



IMPLEMENTATION OF PANCASILA VALUES AMONG SIXTH-GRADE STUDENTS AT MI AS'ADIAH CABENG II

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ABSTRACT

This study aims to determine how the application of Pancasila values in the learning process of Citizenship Education (PKn) affects 6th grade students of MI As'adiyah Cabeng II. This study used a Classroom Action Research (PTK) approach consisting of two cycles. Each cycle includes planning, implementation, observation, and reflection stages. The research subjects were 5 grade VI students. The results showed an increase in understanding and application of Pancasila values in everyday life. The percentage of learning completeness increased from 60% in cycle I to 80% in cycle II. In addition, there was an increase in students' cooperation and social interaction. Thus, learning that integrates Pancasila values has a positive effect on students' character and attitude.

A. INTRODUCTION

According to Zahra Idris (1982), "education is a series of communication activities between society and students, as well as between parents and guardians." Education may also involve the use of media to provide information regarding children's development in ways that can maximize their potential and shape them into individuals with a strong sense of moral responsibility.

Sulianti (2018:111) states that "national education is based on the 1945 Constitution and Pancasila, rooted in religious beliefs, universal values, and the fundamental principles of Pancasila, while also being adaptable to the development of the times." The primary





objective of this education is to improve the quality of Indonesian human resources in various aspects of life, including social, spiritual, intellectual, and professional dimensions.

Kaelan M.S. (2010) explains that *“Pancasila education is a learning process aimed at instilling Pancasila values in students as the foundation of national and civic life.”* Through this learning process, students are expected to develop character, possess integrity, and demonstrate responsibility as citizens with good behavior (Kaelan M.S, 2010).

There are various forms of deviant behavior and misconduct that indicate that Pancasila values are not yet fully aligned with the character of contemporary Indonesian society. Therefore, the urgency of character education has become increasingly important as a means of fostering awareness of Pancasila values and realizing the principles contained in the 1945 Constitution, as reflected in the current condition of educational institutions (Dewantara, Herman, et al., 2021).

Research by Wahyono (2018) emphasizes that teachers play an important role in implementing Pancasila values within the school environment, including integrating them into Lesson Plans (RPP), applying Pancasila-based learning methods, and incorporating them into teaching materials. In addition, the school environment should serve as a space that supports the implementation of each principle of Pancasila. Therefore, active involvement from both teachers and students oriented toward Pancasila values is necessary so that students are able to apply these values in school life as well as in the wider community in order to achieve national goals grounded in morality, law, ethics, and the spirit of national unity and integrity.

As observed in the sixth grade at MI As’adiyah Cabeng II, the researcher found that many students had not yet implemented Pancasila values within the school environment. Examples of students’ behavior observed in the field include, first, the prevalence of bullying cases that caused students to discriminate against their peers, and second, the lack of respectful attitudes toward teachers at MI As’Adiyah Cabeng II. Based on the observations conducted in the sixth grade at MI As’Adiyah Cabeng II, this study was carried out to determine whether the implementation of Pancasila values applied by teachers could improve students’ learning outcomes and provide positive impacts on sixth-grade students at MI As’Adiyah Cabeng II.

B. RESEARCH METHOD

This study employed Classroom Action Research (CAR) aimed at examining the implementation of Pancasila values among sixth-grade students at MI As’Adiyah Cabeng II during the learning process in Civic Education (PKn) subjects. The study used both





quantitative and qualitative methods. The qualitative approach was descriptive in nature and aimed to obtain an in-depth understanding of the context of students' behavior in social interactions and character development. Meanwhile, the quantitative approach focused on collecting data in the form of numerical or statistical results obtained from students.

There were three approaches employed in this study, namely:

1. **Pedagogical approach:** This approach emphasizes the processes of education and instruction, particularly in the implementation of Pancasila values in teaching and learning activities.
2. **Psychological approach:** This approach aims to identify and understand students' character in responding to learning materials.
3. **Sociological approach:** This approach aims to analyze students' social interactions and the influence of the school environment on behaviors that reflect Pancasila values.

The subjects of this study were five sixth-grade students of MI As'Adiyah Cabeng II. The instruments used in data collection included learning outcome tests, direct classroom observations, and documentation.

