



## IMPLEMENTATION OF THE VALUES OF PANCASILA, MUTUAL COOPERATION, TOLERANCE, AND SOCIAL CONCERN IN SOCIAL STUDIES EDUCATION IN JUNIOR HIGH SCHOOL

### IMPLEMENTASI NILAI-NILAI PANCASILA, KERJASAMA, TOLERANSI, DAN KEPEDULI SOSIAL PADA PENDIDIKAN IPS DI SMP

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#### Abstract

A review of fifteen studies examined Pancasila value integration (cooperation, tolerance, and social responsibility) in Indonesian junior high social studies. Findings indicate that contextual, project-based, problem-based, and collaborative pedagogies effectively cultivate these values. Active learning, incorporating community engagement and social action, significantly improved students' cooperation, tolerance, and civic engagement. The research strongly suggests a positive link between integrated Pancasila values and enhanced social-emotional development, encompassing emotional management and interpersonal skills. Despite challenges such as inadequate teacher training and resources, the Merdeka Curriculum presents opportunities for improvement. The study recommends targeted teacher professional development, contextually relevant resources, and reflective learning practices to foster deeper value internalization, ultimately fostering responsible and engaged citizenship.

**Keywords :** Pancasila values, internalization, student character, education, junior high school.



### Abstrak

Tinjauan terhadap lima belas penelitian meneliti integrasi nilai-nilai Pancasila (kerja sama, toleransi, dan tanggung jawab sosial) dalam studi sosial SMP di Indonesia. Temuan penelitian menunjukkan bahwa pedagogik kontekstual, berbasis proyek, berbasis masalah, dan kolaboratif secara efektif menumbuhkan nilai-nilai ini. Pembelajaran aktif, yang menggabungkan keterlibatan masyarakat dan aksi sosial, secara signifikan meningkatkan kerja sama, toleransi, dan keterlibatan warga negara siswa. Penelitian ini sangat menyarankan adanya hubungan positif antara nilai-nilai Pancasila yang terintegrasi dan peningkatan pengembangan sosial-emosional, yang mencakup manajemen emosi dan keterampilan interpersonal. Meskipun terdapat tantangan seperti pelatihan dan sumber daya guru yang tidak memadai, Kurikulum Merdeka memberikan peluang untuk perbaikan. Penelitian ini merekomendasikan pengembangan profesional guru yang terarah, sumber daya yang relevan secara kontekstual, dan praktik pembelajaran reflektif untuk mendorong internalisasi nilai yang lebih dalam, yang pada akhirnya mendorong kewarganegaraan yang bertanggung jawab dan terlibat.

**Kata Kunci :** Nilai-nilai Pancasila, internalisasi, karakter siswa, pendidikan, sekolah menengah pertama.

## 1. INTRODUCTION

Pancasila values should be prioritized in the elementary social studies curriculum. It enables students to grasp and implement daily (Maharani et al., 2024) significant ideas including belief in God, kindness, teamwork, justice, and decision-making. Teaching Pancasila values in fundamental social studies will help students to be creative, innovative, and moral. Many children today do not know right from wrong, so schools must teach them about Pancasila. It will help students build good character and understand morals, leading to a better future for Indonesia (Ariyanti & Fitriani, 2025).

The implementation of Pancasila values in schools still faces several challenges, including inadequate student understanding and the influence of the surrounding environment. The implementation of Pancasila values in schools still faces several challenges, such as inadequate student understanding and the influence of the surrounding environment. The increasing influence of foreign cultural influences that are not well-aligned with Pancasila values is decreasing students' understanding of these values (Mindyasningrum, 2024). This situation is far from ideal for fostering engaging and relevant learning experiences, as the unsupportive environment often hinders student's ability to understand effectively<sup>1</sup> (Tamami et al., 2024).

