

Civics Teachers' Strategies in Instilling Pancasila Values Through Contextual Learning at MIN 1 Tuban

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ARTICLE INFO

Article history

Received:

07-07-2026

Revised:

14-07-2026

Accepted:

16-07-2026

Keywords

teacher strategies, Pancasila values, Civic Education, contextual learning, elementary school.

ABSTRACT

This study aims to describe the strategies employed by Civic Education teachers in instilling Pancasila values through contextual learning at MIN 1 Tuban. The research employed a qualitative descriptive approach. Data were collected through observations, in-depth interviews, and documentation involving Civic Education teachers, the school principal, and students. Data validity was ensured through source and technique triangulation, while data were analyzed using the Miles, Huberman, and Saldaña model, which includes data condensation, data display, and conclusion drawing and verification. The findings reveal that teachers integrate Pancasila values into lesson planning, implementation, and assessment by connecting learning materials with students' real-life experiences. The implementation is supported by teachers' role modeling, a positive school culture, active learning methods, and students' active participation in the learning process. Although several challenges were identified, including limited instructional time, differences in students' characteristics, and the influence of technological developments, contextual learning proved effective in strengthening students' understanding, attitudes, and behaviors that reflect Pancasila values.

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Introduction

Pancasila is the foundation of the state and the Indonesian nation's philosophy of life, containing fundamental values as guidelines for life in society, the nation, and the state. These values include divinity, humanity, unity, democracy, and social justice, which must be instilled from an early age through education (Chelsea & Putri, 2025). Elementary school is a highly strategic educational level for shaping students' character because at this stage, children experience rapid moral, social, and emotional development. Therefore, instilling Pancasila values

in elementary schools is a crucial responsibility for teachers, particularly Pancasila and Citizenship Education (PPKn) teachers (Rizkiyah, 2024).

PPKn learning not only aims to provide an understanding of the concept of citizenship, but also to shape the character of students so that they are able to implement the values of Pancasila in everyday life (Pratiwi, 2024). Teachers play a role as educators, mentors, role models, and facilitators, capable of creating a learning environment that supports the development of students' character. The success of instilling Pancasila values is greatly influenced by the learning strategies teachers employ. Appropriate learning strategies will help students understand the meaning of Pancasila values concretely, so that they are not limited to knowledge but also reflected in attitudes and behavior (Pratiwi, V. D., Igari, G. N., Harahap, R. D. S., & Kemala, 2024).

However, various phenomena indicate that the implementation of Pancasila values among students still faces various challenges. Developments in information technology, globalization, and social change have led to the emergence of various behaviors that do not reflect Pancasila values, such as low discipline, lack of responsibility, reduced mutual respect, increased individualistic behavior, and low concern for the surrounding environment (Bala & Sanjaya, 2025). This condition shows that PPKn learning requires more innovative and meaningful strategies so that Pancasila values are truly embedded in students (Zamhari et al., 2022).

One approach considered effective in instilling Pancasila values is contextual teaching and learning. Contextual learning emphasizes the connection between learning materials and real-life situations experienced by students, making the learning process more meaningful. Through this approach, students are encouraged to connect learned concepts with everyday experiences, engage in discussions, solve problems, collaborate, and reflect on learning outcomes. Thus, Pancasila values are not only understood theoretically but also practiced in real-life settings within the school, family, and community. (Irwan & Kamarudin, 2021).

Various previous studies have shown that contextual learning can increase student learning activity, conceptual understanding, and character development. (Abbas, 2024) It also explains that teachers have a central role in developing learning strategies that are appropriate to the characteristics of students and the school environment. Research that examines in-depth the strategies of PPKn teachers in instilling Pancasila values through contextual learning, particularly at the elementary school level using a qualitative approach, is still relatively limited (Wildaniah et al., 2026).

Based on these conditions, there is a research gap that requires further study. Previous research has measured the results of contextual learning implementation quantitatively, while the processes, strategies, teacher experiences, supporting factors, and obstacles in instilling Pancasila values through contextual learning have not been explored in depth. Yet, understanding teacher strategies is crucial as a foundation for developing effective PPKn learning practices that are relevant to the needs of today's students (Susilawati, 2025).

