

Teachers' Practices in Implementing Pancasila Values for Character Formation in Elementary Education

Audy Irham

Universitas Cokroaminoto Palopo, Indonesia

Andi Muthmainnah

Universitas Cokroaminoto Palopo, Indonesia

Hadratul Fajri

Universitas Cokroaminoto Palopo, Indonesia

Juwita Crestiani M*

juwitacrestiani@uncp.ac.id

Universitas Cokroaminoto Palopo, Indonesia

*corresponding author

Abstract

This study aims to describe the implementation of Pancasila values at SDN 25 Sabbamparu, Palopo City, to identify the student character formed, and to explain teachers' efforts in instilling these values. The study used a qualitative approach with a descriptive type. Data were obtained through observation, interviews, and documentation, then analyzed using the stages of data reduction, data display, and conclusion drawing. The results show that the implementation of Pancasila values is carried out through the habituation of praying before and after learning, flag ceremonies, mutual cooperation (gotong royong), class deliberation, the application of discipline, and attitudes of mutual respect. This implementation forms religious character, discipline, responsibility, tolerance, mutual cooperation, and social care in students. Teachers play a role in shaping character through role modeling, habituation of positive behavior, integration of Pancasila values into learning, and the provision of continuous guidance and direction, so that Pancasila values can be applied in daily life within the school environment.

Keywords: Implementation, Pancasila Values, Character Education, Student Character, Teacher.

INTRODUCTION

The implementation of Pancasila values in the world of education is one of the important efforts in shaping the character of learners, particularly at the elementary school level. Pancasila, as the foundation of the state, contains religious, humanitarian, unity, democratic, and social justice values that need to be instilled in students from an early age. Elementary school is a strategic initial environment for building children's character through learning, habituation, and teacher role modeling.

Pancasila-based character education is currently receiving significant attention in the world of education because the development of the times and technological advancement greatly

influence student behavior. Social changes occurring in society often lead to a decline in discipline, social awareness, and respect for others among students. Therefore, schools have a responsibility to instill Pancasila values so that students not only possess academic ability but also good character in daily life.

The application of Pancasila values in elementary schools is one of the efforts made to shape the character of learners in accordance with the noble values of the Indonesian nation. The implementation of Pancasila values is carried out not only through the learning process but also through various habituation activities and school culture that support the strengthening of student character. The character formed through the implementation of Pancasila values is expected to be reflected in religious, honest, disciplined, responsible, cooperative, and socially caring attitudes. In this process, teachers act as role models and facilitators who help students understand and practice Pancasila values in daily life. It is therefore important to examine the implementation of Pancasila values at SDN 25 Sabbamparu, Palopo City, the student character formed through this implementation, and teachers' efforts in shaping and instilling Pancasila values in learners.

Schools play an important role in shaping student character through various character education programs. Teachers, as educators, are not only responsible for delivering subject matter but also serve as role models in applying Pancasila values to students. Religious, honest, disciplined, cooperative, and responsible attitudes can be instilled through habituation carried out continuously. With the good implementation of Pancasila values in schools, it is hoped that students will be able to apply these values in daily life, both within the school environment and in society.

SDN 25 Sabbamparu, as one of the elementary education institutions, has the responsibility to shape the character of learners through the application of Pancasila values. This implementation needs to be studied to determine how the application process works in forming student character, the forms of activities carried out by the school, and the supporting and inhibiting factors in its implementation. This research is important because its results can provide an overview of the application of Pancasila values in shaping student character in elementary schools. Based on the above description, the researchers were interested in conducting a study entitled "The Implementation of Pancasila Values in the Formation of Student Character at SDN 25 Sabbamparu."

METHOD

The type of research used in this study is qualitative research with a descriptive approach. According to Sugiyono, qualitative research is a research method used to examine the condition of a natural object, in which the researcher acts as the key instrument and the research results emphasize meaning rather than generalization.

Descriptive research aims to describe a situation systematically, factually, and accurately regarding facts found in the field. In this study, the researchers sought to describe how the implementation of Pancasila values in the formation of student character takes place at SDN 25 Sabbamparu, Palopo City. Through descriptive qualitative research, the researchers were able to obtain in-depth information regarding the application of Pancasila values, the role of teachers, school activities, and the student character formed in daily life within the school environment.

