

## Implementation of Pancasila Values in Character Education: A Literature Review

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**Abstract.** *The implementation of Pancasila values in character education is very important and interesting to discuss. There are a number of articles related to the implementation of Pancasila values in character education but there is still little literature on the literature review. The purpose of writing this article is to identify and identify the implementation of Pancasila values in strengthening character education as a literature review. Based on the literature review, it is known that the implementation of Pancasila values is very important in relation to character education. Characters that are appropriate and are shown attitudes related to the values contained in Pancasila, namely the values of character divine values (religious), love for the country, independence, environmental care and tolerance .*

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

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### A. INTRODUCTION

Pancasila is the basis of the state and the basis of ideology for the Indonesian nation. Therefore, the Indonesian education system refers to the State Ideology, namely Pancasila (Syafii, 2018). Pancasila ideology can be interpreted as a set of ideas or ideals that determine beliefs and ways of thinking to realize a goal based on the five principles in Pancasila (Triatmojo, 2019). Ideology derives from strongly held religious, moral, ethical, thought, customary and cultural values. This ideology functions as a binder of social relations between communities (Syafii, 2018). Pancasila is basically a value system which is a crystallization of Indonesian culture which is rooted in the cultural elements as a whole that has become the culture of the Indonesian nation (Antari, 2020). This means that the values of Pancasila are the manifestation of the elements of values that exist in Indonesia.

The study of Pancasila philosophy also states that the elements of Pancasila actually come from the Indonesian nation itself, not from other nations (Antari, 2020). Therefore, Pancasila is a characteristic of the Indonesian nation which must be maintained and implemented because of the noble values contained in it. Besides that, it is also a guide in building and achieving the goals of the Indonesian nation.

The values of Pancasila are the noble values of the nation's culture, which are essentially the values of interaction in human life in society, nation and state (Octavia, 2017). The values of Pancasila are also a view of life, ideology and a source of morality for the Indonesian nation that can not be separated from challenges and national dynamics and global dynamics (Nurizka, 2020). National dynamics is a challenge emanating from the Indonesian nation. Meanwhile, global dynamics is a challenge that comes from the influence of other nations. One example related to

global dynamics is globalization. Globalization brings changes in the international world order that affect changes in various countries (Antari, 2020). According to (Gidley, 2001) globalization is a series of processes that provide opportunities and threats. Opportunities in question can be interpreted as having benefits for the growth and development of the nation, while threats can be interpreted as serious concerns related to the erosion of the nation's identity as a whole.

Pancasila as the main guideline and source in building the Indonesian nation must receive serious attention in the modern era like today, because the developing global dynamics can facilitate shifting of noble and basic values that can damage the foundation of the nation as a whole (Nurizka, 2020). Therefore, strengthening the nation's ideology is a priority that must be carried out as a measure to anticipate and provide citizen awareness in facing the challenges and changes of the rapidly changing times (Nurizka, 2020). Strengthening this ideology can be done in various ways, one of which is through the cultivation of character education. The word character comes from the Greek *charassein* which means to carve (paint, draw), like a person who paints paper, carves stone or metal. Rooted from this understanding, character is then interpreted as a special sign or characteristic, thus giving birth to the view that character is 'a pattern of individual behavior, one's moral state'. (Milson & Mehlig, 2002). Character education teaches habits of thinking and behavior that help individuals to live and work together as a family, community and state (Octavia, 2017). Based on this, it can be seen that character education teaches students to think intelligently so that they are able to overcome various kinds of new problems that exist, increase the ability to mingle with other nations while maintaining the identity and culture of their nation.

Education of the character of the nation is a very basic part of the life of society, nation and state. Therefore, it is fitting that the education and character

building of this nation constitutionally have a strong foundation. The main foundation that is basic and comprehensive is the Pancasila and the Preamble of the 1945 Constitution (Antari, 2020). National character must be formed based on Pancasila because Pancasila is the foundation of the Indonesian nation. Education of Pancasila will be an important aspect for building next-generation character of the nation (Antari, 2020). This is due to the diversity in Pancasila which is the basic capital for character education (Triatmojo, 2019). The goals of character education are thus basically the goals of raising good children: adolescents who understand, care for, and act on the basis of core ethical values (such as perseverance, compassion, integrity, and justice) make that to be productive, just, and democratic society. As they grow in character, young people grow in their capacity and commitment to do their best work, do the right thing, and live a life of purpose. Effective character education involves creating a type of classroom and school environment that allows all students, without exception, to realize their potential to achieve this important goal (Battistich, 2005). The main purpose of character education is to build a strong nation, where people have noble, moral, tolerant, and cooperative characters. To achieve this goal, a person must be instilled in character-forming values that come from religion, Pancasila, and culture (Triatmojo, 2019).

It is known that there are many studies on Pancasila and character education such as Nurizka (2020), Antari (2020), Triatmojo (2019), Octavia (2017). However, there is still little research on the implementation of Pancasila values on strengthening character education as a literature review. Therefore, the focus of this study is to fill these limitations so that it focuses on the implementation of Pancasila values towards strengthening character education as a literature review. The research question that guides this article is the focus: How is the

implementation of Pancasila values towards strengthening character education?

