Teaching Strategy of Pancasila Values to Form Ethical Students in Communication at Sekolah IT Perguruan Baiti Jannati

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Abstract

Penanaman nilai-nilai Pancasila di sekolah dasar memiliki peran penting dalam membentuk karakter dan etika siswa, khususnya dalam hal komunikasi yang baik dan beretika. Penelitian ini bertujuan untuk mengkaji strategi pengajaran yang diterapkan oleh guru di SD IT Perguruan Baiti Jannati dalam menanamkan nilai-nilai Pancasila, serta pengaruhnya terhadap sikap komunikasi siswa. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Subjek penelitian terdiri dari guru dan siswa di SD IT Perguruan Baiti Jannati. Hasil penelitian menunjukkan bahwa strategi yang diterapkan mencakup pembelajaran berbasis cerita, diskusi kelompok, dan keteladanan dari guru. Pengajaran nilai Pancasila tidak hanya mengajarkan tentang nilai-nilai keadilan, kemanusiaan, dan kebersamaan, tetapi juga mengintegrasikan komunikasi yang etis dalam kehidupan sehari-hari siswa. Selain itu, hasil observasi dan wawancara menunjukkan bahwa pengajaran nilai Pancasila secara signifikan meningkatkan kemampuan komunikasi siswa, dengan menunjukkan sikap saling menghargai, mendengarkan, dan berbicara dengan penuh rasa hormat. Kendala yang dihadapi oleh guru dalam menerapkan strategi ini antara lain adalah kurangnya dukungan orang tua serta tantangan dalam konsistensi penerapan nilai-nilai tersebut di luar sekolah. Penelitian ini menyimpulkan bahwa strategi pengajaran nilai Pancasila yang diterapkan di SD IT Perguruan Baiti Jannati efektif dalam membentuk siswa yang beretika dalam berkomunikasi, namun perlu ada sinergi antara sekolah dan orang tua untuk memperkuat nilai-nilai tersebut dalam kehidupan sehari-hari siswa.

Keywords: Keteladanan, siswa, pembelajaran berbasis cerita, diskusi kelompok.

Abstract

The cultivation of Pancasila values in elementary schools plays an important role in shaping students' character and ethics, particularly in terms of good and ethical communication. This study aims to examine the teaching strategies implemented by teachers at SD IT Perguruan Baiti Jannati in instilling Pancasila values, as well as their influence on students' communication attitudes. The method used in this research is a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The research subjects consisted of teachers and students at SD IT Perguruan Baiti Jannati. The findings show that the strategies applied include story-based learning, group discussions, and teacher role modeling. The teaching of Pancasila values not only emphasizes justice, humanity, and togetherness but also integrates ethical communication into students' daily lives. Furthermore, observations and interviews indicate that the teaching of Pancasila values significantly enhances students' communication skills, demonstrated through respectful attitudes, active listening, and polite speech. The challenges faced by teachers in implementing these strategies include a lack of parental support and difficulties in maintaining consistency of these values outside the school environment. This study concludes that the teaching strategies of Pancasila values applied at SD IT Perguruan Baiti Jannati are effective in fostering ethically communicative students, although stronger synergy between school and parents is needed to reinforce these values in students' everyday lives.

Keywords: modeling, students, story-based learning, group discussions

INTRODUCTION

Education is one of the most vital aspects in shaping a person's character and behavior, especially in the context of forming the nation's character. (Saeful Rahmat, 2016). In Indonesia, which has cultural, religious and ethnic diversity, education is not only aimed at instilling academic knowledge, but also at strengthening social and ethical integrity (Marhamah, 2025). One thing that needs to be instilled from an early age is an

understanding of Pancasila, which serves not only as the foundation of the state but also as a guideline for social interaction, communication, and building a harmonious national life. Without an understanding and practice of Pancasila values, the younger generation can become disoriented in communicating and interacting with an ever-evolving society.

