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Reconstructing Pancasila Instruction in Madrasah Ibtidaiyah through a Participatory Political Education Approach

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ABSTRACT. Pancasila education plays an important role in developing students' civic character, democratic awareness, and national identity from an early age. However, its implementation in elementary Islamic education institutions often remains focused on conceptual understanding rather than participatory experiences. This study aims to analyze the reconstruction of Pancasila instruction in Madrasah Ibtidaiyah through a participatory political education approach at SD Islam Arrahman. This research employed a qualitative approach with a case study design. Data were collected through classroom observations, interviews with the principal, teachers, curriculum coordinators, and students, as well as document analysis. The findings indicate that Pancasila instruction has shifted from teacher-centered learning toward participatory practices involving discussion, collaboration, reflection, and democratic classroom activities. The participatory approach enabled students to internalize Pancasila values, including cooperation, tolerance, responsibility, and respect for diversity through direct learning experiences. The study also found that the integration of Islamic character education and Pancasila values strengthened students' civic and moral development. Although challenges remain in improving student participation and teachers' pedagogical readiness, institutional support and innovative learning strategies contribute to successful implementation. This study highlights that participatory political education provides an effective framework for reconstructing Pancasila instruction and strengthening democratic character among Madrasah Ibtidaiyah students.

Keywords: *Pancasila Education; Participatory Political Education; Madrasah Ibtidaiyah; Civic Character; Democratic Learning.*

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INTRODUCTION

Pancasila education in Indonesia has a fundamental position in shaping students' character, civic awareness, and democratic attitudes from an early age(Rachman et al., 2024). As the philosophical foundation of the Indonesian state, Pancasila is not only understood as a set of national values but also as a moral framework that guides citizens in social, cultural, and political

life. However, the implementation of Pancasila instruction at the elementary education level still tends to emphasize cognitive understanding rather than experiential learning that enables students to practice democratic values in everyday interactions. This condition indicates the need for a reconstruction of Pancasila learning models that move beyond memorization-oriented approaches toward participatory, contextual, and transformative educational practices (Parhan & Sukaenah, 2020).

Madrasah Ibtidaiyah (MI) as an Islamic-based elementary education institution has a strategic role in developing students' civic identity by integrating national values with religious and social ethics. The learning environment in MI provides opportunities to cultivate responsibility, tolerance, cooperation, justice, and respect for differences as essential components of democratic citizenship(Sirry et al., 2024). Nevertheless, Pancasila instruction in many Islamic elementary schools often faces challenges related to limited learning strategies, insufficient student participation, and the separation between civic education and students' real social experiences. Consequently, students may recognize Pancasila principles theoretically but experience difficulties applying these values in decision-making, problem-solving, and social interactions (Montessori et al., 2024).

The contemporary development of citizenship education emphasizes that political education should begin at an early educational stage. Political education does not merely refer to formal political knowledge related to government institutions or elections but includes the development of awareness regarding rights, responsibilities, participation, dialogue, and collective decision-making(Bonotti & Zech, 2023). Through political education, students learn how to become active citizens who are able to appreciate differences and contribute positively to society. Therefore, introducing participatory political education in elementary schools can become an important strategy to strengthen Pancasila values through meaningful learning experiences (Hidayah et al., 2021).

A participatory approach in Pancasila instruction provides a pedagogical framework that positions students as active subjects rather than passive recipients of knowledge. This approach encourages students to engage in discussions, collaborative activities, democratic classroom practices, and social projects that reflect the values of Pancasila. Participation allows students to experience democratic processes directly, such as expressing opinions, respecting alternative perspectives, negotiating decisions, and developing collective responsibility. Such experiences are considered more effective in building civic competence because democratic attitudes are formed through practice rather than only through theoretical instruction (Kiess, 2022).In the context of Islamic elementary education, the reconstruction of Pancasila instruction requires an approach that harmonizes national citizenship values with Islamic moral principles. Pancasila and Islamic education share several common orientations, including justice, humanity, social responsibility, and respect for diversity. Therefore, Pancasila learning in Madrasah Ibtidaiyah should not be positioned as separate from religious education but integrated with students' moral development and social experiences. This integration can strengthen students' understanding that religious identity and national citizenship can coexist within Indonesia's multicultural society (Widiastuti et al., 2024).

