

# IMPLEMENTATION OF PANCASILA VALUES IN RELIGION-BASED ELEMENTARY SCHOOL EDUCATION IN YOGYAKARTA

by Dr. Shely Cathrin, S. Fil., M. Phil., Prof. Dr. Achmad Dardiri, M. Hum., Dr. Dwi Siswoyo., Drs. Petrus Priyoyuwono., Alifah Indah Pratiwi., Mustika Vania Sulistiyani.

## ABSTRACT

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The implementation of Pancasila values in religion-based 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 religion-based elementary schools in Yogyakarta.

This research is a philosophical research from a philosophical perspective. The approach used in this study is a qualitative approach using the hermeneutika method, which is a combination of library research which is strengthened by 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 implementing Pancasila values in 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 emphasizes the importance of Islamic religious values through the motto everyday with the Quran. 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*