C. RESULTS AND DISCUSSION

1. Pre-Action Research Results

Below are the learning outcomes of students at MI As'Adiyah Cabeng II before the implementation of the action. The results had not yet shown satisfactory achievement in the Civic Education (PKn) learning process, as presented in the following table:

Student Name	Score	Learning Mastery
Al-Gazali Ramdhan	50	Incompletes
Andi Nur Anisa Seputri	60	Incomplete
Hafiq al-Fatah	50	Incomplete
Muh. Bilal	70	Complete
Muh. Arafah	50	Incomplete



Total	280	
Average	56	
Number of Students Achieving Mastery	1	
% Classical Mastery Percentage	20%	
Classical Learning Mastery	Incomplete	

Table 1. Pre-Action Research Results

a. Cycle I Action (Implementation of Pancasila Values)

1) Planning

The teacher prepared a Lesson Plan (RPP) using a direct instruction model. In this activity, the teacher provided an overview of attitudes that reflect Pancasila values in fostering positive character within the school environment through group discussions, question-and-answer sessions, and presentations of discussion results regarding the implementation of Pancasila values by students in their daily lives, both at school, at home, and within the community.

2) Implementation

The implementation was conducted on May 10, 2025, at MI As'Adiyah Cabeng II. The initial learning activities began with prayer and question-and-answer sessions in accordance with the plan outlined in the Lesson Plan (RPP). In this activity, the teacher provided an overview of attitudes that reflect Pancasila values in fostering positive character within the school environment. The teacher then gave students the opportunity to mention several attitudes that are in accordance with Pancasila values in the school environment. After the students mentioned examples of attitudes reflecting Pancasila values, the teacher divided the students into two groups. Group 1 consisted of three students, while Group 2 consisted of two students. The groups were formed based on random paper selection by the students. Furthermore, the teacher instructed each group to write down five attitudes that reflect Pancasila values (positive character) and five attitudes that do not reflect Pancasila values. After the allocated discussion time had ended, the teacher asked each group to present the results of their discussion, while the other group responded to the presented answers.

- Several students did not participate seriously during the prayer session.
- Many students had not yet understood the material during the question-and-answer session.





- c) There were students who refused the group assignment and chose their own group members.

In addressing the issues identified during the action phase, the teacher first explained the importance of reciting prayers before and after learning activities. After explaining the benefits of prayer, the teacher emphasised to students the importance of being earnest in participating in the learning process. The teacher also advised students to actively engage and take learning seriously. The teacher then guided students to work collaboratively in groups to write five attitudes that reflect Pancasila values (positive character) and five attitudes that do not reflect Pancasila values. In this process, the teacher acted as a facilitator in assisting students when they experienced difficulties. After the allocated time had ended, each group was given the opportunity to present and discuss their results. To determine the learning achievement of sixth-grade students at MI As'Adiyah Cabeng II regarding the implementation of Pancasila values, the results of Cycle I are presented in the table below:

Student Name	Score	Learning Mastery
Al-Gazali Ramdhan	50	Not Achieved
Andi Nur Anisa Seputri	70	Achieved
Hafiq al-Fatah	70	Achieved
Muh. Bilal	80	Achieved
Muh. Arafah	60	Not Achieved
Total	330	
Average	66	
Number of Students Achieving Mastery	3	
% Classical Mastery Percentage	60%	
Classical Learning Mastery	Not Achieved	

Table 2. Cycle I Results

Based on the table above, it can be observed that the average learning achievement of sixth-grade students at MI As'Adiyah Cabeng II was 56. Meanwhile, only 1 student achieved mastery. Thus, in Cycle I, the average learning mastery was 66, with 3 students





achieving mastery. Furthermore, based on the table above, the learning outcomes and attitudes of students after the implementation of the action in Cycle I are as follows:

No	Classification	Criteria	Frequency	%
1	High	76-100	3	60%
2	Moderate	56-75	1	20%
3	Low	40-55	1	20%
4	Poor	0-39	-	-
Total			5	100%

Table 3. Distribution of Learning Outcomes

Based on the distribution table of students' learning outcomes and attitudes in grade VI at MI As'Adiyah Cabeng II, it can be observed that there is an improvement compared to the condition before the action was implemented. Students scoring between 76 and 100 in the "High" category consist of 3 students (60%). Meanwhile, 1 student (20%) falls into the "Moderate" category with scores between 56 and 75, and 1 student (20%) falls into the "Low" category with scores between 40 and 55. It can also be seen that no students are in the "Poor" category with scores between 0 and 39.

