

# **IMPLEMENTATION OF PANCASILA VALUES IN CHARACTER FORMING GRADE IX E STUDENTS OF DWIJENDRA SMP DENPASAR IN THE 2024/2025 ACADEMIC YEAR**

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## **ABSTRACT**

In the current era of globalization and modernization, the influence of foreign culture and technological developments is increasing, so concrete efforts are needed to maintain and strengthen students' character based on Pancasila values. The purpose of this study is to develop students' way of thinking in writing scientific papers in written form. The method used is Qualitative, Based on the results of all data collected through questionnaires and interviews obtained in this study, the researcher discusses how the Implementation of Pancasila Values in shaping the character of class IX E students of Dwijendra Middle School Denpasar.

The results obtained from the average score of a questionnaire distributed to six students representing 29 grade IX E students at Dwijendra Middle School, Denpasar, showed that the average religious value was 83.34%. This can be seen from the implementation of communal worship activities in the school environment (83.34%). Students who are always taught tolerance among others (83.34%) rated religious values frequently applied in Civics lessons. The average religious value of honesty (83.34%) rated honesty values very frequently applied in Civics lessons.

Conclusion: The results of the analysis of the implementation of Pancasila values in shaping students' character, namely the Pancasila value of belief in one almighty God, are where teachers apply the value of honesty. The results of the analysis of the implementation of Pancasila values in shaping students' character, namely the Pancasila value of just and civilized humanity, indicate that character formation is through the value of tolerance. The results of the analysis of the implementation of Pancasila values in shaping the character of students are the values of Pancasila unity of Indonesia, namely the value of hard work, the value of love for the homeland. The results of the analysis of the implementation of Pancasila values in shaping the character of students are the values of Pancasila Democracy led by the Wisdom of Deliberation/Representation, namely openness to new opinions and ideas. The results of the analysis of the implementation of Pancasila values in shaping the character of students are the values of Pancasila social justice, namely the value of environmental care, the value of social care.

Keywords: Implementation, Pancasila and Character

## **1. INTRODUCTION**

Education is a process of learning knowledge, skills, and habits of a group of people, passed down from one generation to the next through teaching, training, and research. Pancasila and Citizenship Education (PKn) has distinct characteristics compared to other subjects. This subject is multidisciplinary, encompassing several topics such as law, politics, government, social issues, and culture. Pancasila and Citizenship Education can also be described as legal education, political education, and moral values education. Civics Education is viewed as a subject aimed at preparing citizens for participation (Telaumbanua,

F2019). Through learning PKn, students are expected to be able to play their role as citizens, developing awareness, behavior, faith, piety, and noble character as personal characteristics of the Indonesian nation.

Pancasila is the foundation of the Indonesian state, embodying fundamental values in national and state life. As the nation's ideology, Pancasila plays a crucial role in shaping the character of the younger generation, particularly junior high school students. In the current era of globalization and modernization, the influence of foreign cultures and technological developments is increasing, so concrete efforts are needed to maintain and strengthen students' character based on Pancasila values. Hidayatullah, A (2020: 38).

Building student character is one of the main goals of national education as stated in Law Number 20 of 2003 concerning the National Education System. Education not only aims to increase knowledge, but also to shape personalities in accordance with the nation's noble values. This is in line with the importance of practicing the values of Pancasila as a guideline in everyday life. Pancasila values, such as divinity, humanity, unity, democracy, and social justice, need to be implemented in the learning process to build students' character with integrity and a nationalist spirit. Ministry of Education and Culture (2018: 70) However, in practice, the challenges in implementing Pancasila values are increasingly complex. Based on initial observations, some students exhibit behavior that does not reflect these values, such as low tolerance, lack of discipline, and a weak sense of social responsibility. These challenges are often caused by students' lack of understanding of the essence of Pancasila, the influence of negative social environments, and the ineffectiveness of learning strategies implemented by teachers. Ministry of Education and Culture (2018: 40).

