

Instillation Of Pancasila Values Through Social Science Education

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Abstract

This research was to analyze the instillation of Pancasila values through social sciences education which has an important role in instilling Pancasila values in students. Social studies learning materials such as history, geography, economics and sociology are full of the noble values of Pancasila such as divinity, humanity, unity, democracy and justice. Instilling Pancasila values can be done through various learning strategies that actively involve students, such as group discussions, simulations, case studies, and learning projects that contain Pancasila values. The use of interesting and contextual learning media can also increase understanding and internalization of Pancasila values. Social studies teachers act as role models in implementing Pancasila values. The involvement of parents and the community is also very important in supporting the installation of Pancasila values in the school environment. By effectively integrating Pancasila values in social studies learning, it is hoped that students will not only gain academic knowledge, but also build character in accordance with the noble values of the Indonesian nation. The findings of this research are useful for social studies teachers or lecturers to explore how to instill Pancasila values through social studies education, so that students truly have the spirit of Pancasila to apply it in everyday life.

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1. PENDAHULUAN

Social Sciences education (IPS) has an important role in instilling Pancasila values in students. This is because the social studies subject matter contains various examples of the application of Pancasila values in social, national and state life. For example, in lesson material on history, students can learn how the nation's founders formulated Pancasila as the basis of the state. Students can also learn how Pancasila values are applied in the struggle for independence and nation building. In economics lesson material, students can learn the importance of mutual cooperation and cooperation in achieving common goals. This is in line with Pancasila values which emphasize the spirit of family and mutual cooperation. So, social studies education can help students understand, appreciate and practice Pancasila values in everyday life. This is important to cultivate the young generation who have Pancasila character and are ready to become national leaders in the future. Because social studies education is an important means of instilling Pancasila values in students, it is hoped that with a comprehensive understanding of Pancasila values and their application in real life, students can become a young generation with Pancasila character and ready to build a more advanced Indonesian nation. and prosperous.

Through social studies learning materials, such as history, geography, economics and sociology, students can understand and appreciate the noble values of Pancasila which are the basis of national and state life in Indonesia. The value of belief in the Almighty God can be instilled through historical learning material about the spread of religion in Indonesia, tolerance between religious believers, and the role of religious figures in the struggle for independence. In geography material, students can learn about cultural and religious diversity in various regions in Indonesia. Meanwhile, in economics material, students can understand the importance of business ethics based on religious values. Sociology can also help students understand the importance of tolerance and mutual respect between religious communities in social life. Human values that are just and civilized can be instilled

through historical learning material about the struggle for independence, the elimination of colonialism and the struggle for human rights. In geography material, students can learn about social and economic disparities in various regions in Indonesia, as well as efforts to overcome them. Economic material can help students understand the importance of social justice and equal distribution of welfare. Sociology can also help students understand the importance of equal rights and obligations for all citizens, as well as human values in social life. The Value of Indonesian Unity can be instilled through historical learning material about the struggle for independence, the youth oath, and *Bhinneka Tunggal Ika*. In geography material, students can learn about the diversity of ethnic groups, cultures and languages in Indonesia, as well as the importance of national unity and integrity. Economics material can help students understand the importance of cooperation and mutual cooperation in achieving common goals. Sociology can also help students understand the importance of tolerance, mutual respect, and maintaining unity in social life. Popular Values Led by Wisdom in Deliberation/Representation can be instilled through historical learning material about democracy in Indonesia, the Pancasila government system, and the role of the community in decision making. In geography material, students can learn about the diversity of cultures and customs in various regions in Indonesia, as well as the importance of deliberation and consensus in solving problems. Economic material can help students understand the importance of economic democracy and community participation in economic development. Sociology can also help students understand the importance of deliberation and consensus in making collective decisions in social life. And the value of social justice for all Indonesian people can be instilled through historical learning material about the struggle for independence, national development and efforts to realize social justice. In geography material, students can learn about social and economic atrocities in various regions in Indonesia, as well as efforts to overcome them. Economics material can help students understand the importance of equal distribution of welfare, fairness in income distribution, and equal access to economic opportunities. Sociology can also help students understand the importance of social justice in social life, such as access to education, health and employment. Through learning materials on history, geography, economics and sociology, students can understand and appreciate the noble values of Pancasila which are the basis of national and state life in Indonesia.

