

THE ROLE OF PPKN TEACHERS IN SHAPING STUDENTS' CHARACTER EDUCATION THROUGH VALUE BASED LEARNING OF PANCASILA AT SMK MUHAMMADIYAH LEBAKSIU

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Abstract

This research is based on the observation that students still exhibit a lack of discipline and weak character despite ongoing efforts to implement character education. Civics teachers play a vital role as educators in internalizing the values of Pancasila into the learning process. These values serve as a foundation to develop students into responsible, honest, and socially aware individuals aligned with the goals of national education. The purpose of this study is to analyze the role of Civics teachers in shaping character education through Pancasila-based learning, identify supporting and inhibiting factors, and explore the strategies employed by teachers in the classroom. This study uses a qualitative descriptive approach with data collected through observation, interviews, and documentation. The data were analyzed using Miles and Huberman's model which includes data reduction, data display, and conclusion drawing. The findings reveal that Civics teachers serve as facilitators, role models, and motivators in embedding Pancasila values through exemplary behavior, habituation, motivational advice, and constructive discipline. Supporting factors include curriculum support and teacher commitment, while barriers stem from social environmental influences and low student awareness. These efforts enable character formation to become more contextual, meaningful, and aligned with real life challenges.

Keywords: Teacher's Role, Character Education, Pancasila Values

1 INTRODUCTION

Education is a crucial component in an individual's life as it helps shape a person into an intelligent, creative, innovative, and responsible individual. It plays a vital role in improving the quality of human life, as through education, human potential can be enhanced and individuals can progress without being left behind. (Meri and Mustika 2022) describe the role of teachers as demonstrators, referring to educators who not only deliver learning content verbally and systematically but also provide concrete examples through real actions. One of the primary objectives stated in the fourth paragraph of the Preamble to the Constitution of the Republic of Indonesia of 1945 is to make education a means to improve the nation's intellectual capacity.

Pancasila, as the ideology of the Indonesian state, serves as a guide for the nation in managing various aspects of national and international life. The values contained in Pancasila function not only as guidelines for national life but also shape the mindset and behavior of individuals in line with the principles of the national ideology, thereby fostering citizens with national awareness who actively contribute to the country's development (Suriyati et al., 2023). This provision aligns with the Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, Article 2 paragraph (1), which states that "National education is based on Pancasila and the Constitution of the Republic of Indonesia of 1945."

Character education plays a central role in building students' identity. Through character education, students are equipped with the competence to apply moral teachings in their daily activities through their actions and attitudes. To shape students' character, schools require educational instruments in the form of systematically structured disciplinary materials designed to develop and optimize the internalization of values, morality, attitudes, and character based on Pancasila principles in students (Lubis et al., 2023). The current technological era, many students spend most of their time accessing social media platforms such as TikTok, Twitter, YouTube, and Instagram, as well as playing games and engaging in other activities. This often results in behavior that is influenced by and inconsistent with the principles of Pancasila, such as intentionally arriving late to school, skipping classes, lacking discipline, and being dishonest with teachers for example, only entering the classroom when the teacher arrives. Based on observations, many students at SMK Muhammadiyah Lebaksiu still violate school rules despite ongoing

efforts to develop their character. Students who fail to apply positive behavioral development at school often display attitudes that contradict regulations, such as arriving late, not completing assignments, and wearing uniforms that do not comply with school rules. The researcher also found that several students still use language that does not reflect politeness and respect.

2 METHODOLOGY

A qualitative method, grounded in the philosophy of post-positivism, was applied to analyze the research object in its natural setting (in accordance with actual conditions, without manipulation or experimentation). Qualitative research is characterized by the central role of the researcher, the use of data collection techniques through triangulation, and results that emphasize generalization. It employs a structured and rational method of gathering data to achieve predetermined objectives (Hafsiah Yakin 2023). The descriptive approach in qualitative research refers to the effort to systematically, accurately, and factually construct a general depiction of the facts, characteristics, and relationships among phenomena within the research object. Qualitative research is a scientific process carried out systematically to collect data, organize information in an orderly manner, and analyze and interpret the obtained data through interviews, observations, and documentation.