On the other hand, the challenge in character education is how to teach these values in a way that is relevant and applicable to students, especially at the elementary level (Wati & Anggriani, 2024). This is where teachers and the elementary school education system play a crucial role in introducing the noble values of Pancasila. As the first institution with which students interact formally, schools have a significant responsibility in forming a strong foundation of character (Hadi, 2019). One of the primary focuses that must be instilled is ethical communication and respect for others, which is a crucial aspect of the Pancasila values. Therefore, teaching Pancasila values through appropriate strategies in elementary schools can shape students who are not only academically intelligent but also possess good character in communicating and socializing within society.

Pancasila, as the foundation of the Indonesian state, plays a fundamental role in national life. The values contained within Pancasila, such as mutual cooperation, social justice, humanity, and democracy, serve as guidelines that shape national identity and strengthen national unity (Parawangsa et al., 2021). Pancasila teaches the importance of mutual respect, appreciating differences, and behaving fairly and wisely in interactions between individuals. In the context of Indonesia's diverse society, the values of Pancasila serve as a foundation for maintaining harmony among religious communities and ensuring that every citizen has equal rights and obligations before the law (Efran Mangaluk, Sepriani, 2025).

Education plays a crucial role in instilling Pancasila values in the younger generation. Schools, particularly at the elementary level, are strategic institutions in the process of character-building for students (Ziliwu et al., 2024). At elementary school age, students begin to learn about various values that will guide them in their social and national lives. Therefore, Pancasila instruction in elementary schools must begin by introducing the basic concepts of Pancasila values through various methods that are easy for children to understand and accept. This aims to ensure that students not only understand the meaning and significance of Pancasila values theoretically, but can also internalize and apply them in everyday life. (Isma Nova Liana, Jumroatul Ismi, 2025).

Good and ethical communication is an important element in the formation of student character. (Damanik et al., 2024), (Damanik et al., 2025). The ability to communicate in a polite, respectful and wise manner will reflect a personality with noble character, in accordance with the values of Pancasila. (Kariyadi & Suprapto, 2017). In the elementary school context, good communication skills also play a role in maintaining harmonious relationships between students and their peers, teachers, and parents. Learning about ethical communication should begin early so that children can build healthy relationships, avoid conflict, and foster mutual respect (Shobihah & Walidah, 2021),

This study aims to examine teaching strategies that can be implemented to instill Pancasila values in students who are ethical in their communication. By understanding effective ways to teach Pancasila values in elementary schools, it is hoped that a generation of young people will be created who are not only academically intelligent but also possess strong character and are able to communicate effectively and ethically. The focus of this research is to explore various methods that elementary school teachers can use to teach Pancasila values in a fun and effective way, and to analyze the impact of these teaching methods on students' communication ethics.

Observations at Sekolah IT Perguruan Baiti Jannati indicate that the strategy for teaching Pancasila values to students who are ethical in their communication has been effectively implemented. Teachers use contextual learning methods that link Pancasila values to everyday life, such as through mutual cooperation activities that teach students to communicate effectively and politely. Ethical behavior is fostered through greetings, expressing gratitude, and respecting each other in conversations. In addition, teachers use storytelling and group discussions to teach students about Pancasila values and introduce them to respectful communication. The use of engaging learning media such as videos and posters also enhances student understanding, while project-based learning encourages

collaboration and effective communication. Parental involvement in supporting these values at home also strengthens teaching at school. Despite challenges, such as a lack of parental involvement, teaching Pancasila values in schools can produce students who are ethical and able to communicate effectively.

Method

This study uses a qualitative approach to examine the teaching strategies of Pancasila values in developing ethical communication skills in students at Sekolah Tinggi Baiti Jannati Islamic Elementary School. This approach was chosen because the focus of the study was to gain a deeper understanding of the implementation of Pancasila values teaching and how these values are applied in the context of ethical communication. Data collection techniques were conducted through in-depth interviews, direct classroom observations, and documentation studies (Sugiyono, 2022).