The need for innovative Pancasila instruction has become increasingly important in response to rapid social changes, digital transformation, and emerging challenges that influence the character development of younger generations. The expansion of digital media has created new opportunities for learning, but it has also increased students' exposure to misinformation, social polarization, intolerance, and various forms of negative interaction(Deinla et al., 2022). These conditions require educational institutions to move beyond conventional approaches that emphasize memorization of Pancasila concepts toward learning models that develop critical thinking, ethical awareness, and responsible participation. In this context, elementary education plays a strategic role in creating learning environments that nurture dialogue, empathy, cooperation, and democratic attitudes from an early age. Pancasila education should not only be

understood as a subject matter but also as a transformative process that enables students to interpret social realities and construct meaningful responses based on national values (Saud, 2020).

SD Islam Arrahman Wonogiri provides a relevant educational context for examining the reconstruction of Pancasila instruction through a participatory political education approach. As an Islamic elementary institution, the school reflects an educational environment where religious values, national identity, and democratic citizenship can be integrated within daily learning practices. Exploring how Pancasila values are implemented through classroom activities, student participation, and social interactions can provide valuable insights into citizenship education reform. This perspective is particularly significant for Islamic elementary schools seeking to develop students' moral character while simultaneously strengthening democratic competence and civic responsibility.



Figure 1. Participatory Learning Environment for Pancasila Education in Elementary School

The figure illustrates an interactive classroom environment where students actively engage in discussion, collaboration, and value-based learning activities. Such participatory practices represent a shift from teacher-centered instruction toward democratic learning experiences that support the internalization of Pancasila values.Previous studies have examined Pancasila education, character education, and civic learning approaches however, limited attention has been given to how participatory political education can reconstruct Pancasila instruction in Islamic elementary education contexts. Existing research often focuses on curriculum analysis, teacher roles, or students' moral character development separately, while the relationship between participation, political awareness, and Pancasila learning practices remains underexplored. This research gap highlights the importance of investigating how participatory approaches can transform Pancasila instruction into a more meaningful and contextual educational process.

Based on this background, this study aims to analyze the reconstruction of Pancasila instruction in Madrasah Ibtidaiyah through a participatory political education approach at SD Islam Arrahman. The study focuses on understanding how participatory learning practices are implemented, how students engage with democratic values, and how Pancasila principles are internalized through educational experiences. The findings are expected to provide theoretical and practical contributions to the development of citizenship education models that strengthen democratic character among elementary-level students.

METHOD

This study employed a qualitative research approach with a case study (Priya, 2021)design to explore the reconstruction of Pancasila instruction through a participatory political education approach at SD Islam Arrahman Wonogiri. The qualitative approach was selected because the research focused on understanding educational practices, learning processes, and the meaning constructed by teachers and students (Xu & Zammit, 2020)in implementing Pancasila values within the madrasah environment. Data were collected through classroom observations, semi-structured interviews with principals, teachers, and students, as well as documentation analysis of learning materials, school programs, and curriculum-related documents. This approach enables researchers to examine educational phenomena in their natural context and interpret how social

interactions contribute to the development of students' democratic character (Wijaya Mulya et al., 2024).

The data analysis process followed an interactive model consisting of data condensation, data display, and conclusion drawing(Moura et al., 2023). The validity of the findings was strengthened through source and technique triangulation by comparing information obtained from observations, interviews, and documents. The participatory political education perspective was used as an analytical framework to identify how Pancasila instruction encourages student involvement, dialogue, critical awareness, responsibility, and democratic practices in daily school life. Through this framework, the study examined how teachers transform Pancasila learning from a conceptual subject into an experiential learning process that supports civic competence and character formation among elementary-level students (State university of Surabaya et al., 2025).