Therefore, this study aims to describe the strategies of PPKn teachers in instilling Pancasila values through contextual learning in elementary schools. This research is expected to provide a comprehensive overview of the planning, implementation, evaluation, supporting factors, and obstacles faced by teachers in the learning process. The results are expected to serve as a reference for teachers, schools, and future researchers in developing PPKn learning strategies that can strengthen the internalization of Pancasila values in students starting from elementary school (Khairullina & Zarkasih, 2025).

Method

This study uses a qualitative approach with a descriptive approach. The qualitative approach was chosen because it aimed to gain an in-depth understanding of the strategies of Pancasila and Citizenship Education (PPKn) teachers in instilling Pancasila values through contextual learning in elementary schools (Sri & Setyaningsih, 2026). Descriptive research is used to systematically describe the process of planning, implementation, evaluation, supporting factors, and obstacles faced by teachers in implementing contextual learning (Annasthasya, 2025).

The research was conducted at Madrasah Ibtidaiyah Negeri (MIN) 1 Tuban, Tuban Regency, East Java. The location was chosen because the school has implemented character-oriented learning and Pancasila values in the learning process, particularly in the Pancasila and Citizenship Education (PPKn) subject (Sukmaraga, 2024).

The research subjects consisted of PPKn teachers as main informants, madrasa heads as supporting informants, and MIN 1 Tuban students as subjects who experienced directly the process of instilling Pancasila values through contextual learning. The selection of informants was carried out using a purposive sampling technique, namely selecting informants who were considered to know, understand and be directly involved in the implementation of PPKn learning. (Sugiyono, 2011).

The research data consists of primary and secondary data. Primary data was obtained through observation, in-depth interviews, and documentation (Abrori, 2018). Observations were conducted to directly observe the PPKn learning process, teacher-student interactions, and the implementation of Pancasila values in learning activities. Semi-structured interviews were conducted with PPKn teachers, madrasah principals, and several students to obtain information on learning strategies, experiences, supporting factors, and obstacles encountered. Documentation was used to supplement the research data in the form of teaching modules, learning tools, activity photos, school profiles, and other documents related to the research. (Sari et al., 2025).

Data validity was achieved through source triangulation and technical triangulation. Source triangulation was conducted by comparing information obtained from PPKn teachers, madrasah principals, and students, while technical triangulation was conducted by comparing the results of observations, interviews, and documentation to ensure the data obtained had a high level of credibility. (Hadi, 2016).

Data analysis used the Miles, Huberman, and Saldaña model, which includes three stages: data condensation, data display, and conclusion drawing/verification. In the data condensation stage, researchers select, focus, simplify, and group data obtained from the field. Furthermore, the data is presented in narrative form to facilitate researchers in understanding the relationships between findings. The final stage is drawing conclusions, which is carried out gradually throughout the research process by continuously verifying the obtained data to produce valid and accountable findings. (Amiruddin et al., 2022).

Through this method, it is hoped that this research will be able to provide a comprehensive picture of the strategies of PPKn teachers in instilling Pancasila values through contextual learning at MIN 1 Tuban, including factors that support and hinder its implementation. (Susanti, 2024).

Results and Discussion

Results

The research results show that PPKn teachers at MIN 1 Tuban developed lesson plans that integrated Pancasila values into the learning objectives, materials, methods, media, and assessments contained in the teaching modules. Teachers focused not only on achieving cognitive competencies but also on designing activities that could shape students' attitudes and character in accordance with Pancasila values.

Teachers' learning planning is a crucial foundation for the successful implementation of character education. Teachers who are able to systematically develop learning materials will find it easier to connect subject matter to students' real-life experiences, making the learning process more meaningful. (Loka et al., 2023). Contextually designed learning also encourages students to understand that Pancasila values are not merely learned as concepts but must be implemented in everyday behavior at school, at home, and in the community. Thus, PPKn learning can serve as a means of character formation and strengthening students' national identity (Ellia, 2025).

