

The Implementation of Pancasila Education in Developing Discipline and Responsibility Character among Grade XI C Students at SMA Negeri 1 Sawan

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Abstract

Pancasila Education plays a strategic role in shaping students' character, particularly discipline and responsibility. This study aims to describe the implementation of Pancasila Education in developing discipline and responsibility character among Grade XI C students at SMA Negeri 1 Sawan. This research employed a qualitative approach with a descriptive method. The research subjects included Pancasila Education teachers and Grade XI C students. Data were collected through observation, interviews, and documentation. Data analysis was conducted through data reduction, data display, and conclusion drawing. The results showed that the implementation of Pancasila Education in strengthening discipline and responsibility character was carried out through classroom learning activities, habituation of disciplined behavior, responsibility-based assignments, and teacher role modeling. Furthermore, the integration of Pancasila values into learning activities and school programs contributed to the gradual development of students' discipline and responsibility. Therefore, Pancasila Education plays an important role in building students' character based on Pancasila values.

Keywords: Discipline Character, Pancasila Education, Responsibility, Senior High School Students.

INTRODUCTION

Education plays a crucial role in shaping individuals holistically, not only focusing on academic achievement but also on strengthening students' character. The cultivation of character values such as discipline and responsibility is a fundamental aspect of education, particularly at the secondary school level, where students are in a critical phase of identity and social attitude development. Character-oriented education is expected to produce generations who are not only intellectually competent but also possess moral integrity and strong personal values.

The implementation of the Merdeka Curriculum has brought significant changes to the direction of national education, including the transformation of Pancasila Education as a primary medium for character development. Pancasila Education is designed to integrate Pancasila values into the learning process through contextual and participatory approaches that emphasize students' real-life experiences. Through this approach, students are expected to understand, internalize, and practice national values in their daily lives, both within the school environment and in the wider community.

However, in practice, the implementation of Pancasila Education in schools has not fully achieved its intended goals. Learning activities still tend to prioritize cognitive aspects,

while character and value formation often receive less attention. This situation has resulted in the suboptimal development of students' discipline and responsibility. Such conditions are reflected in students' behavior, including a lack of awareness of rules, limited commitment to academic tasks, and insufficient responsibility in learning activities and school programs.

Similar conditions are also observed at SMA Negeri 1 Sawan, particularly among Grade XI C students. Preliminary observations indicate that some students have not consistently demonstrated discipline in time management, adherence to school regulations, and responsibility in completing assignments and group work. This situation highlights a gap between the values promoted in Pancasila Education and students' actual behavior in daily school life. Therefore, an in-depth study is necessary to examine how Pancasila Education is implemented in the learning process and to what extent it contributes to strengthening students' discipline and responsibility. This research is important to identify learning strategies, supporting and inhibiting factors, and possible efforts to optimize the role of Pancasila Education in sustainable character development.

METHOD

This study employs a qualitative approach using a descriptive method as the primary framework for data collection and analysis. The main emphasis of this approach lies in conducting an in-depth observation of phenomena as they naturally occur, without any manipulation of variables. As explained by Sugiyono, cited in Sulistyaningsih and Rakhmawati (2017), qualitative research positions the researcher as the primary instrument in the investigative process, with data collection carried out through triangulation techniques. This approach generates narrative data rather than numerical data, as it seeks to capture phenomena in a comprehensive and contextual manner. Data analysis in qualitative research is inductive in nature, and the findings prioritize the interpretation of meaning rather than the formulation of generalized conclusions.

Furthermore, as stated by Strauss and Corbin, cited in V. Wiratna Sujarweni, this type of research is intended to produce findings that cannot be obtained through statistical calculations or other quantitative techniques. Qualitative research not only aims to describe observable phenomena but also seeks to understand the complex realities underlying those phenomena. In practice, data collection in this study focuses on several key aspects, including: (a) how Pancasila Education is implemented as a medium for strengthening students' discipline and responsibility among Grade XI C students at SMA Negeri 1 Sawan, Singaraja; (b) the identification of obstacles and challenges encountered during the learning process, particularly those related to the internalization of character values; and (c) the strategies and concrete measures adopted by teachers and school stakeholders to address these challenges, ensuring that character development is carried out consistently and sustainably.