Class IX E of Dwijendra Junior High School, Denpasar, was the focus of this research because its characteristics reflect the diversity of students from various backgrounds. This makes it a representative class for examining how Pancasila values can be implemented in student character development. Furthermore, Dwijendra Junior High School is known as a school committed to integrating character education into its curriculum. Therefore, this research is expected to provide a concrete picture of the successes and challenges in implementing Pancasila values.

The author team (2019: 50) stated that this research urgently seeks to identify effective strategies that teachers can implement to integrate Pancasila values into the learning process. With a deeper understanding, it is hoped that methods can be found that can encourage students not only to understand but also to practice Pancasila values in their daily lives. Therefore, this study aims to analyze the implementation of Pancasila values in shaping the character of students in class IX E of Dwijendra Middle School, Denpasar, identify factors that support and hinder the implementation, and formulate more effective learning strategies to strengthen students' character based on Pancasila values.

## **2. RESEARCH METODOLOGY**

When conducting research, the method to be used must be determined first. This is the guideline or steps to be taken in the research, which will lead the researcher to a conclusion that resolves the problem being studied. The steps involved in conducting research are called research methods. Within research methods, several specific techniques are used to test a research hypothesis.

Research generally has two research methods: qualitative research methods and quantitative research methods. Qualitative research is research that aims to understand a particular phenomenon and behavior described in the form of words and sentences in a specific, natural context by utilizing various approaches within it. According to Moleong (2010), "Qualitative research is research that uses a naturalistic approach to seek and find understanding or comprehension of a phenomenon in a specific contextual setting." Meanwhile, quantitative research is

research that includes every type of research based on calculations of percentages, averages, squares, and other statistical calculations. In other words, quantitative research involves calculations, numbers, and quantities. According to Sugiyono (2012), it is said to be a quantitative method because the research data is in the form of numbers and analysis using statistics. Quantitative methods are used when the problem is a deviation between what should be and what happens, between rules and implementation, between theory and practice.

This study uses a descriptive qualitative approach. This approach aims to provide a clear and detailed picture. Research Location The research was conducted at Dwijendra Middle School, Denpasar, with a focus on class IX E. The selection of this location was based on the relevance of the Civics curriculum that integrates Pancasila values and school programs that support student character building.

### **3. RESULTS AND DISCUSSION**

Based on the results of all data collected through questionnaires and interviews obtained in this study, the researcher discusses how the Implementation of Pancasila Values in shaping the character of class IX E students of Dwijendra Middle School, Denpasar, and What are the supporting and inhibiting factors for the Implementation of Pancasila Values in shaping the character of students through Civics learning class IX E of Dwijendra Middle School, Denpasar. The results obtained from the average value of the questionnaire distributed to 6 students of Dwijendra Middle School, Denpasar, regarding that the average religious value of 83.34% of students considered very often that religious values in Civics learning had been implemented well. This can be seen from the implementation of joint worship activities in the school environment of 83.34% and students who are always taught tolerance among each other by 83.34% of students considered often that religious values in Civics subjects had been implemented. The average of the religious value of honesty of 83.34% of students considered very often that the value of honesty in Civics learning had been implemented well. This can be seen in students who are accustomed to behaving honestly, and doing quizzes and answering questions from teachers with my own answers, but there are still students who have not implemented the value of honesty, namely there are 0% of students who still sometimes carry out honest behavior and do quizzes and answer questions from teachers with my own answers, and there are 0% of students who never carry out honest behavior and do quizzes and answer questions from teachers with my own answers. The average Tolerance value of 83.34% of students assess very often that the tolerance value in Civics learning has been implemented well. This can be seen in students who follow the example of tolerance between religious communities that has been taught by the teacher, and how to respect each other, the average discipline score is 83.34% of students who assess very often that the value of discipline in Civics learning has been applied well. This can be seen in students who have implemented coming to school on time, and submitting assignments according to the time determined by the teacher. The average hard work score is 83.34% of students assess very often that the value of tolerance in Civics learning, has been implemented well. This can be seen in students who are motivated in doing the tasks given to students and the students do the tasks given by the teacher, students who answer questions given by the teacher related to the learning material and do the tasks seriously. The average value of love for the homeland is 83.34% of students who assess very often that the value of love for the homeland in Civics learning has been implemented well. This can be seen in students who always participate in flag ceremonies every Monday, and students

always commemorate Heroes' Day and Indonesian Independence Day. The average value of environmental care is 83.34% of students who assess very often that the value of environmental care in Civics learning has been implemented well. This can be seen in students who carry out what the teacher always reminds them about collecting trash when they arrive at school, and always participate and participate in making compost from trash. The average value of responsibility is 83.34% of students who rate it very often, students who are responsible for cleaning duty in the classroom and students who are responsible when I make a mistake from this it can be seen that the value of responsibility has been implemented well.