The relevance of research on the application of Pancasila values in junior high schools

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<sup>1</sup> Muhammad rafli casio Muhammad bachrul ilmi, Hanafiandi akbar Siregar, "IMPLEMENTATION OF PANCASILA VALUES TO IMPROVE TOLERANCE BETWEEN RELIGIONS AND TRIBES" 5, no. 2 (2024): 270–85.



to current conditions is crucial. Why? Because current social conditions are full of challenges that require strengthening Pancasila values so that the younger generation grows into responsible and noble citizens. The importance of Pancasila and citizenship in instilling moral values and character in students cannot be denied (Putri, 2024). This research represents a sustainable effort to instill Pancasila values in the younger generation, aiming to achieve national development based on integrity and superior character (Ningtyas et al., 2022).

### Previous studies

**Integration of Pancasila Values in Curriculum and Learning.** How to integrate Pancasila values into the curriculum and learning in junior high schools so that students understand and internalize these values in their daily lives. This additional curriculum for listening and speaking skills consists of six units, designed with a genre-based approach that utilizes authentic materials and technology to optimize learning (Jamilah dan Priyana, 2025). The research findings reveal a fundamental misunderstanding, specifically that Pancasila learning is perceived as the sole responsibility of Pancasila Education subject teachers (Kardiman et al., 2024).

**Teachers' Part in Adhering to Pancasila Values** By means of education, attitudes, and role models, how can teachers be agents of change in imparting Pancasila values in students? Educators are responsible for teaching religion and ethics. A curriculum focused on collaboration, fairness, and inclusion helps build good citizens. This approach promotes democratic and ethical values consistent with Pancasila (Nurhaliza & Sutrisno, 2024). This approach fosters democratic and ethical values aligned with the principles of Pancasila. (Ningsih & Achadi, 2024).

Research confirms a strong correlation between character education rooted in Pancasila and improved student behavior, encompassing attitudes, social interactions, and civic engagement. The significant impact (43.4%) of Pancasila values on students' character development underscores their crucial role (Hermanto et al., 2024). The study confirms the vital role of Pancasila and civics education in shaping students' moral compass, reinforcing the understanding that robust character is essential for societal advancement (Putri, 2024).

**Challenges and solutions in implementing Pancasila values in Junior High Schools.** Analyze the challenges faced in implementing Pancasila values in junior high schools and find practical solutions to overcome these challenges-problems and solutions for implementing Pancasila Values in Junior High Schools. The integration of Pancasila values into junior high school curricula faces considerable obstacles, such as limited student engagement and apathy. To overcome these hurdles, well-structured and captivating religious activities designed to promote inclusivity and active participation are crucial. Student involvement and motivation in school socio-religious programs increase thanks to the participatory approach and habits promoted in this method, so that religious values are more effectively implemented (Setiawan & Ramdhani, 2024). Insufficient teacher training and the lack of integration of these values into the curriculum can be improved by enhancing teacher quality and offering comprehensive learning resources. This strategy is crucial for establishing a solid moral foundation and fostering character development in young people, which will contribute to creating a generation with exceptional personalities and noble character (Ningtyas et al., 2022).

**Implementing Pancasila Values through Learning Methods.** How to choose and apply



effective learning methods to help students understand, internalize, and practice Pancasila values. The implementation of Pancasila values in the national education system utilizes interactive and contextual teaching strategies, including group discussions, simulations, and relevant social activities, to optimize student understanding (Tamami et al., 2024). The results of the research are presented in the form of a PERA (Participation, Experiment, Reflection, Action) model, which offers various Pancasila teaching methodologies to provide practical solutions for educators in the classroom environment (Setiawan & Suparman, 2020).

**The Influence of Implementing Pancasila Values on Student Academic Achievement.** Analyzing the relationship between the application of Pancasila values and students' academic achievement and how Pancasila values can support learning success. Success in the twenty-first century calls for more than just intellectual prowess; moral growth and character are also absolutely vital (Aziz, 2024). The implementation of Pancasila values is crucial for balancing 21st-century skills and preventing the emergence of detrimental individualistic attitudes (Syam et al., 2023).