3) Observation

In this study, the observer was Pak Najemuddin, S.Pd., the head of MI As'Adiyah Cabeng II. To obtain accurate information regarding the teaching process conducted by the teacher and student activities, the following table presents the observed learning activities:

No	Observed Activities	Implemented	Not Implemented
1	Student attendance	✓	
2	Prayer / reading a short surah	✓	
3	Checking students' learning equipment		✓
4	Asking questions	✓	
5	Providing concrete examples of Pancasila values in the surrounding environment		✓
6	Asking students to mention examples of Pancasila values implementation	✓	
7	Giving assignments to students	✓	



8	Asking students about difficulties encountered during the assignment		✓
9	Concluding the lesson together with students	✓	
10	Providing information about the next lesson	✓	
Total		7	3
Percentage		70%	30%

Table 4. Learning Activity Observation

Based on the table above, it can be seen that out of 10 indicators of teacher and student learning activities, 7 indicators were successfully implemented, indicating an achievement rate of 70%. Meanwhile, 3 indicators were not implemented, resulting in a non-achievement rate of 30%.

4) Reflection

At the pre-action stage, the average student achievement showed that only 1 student reached the mastery criteria, with an overall average score of 56. After the implementation of Cycle I, an improvement was observed, where 3 students achieved mastery with an average score of 66. Thus, learning mastery increased from 20% to 60% (3 out of 5 students achieving mastery).

To determine classical mastery, the following formula was applied:

$$K = 3/5 \times 100\%$$

$$K = 0,6 \times 100\%$$

$$K = 60\%$$

From the calculation above, it can be concluded that classical mastery has not yet been achieved, as the minimum mastery standard at MI As'Adiyah Cabeng II is 75%.

b. Cycle II Action (Implementation of Pancasila Values)

1) Planning

The second meeting was conducted on Saturday, May 17, 2025. In this cycle, the teacher prepared the learning activities more thoroughly by strengthening practical and participatory classroom activities related to the material discussed in the previous meeting, namely the implementation of Pancasila values. These values were expected to be applied by students in various environments, such as at school, at home, and within the community.





2) Implementation

In Cycle II, the teacher managed the classroom more effectively than in the previous cycle. The lesson began with motivating the students before delivering the learning material in a more concrete manner. After explaining the material, the teacher asked students to demonstrate the implementation of Pancasila values together with their group members in front of the class. The teacher then evaluated both individual and group performances.

To determine the learning outcomes of sixth-grade students at MI As'Adiyah Cabeng II after the implementation of Cycle II, the results are presented in the following table:

Student Name	Score	Learning Mastery
Al-Gazali Ramdhan	65	Not Achieved
Andi Nur Anisa Seputri	85	Achieved
Hafiq al-Fatah	80	Achieved
Muh. Bilal	90	Achieved
Muh. Arafah	75	Achieved
Total	395	
Average	79	
Number of Students Achieving Mastery	4	
% Classical Mastery Percentage	80%	
Classical Learning Mastery	Not Achieved	

Table 5. Cycle II Results

Based on the table above, an improvement in the average learning outcomes of sixth-grade students at MI As'Adiyah Cabeng II can be observed. In Cycle I, the average learning outcome score was 66, while after the implementation of Cycle II, the average score increased to 79. Therefore, it can be concluded that Cycle II showed an improvement compared to the results obtained in Cycle I. Furthermore, the distribution of students' learning outcomes in Cycle II can be seen in the following table:

No	Classification	Criteria	Frequency	%
1	High	76-100	3	60%
2	Moderate	56-75	2	40%
3	Low	40-55	-	-



4	Poor	0-39	-	-
Total			5	100%

Table 6. Distribution of Learning Outcomes in Cycle II

Based on the table above, the distribution of students' learning outcomes indicates an improvement from Cycle I to Cycle II. In Cycle II, there were 3 students with scores ranging from 76 to 100 categorized as "High," representing 60% of the class, while 2 students with scores ranging from 56 to 75 were categorized as "Moderate," representing 40%. No students were classified in the "Low" category with scores between 40–55, and no students fell into the "Poor" category with scores between 0–39. The distribution of learning outcomes in Cycle II reveals that the majority of sixth-grade students at MI As'Adiyah Cabang II were classified in the "High" category (60%).

3) Observation

In this study, the observer was Pak Najemuddin, S.Pd., the head of MI As'Adiyah Cabang II. To obtain accurate information regarding the teaching process conducted by the teacher and student activities, the following table presents the observed learning activities during Cycle II:

No	Observed Activities	Implemented	Not Implemented
1	Student attendance	✓	
2	Prayer / reading a short surah	✓	
3	Checking students' learning equipment		✓
4	Asking several questions	✓	
5	Providing concrete examples of Pancasila values in the surrounding environment	✓	
6	Asking students to mention examples of Pancasila values implementation	✓	
7	Giving assignments to students	✓	
8	Asking students about difficulties encountered during the assignment	✓	
9	Concluding the lesson together with students	✓	
10	Providing further information regarding the next learning material	✓	



Total	9	1
Percentage	90%	10%

Table 7. Learning Activity Observation

Based on the table above, it can be seen that out of 10 indicators of teacher and student activities, 9 indicators were successfully implemented, indicating a success rate of 90%. Meanwhile, only 1 indicator was not implemented, representing 10%.

