination of Pancasila Values in the Educational Program Act No. 20 of 2003 on the Public School System, Article 3, states that public training effectively fosters the limit and shape of the person and civilization of a respectable country to edify the existence of the count (Faturrahman et al., 2022).

Permendikbud No. Project-Based Learning Long-Term 2016 on the Fundamental and Auxiliary Schooling Cycle Norms, Article 19: Discovering that stresses understudy action and understudy association in genuine activities. Extra-curricular exercises on Permendikbud No. Long-Term 2014 on Out-of-School Exercises in Rudimentary and Optional Training, Article 2: The extracurricular training is an instructive action past subjects and guiding administrations to assist with creating understudies as per their necessities, potential, gifts, and interests (Jayanti et al., 2021).

Program for personal growth on Permendikbud No. Long-Term 2015 on the Development of Laborers, Article 2, that the self-improvement program ought to be intended to foster the personality of the understudy. Everyday traditions at the school on Permendikbud No. Long-Term 2015 on the Development of Laborers, Article 5: Everyday school rehearses incorporate exercises that impart public qualities and positive people (Khairunnisa, 2020).

Instructor Preparing and Advancement on Regulation No. Long-Term 2005 on Educators and Speakers, Article 20, states that educators are obliged to improve and foster scholarly capabilities and skills in a supportable way in accordance with the advancement of science, innovation, and human expression. Article 54: Role and society in education includes the role of parents and communities in the management and development of education in addition to Collaboration with Parents and Society on Act No. 20 2003 on the National Education System (Aisah et al., 2021).

Appreciation and discipline toward the No. According to Article 4 of the 82nd Year 2015 on the Prevention and Suppression of Violence in the Environment of Education Units, the implementation of discipline in schools ought to support the development of a favorable educational climate. Media and Innovation Uses on Permendikbud No. Article 12 of the Basic and Secondary Education Process Standards from 2013 address the incorporation of media and technology into the learning process in order to enhance its efficiency and effectiveness. What's more, Assessment and Checking on Permendikbud No. 104 of 2014 on the Appraisal of Learning Results by Teachers in Essential and Optional Schooling, Article 2, says that assessment and checking ought to be done on an occasional

basis to survey the accomplishment of the skills of the students (Jayanti et al., 2021).

By following the current legitimate system, schools can carry out character training strategies successfully and as per the regulations and guidelines in force in Indonesia, so the objective of acknowledging Pancasila values in primary school understudies can be all around accomplished.

CONCLUSION

This research concludes that character education policies based on Pancasila's values in primary school have significant potential for shaping student character. Some of the main findings of this study are: Character education policies have been well integrated through curricula, extracurricular activities, and teacher training. These programs enable students to internalize Pancasila's values thoroughly.

Teachers play an important role in teaching and instilling character values. Continuous training is needed to enhance the understanding and skills of teachers in character education. The active participation of parents in character education is very effective. Their involvement in school activities and good communication with teachers strengthen the implementation of Pancasila values at home.

Although much progress has been made, there are still challenges, such as resource constraints, differences in understanding the concepts of character education, and a lack of training for teachers. More systematic and sustained efforts are needed to overcome these barriers. Successful character education requires comprehensive support from all sides, including the government, schools, parents, and society. This joint commitment is essential to ensuring that Pancasila's values can be effectively internalized by students. Overall, the Pancasila-based character education policy shows positive results in forming a young generation that is not only academically intelligent but also has a high degree of integrity and morality. Continuous evaluation and improvement must be undertaken to ensure the sustainability and effectiveness of the implementation of this policy.

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