**The Role of Parents in Implementing Pancasila Values.** What is the role of parents in supporting the implementation of Pancasila values at school and home, and how to make effective communication with teachers? Through active discussions about fairness and shared decision-making, parents help their children internalize these values in their daily lives, according to a study by Lubis et al. (2022). A parent's interaction that is responsive to their children's questions is crucial in fostering their curiosity, questioning skills, and confidence in exploring knowledge (Barat & Ringan, 1994).

**The Influence of the School Environment on the Implementation of Pancasila Values.** Analyze how the school environment, such as school culture, rules, and social interactions, can influence the implementation of Pancasila values. This study emphasizes effective classroom management as a crucial factor in creating a learning environment that promotes the internalization of Pancasila values and fosters character development (Nurizka & Rahim, 2020). From the principal's answer, it is evident that building a positive school culture is a long journey that requires the principal to play a dual role as both motivator and facilitator for the entire school community (Nurizka et al., 2020).

**Implementing Pancasila Values through Extracurricular Activities.** How extracurricular activities can serve as a vehicle for instilling Pancasila values practically and enjoyably. This study concludes that the outdoor learning approach significantly enhances the effectiveness of Pancasila learning by facilitating a paradigm shift from theoretical understanding to the practical application of Pancasila values in real-world contexts (Nurul Janah et al., 2024). This study identifies the following factors as supporting character education: self-awareness among students, motivation to engage in activities, collaboration with peers, and parental support (Afresda et al., 2023).

**Evaluation of the Implementation of Pancasila Values in Junior High School.** How to evaluate the effectiveness of Pancasila-based character education programs in junior high schools, and how to use the evaluation results to improve and develop the program. This research demonstrates that integrating character education into the curriculum improves student performance, attendance, and behavior without harming academic achievement (Goss & Holt, 2014). Barus (2017) emphasizes the need to review current policies and develop better strategies to address the challenges of character education in schools.



## Gap

### Previous Research Gap:

Existing research on Pancasila's implementation in Indonesian junior high school social studies education often examines either conceptual understanding or specific teaching methodologies in isolation. A comprehensive investigation integrating the core values of cooperation, tolerance, and social responsibility within this context remains underdeveloped. This research gap demands a study on the interdependence of these values inside the social studies curriculum holistically.

1. The evaluation of Pancasila values implementation's whole effect on student character development suffers a major research vacuum. Although many studies measure students' cognitive awareness of Pancasila, a major flaw in the body of research is the lack of thorough examination including changes in behavior and attitude. This omission prevents a whole knowledge of the efficacy of the program in developing good character traits. Although Pancasila values are showing good results, their effective application still presents difficulties that call for cooperative efforts among families, businesses, and educational institutions (Aliyanto et al., 2024). Overcoming the restrictions of present assessments requires a complete approach to character education combining Pancasila values (Farwati et al., 2023).
2. Most research focuses on curriculum and teaching materials, neglecting the crucial role of teachers in values-based education. This gap underscores the necessity for further investigation into teachers' influence as catalysts for positive change in students' attitudes and values. With studies showing high average scores (4.71) for their contribution in advancing social, ethical, personal, and national values, educators greatly affect students' value systems (Alsahli, 2023). This emphasizes the need of total educator development, strengthening great teacher-student relationships that support values and underlines the need of continuous teacher training to improve their efficacy in values education (Gellel, 2023).
3. Further research is needed to determine which teaching methods best promote collaboration, tolerance, and social responsibility. This is especially important given the established link between multicultural education and tolerance (Wahyudin et al., 2024). Cooperative learning enhances civic engagement and participation, boosting academic achievement and democratic values (Fajardo-Garcia, 2024; Gillies, 2014).
4. For - The integrated study of Pancasila values implementation and its relationship with quantifiable learning outcomes suffers a critical research gap. Future studies have to evaluate fully how these values affect students' academic performance and socio-emotional growth. Studies demonstrate that character education rooted in Pancasila enhances student academic achievement by fostering a positive learning environment (Afan et al., 2024). Likewise, the Pancasila Student Profile Project's (P5) strengthening has shown a favorable impact on character development, maybe related with better academic results (AUTHOR\_ID et al., 2024).