3 RESULTS

3.1 The Role of Civics (PPKn) Teachers in Shaping Students' Character through Pancasila Values-Based Learning

Character education serves as the foundational pillar in creating a young generation that not only excels intellectually but also upholds moral integrity and embodies attitudes aligned with the nation's noble values. Civics (PPKn) teachers hold a strategic role in shaping students' character through learning that encompasses not only the cognitive domain but also the affective and psychomotor domains. Teachers function not merely as instructors but also as motivators and role models who can provide exemplary conduct and cultivate students' character in accordance with Pancasila values (Andayani 2011). The role of Civics (PPKn) teachers is not limited to delivering subject matter but also encompasses efforts to holistically shape students' character through their functions as facilitators, motivators, and role models. In this context, Civics teachers act as facilitators, mentors, and exemplars who actively instill Pancasila values—namely Belief in God, Humanity, Unity, Democracy, and Social Justice—within the learning process.

According to (Julaiha 2014), effective character education must be grounded in role modeling and the habituation of positive values in daily life, rather than merely being delivered through lectures or textual materials. Civics (PPKn) teachers at SMK Muhammadiyah Lebaksiu have sought to implement a contextual and applicable learning approach, enabling students to connect Pancasila values with the realities of their social lives. Effective character education must be based on role modeling and the habituation of positive values in daily life, and not solely conveyed through lectures or written materials.

Character education at SMK Muhammadiyah Lebaksiu is implemented through various religious and extracurricular activities such as congregational Dzuhur prayer, hadroh performances, and the Husbul Wathon program, which instills values of patriotism and Islamic morals. In addition, organizational activities such as the Muhammadiyah Student Association (Ikatan Pelajar Muhammadiyah / IPM) and Tapak Suci serve as platforms for character formation, particularly in fostering discipline, responsibility, and leadership. All these activities are integrated with the learning process to develop students who are virtuous, active, and possess personalities aligned with Pancasila values and Islamic teachings.

The role of Civics teachers in guiding and mentoring students through these activities aligns with K.H. Dewantara's educational principles *ing ngarso sung tulodho, ing madyo mangun karso*, and *tut wuri handayani* which position teachers as role models, motivators, and providers of moral encouragement. Furthermore, this approach is consistent with Thomas Lickona's theory, which emphasizes that character education must encompass the dimensions of moral knowing, moral feeling, and moral action, all of which are realized through students' direct experiences in real-life activities within the school environment.

This indicates that character formation will be more effective when carried out through the integration of learning, role modeling, and habituation in daily life. The role of Civics teachers in shaping students' character through Pancasila values-based learning encompasses the cognitive dimension

(value knowledge), the affective dimension (attitude formation), and the psychomotor dimension (behavioral habituation). This role is implemented through the integration of values into teaching materials, role modeling, active learning strategies, and the creation of a supportive learning environment. This affirms that Civics teachers hold a central position in shaping students' character in accordance with the national identity of Indonesia, based on the values of Pancasila.

3.2 Supporting and Inhibiting Factors for Civics Teachers in Shaping Student Character Education Through Pancasila Based Learning at Muhammadiyah Vocational High School in Lebaksiu.

The implementation of character education at SMK Muhammadiyah Lebaksiu is supported by several strategic factors. The curriculum explicitly incorporates Pancasila values, serving as a formal reference in the learning process. The commitment and consistency of Civics (PPKn) teachers in applying value-based learning are reflected in well-prepared lesson plans, the use of contextual teaching methods, and role modeling in daily behavior. The school culture, which fosters discipline, respect, and cooperation, also contributes to creating a conducive learning environment for the continuous internalization of Pancasila values.

On the other hand, there are inhibiting factors that affect the optimal implementation of character education. The influence of an unsupportive social environment, such as peer interactions that encourage negative behavior, poses a significant challenge. Uncontrolled use of technology and social media exposes students to content that contradicts Pancasila values. In addition, the low awareness of some students regarding the importance of character education can reduce the effectiveness of the character-building process. According (Ramadhani et al, 2024), excessive use of social media can negatively affect the study frequency of adolescents. A decline in study intensity will, in turn, lead to a decrease in students' academic performance. One of the main supporting factors in character education at SMK Muhammadiyah Lebaksiu is the presence of a religious school culture oriented toward moral development. This is reflected in the school's vision, which emphasizes the integration of scientific knowledge with Islamic values, as well as the consistent practice of positive habits such as greeting, showing respect, and maintaining courtesy in daily school life. Civics (PPKn) teachers hold a central role in integrating Pancasila values into every lesson topic, for example, by connecting the subject of citizens' rights and obligations with concrete examples from students' everyday lives.

However, on the other hand, inhibiting factors emerge from various dimensions. One of the major challenges is the lack of student awareness regarding the importance of Pancasila values in daily life. Some students still exhibit behaviors that contradict the spirit of nationalism, such as poor discipline, low sense of responsibility, and minimal participation in collective school activities. These issues are influenced by unsupportive family backgrounds as well as the negative impact of social media, which often presents content that does not reflect the nation's noble values. The success of character education requires synergy between schools, families, and the community. Efforts to overcome these challenges can be carried out through continuous guidance, active parental involvement, and the cultivation of a positive peer culture, ensuring that the Pancasila values taught in the classroom are internalized in students' daily behavior.