This research was conducted at Sekolah IT Perguruan Baiti Jannati, Tengku Bergalif Street, Hamlet I, Bandar Labuhan Village, Tanjung Morawa District. The research subjects consisted of the principal, teachers, and a number of fourth and fifth grade students who were selected purposively. The selection of respondents was based on the consideration that they were directly involved in implementing the teaching strategy for Pancasila values and communicating in daily school activities.

Result and Discussion

Teaching Strategy of Pancasila Values at Baiti Jannati Islamic Elementary School

Based on interviews with teachers and students at Sekolah Tinggi Baiti Jannati IT, the teaching of Pancasila values has proven to have a profound impact on fostering ethical communication among students. Teachers at this school reported that during the learning process, the application of Pancasila values is consistently implemented in various daily activities. One teacher stated, "We strive to set an example by always respecting students' opinions, listening attentively, and speaking politely." Teachers also revealed that the application of Pancasila values in daily classroom communication, such as using greetings, greeting friends respectfully, and

respecting each other, has helped create a more comfortable and supportive learning environment.

The students interviewed also demonstrated positive changes in the way they communicate after the integrated Pancasila values learning process. One student stated, "I used to be impatient with my friends, but now I'm more able to respect their opinions and speak calmly." Another student stated, "My teacher often reminds us to use polite language and respect each other, so now I'm more careful in what I say." They also acknowledged that learning through storytelling and group discussions made it easier for them to understand how Pancasila values are applied in everyday life. One student even said that stories about figures who prioritize Pancasila principles, such as justice and unity, greatly inspired them to apply these values in their daily communications with their peers and teachers.

Furthermore, students revealed that the role models from their teachers also significantly influenced their behavior. One student said, "My teacher always encourages us to speak politely, even outside of class, and that makes me feel valued. I feel more confident when speaking." Teachers also mentioned that through the use of role models, students have become more accustomed to using good language, both inside and outside of the classroom.

Further observations showed that the influence of teaching Pancasila values on student communication was not limited to the classroom but was also evident outside of class, particularly in extracurricular activities and social interactions at school. Students who previously tended to speak loudly or disrespect their peers now showed significant changes in the way they expressed their opinions. They were more open, listened attentively, and were more patient when discussing or interacting with their peers. Teachers also added that the integration of Pancasila values into various activities had helped students understand the importance of good and polite communication as part of their character, reflecting mutual respect.

Teachers' role models are a key factor in developing ethical communication at SD IT Perguruan Baiti Jannati. Teachers not only teach Pancasila values theoretically but also practice them in daily interactions. By demonstrating polite speech, respect for students' opinions, and mutual respect, teachers set a living example for

students to follow. This demonstrates that teachers are not only instructors but also character builders through their behavior.

The influence of teacher role models is clearly evident in the changes in students' communication styles. Students who may have initially been impatient or inattentive to others' opinions are now more accustomed to speaking attentively and respectfully. This role model reinforces the internalization of Pancasila values, particularly regarding mutual respect. These values are not only applied in the classroom but also shape students' behavior outside of it, creating more ethical communication and supporting harmonious relationships between students, teachers, and their peers.

The implementation of Pancasila values learning at Sekolah IT Perguruan Baiti Jannati has been shown to have a positive impact on students' communication skills. Before Pancasila values were taught, students tended to rush their communication, lacked patience in listening, and often spoke without considering others' feelings. However, after implementing Pancasila-based learning, students showed significant improvements in their communication skills. They became more patient, calm, and more respectful of others' opinions. This demonstrates that teaching Pancasila values not only shapes students' internal attitudes but also improves their communication patterns in social interactions.

The teaching methods, such as stories and group discussions featuring inspirational figures who emphasize Pancasila principles, play a crucial role in this change. By using real-life examples from figures who uphold Pancasila values such as justice and unity, students can see how these principles are applied in their daily lives. This not only gives them a deeper understanding of Pancasila values but also provides practical guidance for implementing them in their communication, both inside and outside the classroom.