### Implementation of Pancasila Values in Social Studies Education:

To address the research gap, further research needs to be designed. Implementation of





### Pancasila Values in Social Studies Education:

To address the identified research gap, further investigation is required. This research should specifically examine the implementation of three key Pancasila values: cooperation, tolerance, and social responsibility within social studies education, rather than focusing broadly on Pancasila values as a whole. This is important to ensure that students not only understand the basic concepts but can also apply these values in everyday life. Thus, a more focused approach to social studies learning will strengthen students' understanding of these values and support character development in line with national education goals (Lubis, n.d.).

Future research should design, implement, and evaluate innovative learning models grounded in Pancasila values.

a. The PERA model (Participation, Experiment, Reflection, Action) can increase student engagement. Through direct experience and critical reflection on the this model supports educators' initiatives to develop innovative and engaging learning experiences that foster students' critical and creative thinking skills, thereby reinforcing the values being taught (Nabila, n.d.).

b. Project-based learning, role-playing activities, and collaborative discussions offer effective approaches to achieving the desired outcome of these goals. These approaches encourage students to actively participate and collaborate so that they can develop the competencies needed in the 2013 curriculum<sup>2</sup> (Nabila, n.d.).

Assessing the Impact of Teachers as Role Models and Practitioners of Values. More research is needed to measure teachers' competence in Pancasila Values Teaching within the framework of teaching methodologies, exemplary behaviors, and integration within curricular and extracurricular activities. Consideration needs to be given to how enhancement of teacher competence evaluation can lead to improvement of education quality and effectiveness of learning in different educational settings. Evaluation such as this should include the assessment of the pedagogical and professional competence of the teacher since all these factors significantly impact the attainment of the educational objectives (Teacher Performance Evaluation, 2022). This assessment must also take into account the contributions of the educators toward facilitating the student's learning environment within the cognitive, affective, and psychomotor domains of teaching and learning (Harahap & Romelah, 2022).

Parental and Community Involvement. Understanding the interaction between the family, the school, and the community in developing Pancasila-based student's character marks a gap in research. Most parents value the adoption of school culture by their children, but do they actively participate in character education for their children at school? So, there is little research regarding character education from parents' perspectives. Every child in the school needs support from every parent and the community to actively encourage them in character development within the school. Shifts in attitudes and practices by caregivers and community members have the potential to transform society's culture towards enabling character-ed values (Suyanto et al). Active character training can, therefore, be defined to be training that systematically aims at producing responsive persons who have internalized acceptable behaviors, beliefs, and values commendable by society (Saputri et al).

<sup>2</sup> Khaidir Fadil et al., "Implementation of Mutual Cooperation Skills in Pancasila Education Learning in Class 2 of MI Al-Fatih 1,2" 7, no. 1 (2025): 52–64.



Engagement of Pancasila values and outcomes of measurable learning activities should be connected. This evaluation will determine whether these values are cultivated in learners and educators within the framework of Pancasila-based education policies. Ascertaining these results will indicate the level of incorporation of Pancasila values as well as the influence of such values on character formation. Instilling the Pancasila values in the education system not only supports character development but also complements the vision of developing responsible citizens of Indonesia (Farwati et al., 2023). By forming measurable benchmarks, it will be easy to determine the scope of influence of these values on the ethical and moral development of the learners<sup>3</sup> (Pardosi, 2024).