Social studies teachers can use various learning strategies to instill Pancasila values in students. With several methods. The first is Lecture, the teacher can deliver learning material about Pancasila values by means of a lecture by explaining the meaning and importance of each Pancasila principle, as well as providing examples of its application in everyday life. The second is Discussion, the teacher can hold a class discussion to discuss the values of Pancasila, students can be divided into several groups and given questions to discuss and the teacher acts as a facilitator. The third is Simulation, Teachers can hold simulations to help students understand the application of Pancasila values in everyday life. When using learning strategies, it is also very important for teachers to use effective sentence structures. Effective sentence structure can help students understand the material more easily and increase their participation in learning. By using short and concise sentences, preparing sentences with a clear and easy to understand structure, using illustrations that are relevant to students' lives. By using various learning strategies and effective sentence structures, social studies teachers can instill Pancasila values in students more easily and effectively.

Instilling Pancasila values through social studies education is a crucial step in forming a young generation with national character and insight. Social Sciences education has a strategic role in instilling Pancasila values in students. This is because the social studies subject matter is full of noble national values, such as divinity, humanity, unity, democracy and social justice. Instilling Pancasila values must be carried out systematically and sustainably. This means that the integration of Pancasila values must be planned and measurable in every aspect of social studies learning. Various creative learning methods can be applied to instill Pancasila values. For example, group discussions, simulations, case studies and learning projects containing Pancasila values. Social studies teachers

must be role models for students in practicing the values of Pancasila. Teacher attitudes and behavior that reflect Pancasila values will have a significant influence on students. And instilling Pancasila values through social studies education requires the cooperation of various parties, including schools, families and communities. Synergy between parties will strengthen the internalization of Pancasila values in students. Instilling Pancasila values through social studies education is a strategic and sustainable effort to build national character. By implementing the right strategy and collaborating with various parties, it is hoped that Indonesia's young generation can become the nation's successors who have integrity and uphold the values of Pancasila.

2. METODE PENELITIAN

The research method used is a qualitative approach. Namely, by using literature studies that are relevant to the research topic. Lexy J. Moleong (2005: 6) revealed qualitative methods aimed at understanding the phenomena experienced by research subjects. This includes explaining behavior, perception, motivation, behavior, etc. as a whole, in terms of language and in specific natural contexts, using various natural methods. Therefore, the process of qualitative approach research begins with the development of basic assumptions. Then it is associated with the rules of thought used in research. The data collected in the survey is then interpreted.

This research uses the literature study method. In the book entitled *Research Methods* by M. Nazir (2003), literature study is a data collection technique by conducting a review study of books, literature, notes, and reports related to the problem at hand. In essence, a literature study involves comprehensively reviewing and analyzing existing scholarly sources and materials as a critical foundation for formulating a research topic and understanding the current state of knowledge related to the problem of being investigated.

This study will involve participants such as students, civic education experts, social studies education academics, education researchers, textbook authors, and social studies education literature. These participants will provide deep insight into the cultivation of Pancasila values through social studies education from various perspectives, including theoretical, empirical, and practical, which will encompass a comprehensive understanding of the subject matter, encompassing both theoretical foundations and practical applications, as well as empirical evidence from diverse sources. Furthermore, through literature analysis involving experts and researchers in related fields, this study will identify important concepts, findings, and recommendations to understand and improve efforts to instill Pancasila values in the context of social studies education.

The instrument used in this study was data analysis. Lexy J. Moleong (2000): Data analysis is the process of organizing and sorting data into patterns, categories, and basic description units so that themes can be found and working hypotheses based on data can be formulated. This data analysis focuses on non-numerical data, such as text, with the aim of getting answers from the research conducted to then be processed into conclusions that are in accordance with the data that has been obtained.