FINDINGS AND DISCUSSION

Implementation of Pancasila Education in Strengthening Discipline Character

The findings of this study indicate that Pancasila Education in Grade XI C at SMA Negeri 1 Sawan has been implemented through various learning strategies that contextually integrate disciplinary values. Teachers do not merely deliver theoretical content but also

cultivate discipline through habitual practices during the learning process, such as punctuality, adherence to school regulations, and consistency in submitting assignments on time. Based on classroom observations, most students have begun to demonstrate positive changes in disciplinary behavior, particularly in attendance and active participation during lessons. Teachers consistently provide role modeling and reinforcement through educational reminders and appreciation for disciplined behavior. This aligns with Lickona's (2013) view that effective discipline emerges from students' internal awareness rather than coercive measures. Nevertheless, several students have not yet demonstrated consistent disciplinary behavior, especially regarding punctuality and compliance with classroom rules. This finding suggests that strengthening discipline requires a continuous and comprehensive approach involving all school stakeholders.

Implementation of Pancasila Education in Strengthening Responsibility Character

In addition to discipline, Pancasila Education plays a significant role in fostering students' sense of responsibility. The findings reveal that responsibility values are internalized through group discussions, project-based assignments, and routine activities such as classroom duty and maintaining cleanliness. Many students have demonstrated a satisfactory level of responsibility, including completing assignments on time, actively participating in group work, and accepting consequences for their actions. Teachers provide opportunities for students to engage actively in the learning process, encouraging them to take responsibility for their roles and tasks. However, observations also indicate that some students lack initiative in group activities and show limited concern for shared responsibilities. This condition suggests that the internalization of responsibility values still requires consistent reinforcement and more participatory learning approaches.

Supporting and Inhibiting Factors in Strengthening Discipline and Responsibility

The study identifies several supporting factors in the implementation of Pancasila Education, including teachers' commitment to character education, supportive school policies, and a conducive learning environment. Teacher role modeling emerges as a key factor in shaping students' discipline and responsibility. Conversely, inhibiting factors include students' diverse backgrounds, external environmental influences, and learning habits that do not fully reflect expected character values. Additionally, limited instructional time poses a challenge in optimizing character development in depth.

Teacher' Efforts to Overcome Challenges in Character Strengthening

To address these challenges, Pancasila Education teachers employ various strategies, such as persuasive approaches, reflective activities at the end of lessons, and contextual discussions that relate character values to students' daily lives. Teachers also collaborate with homeroom teachers and school administrators to ensure continuous character development. These efforts indicate that strengthening discipline and responsibility characters cannot be achieved instantly but requires synergy between classroom learning, school policies, and daily behavioral practices.

CONCLUSION

This study concludes that the implementation of Pancasila Education at SMA Negeri 1 Sawan, particularly in Grade XI C, plays an important role in strengthening students' discipline and responsibility character. Through the integration of Pancasila values into classroom learning activities, students are encouraged not only to understand civic concepts theoretically but also to apply moral and character values in their daily school life.

The findings indicate that disciplinary character is fostered through habitual practices such as punctuality, compliance with school rules, and timely completion of assignments, supported by teachers' consistency and role modeling. Meanwhile, the character of responsibility is developed through participatory learning activities, including group discussions, project-based tasks, and classroom responsibilities. Although positive changes have been observed among most students, several challenges remain, particularly related to students' consistency, initiative, and external influences.

Furthermore, the study reveals that the success of character strengthening through Pancasila Education is supported by teachers' commitment, a conducive school environment, and supportive institutional policies. However, differences in students' backgrounds, limited instructional time, and environmental factors outside school present challenges that require continuous attention. Therefore, strengthening discipline and responsibility characters requires sustainable efforts, collaboration among educators, and contextual learning strategies to ensure the internalization of Pancasila values in students' character development.

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