### Empirical reasons

Survey/News update about the topic/Pre-elementary study result Presenting the latest empirical data that supports the relevance of research on the application of Pancasila values in junior high schools. This research employs the ADDIE development model, a research and development (R&D) approach commonly used in education. This model includes the stages of analysis, design, development, implementation, and evaluation (Jamilah & Priyanka, 2025). The application of Pancasila values, especially deliberation and respect for opinions, is considered high (93%) at SMAS YPM 2 Sukodono, while environmental awareness is considered to be behind (87%)<sup>4</sup> (Pratama, 2024)

Personal experiences of the researcher. Describes the researcher's personal experience that is relevant to the research topic and motivates the researcher to conduct this research. This experience can be in the form of:

- Direct observation: The lack of application of Pancasila values (cooperation, tolerance, social concern) in junior high school social studies learning is the primary driver of this research. The goal is to find a more effective strategy implementation. Close collaboration between educators at school, families at home, and the broader community in the surrounding environment is the primary key to strengthening the foundation of Pancasila values in the younger generation (Rizkullah et al., 2024). Pancasila-based character education will produce future leaders who are responsible and uphold the nation's noble values (Rachmadanti et al., 2024).
- Interaction with students: The gap between the theoretical understanding and practical application of Pancasila values among junior high school students, as revealed through direct interaction, serves as the basis for this research to find solutions. The integration of Pancasila values into the curriculum through thematic and interactive learning enhances understanding and application (Wulandari & Raharja, 2022). Family and

<sup>3</sup> Duhita Savira Wardani, Ari Widodo, and Ryan Dwi Puspita, "The Effect of the Empirical Base Nature of Science Learning Model on the Understanding of Nature of Science in Empirical Aspect," *JPI (Jurnal Pendidikan Indonesia)* 12, no. 2 (2023): 245–53, <https://doi.org/10.23887/jpiundiksha.v12i2.56522>.

<sup>4</sup> Fatia Fatimah Silvi Melindawati, E. Kus Eddy Sartono, Wuri Wuryandani, "Towards a Pancasila Student Profile: Implementation of Multicultural Education in Shaping the Character of Tolerance and Gotong Royong in Learning Natural and Social Sciences in Elementary Schools" 10, no. 12 (2024): 10152–60, <https://doi.org/10.29303/jppipa.v10i12.9621>.



community involvement in education fosters an environment that promotes the practice of Pancasila values among students (Nainggolan et al., 2024; Rizkullah et al., 2024).

- Field practice: Field observations show significant impacts, both positive and negative, from the integration of Pancasila values in social studies education. This research aims to optimize these positive impacts. Engaging pedagogical approaches, including collaborative discussions, simulations, and case studies, are recommended to encourage the internalization of Pancasila values (Maharani et al., 2024; Saputra, 2025). Contextual learning that is relevant to everyday life enhances the understanding and application of Pancasila values (Ratnawati et al., 2024).
- Personal motivation: The belief in the importance of Pancasila in shaping the character of responsible citizens, as well as the decline in its application in schools, drives this research to find more effective learning methods. Storytelling, educational games, and different art activities—among other creative learning strategies—have shown success in actively involving students and helping Pancasila values to be internalized (Ni'mah, 2024). The effectiveness of these methods depends not only on selecting the proper method but also on strong synergy and collaboration between teachers as learning facilitators, families as the primary supporters at home, and a school environment that is conducive to fostering and practising these Pancasila values. The success of implementing these creative methods depends on the integration and shared commitment of all stakeholders in the character education process based on Pancasila (Ni'mah, 2024).