The results of this study are consistent with the findings (Abroto, 2021) which states that Pancasila Education teachers in elementary schools apply various learning strategies, such as

contextual approaches, group discussions, role-playing, collaborative projects, and the use of various learning media. The application of these strategies has been proven to help students understand Pancasila values more deeply while developing positive social attitudes. Through learning that is linked to real-life experiences and situations, students have the opportunity to internalize and internalize Pancasila values more optimally so that these values are more easily applied in everyday life. easier to apply in everyday life.

The findings of this study are strengthened by the results of research (Ismana, 2024) which states that character building through PPKn learning needs to be designed from the learning planning stage. Teachers are required to develop learning activities that encourage active student involvement, such as discussions, problem-solving, project-based learning, and case studies linked to everyday life contexts. Through these activities, students not only gain an understanding of the concept of citizenship but also develop critical thinking skills, collaboration skills, appreciation for diversity, and a sense of responsibility toward their social environment.

Furthermore, the research findings revealed that teachers have implemented Pancasila values through contextual learning methods. In this approach, teachers connect learning materials with students' real-life experiences through discussions, presentation of concrete examples, reflection on the learning process, and the development of behaviors that reflect Pancasila values. The implementation of this strategy provides students with the opportunity to gain meaningful learning experiences, enabling them not only to understand Pancasila concepts theoretically but also to apply them in their daily lives. Thus, the contextual approach plays a crucial role in connecting conceptual understanding with real-life practice, making the internalization of Pancasila values more effective and relevant to students' lives.

The results of this study indicate that teachers' success in internalizing Pancasila values to students is not only determined by the quality of lesson planning, but is also influenced by a school culture that supports character building. Teachers' role models, the instilling of disciplined behavior, the implementation of mutual cooperation activities, respect for diversity, and the creation of harmonious relationships between teachers and students are important factors in strengthening the process of instilling Pancasila values. These findings indicate that character education is not sufficient through the delivery of material in the classroom alone, but needs to be supported by a school environment that consistently builds and fosters a positive culture in every learning activity and daily life.

The findings of this study are supported by the results of research (Khairullina & Zarkasih, 2025) which reveals that the success of instilling diversity values in PPKn learning in elementary schools is influenced by several important factors, including a conducive school culture, teacher role models, the implementation of collaborative learning, and the cultivation of positive behavior in daily life. In this context, teachers not only act as transmitters of material but also as role models who demonstrate behavior in accordance with Pancasila values. Through these role models, students more easily internalize, emulate, and apply Pancasila values in various activities at school and in their daily lives.

This study also supports the findings (Baehaqi & Sri, 2026) which states that Pancasila Education teachers can effectively internalize Pancasila values through various learning strategies, such as discussions, case studies, environment-based learning, and reflection activities based on student experiences. These various activities provide opportunities for students to develop critical thinking skills in addressing various social issues while also accustoming them to making decisions based on Pancasila values. Therefore, the learning process is not only oriented towards mastering concepts, but also serves as a means of continuous character formation through meaningful learning experiences.

Overall, the research results indicate that the learning strategies implemented by PPKn teachers at MIN 1 Tuban align with the implementation of the Independent Curriculum, which emphasizes student-centered learning, strengthening character education, and developing the Pancasila Student Profile. This is reflected in the teachers' efforts to integrate Pancasila values into teaching modules, apply contextual approaches, utilize various learning methods that actively

involve students, and are supported by a conducive school culture. All of these components are interconnected and contribute to optimally shaping students' character.

Thus, the success of internalizing Pancasila values is not only determined by the teacher's ability to deliver learning materials, but also by their competence in designing meaningful learning experiences, providing role models through daily behavior, and creating a supportive learning environment so that students are able to apply Pancasila values in real life.

Discussion

The results of the study indicate that the strategy of Pancasila and Citizenship Education (PPKn) teachers at MIN 1 Tuban in instilling Pancasila values through the Contextual Teaching and Learning (CTL) approach is able to create more meaningful learning. The success of this strategy occurs because teachers not only convey the concept of Pancasila theoretically, but also connect it to students' real experiences through discussion activities, group work, problem-solving, and reflection. This condition makes it easier for students to understand the meaning of each Pancasila principle and apply it in everyday life. Learning that connects material to real contexts is proven to be able to increase student engagement so that the process of internalizing values is more effective than learning that only focuses on lectures. The results of this study are in line with research stating that the application of CTL can increase the actualization of Pancasila values because students gain a more contextual and meaningful learning experience (Riyana et al., 2025).