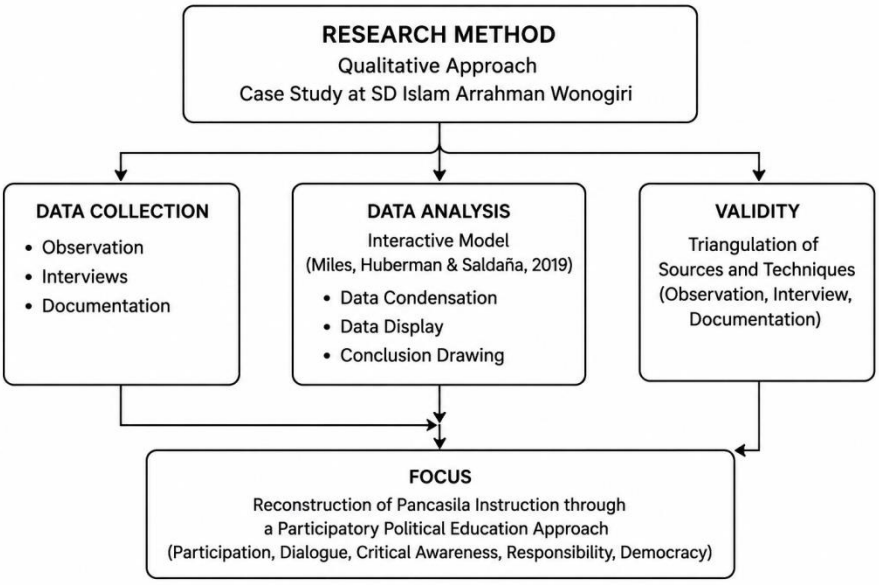


Figure 2. Data Analysis Process

RESULT AND DISCUSSION

Result

Reconstruction of Pancasila Instruction through Participatory Learning Practices

The findings indicate that the reconstruction of Pancasila instruction at SD Islam Arrahman was implemented through a shift from teacher-centered learning toward student-centered participatory activities. Based on classroom observations, Pancasila learning was not only delivered through textbooks and explanations from teachers but also through discussions, group activities, and contextual tasks related to students' daily experiences(Silseth & Furberg, 2024). The teacher emphasized that students needed opportunities to express opinions and practice democratic attitudes during the learning process. As stated by the classroom teacher during the interview, "Pancasila learning becomes more meaningful when students are directly involved, because they learn not only to understand the values but also to apply them in their interactions with friends" (Teacher Interview, 2025).

The implementation of participatory Pancasila instruction was reflected in various classroom activities designed to encourage communication, cooperation, and responsibility

among students. Observation results showed that students were actively involved in group discussions, shared their perspectives, and participated in decision-making processes related to learning tasks(Conner et al., 2024). These activities represented an effort to transform Pancasila education from a knowledge-based subject into an experiential learning process. The teacher explained that classroom discussions were intentionally conducted to train students to respect different opinions and develop confidence in expressing their ideas (Teacher Interview, 2025).

The research findings reveal that participatory political education was integrated into Pancasila learning through activities that introduced democratic practices at the elementary school level. Students were encouraged to understand simple political concepts such as participation, collective decision-making, fairness, and responsibility through classroom interactions. According to the school principal, political education at the elementary level does not mean teaching practical politics but developing students' awareness as responsible members of society. The principal stated, "Children need to understand that democracy begins from simple practices, such as listening to others, making agreements, and respecting differences" (Principal Interview, 2025).

Student Participation and Internalization of Pancasila Values

The study found that student participation became a central element in strengthening the internalization of Pancasila values at SD Islam Arrahman. Classroom observations showed that students demonstrated increased involvement when learning activities were connected with real social situations, such as cooperation projects, classroom discussions, and problem-solving activities(Chang et al., 2024). Students were able to relate Pancasila principles with daily behaviors, including helping classmates, respecting differences, and completing responsibilities together(Krijnen et al., 2024). This finding indicates that participatory experiences contribute significantly to students' understanding of Pancasila as a practical value system rather than merely theoretical knowledge.