Research Location and Time

This research was conducted at SDN 25 Sabbamparu, Palopo City. The selection of the research location was based on the consideration that this school is a relevant place to examine the implementation of Pancasila values in the formation of student character. The research was carried out over a period of two months, namely from May to June 2026. During this period, the researchers collected data through observation, interviews, and documentation to obtain information in accordance with the research objectives.

Population and Sample

According to Sugiyono, population is a generalized area consisting of objects or subjects with certain qualities and characteristics determined by the researcher to be studied and from which conclusions are drawn. In this study, the population consists of all members of the school community at SDN 25 Sabbamparu, Palopo City, who are involved in the implementation of Pancasila values, namely the principal, teachers, and students. Meanwhile, according to Suharsimi Arikunto, a sample is a part or representative of the population studied. The sample in this study was determined using purposive sampling, that is, the selection of samples based on certain considerations in line with the research objectives. The research sample consisted of the principal, several classroom teachers, and students considered able to provide information related to the implementation of Pancasila values in the formation of student character at SDN 25 Sabbamparu, Palopo City.

Types and Sources of Data

The type of data in this study is qualitative data, namely data obtained in the form of words, explanations, and information related to the implementation of Pancasila values in the formation of student character at SDN 25 Sabbamparu, Palopo City. This data was obtained through interviews, observations, and documentation during the research process. The data sources in this study consist of primary and secondary data sources.

a. Primary Data

Primary data is data obtained directly from the research sources through interview and observation activities conducted at SDN 25 Sabbamparu, Palopo City. The primary data in this study consists of information regarding the implementation of Pancasila values in the formation of student character, the forms of application of Pancasila values in learning activities as well as school activities, and the factors that support and hinder the formation of student character based on Pancasila values. The sources of primary data in this study are the principal, teachers, and students of SDN 25 Sabbamparu, Palopo City.

b. Secondary Data

Secondary data is data obtained indirectly through various sources such as books, journals, scientific articles, school documents, and other sources relevant to the research. The secondary data in this study consists of documents related to the implementation of Pancasila values in the formation of student character, the school profile, school activity programs, and various literature supporting the study of character education and Pancasila values. This secondary data is used to complement and strengthen the primary data obtained during the research.

Data Collection Techniques

Data collection techniques are an important step in research to obtain accurate data in accordance with the research objectives. In this study, the data collection techniques used include observation, interviews, and documentation.

a. Observation

The steps of observation carried out by the researchers are as follows:

- 1) Requesting research permission from SDN 25 Sabbamparu, Palopo City.
- 2) Determining the activities and situations to be observed related to the implementation of Pancasila values at school.
- 3) Directly observing learning activities, habituation activities, and student activities within the school environment.
- 4) Recording observation results related to the implementation of Pancasila values, the student character formed, and teachers' efforts in instilling Pancasila values.
- 5) Documenting the observation results as supporting data for the research.

b. Interviews

The steps of the interviews carried out by the researchers are as follows:

- 1) Determining the research informants, consisting of teachers and students.
- 2) Preparing an interview guide in accordance with the research focus.
- 3) Determining the time and place for conducting the interviews.
- 4) Conducting direct interviews with informants regarding the implementation of Pancasila values, the student character formed, and teachers' efforts in instilling Pancasila values.
- 5) Recording and transcribing the interview results to facilitate the data analysis process.

c. Documentation

The steps of documentation carried out by the researchers are as follows:

- 1) Collecting documents related to the research.
- 2) Collecting data in the form of the school profile, vision and mission, school programs, school regulations, and other documents supporting the research.
- 3) Taking photographs of activities that demonstrate the implementation of Pancasila values within the school environment.
- 4) Grouping documents according to the research focus.
- 5) Analyzing documents as supporting data to strengthen the results of observations and interviews.