Based on the results of the interview with Mrs. Gusti Ayu Rumiasih, S.H as a Civics teacher conducted on March 12, 2025. Stating that religious values and honesty values have been implemented at Dwijendra Denpasar Middle School by implementing students who have carried out worship activities together at school and carried out honest attitudes, for example being honest in doing assignments given by teachers, and teachers always make it a habit at the beginning of the apperception meeting to give directions to students that honesty is a good deed and teachers always convey it during the flag ceremony every Monday, from this habit, students can carry out good lives in the school environment and outside of school. The implementation of religious values and honesty values in shaping students' character through Civics learning is in accordance with the indicators of the values of Pancasila, belief in the one and only God.

Based on the results of the interview with Mrs. Gusti Ayu Rumiasih, S.H as Civics conducted on March 12, 2025. Regarding the values of tolerance and discipline, it states that the values of tolerance between fellow religions, respecting each other, at the beginning of each class meeting the teacher always instills an attitude of mutual respect because students in the class have different religions, ethnicities, cultures. Then the value of discipline the teacher always reminds students that students must be disciplined in time, school rules.

The implementation of tolerance and discipline values in shaping students' character through Civics learning in accordance with the indicators of Pancasila values of just and civilized humanity. Furthermore, the results of an interview with a Civics teacher regarding the value of hard work and the value of love for the homeland, that the value of hard work has been implemented at Dwijendra Denpasar Middle School, namely by implementing teachers dividing groups and giving responsibility to each student when given an assignment, the teacher gives praise to students who answer or do the assignment well. While the value of love for the homeland states that the role of a Civics teacher is obliged to instill an attitude of love for the homeland prioritizing the interests of the nation over personal interests, in addition to involving students in the celebration of major Indonesian national days such as Indonesian Independence Day, Youth Pledge Day and other heroes' days. With the implementation of the value of hard work and the value of love for the homeland in shaping students' character through Civics learning in accordance with the indicators of Pancasila values of Indonesian unity

#### **4. CONCLUSION**

Based on the results of research conducted at Dwijendra Middle School, Denpasar regarding the Implementation of Pancasila Values in Forming the Character of Class IX E Students of Dwijendra Middle School, Denpasar, in the 2024/2025 academic year, the following conclusions can be drawn.

The results of the analysis of the implementation of Pancasila values in shaping the character of students, the Pancasila value of the one and only God, namely where teachers apply religious values and honesty values. The results of the analysis of the implementation of Pancasila values in shaping the character of students, the Pancasila value of just and civilized humanity shows that in character formation through the values of tolerance and discipline. The results of the analysis of the implementation of Pancasila values in shaping the character of students, the Pancasila value of Indonesian unity, namely the value of hard work, the value of love for the homeland, namely teachers have applied the values of hard work and the value of love for the homeland. The results of the analysis of the implementation of Pancasila values in shaping the character of students, the Pancasila value of social justice, namely the value of environmental care, the value of social care. Based on the values of Pancasila, namely the value of divinity, Human values, unity values, humanitarian values and social justice values can shape the character of students who previously had several students who violated school rules or regulations such as brawls, truancy, smoking, and consuming alcohol at school. With the implementation of Pancasila values in shaping students' character through Civics learning, the number of students who violate school rules can be reduced. Because in shaping students' character, Civics teachers must instill Pancasila values such as religious values, honesty values, tolerance values, discipline values, democracy values, curiosity values, love of the homeland, environmental values, social care values and responsibility values.

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