Interviews with students showed that participatory learning activities provided a more enjoyable and understandable learning experience compared to conventional methods. Several students explained that they preferred learning activities involving discussion, teamwork, and opportunities to share their opinions. One student mentioned, "When we discuss together, we can hear our friends' ideas and learn that everyone can have different opinions" (Student Interview, 2025). These responses demonstrate that participatory learning created a classroom environment where democratic values could be experienced directly by students.

The findings also indicate that teachers played an important role as facilitators in creating democratic learning environments(Zak-Doron & Perry-Hazan, 2024). Teachers encouraged students to communicate respectfully, solve problems collaboratively, and make decisions through discussion rather than domination by certain individuals(Hu et al., 2024). The observation results showed that teachers provided guidance while allowing students to take an active role during learning activities. According to the teacher, "The teacher's role is not only to explain Pancasila concepts but also to create situations where students can practice those values" (Teacher Interview, 2025).

The integration of Pancasila values with Islamic character education was another important finding in this research. SD Islam Arrahman developed learning practices that connected national values with religious morality, such as honesty, mutual respect, responsibility, and social concern(Indriani et al., 2024). The curriculum coordinator explained that Pancasila values were strengthened through daily school activities, including cooperation programs, religious activities, and student responsibilities. The coordinator stated, "Pancasila and Islamic character education have similar orientations because both emphasize good behavior, responsibility, and respect for others" (Curriculum Coordinator Interview, 2025).

Challenges and Supporting Factors in Implementing Participatory Pancasila Education

Although participatory approaches provided positive impacts, the study identified several challenges in their implementation. Teachers reported that differences in students' confidence

levels, learning abilities, and communication skills influenced the effectiveness of classroom participation. Some students were still hesitant to express opinions because they were accustomed to teacher-centered learning patterns. The teacher explained that continuous guidance was required to ensure that all students had equal opportunities to participate actively in discussions and activities (Teacher Interview, 2025).

Another challenge identified was the need for continuous development of teachers' pedagogical competencies in implementing participatory political education(Coopmans & Rinnooy Kan, 2023). The findings showed that teachers required creativity in designing activities that were appropriate for students' developmental stages while maintaining alignment with Pancasila learning objectives. The principal stated that teacher innovation was a key factor in improving the quality of civic learning at school. According to the principal, "Strengthening Pancasila education requires teachers who are able to connect national values with students' real experiences" (Principal Interview, 2025). The research also identified several supporting factors that enabled the implementation of participatory Pancasila instruction at SD Islam Arrahman. These factors included school leadership support, a collaborative school culture, teacher commitment, and learning activities that encouraged student engagement. Observations showed that the school environment provided opportunities for students to practice cooperation and responsibility through various academic and non-academic activities. These conditions supported the development of democratic character among students through continuous social interaction.

Overall, the findings demonstrate that reconstructing Pancasila instruction through a participatory political education approach created meaningful learning experiences for Madrasah Ibtidaiyah students. The approach enabled students to understand Pancasila values through practice, interaction, and reflection rather than through memorization alone. The involvement of teachers, school leaders, and students formed an educational ecosystem that supported democratic character development(Flores & Ahn, 2024). Therefore, participatory political education can be considered an effective strategy for strengthening Pancasila learning in Islamic elementary education contexts.