Data Analysis Techniques

The data analysis technique used in this study is qualitative data analysis referring to the interactive analysis model of Miles and Huberman as cited in Sugiyono. Data analysis was carried out interactively and continuously until the data obtained was considered saturated. This analysis model consists of three stages: data reduction, data display, and conclusion drawing/verification.

a. Data Reduction

At this stage, the researchers carried out a process of selecting, focusing attention on, simplifying, and grouping the data obtained from observations, interviews, and

documentation. Data related to the implementation of Pancasila values in the formation of student character at SDN 25 Sabbamparu, Palopo City, was selected and adjusted to the research focus. Through the data reduction process, the information obtained became more focused, making it easier for the researchers to understand the research results.

b. Data Display

After the data was reduced, the next stage was data display. The collected and processed data was presented in the form of a systematic narrative description so that it would be easy to understand. Data display aims to clearly describe the research results regarding the implementation of Pancasila values in the formation of student character, the factors that support and hinder its implementation, and its relation to theory and previous research.

c. Conclusion Drawing/ Verification

The final stage is drawing conclusions and verification. Conclusions were obtained based on the results of the data that had previously been reduced and displayed. At this stage, the researchers reviewed the data obtained from the field to ensure the validity and consistency of the information. Thus, the resulting conclusions can accurately describe the implementation of Pancasila values in the formation of student character at SDN 25 Sabbamparu, Palopo City.

FINDINGS

The data in this study were obtained through observation, interview, and documentation techniques conducted at SDN 25 Sabbamparu, Palopo City. Data collection was carried out from May to June 2026, involving the principal, teachers, and students as research informants. The data obtained focused on the implementation of Pancasila values in the formation of student character within the school environment.

Implementation of Pancasila Values in the Formation of Student Character at SDN 25 Sabbamparu, Palopo City

Based on the results of observation, interviews, and documentation, the school seeks to instill Pancasila values in students through religious activities, discipline, mutual cooperation, deliberation, and attitudes of mutual respect among all members of the school community.

The value of Belief in One Supreme God is applied through joint prayer activities before and after learning, the habituation of religious practice according to each student's faith, and religious advice given by teachers to students. These activities aim to build religious character and increase students' awareness in practicing their religious teachings. Based on an interview with the Principal of SDN 25 Sabbamparu, Palopo City, the following information was obtained: *"The school seeks to instill Pancasila values in students through various habituation activities carried out every day. One of them is praying before and after studying, along with character coaching provided by teachers both inside and outside the classroom."* (Interview with the Principal, June 2026).

In addition, the value of Just and Civilized Humanity is applied through habituating attitudes of mutual respect, appreciating differences, and helping friends who are experiencing difficulties. Teachers consistently direct students to behave politely toward teachers, peers, and other members of the school community. This is reinforced by the results of an interview with one of the teachers, who stated: *"We always teach students to respect one another, not to discriminate*

among friends, and to help friends who need assistance. We instill these values both in learning activities and in daily activities at school.” (Interview with a Teacher, June 2026).

The implementation of the value of the Unity of Indonesia can be seen through various activities involving cooperation among students, such as group work, classroom cleaning activities, flag ceremonies, and other school activities. These activities aim to foster a sense of unity, togetherness, and love for the homeland among students. Based on observations, students were seen actively working together to maintain the cleanliness of the school environment and participating in flag ceremonies in an orderly manner. These activities represent one form of the application of the value of unity within the school environment.

Furthermore, the value of Democracy Guided by the Inner Wisdom of Deliberation among Representatives is applied through simple deliberation activities in the classroom, such as electing a class president and resolving problems involving students. Teachers give students the opportunity to express their opinions and to respect the opinions of others. One student stated: *“When there are class activities or when we elect a class president, we usually discuss and choose together. The teacher also teaches us to listen to our friends' opinions.”* (Interview with a Student, June 2026).

Meanwhile, the value of Social Justice for All the People of Indonesia is applied through equal treatment of all students regardless of their backgrounds. Teachers give all students equal opportunities to learn, express their opinions, and participate in school activities.

Based on the results of the interviews and observations conducted, it can be seen that the implementation of Pancasila values at SDN 25 Sabbamparu, Palopo City, has been carried out through various habituation activities and the learning process. The application of these values was perceived to contribute, such as religious character, discipline, responsibility, tolerance, mutual cooperation, and care for others.