### Basic Theories

- Pancasila values: Describe in detail the Pancasila values that are relevant to research on the application of Pancasila values in junior high schools. The integration of Pancasila student profile values, particularly independence, critical thinking, and creativity, into complementary listening and speaking materials for grade 7 students at public junior high schools in North Kolaka is expected to be promoted through this research (Jamilah & Priyana, 2025). Critical thinking and participatory decision-making are promoted by democratic values led by deliberative wisdom, which is essential for developing responsible citizens who can engage in constructive dialogue (Setiawan & Ramdhani, 2024).
- Mutual cooperation: Analyzing the concept of reciprocal cooperation as one of the important values contained in Pancasila. Essential values such as tolerance, justice, humanity, and unity, which are crucial for building national unity amidst cultural, religious, and ethnic diversity, are promoted by Pancasila in the context of national life (Atqiya et al., 2024). Sustainable and inclusive development in Indonesia can be guided by strengthening the values of Pancasila and implementing reciprocal cooperation (Wiryadi et al., 2024).
- Tolerance: Analyzing the concept of tolerance as one of the important values contained in Pancasila. Tolerance is crucial for fostering unity in Indonesia's diverse culture, religion, and ethnicity, as emphasized by Pancasila (Atqiya et al., 2024). Pancasila supports religious tolerance, mutual respect, and acceptance of other beliefs without imposing any faith on others (Nurdiansyah et al., 2024)





- Social concern: Analyzing the concept of social concern as one of the important values contained in Pancasila. The values and behaviour of Indonesian citizens, both individually and socially, are guided by Pancasila as the foundation of the Republic of Indonesia, which also emphasizes religious values, truth, goodness, humanity, and social justice that are essential for building a national character. The essence of this paper is summarized by highlighting the importance of Pancasila in shaping the character of the Indonesian people through its core values (Antari & Liska, 2020). The importance of social concern in maintaining national unity is reflected in the principle of "Bhinneka Tunggal Ika" (Okliyani et al., 2023).

## Research Purposes

- Describe the learning approach applied in teaching Pancasila values in social studies subjects in junior high school.
- Evaluate the effectiveness of the learning approach in developing cooperation, tolerance, and social concern among junior high school students.
- Analyze the relationship between the application of Pancasila values and the social-emotional development of junior high school students.
- Identify the obstacles and potentials faced by teachers in integrating Pancasila values into social studies learning.
- Formulate suggestions for increasing the integration of Pancasila values, cooperation, tolerance, and social care in social studies subjects in Indonesian junior high schools.

Assess the influence of the integration of these values on responsible and active citizen participation among students.

## 2. RESEARCH METHOD

### Design

Data collection in qualitative research is accomplished with a literature study. It makes use of material from books, papers, and magazines. These materials have to relate to the topic Anggraini and Muspowicz, 2024. This reinforces the idea that conducting a literature review means gathering and examining information from textual materials to understand a specific topic or event (Ramli et al., 2024).

### Participant

The process selection of the participants with the Literature Selection Criteria. Research shows that relevance judgments are influenced by a variety of criteria, including content accuracy, author credibility, and document utility (Maglaughlin & Sonnenwald, 2002). Relevant studies must be identified as part of a thorough search strategy that utilizes multiple databases and avoids language limitations (Khan et al., 2022).

### Research Instrument

The researchers are transparent with their methods. They examine studies of Pancasila



values, teamwork, and social sensitivity by identifying a specific keyword and utilizing an academic database and data analysis through a narrative approach. This makes it easier for them to collect applicable, high-quality information. Extracting primary keywords from the text for gist extraction and search and topic categorization. The search terms in the literature review will include concepts related to Pancasila values, teamwork, respect for others, social sensitivity, and social studies education at the junior high school level. A comprehensive list of keywords will be provided (Johnson, 2022, p. 72).

In searching for literature, we will encounter several academic databases, including Google Scholar, ERIC, and ProQuest (Page et al., 2021). As stated in the report by Bramer et al. (2022), "keyword selection, application of Boolean operators, and inclusion and exclusion categorization" should be tailored around specific questions in a way that satisfies various eligibility criteria. (Cahyaningsih, 2024) specifically addresses these issues when determining relevance to the topic, method of study, and publication year. Selected articles must coincide with the research objectives and have sturdy methodological frameworks. Additional information about the selection will be published in a later issue (Serasi Publisher, 2023). Descriptive analysis will be conducted to identify patterns, themes, and significance in masculine data collected using Jelahut's strategy (Jelahut, 2022). According to Fachrurrizal and Abrar (2023), this approach provides researchers with insight into the experiences of individuals by analyzing the narratives they share.