The implementation of Pancasila values at SD IT Perguruan Baiti Jannati not only impacts students' communication in academic contexts but also significantly impacts their interactions outside of class. Previously, students who tended to speak loudly or show disrespect towards their peers began to show behavioral changes. Learning that emphasizes Pancasila values, such as mutual respect, unity, and justice, indirectly impacts the way they communicate in extracurricular activities and social life at school.

This change illustrates the importance of integrating Pancasila values into students' daily lives, not just limited to formal classroom learning.

Furthermore, this change demonstrates that teaching Pancasila values has a broader impact on shaping students' character outside the classroom. Students become more patient and open in communication, and listen more attentively when interacting with their peers. This attitude fosters healthier and more harmonious social relationships, reinforcing ethical communication principles in their lives. Thus, teaching Pancasila values not only serves to improve the quality of academic communication but also leads to better character development in students in social and extracurricular contexts.

The teaching of Pancasila values at SD IT Perguruan Baiti Jannati plays a crucial role in shaping students' character, particularly in ethical communication and mutual respect. At this school, teachers not only teach abstract theory but also emphasize the practical application of these values through direct role modeling in everyday life. By respecting students' opinions, speaking politely, and demonstrating respect in every interaction, the teachers serve as living examples, inspiring students to practice Pancasila values in their communication.

As a result, students who previously tended to be impatient and disrespectful of others' opinions have now demonstrated significant behavioral changes. They have become more thoughtful in their communications, both in academic contexts in the classroom and in social activities outside of the classroom. This integrated learning not only teaches students how to communicate effectively, but also teaches them how to communicate effectively. (Fadiana & Citra Dewi Rosalina, 2020), but also instills a deep understanding that ethical communication is an essential element of character that reflects mutual respect. Thus, the application of Pancasila values has successfully transformed students' behavior, making them more open, patient, and better able to interact positively, in line with the spirit of Pancasila's noble values..

Challenges in Teaching Pancasila Values at Baiti Jannati Islamic Elementary School

Although teaching Pancasila values at SD IT Perguruan Baiti Jannati has shown a positive impact on students' communication ethics,

teachers face several challenges in implementing this strategy. One of the main challenges teachers face is the diversity of student backgrounds. Some students come from families with different values or are not deeply involved in the application of Pancasila values at home. This often makes it difficult for teachers to achieve harmony between what is taught in school and the values students receive in their home environment. As one teacher stated, "We often face challenges in explaining Pancasila values to students who don't receive similar reinforcement at home. It's not uncommon for students to have difficulty understanding the concept of mutual respect or justice if they haven't seen or experienced it in their daily lives."

Furthermore, a lack of parental awareness and understanding of the importance of Pancasila-based character education is also a hindering factor. Some parents view religious and moral education as solely the school's responsibility, so they are less active in supporting the implementation of these values at home. Teachers also noted that without consistent parental support, the teaching of Pancasila values can be less effective. "Parental involvement is crucial in ensuring these values are implemented effectively, but sometimes parents are not supportive or do not understand the approach we take in schools," said a teacher.

Another challenge is the limited resources and teaching methods that can accommodate all students' needs. Most teachers stated that although they have used various methods, such as stories, discussions, and role models, sometimes limited learning media and limited time become obstacles. "We want to use more media that can enrich learning, such as videos or digital applications, but sometimes facilities and time are limited," said one teacher.

On the other hand, another challenge that arises is students' attitudes, who have not yet fully internalized Pancasila values in their daily lives. Although they learn about the importance of speaking politely and respecting the opinions of others, not all students are immediately able to implement these principles in their social interactions. This is often due to a mismatch between the theory taught in school and actual practice outside of school, such as at home or in their play environments.

Factors influencing the success or failure of implementing strategies for teaching Pancasila values are also related to several factors, including the teacher's active involvement in providing role models. Teachers who consistently and diligently demonstrate Pancasila values in their attitudes and behavior can have a significant impact on students. However, when teachers themselves do not set good examples, the success of teaching Pancasila values becomes more difficult. Furthermore, support from the school environment also plays a crucial role. Schools that have policies that support the implementation of Pancasila values, such as establishing school policies that prioritize good communication ethics, will make it easier for teachers to implement these strategies.