Research findings also indicate that teacher-developed lesson plans are a key factor in the successful instillation of Pancasila values. Learning modules that integrate learning objectives, methods, media, and character-based assessments make it easier for teachers to guide students toward understanding and practicing Pancasila values. This demonstrates a close relationship between the quality of lesson planning and the successful implementation of character education. The more systematic the teacher's learning tools are, the greater the opportunity for active, meaningful, and student-centered learning. These findings are supported by research demonstrating that CTL-based PPKn learning can increase students' awareness of their rights and obligations because the learning process is linked to real-life situations they experience (Susilawati, 2025).

The success of the teacher's strategy is also influenced by the active involvement of students during the learning process. Based on observations, students are more enthusiastic about discussing, expressing opinions, collaborating, and solving problems related to everyday life. This activeness indicates that the CTL approach is able to develop critical thinking skills while shaping students' character. The greater the students' involvement in the learning process, the greater their understanding of Pancasila values. Thus, learning not only results in improvements in cognitive aspects, but also in affective and psychomotor aspects. These results are consistent with research showing that the CTL model has a significant effect on improving learning outcomes in Pancasila Education in elementary schools (Ni Putu Ayu Wanda Sukarmi et al., 2025).

However, this study also identified several obstacles in implementing contextual learning, such as time constraints, differences in student characteristics, and the influence of technological developments on student behavior. These conditions require teachers to be more creative in selecting learning methods to ensure all students remain actively engaged in learning. These obstacles do not reduce the effectiveness of CTL, but rather present challenges that must be overcome through continuous learning innovation. Other research also shows that implementing CTL can increase student learning motivation, despite still facing various obstacles in its implementation (Prihandoko, 2025).

Further research findings show that the use of engaging and contextual learning media helps strengthen the internalization of Pancasila values. Media relevant to students' lives can increase attention, motivation, and a sense of responsibility during learning. This indicates that learning media is a supporting factor in the success of teachers' strategies in instilling Pancasila

values. These research findings align with research on the need for interactive multimedia to strengthen the character of responsibility in Pancasila education in elementary schools (L. Pratiwi & Wuryandani, 2025).

Overall, the research results indicate that the PPKn teacher's strategy at MIN 1 Tuban aligns with the implementation of the Independent Curriculum, which emphasizes student-centered learning, character building, and the development of the Pancasila Student Profile. The integration of a contextual approach, school culture, teacher role models, and active student involvement are interrelated factors in shaping student character. Thus, the learning strategies implemented by teachers not only enhance students' understanding of Pancasila concepts but also shape behaviors that reflect Pancasila values in everyday life (Iqbal & Syafriadi, 2025).

Conclusion

Based on the research results, it can be concluded that the strategy of Pancasila and Citizenship Education (PPKn) teachers in instilling Pancasila values through the Contextual Teaching and Learning (CTL) approach at MIN 1 Tuban has been implemented systematically through the stages of planning, implementation, and evaluation of integrated learning with the aim of building student character. In the planning stage, teachers integrate Pancasila values into teaching modules, learning objectives, materials, methods, media, and assessments so that learning is not only oriented towards achieving knowledge competencies, but also on strengthening students' attitudes and characters. In the implementation stage, teachers apply various contextual learning activities, such as discussions, group work, providing examples related to daily life, and reflection activities that encourage students to understand and practice Pancasila values in real life. The successful implementation of this strategy is supported by teacher competence in managing learning, role models provided to students, a school culture that supports character education, and the active involvement of students in every learning process. However, this study also identified several obstacles, including limited learning time, differences in student characteristics, and the influence of technological developments and the social environment that influence the internalization of Pancasila values. Therefore, ongoing learning innovation, the use of more contextual learning media, and strengthening collaboration between teachers, schools, parents, and the community are needed so that the instillation of Pancasila values can take place consistently, sustainably, and have a positive impact on the formation of student character in accordance with the objectives of Pancasila Education and the direction of the implementation of the Independent Curriculum in realizing the Pancasila Student Profile.

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