Student Character Formed Through the Implementation of Pancasila Values

Based on the results of observation, interviews, and documentation, the implementation of Pancasila values carried out through learning activities, habituation, and various school programs has helped shape positive character in students.

One character that stands out is religious character. This character is formed through the activity of praying before and after learning, the habituation of greeting one another, and religious activities carried out by the school. Through these activities, regularly participate in strengthening their faith and devotion and applying religious values in daily life. Based on an interview with one of the teachers, the following information was obtained: *“Students are already accustomed to praying before and after studying. They also show polite behavior toward teachers and their friends. This shows that the habituation carried out by the school has a positive impact on students' character.”* (Interview with a Teacher, June 2026).

In addition to religious character, discipline is also evident in students. Based on observations, most students arrive on time, follow school rules, wear uniforms according to regulations, and participate in learning activities in an orderly manner. The habituation of discipline is carried out continuously by teachers through supervision and the provision of good examples. A sense of responsibility also develops through the various tasks and activities given to students. Teachers accustom students to completing tasks on time, keeping the classroom clean, and carrying out class duty schedules as determined. This is reinforced by the results of an

interview with the Principal, who stated: *“We strive to instill a sense of responsibility in students through various school activities. Students are given responsibilities according to their abilities so that they become accustomed to carrying out tasks properly.”* (Interview with the Principal, June 2026).

Furthermore, tolerance and mutual respect are also evident in interactions among students. Based on observations, students appeared to associate with their peers without discriminating based on background, and they show respect toward teachers and fellow students. Teachers consistently teach the importance of appreciating differences and maintaining harmonious relationships within the school environment. A spirit of mutual cooperation (gotong royong) is also a character that develops through the implementation of Pancasila values. Students are accustomed to working together in group activities, cleaning the school environment, and helping friends who are experiencing difficulties. These activities foster a sense of togetherness and social awareness among students. One student stated: *“When there is group work or classroom cleaning activities, we usually work together. We also help each other when a friend is having difficulty.”* (Interview with a Student, June 2026).

In addition, social care is also evident in students' willingness to help friends, maintain the cleanliness of the school environment, and participate in various social activities organized by the school. This attitude shows that students are beginning to understand the importance of living together and helping one another in daily life. Based on the research results, it can be concluded that the implementation of Pancasila values at SDN 25 Sabbamparu, Palopo City, has contributed to the formation of various positive characters in students, including religious character, discipline, responsibility, tolerance, mutual cooperation, and social care.

Teachers' Efforts in Instilling Pancasila Values in Students at SDN 25 Sabbamparu, Palopo City

Based on the results of observation, interviews, and documentation conducted at SDN 25 Sabbamparu, Palopo City, it is known that teachers employ a range of strategies to instill Pancasila values through both learning activities and daily habituation within the school environment. One of the efforts made by teachers is providing role modeling for students.

Teachers strive to demonstrate attitudes and behavior that reflect Pancasila values, such as being honest, disciplined, responsible, respecting differences, and maintaining good relationships with all members of the school community. This role modeling serves as a real example that can be imitated by students in daily life. Based on an interview with one of the teachers, the following information was obtained: *“Before teaching Pancasila values to students, we first try to set a good example. We want students to directly see how discipline, responsibility, and mutual respect are applied in daily life.”* (Interview with a Teacher, June 2026).

In addition to providing role modeling, teachers also integrate Pancasila values into the learning process. In teaching and learning activities, teachers connect subject matter with the values contained in Pancasila so that students not only understand the subject matter but also understand the importance of applying these values in daily life.

Other efforts are made through the habituation of positive activities at school, such as praying before and after learning, keeping the classroom clean, carrying out classroom duty schedules, participating in flag ceremonies, and working together in group activities. These

activities aim to instill the values of religiosity, discipline, responsibility, love for the homeland, and mutual cooperation in students.