### Data Collection Procedure

The procedure for data collection consists of multiple stages, which begin with defining and selecting a set of keywords and conducting a search using those keywords across relevant databases. Then, articles are extracted based on specific criteria, downloaded, and read, followed by the extraction of pertinent information from the chosen articles. The timetable for data collection will be adaptable and will correspond with the availability of time and resources (Sari, D. A., 2021). The availability of resources will determine the duration of the data collection process, while the quantity of selected articles and the complexity of data analysis will affect the required timeframe. As a result, a more elaborate timetable will be drafted (Lestari, A. 2023).

### Data Analysis

Data analysis is conducted using a narrative approach to identify patterns, themes, and deeper meanings from the collected information. This study employs a narrative approach to data analysis, which aids in identifying emerging patterns and themes as the data is processed. This technique broadens the analysis by allowing for the interpretation of stories<sup>5</sup> (Vagisha, 2023).

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<sup>5</sup> Wardani, Widodo, and Puspita, "The Effect of the Empirical Base Nature of Science Learning Model on the Understanding Nature of Science in Empirical Aspects."



### 3. RESULTS AND DISCUSSION

#### Result

##### Literature review

The results of the analysis of 15 previous studies show that the most widely applied learning approaches in teaching Pancasila values in social studies subjects are contextual, project-based learning, problem-based learning, and collaborative approaches. Several studies also highlight the effectiveness of the integrative thematic learning model and value-based learning in building students' concrete understanding of Pancasila values through social issues that are actual and relevant to their lives. In general, participatory and reflective approaches in social studies learning have proven effective in developing attitudes of cooperation, tolerance, and social concern among students. Learning activities that involve direct participation in social endeavors, such as community service, diversity discussions, and social action and charity initiatives, can foster empathy and promote collaboration among students.

Learning Approach	Description	Effectiveness of Pancasila values (cooperation, tolerance, social concern)
contextual	Based on students' real experiences, relevant to everyday life	High
Project Based	students are directly involved in meaningful projects	High
Problem Based	Students solve problems relevant to Pancasila values	High
Collaborative	group learning/collaboration between students	High
Integrative Thematic	Integration of Pancasila values in learning themes	High
Value Based	learning that emphasizes values	High

Furthermore, findings from several studies show a positive relationship between social studies learning that integrates Pancasila values and students' social-emotional development. Students who receive learning with explicit value content demonstrate improv ability in



managing emotions, appreciating differences, and building healthy social interaction. Reflective and dialogical approaches are key in encouraging students to understand the meaning of their actions towards others and the surrounding community. However, teachers still face several obstacles in integrating Pancasila values into the learning process, including insufficient specialized training, limited time for implementation in class, and limited availability of contextual teaching materials. However, there is also great potential that can be optimized, such as teachers' nationalistic spirit, support from the more flexible Merdeka Curriculum, and students' enthusiasm for active and meaningful learning models.

As a step forward, various studies recommend the need to improve teacher competence through special training on integrating Pancasila values in social studies learning. The development of value-based learning modules, collaboration with local social and cultural environments, and the use of digital media and inspirational stories from local figures are also considered important for grounding Pancasila values in students' lives. No less important, routine reflection after learning activities is recommended to strengthen the internalization of these values. All of these integration efforts have proven to have a positive influence on the formation of students' characters as active and responsible citizens. Activities such as deliberation simulations, environmental-based social projects, and discussions on human rights issues encourage students to develop a deep understanding of their rights and obligations as part of a democratic society in Indonesia.