Table 1. Summary of Findings on the Reconstruction of Pancasila Instruction through a Participatory Political Education Approach at SD Islam Arrahman

No	Focus	Findings
1	Reconstruction of Pancasila Instruction	Pancasila learning shifted from teacher-centered approaches to participatory methods through discussion, collaboration, and contextual activities.
2	Participatory Political Education	Students practiced democratic values through expressing opinions, deliberation, and collective decision-making activities.
3	Internalization of Pancasila Values	Students developed values of cooperation, tolerance, responsibility, and respect for diversity through learning experiences.
4	Integration of Islamic and Pancasila Values	National values were strengthened through Islamic character education, including honesty, social awareness, and responsibility.
5	Supporting Factors and Challenges	School support enhanced implementation, while challenges involved student participation levels and teachers' pedagogical competencies.

Discussion

The reconstruction of Pancasila instruction at SD Islam Arrahman demonstrates a transformation from conventional transmission-based learning toward participatory and experiential learning practices. This transformation reflects the contemporary understanding of citizenship education, which emphasizes active student involvement, dialogue, and social interaction as essential components of democratic learning. Pancasila education is no longer positioned merely as a subject for memorizing national principles but as a process of developing students' civic competencies through meaningful experiences. This finding is consistent with the perspective of (Mairitsch et al., 2023), who argues that education should provide opportunities

for learners to develop agency, responsibility, and participation within social contexts. The shift toward student-centered learning found in this study confirms that effective civic education requires learning environments where students can practice democratic values directly. Through discussions, collaborative activities, and classroom decision-making, students at SD Islam Arrahman experienced basic democratic practices in accordance with their developmental levels. Such practices support the argument that citizenship education should move beyond cognitive understanding and include affective and behavioral dimensions. According to (Themelis & Hsu, 2021), transformative civic education encourages learners to develop critical awareness and participate actively in social life.

The implementation of participatory political education in Pancasila learning provides evidence that democratic values can be introduced from the elementary school level through simple classroom practices. The findings show that participation, dialogue, consensus-building, and respect for differences became important elements in developing students' civic character. This approach corresponds with the concept of democratic education, where schools function as miniature societies that provide opportunities for students to experience democratic interactions. Dewey's educational perspective, as discussed by (Holma, 2024), emphasizes that democratic habits are developed through participation and social experiences rather than through theoretical instruction alone.

The role of teachers as facilitators represents a significant aspect of reconstructing Pancasila instruction at SD Islam Arrahman. Teachers were not only responsible for transferring knowledge but also for designing learning situations that encouraged students to communicate, cooperate, and reflect on values. This finding supports the view of (Karch et al., 2024)that effective teaching involves creating meaningful learning interactions where students actively construct understanding. Therefore, teacher competence in designing participatory learning strategies becomes a crucial factor in strengthening civic education outcomes. The findings also indicate that student participation contributes significantly to the internalization of Pancasila values. When students participate in group discussions, collaborative tasks, and classroom decision-making, they experience values such as mutual respect, responsibility, and equality in practical situations. This supports the argument of Hoskins and Janmaat (2019) that civic competence develops through opportunities for young learners to engage in social interaction and collective activities(Kosberg, 2024). Therefore, participatory learning becomes an effective mechanism for connecting abstract national values with students' everyday experiences.

The integration of Pancasila values with Islamic character education at SD Islam Arrahman represents an important finding within the context of madrasah education. The combination of national and religious values creates a learning framework that strengthens students' moral awareness, social responsibility, and respect for others. This finding aligns with the concept of character education proposed by (Purwati et al., 2024), which emphasizes the importance of integrating moral knowledge, moral feeling, and moral action. In the Islamic educational context, Pancasila values can complement religious teachings by reinforcing universal ethical principles such as honesty, compassion, and social responsibility. The relationship between Pancasila education and Islamic character formation also reflects the broader objective of education in Indonesia, which seeks to develop students who possess both national identity and moral integrity. The findings suggest that SD Islam Arrahman does not view Pancasila and religious education as separate domains but as interconnected foundations for student development. This approach is consistent with the idea that multicultural and values-based education should promote respect, tolerance, and social cohesion among learners. According to (Caetano et al., 2020), education that recognizes cultural and value diversity can strengthen students' ability to participate constructively in democratic societies.