The Principal of SDN 25 Sabbamparu, Palopo City, stated: *“Teachers play a central role in shaping student character. Therefore, teachers are always encouraged to accustom students to carry out activities that reflect Pancasila values, both inside and outside the classroom.”* (Interview with the Principal, June 2026).

In addition, teachers also provide guidance and advice to students who display behavior that is not entirely in line with Pancasila values. Teachers use a persuasive approach by providing direction and understanding regarding the importance of respecting others, obeying school rules, and maintaining good attitudes and behavior. Based on observations, teachers not only serve as deliverers of learning material but also as guides and role models for students in applying Pancasila values. The various efforts made by teachers contribute positively to the formation of student character at SDN 25 Sabbamparu, Palopo City. Thus, it can be concluded that teachers' efforts in instilling Pancasila values in students are carried out through role modeling, the integration of Pancasila values into learning, the habituation of positive activities, and the provision of continuous guidance and advice to students.

DISCUSSIONS

Implementation of Pancasila Values in the Formation of Student Character at SDN 25 Sabbamparu, Palopo City

Based on the research results, the implementation of Pancasila values at SDN 25 Sabbamparu, Palopo City, has been carried out through various learning and habituation activities implemented continuously. The value of Belief in One Supreme God is applied through the activity of praying before and after learning; the value of Humanity through attitudes of mutual respect and helping one another; the value of Unity through cooperation and mutual assistance; the value of Democracy through deliberation in class activities; and the value of Social Justice through equal treatment of all students. These activities show that Pancasila values are not only taught theoretically but are also applied in daily life within the school environment.

This finding is in line with the view that Pancasila education has an important role in shaping the character of learners. Through consistent habituation, students can understand and practice the values contained in Pancasila in daily life. Thus, the implementation of Pancasila values in schools becomes one of the effective efforts in shaping student character in accordance with the noble values of the Indonesian nation.

Student Character Formed Through the Implementation of Pancasila Values

Based on the research results, the implementation of Pancasila values at SDN 25 Sabbamparu, Palopo City, has contributed to the formation of various positive characters in students. The characters observed include religiosity, discipline, responsibility, tolerance, mutual cooperation, and social care. These characters are reflected in students' daily behavior, such as praying before studying, obeying school regulations, helping friends who are experiencing difficulties, and keeping the school environment clean.

The character formed shows that the application of Pancasila values can have a positive impact on the development of students' attitudes and behavior. Character formation does not

happen instantly, but rather through a process of continuous habituation. Therefore, schools need to maintain and enhance various programs that support the instilling of Pancasila values so that students' positive character can develop optimally.

Teachers' Efforts in Instilling Pancasila Values in Students at SDN 25 Sabbamparu, Palopo City

The research results show that teachers play a very important role in instilling Pancasila values in students. The efforts made by teachers include providing role modeling, integrating Pancasila values into the learning process, habituating positive activities, and providing guidance and advice to students. Teachers not only function as deliverers of learning material but also as role models who provide examples of behavior in accordance with Pancasila values.

This finding shows that the success of instilling Pancasila values is greatly influenced by the role of teachers in the education process. Teacher role modeling is an important factor because students tend to imitate the behavior, they see every day. Therefore, the better the efforts made by teachers in instilling Pancasila values, the greater the likelihood of positive character being formed in students.

CONCLUSION

Based on the research results, it can be concluded that the implementation of Pancasila values at SDN 25 Sabbamparu, Palopo City, has been implemented effectively through various activities, such as praying before and after learning, flag ceremonies, mutual cooperation, class deliberation, the habituation of discipline, and the application of attitudes of mutual respect and appreciation among members of the school community. This implementation contributes to the formation of students who are religious, disciplined, responsible, tolerant, imbued with a spirit of mutual cooperation, and socially caring, as reflected in their daily behavior within the school environment. The success of this character formation is supported by the active role of teachers through role modeling, the habituation of positive behavior, the integration of Pancasila values into the learning process, and the provision of continuous guidance and direction, so that students appeared to understand and apply Pancasila values both within the school environment and in daily life.