4) Reflection

After the implementation of Cycle II, an improvement in students' learning outcomes was observed. In Cycle I, 3 students achieved the mastery criteria with an average score of 66. Meanwhile, in Cycle II, 4 students achieved the minimum mastery standard. Therefore, learning mastery increased from 60% to 80% (4 out of 5 students achieving mastery). To determine classical mastery, the following formula was used:

$$K = \frac{4}{5} \times 100\%$$

$$K = 0,8 \times 100\%$$

$$K = 80\%$$

Based on the calculation above, it can be concluded that the classical learning mastery of sixth-grade students increased to 80%. After the implementation of Cycle II using the direct learning model, classical mastery was achieved because the classical mastery standard at MI As'Adiyah Cabeng II was 75%.

2. Discussion of Research Findings

a. Improvement of Learning Outcomes

The learning outcomes of students showed improvement at each stage of the intervention. During the pre-action stage, the average student score was only 56, with a classical mastery percentage of 20% (1 out of 5 students). After the implementation of Cycle I, the average score increased to 66, with a classical mastery percentage of 60% (3 out of 5 students achieving mastery). This improvement indicates that the implementation of Pancasila values had a positive influence in enhancing students' motivation and understanding.

Meanwhile, in Cycle II, the average student score increased to 79, with a classical mastery percentage of 80% (4 out of 5 students achieving mastery). This finding indicates





that learning activities integrating Pancasila values were able to improve students' cognitive understanding as well as their participation in the learning process.

b. Changes in Students' Character and Behavior

The implementation of Pancasila values had an impact on changes in students' character development. Several improvements in social interaction among students were observed, such as increased cooperation with peers, stronger responsibility, and greater confidence in expressing opinions during the learning process.

Previously, several problems were identified, including a lack of respect toward teachers and discriminatory behavior among students, such as bullying. However, after the direct implementation of Pancasila values in the learning process, these behaviors gradually decreased, and the classroom atmosphere became more conducive to learning.

c. Effectiveness of Learning Strategies

The strategies used by the teacher in delivering the material on the implementation of Pancasila values, including direct instruction, group discussions, and simulation practices, proved to be effective not only in delivering the learning material but also in shaping students' character. Observations of teacher and student activities showed improvement from Cycle I to Cycle II. In Cycle I, 70% of the learning indicators were successfully implemented, while in Cycle II the percentage increased to 90%.

This finding indicates that the preparation and reinforcement of learning activities in Cycle II were more organized and structured. The teacher successfully improved the weaknesses identified in Cycle I by providing stronger motivation and more concrete guidance to students during the learning process.

D. CONCLUSION

Based on the results of the research conducted on the implementation of Pancasila values among sixth-grade students at MI As'Adiyah Cabeng II, it can be concluded that the application of Pancasila values through well-planned and structured learning activities was able to provide significant positive impacts, both in terms of students' learning outcomes and character development.

Before the intervention was implemented, students' understanding and application of Pancasila values were still relatively low, as reflected in the average score of 56 and a classical mastery percentage of only 20%. However, after the implementation of Cycle I and





Cycle II, improvements were observed. In Cycle I, the average score increased to 66 with a classical mastery percentage of 60%. Meanwhile, in Cycle II, the improvement became more significant, with the average score reaching 79 and the classical mastery percentage increasing to 80%.

In addition to the improvement in learning outcomes, positive changes were also observed in students' attitudes and behaviour. Students began to demonstrate mutual respect, responsibility, confidence in expressing opinions, and the ability to cooperate with their peers during group activities. Problems previously identified, such as a lack of politeness and discriminatory behaviour among classmates, gradually decreased after the implementation of Pancasila values in the learning process.

Thus, it can be concluded that the implementation of Pancasila values in the learning process, particularly in Civic Education (PKn) subjects, was effective in improving students' learning outcomes and in fostering better character development among students. Therefore, the researcher recommends that Pancasila values continue to be integrated into every learning process so that students can grow into individuals with strong character and noble morals.

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