The challenges identified in implementing participatory Pancasila education indicate that educational transformation requires institutional and pedagogical support. Differences in students' confidence, communication abilities, and previous learning experiences influence their

level of participation during classroom activities. These challenges demonstrate that participatory learning cannot be implemented instantly but requires gradual adaptation and continuous teacher guidance. This finding supports the argument of Darling-Hammond et al. (2020) that effective learning innovation depends on teacher capacity, supportive environments, and sustained professional development(Liu et al., 2022). Teacher competence emerged as a key determinant in ensuring the sustainability of participatory Pancasila instruction. Teachers need the ability to design contextual activities, facilitate classroom dialogue, and manage diverse student characteristics. This finding is in line with (Capobianco & Cerrato, 2022) that highlights the importance of teacher professional competence in developing students' social and civic skills. Therefore, strengthening teacher capacity should become a strategic priority in improving the quality of citizenship education at the elementary level.

School leadership also plays an important role in supporting the implementation of participatory political education. The findings show that principal support, collaborative culture, and institutional commitment created conditions that enabled teachers to develop innovative Pancasila learning practices. This confirms the research of (Ma & Marion, 2024), which emphasizes that effective school leadership influences educational improvement by creating supportive organizational cultures. In this context, leadership functions not only as administrative management but also as a driver of educational transformation.

The findings of this study strengthen previous research emphasizing that civic education should be connected with students' real-life contexts. Pancasila instruction becomes more meaningful when students experience democratic principles through classroom relationships and school activities. This contextual approach supports the development of civic dispositions, including responsibility, tolerance, and participation. According to Schuitema et al. (2017), students' civic attitudes are influenced by authentic learning experiences that allow them to engage with social values directly(Wong et al., 2022). Furthermore, the participatory approach applied at SD Islam Arrahman reflects the principles of active learning, where students construct knowledge through interaction and reflection. Learning activities that involve discussion and collaboration encourage students to develop communication skills and critical thinking abilities. These competencies are essential components of twenty-first-century citizenship education. As argued by OECD (2021), future citizens require not only knowledge but also the ability to collaborate, communicate, and participate responsibly in complex social environments.

Overall, this study confirms that reconstructing Pancasila instruction through participatory political education provides a relevant model for strengthening civic character among Madrasah Ibtidaiyah students. The approach integrates knowledge, values, and practices by allowing students to experience democracy within their educational environment. The findings contribute to the development of Pancasila education by demonstrating that democratic learning can begin from simple interactions and classroom practices. Therefore, participatory political education should be considered an important strategy for developing responsible, tolerant, and active young citizens.

CONCLUSION

This study concludes that the reconstruction of Pancasila instruction at SD Islam Arrahman through a participatory political education approach has transformed the learning process from a knowledge-oriented model into a more contextual and experiential practice. Pancasila learning is no longer limited to understanding concepts and principles but is implemented through discussions, collaboration, reflection, and democratic classroom activities that encourage students' active involvement.The findings demonstrate that participatory political education contributes to strengthening students' understanding and internalization of Pancasila values, including cooperation, tolerance, responsibility, fairness, and respect for different perspectives. Through direct participation in learning activities, students are able to experience democratic practices at an early stage, such as expressing opinions, listening to others, and

making collective decisions.Furthermore, the integration between Pancasila values and Islamic character education at SD Islam Arrahman provides a meaningful approach for developing students' civic and moral identities. The collaboration between school leadership, teachers, and students creates a supportive educational environment where national values and religious ethics can be developed simultaneously. Although challenges remain regarding student participation differences and teachers' pedagogical readiness, continuous innovation and institutional support can strengthen the implementation of participatory Pancasila education.Therefore, participatory political education can serve as an effective strategy for reconstructing Pancasila instruction in Madrasah Ibtidaiyah. This approach not only enhances students' civic knowledge but also develops democratic character and prepares young learners to become responsible citizens in a diverse Indonesian society.

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