In this study, data and literature were collected from various relevant sources of understanding of the cultivation of Pancasila values and social studies education. The sources included books, academic journals, magazines, theses and dissertations, newspapers, government publications, and other sources on the internet related to the cultivation of Pancasila values and social studies education. The collected data and literature aimed to provide comprehensive insights into the implementation of Pancasila values and social studies education, covering a wide range of perspectives and scholarly works.

The data collection technique used in this study was document analysis. Researchers analyze documents by studying, identifying, analyzing, and citing data from various written sources relevant to the title of the study. Therefore, this research will include the study of various theories, concepts,

and opinions from various literature sources relevant to the topic of instilling the values of Pancasila values through social studies education.

The sample or population used in the study did not involve collecting data directly from individuals. But it gathers information from a variety of written sources, such as scientific journals, books, reports, and other related articles. Researchers also limit the use of concepts or theories only to theories that are relevant to the implementation of Pancasila values through social studies education. So, this literature study utilized written sources instead of individuals as the sample, focusing specifically on theories related to implementing Pancasila values in social studies education.

In the Ethical Aspects of Research, Honesty and Integrity are very important. Researchers must be honest in reporting data and research results. Plagiarism and data manipulation should be avoided, and should respect copyright and intellectual property, as such violations undermine the credibility and integrity of the research itself. Honesty in research involves the delivery of accurate and verifiable information, as well as transparency in the research methods used. In addition, rewarding the work and contributions of other researchers by providing proper attribution is part of maintaining research ethics. Accordingly, Every researcher has a responsibility to ensure that all aspects of research, which must be carried out with high ethical standards, are done so in order to support the continuous and reliable progress of science.

3. HASIL PENELITIAN DAN PEMBAHASAN

Social studies education has an important role in instilling the values of Pancasila to the young generation of Indonesia. Some results and discussions related to this are:

The relevance of social studies materials with Pancasila values can be seen in subjects such as history, geography, economics, sociology, and other disciplines. These subjects can be associated with Pancasila values like divinity, humanity, unity, democracy, and justice. For example, the history of the Islamic kingdom can be connected to tolerance between religious communities (precept 1), while cultural diversity materials can strengthen unity (precept 3).

Learning methods to instill Pancasila values include class discussions on how to realize these values in daily life and group learning tasks focused on studying figures who fought for Pancasila values. These methods involve learning approaches that emphasize observation and social interaction, according to social learning theory. Social studies education plays a crucial role in character building in accordance with Pancasila by developing critical and analytical thinking skills to analyze social issues, fostering a sense of care, social responsibility, and sensitivity to humanitarian issues, and preparing students with the knowledge and skills needed to face future global challenges. Supporting theories include Albert Bandura's social learning theory, Lawrence Kohlberg and Jean Piaget's theories of moral development, and Emile Durkheim's views on the importance of moral education for forming social solidarity. By integrating Pancasila values into social studies learning, it is expected that Indonesia's young generation will develop strong characters aligned with the nation's ideology and philosophy of life. Social studies education has great potential in instilling Pancasila values to students.

The materials taught in social studies include aspects of the life of society, nation, and state, which are in line with the values contained in Pancasila. By integrating Pancasila values into social studies learning, students not only gain cognitive knowledge, but also build character and attitudes in accordance with the noble values of the Indonesian nation. Planting the values of Pancasila through social studies education can be done with a variety of learning strategies and methods that involve students actively. Concrete and contextual examples in everyday life can help students understand how Pancasila values can be applied in real situations. Learning activities such as simulation, role play, or group projects also provide direct experience for students in applying Pancasila values. In addition, the use of interesting and contextual learning media, such as videos, interactive multimedia, or other digital learning resources, can increase students' interest and motivation to learn, and help

them understand and internalize the values of Pancasila better. Interactive and engaging learning media can make abstract material more concrete and easily understood by students.