REFERENCES

- Atmowardoyo, H., Sakkir, G., & Sakkir, R. I. (2023). The Characteristics of Good Language Learners in Indonesia EFL Context. *ARRUS Journal of Social Sciences and Humanities*, 3(4), 565-569.
- Fitrah, A. I., Fortuna, N. A., Dollah, S., & Sakkir, G. (2026). Exploring Social and Moral Values through Classroom Interaction in EFL Classrooms: A Qualitative Study. *Journal of Language Teaching Innovation*, 3(1), 43-57.
- Hakim, A., & Febrianty, S. D. (2022). Implementasi nilai pendidikan karakter religius, toleransi, kejujuran, dan disiplin dalam pembelajaran tematik di sekolah dasar. *CaXra: Jurnal Pendidikan Sekolah Dasar*, 2(2), 150–157.
- Hernawati, R. (2024). Implementasi nilai Pancasila dalam pendidikan karakter di sekolah dasar.

Jurnal Pancasila dan Bela Negara, 4(2).

Irwan, Z. R., & Sakkir, G. (2025). THE IMPLEMENTATION OF EMANCIPATED CURRICULUM AT AN ISLAMIC HIGH SCHOOL IN PAREPARE. *International Journal of Business English and Communication*, 3(4), 150-156.

Jurnal Pendidikan Tambusai, 5(3), 7875–7883.

Khaerunisa, S. J. M., Dewi, D. A., & Furnamasari, Y. F. (2021). Implementasi nilai-nilai Pancasila pada anak sekolah dasar. *Jurnal Pendidikan Tambusai*, 5(3), 9449–9451.

Lastini, N. N. A., & Prapnuwanti, N. L. P. (2024). Implementasi nilai dasar Pancasila dalam pendidikan sosial di lingkungan sekolah dasar. *Haridracarya: Journal of Hindu Religious Education*, 5(1), 48–56.

Mutmainah, S. U., & Dewi, D. A. (2021). Reaktualisasi nilai Pancasila dan implementasinya sebagai upaya pembangunan karakter bangsa. *Edukatif: Jurnal Ilmu Pendidikan*, 3(2), 611–618.

Nadiah, L., Dewi, D. A., & Furnamasari, Y. F. (2021). Pendidikan karakter bangsa yang berlandaskan Pancasila.

Nasrudin, M. H., Dewi, D. A., & Adriansyah, M. I. (2024). Implementasi nilai-nilai Pancasila dalam membentuk karakter anak sekolah dasar. *PRIMER: Jurnal Ilmiah Multidisiplin*, 2(1), 9–15.

Nugraeni, E., Ngabiyanto, & Wadiyo. (2024). Implementasi pendidikan karakter dalam pembelajaran pendidikan Pancasila di sekolah dasar.

Nur, S., Nurfadhilah, A. S., Nur, M. S., & Sakkir, G. (2026). Bridging Cultures, Building Resilience: Cross-Cultural Literary Perspectives and the Development of Psychological Capital in Higher Education. *Celebes Journal of Language Studies*, 1-18.

Nur, S., Sakkir, G., & Barbe, K. (2026). Local Wisdom in Deeper Learning: Cultivating Academic Identity and Cultural Sustainability in EFL Writing. *Celebes Journal of Language Studies*, 51-64.

Pratama, N. Y. P., & Dewi, D. A. (2021). Implementasi nilai-nilai Pancasila dalam membentuk moral bangsa yang terkikis akibat benturan globalisasi. *Jurnal Pendidikan Tambusai*, 5(1), 962–968.

Sakkir, G., & Jayadi, K. (2024). Student Perceptions of Character Education Policies in Higher Education at Universitas Negeri Makassar. *ARRUS Journal of Social Sciences and Humanities*, 4(6), 749-760.

Sakkir, G., Jayadi, K., & Sakkir, R. I. (2025). Implementation of Character Education in Higher Education. *EduLine: Journal of Education and Learning Innovation*, 5(2), 246-255.

Sianturi, Y. R., & Dewi, D. A. (2021). Penerapan nilai-nilai Pancasila dalam kehidupan sehari-hari dan sebagai pendidikan karakter. *Jurnal Kewarganegaraan*, 5(1), 222–231.