

Integrating Pancasila Values through Project-Based and Cooperative Learning in Elementary Civic Education: A Qualitative Study at MI Masyariqul Anwar IV Sukabumi, Bandar Lampung, Indonesia

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ABSTRACT

Students' citizenship characteristics and attitudes are shaped by Pancasila values. Pancasila values are important to achieve integration between Pancasila values and the learning process. The purpose of this study was to determine how teachers apply Pancasila values to Civics learning, the methods used by teachers, students' understanding of Pancasila values, and the obstacles experienced by teachers in implementing Pancasila values. This study used a qualitative approach through structured interviews with Civics teachers at MI Masyariqul Anwar IV Sukabumi, Bandar Lampung. Data collection and analysis techniques were a qualitative descriptive approach, including data reduction, data presentation, and conclusion drawing. The results of the study found that Pancasila values were implemented through Project-Based Learning (PjBL) methods, cooperative learning, and habituation.

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INTRODUCTION

Pancasila is a philosophy and life guideline for the Indonesian nation, containing the noble values of unity, justice, democracy, and cooperation. These values not only form the foundation of national and state life but also guide the development of the younger generation's character (Warjiyo, 2025). This is in line with Thomas Lickona's theory of character education, which explains that character development involves the internalization of moral values through knowledge, attitudes, and behavior (Wandi & Imamah, 2025). Therefore, it is crucial to instill Pancasila values starting from an early age, especially at the elementary school level.

Civics lessons have a great capacity to direct the values of Pancasila throughout every learning process. In addition to equipping students with insight into their rights and obligations as members of society, Civics also strives to incorporate attitudes, behaviors, and values that can support the development of student character (Mulyadi et al., 2026). This is in line with the learning theory developed by Albert Bandura, who assumes that a person learns by observing and imitating their environment, including teachers as role models (Pramudiantoro et al., 2025).

With values such as discipline, responsibility, and tolerance, it can contribute to the development of students' character (Mardin & Zarkasih, 2025). Civics subjects at the elementary school level are a very effective field for optimizing the growth of students' emotional attitudes. According to Emile Durkheim's view, education plays a role as a tool for the socialization of values and ethics throughout society (Dionprawitno & Khasanah, 2025). Therefore, the learning process should not be solely based on books, but teachers need to prioritise good behaviour throughout everyday life.

Based on research conducted with several educators at MI Masyariqul Anwar, the results demonstrate that throughout the integration of Pancasila values into Civics (PKn) instruction, teachers utilize a variety of learning methods. Among the methods used are Project-Based Learning (PjBL), cooperative learning, and habits that foster character building in students, both at school and throughout their daily lives. Therefore, Civics (PKn) is not only useful as a tool for exchanging ideas, but also as a valuable tool for developing quality attitudes and character in students.

Based on the explanation, the purpose of writing this paper is to find out how teachers integrate Pancasila values throughout the PKn learning process, to identify the methods or strategies used by teachers to incorporate Pancasila values to students, regarding the level of students' insight regarding the application of Pancasila values after PKn learning, as well as the challenges and efforts faced by teachers throughout integrating Pancasila values throughout PKn learning.

METHOD

This research employed a qualitative approach that examined direct observation and conversation. To collect data on the practical application of Pancasila values when teaching Civics in MI/SD (Islamic elementary schools), this method was chosen because it facilitated direct contact with participants regarding their experiences, perspectives, and strategies used throughout the teaching and learning process. Through this approach, the data obtained is not merely general facts but also represents actual conditions in the field.

During this study, the author obtained data through structured interviews. This research was conducted at MI Masyariqul Anwar IV Sukabumi, located in Bandar Lampung, on Saturday, March 7, 2026. The first part of data collection began with providing a research instrument containing questions that were in line with the research topic. The instrument was then used to guide interviews with research subjects. With this method, the author was able to gain better insight into the problems, strategies, and efforts of teachers in incorporating Pancasila values into Civics material at the elementary school level. The subjects of this study were several teachers at MI Masyariqul Anwar who teach Civics. The subjects were selected in a targeted manner because the informants possess expertise in using relevant learning methods to integrate Pancasila values throughout the Civics course. Based on this, the data obtained is more relevant to the objectives. The author conducted data collection through an

interview guide containing relevant questions according to the research subjects. To obtain a clear and detailed picture, the author conducted direct interviews. The interview findings were also recorded, recorded, and documented, to facilitate the data analysis process.