## B. METHOD

This literature review focuses on Pancasila education and character education. The search process for articles that will be presented in this section of the literature is carried out using an internet search engine, in this case google scholar, by entering the keywords 'Pancasila' and 'character education'. From the searches carried out, it was found around 30-50 articles with a publication time span of 2015-2020. The criterion for selecting the reviewed articles

is that the research approach can be qualitative / quantitative / mixed methods. The steps for literature review are looking for relevant literature, getting an overview, evaluating the data. After that the next step is to see and find the right data source and according to the needs to support the literature.

## C. RESULTS AND DISCUSSION

The results and discussion of this literature review article are based on articles in the context shown in Table 1.

**Table 1 Analysis of the Implementation of Pancasila Values in Character Education**

Name / Title	Title	Types of research	Research result
Damanhuri (2016)	Implementation of Pancasila Values as Efforts to Build National Character.	Qualitative	In its implementation, the implementation of Pancasila values is still not much support from the community and awareness of it behavior that reflects the value of Pancasila as strengthening the character of the nation. This requires support and encouragement from various authorities inside it.
Octavia (2017)	Strengthening Pancasila-based character education to shape PPKn Study Program students to become good and smart citizens.	Qualitative	The results showed that the Pancasila character possessed by PPKn IKIP PGRI Pontianak students in order to become good and smart citizens. Characters that are appropriate and are shown attitudes related to the values contained in Pancasila, namely religious character values, social care, independence, nationalism, democracy, tolerance, and discipline.
Azizah (2019)	Optimization of Learning Videos Based on Local Wisdom as an Effort to Implement Pancasila Values in Shaping Character of Elementary School Students.	Qualitative	The application of local wisdom-based learning videos is expected to foster the character of elementary school students based on the values of Pancasila
Antari (2020)	Implementation of Pancasila Values in Strengthening National Character	Qualitative	The role of the teacher in providing material refers to and emphasizes the learning objectives regarding its daily implications, so the teacher in shaping the character of students has a very important role because it aims to form good citizens in everyday life or in the life of the nation and state.
Nurizka (2020)	Internalization of Pancasila Values in Shaping Student Character through School Culture	Qualitative	Internalization of Pancasila values in me m form the character of students through school culture show that there are various aspects that must be carried out and developed in creating a school culture that can provide a habituation and obedience

school community to  
 cultivating the values of Pancasila that can  
 shape the character of students.

*Source: Adapted data from various publications mentioned*

**Table 2. Values and descriptions of character values related to the implementation of Pancasila in character education**

No.	Score	Descriptions of character values
1	Religious	Attitude to uphold religious commands and stay away from prohibitions religion while maintaining mutual harmony and unity religious people with one another.
2	Honest	Attitude that always sticks to avoid badness by keeping words, feelings and actions always say the truth and can be trusted
3	Tolerance	Behavior tends to appreciate differences in both attitude and attitude actions in terms of preventing differences in religion, ethnicity, opinions, attitudes and actions of others that are different from him.
4	Discipline	Actions that show obedient, orderly, orderly and behavior comply with the rules and regulations that apply in accordance with specific purpose.
5	Hard work	Behavior that shows a genuine effort to finish a job as well as possible
6	Creative	Efforts to find alternative solutions to problems from various points of view
7	Independent	An attitude and behavior that is not easy depending on people others in completing tasks.
8	Democratic	Attitudes and actions that highly value their rights and obligations and others in the same position
9	Curiosity	Attitudes and actions that always seek to know more depth and breadth of something that is studied, seen and be heard
10	Spirit nationality	A putting way of thinking, acting, and insight the interests of the nation and the state above self-interest and his group
11	Love the homeland	A way of thinking, acting and acting that shows loyalty, concern and high respect for language, the physical, social, cultural, economic and political environment of the nation
12	Appreciate achievement	Attitudes and actions that drive him to produce something that is useful to society and recognizes as well respect people's success
13	Friendly / communicative	Behavior shown by always maintaining relationships both through positive interactions between individuals in a groups and in the life of the nation and state
14	Love peace	Behavior that always prioritizes unity, oneness and embodiment of harmony in a pluralistic environment and multicultural
15	Like to read	The habit of taking time to read various texts which brings goodness to him
16	Care environment	Attitudes and actions that always seek to prevent damage in the surrounding natural environment and develop efforts to repair damage to nature that has happened
17	Social care	Sensitivity to all difficulties faced by the environment and society

18	Responsible	Realizing that everything he does, isn't it only a duty and obligation for himself but also family, society, environment and the country and God Almighty
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Source: Dinas Pendidikan tentang Pendidikan Karakter 2017

**The Process of Character Education**  
 The process of character education is based on a psychological totality that covers all the potential of the human individual (cognitive, affective, psychomotor) and the function of the sociocultural totality in the context of interaction in the family, educational unit and society. The potential of the individual human consists of various aspects, namely cognitive, affective and psychomotor aspects which are divided into 4 psychologic totals, namely thought processes consisting of intelligent, critical, creative, curious, open thinking, productive, and others. Cultivate the heart which consists of being faithful and devoted,

honest, trustworthy, just, responsible, never giving up, willing to sacrifice, and having a patriot spirit. Sports that combine clean and healthy living, discipline, sportsmanship, superiority, reliability, friendship, cooperation, competence, cheerfulness and others. Then the last one is feeling / initiative which consists of complementary, tolerant, caring, helpful, mutual cooperation, nationalist and so on.