## FINDING

The results of the literature review reveal that the learning approach commonly implemented in learning Pancasila values in junior high schools, specifically in social studies subjects, is a contextual approach informed by authentic experiences. This approach is considered the most effective in helping students understand Pancasila values in a way that is relevant to everyday life. Values such as cooperation, tolerance, and social concern have been shown to develop significantly through active learning models, each project-based learning and problem-based learning which involve students directly in solving social problems.

However, it is known that there is a close relationship between the integration of Pancasila values and students' social-emotional development, especially in terms of empathy, conflict management skills, and social communication skills. whereas teachers face various obstacles such as lack of training, limited learning resources, and curriculum pressures, there is still potential as indicated by the enthusiasm of teachers and support for the Merdeka Curriculum policy. Learning activities that include nuances of active citizenship have also been shown to enhance the development of students' character as responsible citizens who actively participate in community life.

## Discussion



The findings of this literature review confirm that contextual learning approaches, especially those based on real experiences, significantly contribute to developing Pancasila values social studies learning at the junior high school level. The assumed advantages or benefits of contextual learning will allow children to relate the abstract moral and civic concepts that are the focus of teaching their everyday life situations, which in turn will deepen the understanding and internalization of cooperation, tolerance, and social concerns. This is in line with constructivism, which states that students will achieve deep and meaningful meaning-making with an emphasis on active participation and meaningful experiences in their learning environments.

The active learning models, projects or project-based and problem-solving models, namely, project-based learning and problem-solving can make a strong contribution to the integration of values. This active learning imparted to students is called incidental values because students are directly involved in recognizing and finding solutions to social problems. This actively makes them feel responsible and empathetic towards the problems they see (social issues), but also teaches how to respond to them for example, by making social actions with classmates this type of learning not only fosters commitment to education and perceptions of improving thinking skills from a cognitive standpoint, but also provides a great opportunity to develop social-emotional competencies. Students can begin to practice their skills in how to identify and resolve conflict, how to be responsible with their emotions, and think to communicate socially differently, integrating important skills for living in society and democratic engagement.

Nevertheless, teachers encounter various challenges in practice, including inadequate professional development, limited learning support, and the pressures of a busy and rigid curriculum. However, there remains a fantastic chance for improvement, especially in light of the enthusiasm of the teachers and the flexibility of the structure provided by the Merdeka Curriculum. The Merdeka Curriculum allows teachers to adapt teaching materials to be more contextual or meaningful for students so that the integration of Pancasila values can run more optimally.

Moreover, learning activities that incorporate elements of active citizenship also show positive effects in terms of character formation of students as responsible and active citizens in social life. Learning activities help students connect theoretical knowledge with real-world practice and engage students to be more critical of social issues and to take action in their surrounding environments. This process further strengthens the view that citizenship education should not be limited to the delivery of material but also address the issues of inculcating attitudes and behaviors that exhibit national values and democratic principles.

In summary, the literature reviewed shows that having a combination of contextual, experiential learning and inclusion of student activity is essential for developing Citizenship values in students. To maintain and develop these outcomes, there needs to be job-embedded professional development, development of resources for primary school teachers, and flexibility in the curriculum. All these components are necessary so that Pancasila values education continue to be meaningful, impactful, and be interwoven into the learning





experiences of students.

#### 4. CONCLUSION

A literature review of 15 studies shows that learning methods that emphasize real-world and contextual experiences are very effective in instilling Pancasila values in social studies subjects in Indonesian junior high schools. Active learning, such as project-based and problem-solving approaches, have been shown to be effective in building a sense of cooperation, tolerance, and social awareness among students, while improving their social-emotional skills. However, obstacles such as minimal teacher training and limited learning resources remain challenges. However, the flexible Merdeka Curriculum and the enthusiasm of teachers provide great opportunities for improvement. Therefore, it is recommended to improve teacher competence through special training on the integration of Pancasila values, the development of relevant teaching materials, and curriculum flexibility. These steps are important so that Pancasila values education remains meaningful and effective, forming a young generation of Indonesia that is responsible and plays an active role in society.

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