The data analysis method used is descriptive analysis with a qualitative approach. The written analysis results are then presented in several stages: data reduction, data presentation, and insights or conclusions. With this approach, the author hopes to introduce an overview of "Integrating Pancasila Values in Civics Learning."

RESULTS AND DISCUSSION

Integration of Pancasila Values Throughout Civics Learning

Integration according to the General Dictionary of the Indonesian Language, is the step of merging a unit into one whole unit without any divisions where the unit has satisfied the needs of its members throughout building a close unity (Basri, 2021). In elementary schools, civics (PKn) also plays an important role in building students' character, which later becomes the foundation for forming their morals (Saryono, 2024).

From the data obtained through interviews with teachers at MI Masyariqul Anwar IV Sukabumi, it can be seen that the teacher's method of teaching Pancasila values in the Civics subject is not merely knowledge education but Pancasila values education throughout every learning activity. This is one of the opinions of the character education theory written by Thomas

Lickona. This approach teaches character education with three things, namely Moral Knowing, Moral

Feeling, and Moral Action so that students do not only become academically intelligent but also have good morals and are responsible (Damariswara et al., 2021).

Because the success of character education can be guaranteed if these three elements are developed in a balanced way, considering the interrelationship and mutual influence between them (Tuturop & Sihotang, 2023). The ability to understand moral principles and the ability to choose good or bad behavior are elements of moral knowing.

In addition, the mental attitudes and emotional awareness of moral principles developed in students also provide a pattern that helps instill moral principles in children. At this stage, teachers try to establish a foundation for empathy and responsibility for others. This can be done by encouraging students to respect peers who hold differing opinions (Yusnan & Abal, 2025).

The final component is moral action, where students can practice moral principles throughout their daily lives. Throughout this process, teachers train students to practice the principles of Pancasila throughout their daily activities, regardless of the circumstances, whether at school, at home, or in the community (Wulansari et al., 2025). Respecting teachers and parents, always being honest when completing assignments, and getting to know friends well.

According to student interviews, civics learning at MI Masyariqul Anwar Sukabumi demonstrates a holistic approach to the teaching provided by teachers. Throughout the learning process, students do not merely passively receive material but also actively participate through discussions and collaboration. According to students, teachers often engage in collaborative discussions to find solutions to problems they encounter. This activity is highly enjoyable for students, as it allows them to learn together.

By implementing student-centered learning, a learning situation will emerge that creates an active, collaborative, and democratic atmosphere in line with the principles of Pancasila values. This learning model embodies the theory of contextual teaching and learning as explained by John Dewey. By conveying this theory, students can form a much more meaningful connection between the knowledge they receive and the realities of life (Nababan & Sipayung, 2023).

Students' personalities will be influenced by the civics learning process, which incorporates the values of Pancasila. Students are guided to understand that tolerance, discipline, and responsibility are crucial (Rambe et al., 2026). On the other hand, a learning process that involves teaching about character

education will also foster a positive learning atmosphere, as students are taught to interact with one another.

Methods or Strategies Throughout Incorporating Pancasila Values

The interview results show that PjBL and cooperative learning are used to teach Pancasila values in the PKN learning indicators at MI Masyariqul Anwar IV Sukabumi. This is because the learning design that is merely ordinary or monotonous can cause students to feel bored, basically these students are students who are very enthusiastic throughout the learning (Siregar et al., 2024). Students find it difficult to focus throughout the learning because of this, learning becomes unpleasant for students (Nurmalasari et al., 2024).

Participation is crucial throughout the civics learning process, as it is not solely concerned with knowledge, but also with attitudes and actions. Throughout a monotonous learning process, students merely receive knowledge without understanding its purpose and application throughout everyday life. Therefore, it is hoped that teachers will possess the ability and skills to determine appropriate learning models for elementary school students (Kesawan et al., 2025). The goal is for teachers to be able to guide teaching and learning activities, design enjoyable learning activities, and integrate the content with students' daily lives.

