

# TRAINING ON IMPLEMENTATION OF PANCASILA VALUES-BASED EDUCATION FOR KINDERGARTEN TEACHERS IN SLEMAN REGENCY, YOGYAKARTA

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## ABSTRACT

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The implementation of Pancasila values in religious elementary schools still faces many obstacles. The existence of a double value standard, between the values of Pancasila and other values that serve as a guide for schools, has an impact on the division of school priorities in the implementation of Pancasila values in elementary school education.

This study aims to determine the principles and implementation of Pancasila values in education in religious elementary schools in Yogyakarta. This research is a philosophical research from a philosophical perspective. The approach used is a qualitative approach with the hermeneutika method, which is a combination of library research in in-depth research (in-depth interviews). The research locations are Al Azhar 31 Islamic Elementary School Yogyakarta, Lukman Al Hakim SDIT Sleman, and Kanisius Wirobrajan 1 Elementary School Yogyakarta.

The results of the study are as follows: the principles of applying Pancasila values at SD Kanisius Wirobrajan 1 Yogyakarta, SD Islam Al Azhar 31 Yogyakarta, and SDIT Lukman Al Hakim have several similarities and differences. SD Kanisius Wirobrajan 1 Yogyakarta teaches five main values, namely the value of discipline, the value of excellence, the value of caring, the value of honesty, and the value of independence. Al Azhar 31 Islamic Elementary School Yogyakarta teaches Islamic religious values, the value of civility, and the value of love for the environment. SD IT Lukman Al Hakim is the importance of Islamic religious values through daily slogans with the Koran. The principles in implementing Pancasila values include intervention, habituation, and integration. The implementation of Pancasila values is carried out objectively and subjectively. Implementation objectively means implementing the values of Pancasila into the lives of students by formulating rules or regulations that are in accordance with the values of Pancasila. Subjective implementation is done by instilling habits in students. Another factor that plays a role in the implementation of Pancasila values is the role and synergy of teachers, schools, and the community as the concept of Ki Hadjar Dewantara's Tricenter of Education. Teachers, parents, and society are three interrelated parties, and are an inseparable unit in education based on Pancasila values.

Kata Kunci: *values, implementation, education, Pancasila, elementary school*