Broadly speaking, the totality of psychology and socioculturalism can be seen through the following chart (Harosid, 2018). The totality of psychology and socioculturalism can be grouped in Chart 1 below.

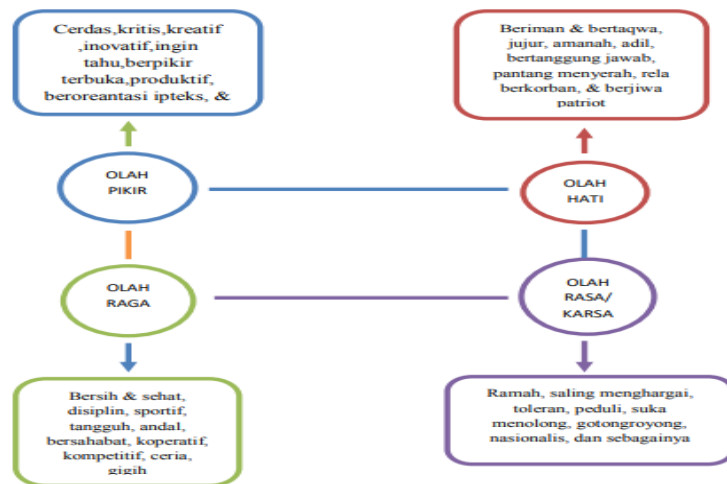


Figure 1. Psychology and Socio-cultural totality

Pancasila is the basis of the state and the ideology of the nation which has five principles which in essence contain five fundamental basic values (Ministry of National Education, 2009). As for the *first*, there are values that the NKRI is not a religious country nor as a secular country, but the NKRI wants to be developed as a religious country. The intention is not as a religious state, that the Republic of

Indonesia does not apply certain religious laws as positive law, and the state should not interfere in the matters of the religious *faith* of its citizens, but the state is obliged to protect the religion of its citizens. *Second*, the principles of a just and civilized humanity contain the values that the Republic of Indonesia is a country based on human rights (humanitarian), based on law (which is just) and a cultured

(civilized) country. *Third*, the principle of the Unity of Indonesia in it contains the values that the Republic of Indonesia declares itself as a country bound by unity and integrity. *Fourth*, please Populist led by the wisdom of the consultative / representative in it terkadang meaning that the Homeland apply the principle of democracy which is the cornerstone penera- THEIR based on popular sovereignty. The goods of the people based on democracy and democratic principles are universal. *Fifth*, the principle of social justice for all Indonesian people implies that social justice or shared equity for all components of the Indonesian people is not justice for the group / government / ruler.

At least students must have five Pancasila personal characteristics that must be owned, lived and implemented in life. These characters are divine (religious) values, love for the country, independence, environmental care and tolerance. This is in line with Putra (2018) which states that students are at least able to implement a religious, tolerant attitude, contribute to improving the quality of life in society, nation, state and civilization based on Pancasila, play a role as proud citizens, love the homeland, have nationalism and a sense of responsibility towards the state and nation, internalizing the spirit of independence, struggle and entrepreneurship.

There are problems in the implementation of Pancasila values in implementing character education in schools, among others, if the community environment, family environment and the environment where children live at home are less supportive and less guiding and do not provide good examples, of course planting Pancasila values is difficult to apply.

#### D. CONCLUSION

Implementasi Pancasila in character education requires the support of all the elements of good government, schools / institutions, educators, students and the community. The government, for example,

provides comprehensive policies to various parties to consistently and in an integrated manner support the implementation of character education. Schools in this case the teacher must pay more attention to the importance of character in learning activities, especially the character of Pancasila. This is because the teacher is the main character who deals directly with students, so that the success or failure of character development is in the hands of the teacher in general. Students also play a role in the application of character education, because students are the main figures who become the subjects and carry out character education. students should with their own awareness also implement character education, because later of course it will be useful in preparing themselves to join the community. Then the next one is society, society is the place where life is. Everything that happens in society will affect the culture in the future. Therefore, people must not forget and ignore the Pancasila character education which is the beginning of the identity of the Indonesian nation. Community support is very much needed in the implementation of character education, for example through giving examples and examples of how to get along in the community, which will greatly help in implementing Pancasila character education. Character is appropriate and is shown in attitudes related to the values contained in Pancasila, namely religious character values, social care, independence, national spirit, democracy, tolerance, and discipline .

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