3.3 Civics Teachers' Strategies in Shaping Students' Character Education Based on Pancasila Values

The strategy of PPKn teachers in shaping character education based on Pancasila values is a conscious and planned effort by educators to instill the noble values of Pancasila into students' daily lives. This strategy is relevant to the approach as it addresses the cognitive, affective, and psychomotor dimensions in the learning process. (Essy Dioba, Partikasari, and Fitria Imran 2023) emphasizes that character-building strategies aim to produce students who are not only intellectually intelligent but also possess good character, discipline, and integrity as citizens. Lickona (1991), as cited in Hikmasari, Susanto, and Syam (2021), states that character education should be understood as a deliberate process embedded in every aspect of school life to optimally support character development. Character is shaped not only through cognitive instruction but also through real-life experiences encountered by students in their daily school activities.

Civics teachers play a strategic role in shaping students' character through learning activities that integrate the noble values of Pancasila. Each principle of Pancasila serves as the foundation for character development, with strategies tailored to align with its specific values. Civics Teachers' Strategies Based on Pancasila Values.

1. Principle Belief in One Supreme God

Cultivate religious values and tolerance by encouraging regular prayers, participation in religious activities (such as Qur'an recitation and congregational prayers), and serving as role models who respect diverse beliefs.

2. Principle Just and Civilized Humanity

Foster empathy, solidarity, and courtesy through class discussions on humanitarian issues, engagement in social programs (blood donation, community service), and practicing fairness in daily interactions.

3. Principle The Unity of Indonesia

Strengthen nationalism by teaching the history of the nation's struggle, encouraging participation in flag ceremonies and national-themed competitions, and promoting teamwork across diverse backgrounds.

4. Principle Democracy Guided by the Inner Wisdom of Deliberations Among Representatives

Develop democratic attitudes through structured discussions, respectful debates, group decision-making, and active involvement in student organizations such as OSIS and the Student Council.

5. Principle Social Justice for All the People of Indonesia

Promote fairness and social responsibility by ensuring equal distribution of tasks, providing equal opportunities for expressing opinions, engaging in entrepreneurship projects, and fostering honesty as well as non-discriminatory behavior.

Civics teachers play a strategic role in shaping students' character through learning activities that integrate the noble values of Pancasila. Each principle of Pancasila serves as the foundation for character development, with strategies adapted to suit the learning context. This aligns with Ki Hadjar Dewantara's view that character education should be integrated with the cultivation of noble conduct, enabling students to grow as well-rounded individuals in intellectual, moral, and social aspects. It is also consistent with Thomas Lickona's perspective that character education should develop habits of good thinking and behavior, enabling learners to make sound decisions and act responsibly in their daily lives.

4 CONCLUSIONS

From the findings of the research using a qualitative approach and the discussion above, it can be concluded that:"

- a. The role of Civics teachers at SMK Muhammadiyah Lebaksiu is highly significant in shaping students' character through learning grounded in Pancasila values. Teachers act as facilitators, role models, and motivators who not only teach but also demonstrate discipline, responsibility, honesty, and mutual respect. Such role modeling serves as an effective means of instilling positive character traits in line with the goals of national education.
- b. Civics teachers at SMK Muhammadiyah Lebaksiu are supported by a curriculum grounded in Pancasila values, institutional backing from the school, and a strong commitment to fulfilling their duties. However, challenges arise from students' low awareness of moral values, negative influences from peer environments, and the influx of digital information that is not always aligned with national values. These conditions require teachers to implement adaptive and contextual teaching approaches to ensure character formation remains effective. With synergy between school support, active teacher involvement, and student participation, the goal of shaping a generation with strong character based on Pancasila values can be achieved.
- c. Civic Education teachers at SMK Muhammadiyah Lebaksiu shape students' character through role modeling, advice and motivation, habituation of positive behaviors, and educational sanctions. Role modeling proves to be the most effective method, as teachers serve directly as exemplars and real-life examples in daily life. Habituation fosters consistent positive behavior, while advice and motivation reinforce moral values emotionally and encourage self-awareness. Educational sanctions are applied wisely to instill deterrent effects without hindering the learning spirit. This strategy not only helps students understand Pancasila values but also encourages them to apply these values practically, consistently, and sustainably in their everyday lives.

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