The inability to think critically must be developed with other approaches to simplify the problem. PjBL learning and cooperative learning are two effective approaches to uncover abstract concepts and the application of concepts throughout everyday life (Fadilasari et al., 2024). PjBL learning is a technique or approach throughout education where the learning and teaching process is carried out actively by carrying out activities related to the subject matter and implementing projects. However, cooperative learning has been proven effective in helping to improve academic achievement and achieve competency standards. Through this approach, knowledge is not merely leveled by students.

Regarding Civics learning, writing using the Project Based Learning model (PjBL) is intended to encourage students to carry out meaningful learning activities through project-making patterns by connecting them to their daily environment. Based on interviews with students, students feel they enjoy learning activities through the form of collaboration, discussion, and making projects together with their friends throughout the Civics lesson. In other words, this is a form of entertainment and interactive learning that is not boring for students. A theory created by John Dewey explains that learning has value when students get direct learning experiences that are appropriate to the learning material (Nababan & Sipayung, 2023).

Throughout the context of the Civics learning process, the teacher's choice of learning method is a cooperative learning method, which throughout the learning process will lead to student collaboration consisting of groups to achieve learning objectives structurally. As described by Robert E. Slavin, cooperative learning methods enable students to improve academic achievement and social awareness. Through this method, students learn to help each other (Sakinah et al., 2025).

Therefore, the collaborative learning approach used by PjBL and cooperative methods throughout Civics lessons can help students master concepts, but on the other hand can improve critical and social thinking skills, as well as foster a responsible attitude (Satriani et al., 2025).

Students' Insights into Pancasila Values Throughout Civics Learning

Applying Pancasila values in elementary schools is crucial because students are in the stage of character formation. At this stage, students will more often imitate what they see and acquire values from their teachers and those around them (Aulia et al., 2021). Therefore, in addition to teaching education, schools also have a responsibility to implement these values so that students can understand and practice them throughout their daily lives.

Some of the values contained in Pancasila relate to several aspects of life, namely the relationship between humans and God, between humans and other humans, and also the social environment. This divinity aims to encourage students to love God, perform worship, and be religious throughout their lives. This humanity aims to encourage students to pray and respect and help each

other regardless of their background. Importantly, it is important for students to maintain unity (Sianturi & Dewi, 2021).

The application of Pancasila values throughout everyday life is very meaningful, because it can be used as a basis for determining positive attitudes for students. Pancasila values are used as a reference or standard for deviant attitudes, such as selfishness, indiscipline, lack of concern for others, and dishonesty. If these values are known by students, of course they will be wiser in their actions, because they know how the attitude should be shown. This means that Pancasila is not merely an ideology for the nation (Alviolita & Fitria, 2024).

Research conducted at MI Masyariqul Anwar shows that students have begun to understand the values of Pancasila and their application in their daily lives. Students' understanding of Pancasila values is not solely measured by their ability to express the meaning of Pancasila, but also by their thinking and behavior throughout school and community interactions. Students have begun to uphold honest behavior when expressing their opinions.

The effective implementation of moral values in schools is also demonstrated by the honest behavior displayed by students. For students, honesty is crucial because it will help them develop responsibility and trust (Marlina et al., 2024). Furthermore, the mutual cooperation demonstrated by students demonstrates that social values exist among them. This is because students are not solely concerned with themselves, but are also willing to help their friends in need. Tolerance is also an important trait that students need to possess.

The process of habituation carried out by teachers in the school environment can provide opportunities for gradual changes in behavior. The teacher's role is crucial as he or she guides students in implementing these values through example. Students who are able to develop attitudes of discipline, honesty, fairness, and respect will help other students implement these values (Sila et al., 2023).

Thus, implementing Pancasila values at the elementary school level is crucial for creating a generation of moral and qualified citizens. In addition to equipping children with the knowledge of how to behave as members of a nation or state, these values shape students' character, enabling them to become religious, honest, tolerant, caring, and responsible individuals.

Challenges and Efforts of Teachers in Integrating Pancasila Values Throughout Civics Learning

Instilling Pancasila values throughout the teaching and learning stages of civics (PKn) is an influential factor in the formation of students' character. It's not just about providing students with knowledge about the rights and obligations of citizens; there are other goals that need to be achieved throughout the PKn process, namely the formation of attitudes and behaviors in accordance with Pancasila values (Mutia et al., 2022).