The importance of parental support in teaching Pancasila values at home cannot be overstated. When parents actively accompany and provide good examples in their daily lives, the results of teaching at school will be more optimal. Therefore, to increase the effectiveness of teaching Pancasila values in shaping students' communication ethics, solid collaboration between teachers and parents is essential.

Based on the analysis of data obtained from observations, interviews with teachers, and collected documentation, it can be concluded that the strategy for teaching Pancasila values at SD IT Perguruan Baiti Jannati plays a significant role in fostering good communication ethics in students. The teaching of Pancasila values, which encompass principles such as mutual respect, justice, and honesty, is not only taught theoretically but also practiced in daily life through various teaching methods, such as teacher role models, story-based learning, and group discussions. Teacher role models are one of the primary methods identified in this study, where teachers are expected to be concrete examples of the values taught, both in verbal and non-verbal communication. For example, teachers routinely emphasize the importance of speaking politely, listening attentively, and respecting the opinions of others, all of which directly refer to the basic principles of Pancasila.

This research also shows that story-based learning, particularly stories about Pancasila figures or everyday life stories that reflect these values, has a positive impact on students. These stories make it easier for students to understand abstract concepts and relate them to their lives, thus motivating them to apply these values in social interactions. This is in accordance with research conducted by (Yuhazri et al., 2020) This study demonstrated that story-based learning

significantly improved students' understanding of moral and ethical values in communication. Group discussions also proved effective in honing students' ability to express opinions politely and respectfully toward differences, while simultaneously strengthening their understanding of the importance of Pancasila values in everyday life.

However, despite the successful implementation of this strategy, teachers and students faced several challenges. One of these challenges was the diversity of students' family backgrounds, meaning not all students received the same reinforcement of Pancasila values at home. This impacted the extent to which students internalized the values taught at school. Interviews with teachers revealed that parental support was crucial for the continued teaching of Pancasila values at home, as the values learned at school often lacked sufficient strength without reinforcement from the family environment. This is in accordance with the findings expressed by (Nartiningrum & Nugroho, 2020), which reveals that collaboration between schools and parents has a great influence on the success of character formation in students (Nartiningrum & Nugroho, 2020).

Furthermore, the limited availability of learning media that can accommodate all students' needs is also a challenge. Although many teachers strive to optimize existing teaching methods, they are hampered by limited facilities, such as technology-based teaching aids that can enrich learning. Some teachers expressed a desire to use digital applications or other media to further increase student engagement in learning, but existing facilities are inadequate.

Overall, the results of this analysis indicate that despite several challenges, teaching Pancasila values through teacher role models, story-based learning, and group discussions has a significant positive impact on shaping students' communication ethics. The successful implementation of these teaching strategies depends heavily on collaboration between teachers, students, and parents, as well as the support of a conducive school environment. Therefore, to increase the effectiveness of teaching Pancasila values, strong synergy between relevant parties and improved learning facilities are needed.

Based on the analysis, the teaching of Pancasila values at SD IT Perguruan Baiti Jannati has been shown to have a significant impact on the development of students' communication ethics. The application of Pancasila principles, such as mutual respect, justice, and honesty, is not only carried out theoretically but also practiced in daily life through teacher role models, story-based learning, and group discussions. Teacher role models, particularly in speaking politely, listening attentively, and respecting the opinions of others, are key factors in influencing students' communication behavior. This indicates that the teaching of Pancasila values not only shapes students' character in academic contexts but also in their social interactions. However, despite the positive impact, this study also identified several challenges in implementing the teaching of Pancasila values. One of the main challenges is the diversity of students' backgrounds, which influences the extent to which they internalize these values. Inactive parental support also hinders strengthening teaching in schools. Furthermore, limited learning facilities that can accommodate students' needs also hinder optimal teaching strategies. Overall, teaching Pancasila values can be successful if there is strong collaboration between teachers, students, parents, and the school environment, as well as improving facilities that support the learning process.

Conclusion

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