Observation and evaluation results showed that students who received Pancasila values embedding through social studies learning showed improvement in aspects such as nationalism, tolerance, social responsibility, and concern for the environment. This shows that the cultivation of Pancasila values through social studies education has a positive impact on the formation of student character in accordance with the noble values of the Indonesian nation.

The success of embedding Pancasila values through social studies education depends not only on the learning strategies and methods used, but also on the skills and competencies of teachers in integrating these values into the teaching and learning process. Teachers must have a deep understanding of Pancasila values and be able to relate them to the social studies material being taught. In addition, a conducive learning environment also plays an important role in supporting the cultivation of Pancasila values. Schools and classrooms should reflect a culture and climate that is in line with Pancasila values, such as a sense of unity, tolerance and justice. This can be done by creating a learning atmosphere of mutual respect, respect for differences, and encouraging active participation of students in learning activities and extracurricular activities.

The involvement of parents and the community is also very important in supporting the cultivation of Pancasila values in schools. Parents can play an active role in providing support and being a role model in the application of Pancasila values in the family environment. Meanwhile, the community can participate in school activities that aim to promote and foster the values of Pancasila. In order to ensure the sustainability of the cultivation of Pancasila values through social studies education, periodic evaluations and improvements need to be made. Evaluation can be done to identify strengths and weaknesses in the process of instilling Pancasila values, as well as to measure the effectiveness of the strategies and methods used. Based on the results of the evaluation, refinements and improvements can be made to improve the quality and impact of the cultivation of Pancasila values in social studies learning.

By effectively integrating Pancasila values into social studies learning, it is expected that students will not only gain academic knowledge, but also build a strong character that is in accordance with the noble values of the Indonesian nation. This will prepare them to be good, responsible citizens and contribute positively to the progress of the nation and state. The cultivation of Pancasila values through social studies education also requires a holistic and sustainable approach. This means that the cultivation of these values is not only carried out at one level of education, but must be carried out continuously from primary to secondary education, even to tertiary education.

At the basic education level, the cultivation of Pancasila values can begin by instilling basic concepts such as love for the country, tolerance, and mutual cooperation. This can be done through simple activities such as participating in flag ceremonies, learning about Indonesia's cultural diversity, or engaging in social activities in the school environment.

At the secondary education level, the cultivation of Pancasila values can be done more deeply and contextually. Students can be invited to analyze various social, economic and political issues that occur in society through the lens of Pancasila values. They can also be involved in activities that hone social awareness, leadership, and responsibility as good citizens. Meanwhile, at the university level, the cultivation of Pancasila values can be done in a more critical and reflective way. Students can be invited to examine in depth how the values of Pancasila are implemented in various aspects of the life of society, nation and state. They can also be involved in research or community service activities related to efforts to strengthen the values of Pancasila in society.

With a sustainable and holistic approach, it is expected that the cultivation of Pancasila values through social studies education can have a deeper and more sustainable impact in shaping the

character and personality of students as Indonesian citizens with dignity and character in accordance with the noble values of the nation.

4. KESIMPULAN

The conclusion from the discussion on instilling Pancasila values through social education can be stated that Social Sciences Education (IPS) plays a crucial role in embedding Pancasila values in Indonesia's young generation. The relevance of social studies material to Pancasila values is evident in subjects like history, geography, economics, sociology, and other social studies disciplines, which can be linked to the values of divinity, humanity, unity, democracy, and justice. Learning methods for instilling Pancasila values involve both teachers and students, such as class discussions on how to realize Pancasila values in everyday life, and group learning tasks focused on studying warrior figures who fought for these values. These methods employ a learning approach that emphasizes observation and social interaction, aligned with contemporary learning theories.

Furthermore, the role of social science education in shaping Pancasila-thinking characters involves developing critical and analytical thinking skills to address social problems, and fostering a sense of care, social responsibility, and sensitivity to humanitarian issues. The primary aim is to equip students with the knowledge and skills needed to face future global challenges. By integrating Pancasila values into social studies learning, it is hoped that Indonesia's young generation will develop strong characters in alignment with the nation's ideology and philosophy of life.

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