1. Challenges for Teachers in Integrating Pancasila Values Throughout Civics Learning

a) The Existence of Extrinsic Influence from Schools

Factors that influence student development outside the school environment are referred to as extrinsic factors, which arise from the development of digital technology, the social environment, and the social contexts that influence students outside of school. This is a crucial issue for teachers. Students' mental behavior is influenced by the development of technology and social media. More precisely, technology has played a crucial role in accessing information and assisting the learning process. If left unchecked, this can negatively impact students through the use of disrespectful language and attitudes (Nasution et al., 2025).

It's not just technological advances, but students' socialization in society and at home also influences character formation. The norms based on Pancasila taught in schools may be at odds with reality (Putri et al., 2025). Therefore, the lessons taught by teachers during the learning process are not always the same as the reality they see outside of school.

External factors indicate that the process of character education requires not only encouragement and support from family and social circles but also learning at school. Furthermore, as

students, who are often easily influenced by their surroundings, the process of internalizing these values becomes increasingly difficult without external assistance.

b) Characteristics of Student Background

These issues are certainly another challenge for teachers. Each child has different capacities, emotional development, thought patterns, and environments. Some students quickly grasp and implement Pancasila values, while others need time to understand and adopt them. Many factors can contribute to this, including family history, parental education, social experiences, and the child's perspective (Suhartono et al., 2024).

Due to the differences between each student, educators are required to be more creative and flexible in determining the learning methods used. Because each student has a different learning style and varying learning needs, educators cannot use the same method to teach all of their students. Throughout this situation, educators need to understand the characteristics of each student to find the right learning method for them. For example, students who are active should be given learning methods such as discussions and group learning.

In addition, different family backgrounds can also influence children's behavior while they are at school. This results in students having different concepts of Pancasila values. Therefore, teachers do not merely provide their students with knowledge, but also become educators for their students (Hutabarat et al., 2024).

2. Teachers' Efforts to Integrate Pancasila Values Throughout Civics Learning

a) Teaching Good Social Interactions According to Pancasila Values

Teachers will guide students to be polite, considerate of others, tolerant, and considerate of others by carrying out various daily activities that they do at school, starting from getting to know each other, respecting teachers (Lorensius, 2024).

Memorizing based on direct practice allows them to learn that the values of Pancasila are not merely concepts to be memorized, but rather guidelines for their behavior. Furthermore, the teachings of these teachers enable students to demonstrate good behavior thanks to the example set by their own teachers throughout their lives (Muhdar, 2025). Given that many elementary school students like to imitate the behavior of adults, this role model by these teachers is very important.

b) Building Good Communication with Students and Parents

It's important to understand and understand students' circumstances and development so that teachers can communicate with them and their parents. This is because character education cannot be implemented solely in schools but also requires support from the community. Parents (Rahayu et al., 2023).

Collaboration between teachers and parents creates a comfortable learning environment for students. Students who share similar habits at home will find it easier to apply the Pancasila values they've learned at school. Continuous education about Pancasila values, both at school and at home, will undoubtedly improve students' understanding and facilitate their implementation.

CONCLUSION

Based on interviews conducted at MI Masyariqul Anwar IV Sukabumi, it can be concluded that integrating Pancasila values throughout Civics lessons is crucial for shaping students' character. In addition to teaching students the material, teachers also instill Pancasila values relevant to everyday life.

Throughout the teaching and learning process, teachers use a variety of approaches, including Project-Based Learning (PjBL) and Cooperative Learning. These two approaches can increase student participation, foster critical thinking skills, and cultivate responsibility and collaboration. Questions about the values embodied throughout Pancasila are beginning to emerge from students' daily behavior. However, several aspects remain obstacles for teachers in the process of integrating

these values into their students, such as the influence of the outside environment and differences in student background characteristics.

Therefore, teachers utilize various efforts to convey an understanding of the importance of wise behavior through good communication between teachers and parents, so that they are aware of their students' situations. Given the importance of this approach, the learning approach includes teaching Pancasila values through Civics subjects.

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