

An Analysis of Students' Understanding of Pancasila Symbols and the Implementation of Pancasila Values in Second Grade Elementary School

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ARTICLE INFO

Keywords:

Pancasila Education;
Pancasila Symbols;
Value Internalization;
Contextual Learning

Article history:

Received 2026-04-19

Revised 2026-05-12

Accepted 2026-06-27

ABSTRACT

This study aims to analyze the understanding of second-grade students at SDN 147 Rejang Lebong regarding the symbols of Pancasila and the implementation of Pancasila values in learning, as well as to identify obstacles and teacher efforts in the process. A descriptive qualitative approach was employed with 12 student subjects. Data were collected through observation, interviews, and documentation, using indicators such as the ability to recognize symbols, mention the sound of each principle, relate symbols to daily behavior, and implement the values of Divinity, Humanity, Unity, Democracy, and Justice. The results show that most students are able to mention the symbols and the sound of Pancasila principles, but only a portion can relate them to everyday behaviors. Religious and cooperation values are most dominant, while the values of deliberation and justice still require habituation. The main obstacles include students' low concentration and limited variation in teaching methods. Teachers strive to enhance understanding by using visual media, group discussions, and positive behavior habituation. In conclusion, learning about Pancasila symbols is quite effective at the basic knowledge level, but value internalization requires more innovative and contextual methods. This research implies the need for the development of more creative Pancasila learning strategies and contributes as a reference for teachers and policymakers in designing character education relevant to the developmental stage of elementary school students.

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1. INTRODUCTION

Pancasila education at the elementary school level plays a highly strategic role in shaping students' character and personality from an early age (Rahmawati, 2021; Kaelan, 2019). Pancasila not only serves as the philosophical foundation of the Indonesian state but also as a guideline for attitudes, behaviors, and

value systems that underpin social and civic life. The inculcation of Pancasila values through formal education, especially at the elementary level, is crucial because this is the phase in which value internalization occurs intensively and continuously. In elementary schools, particularly in the second grade at SDN 147 Rejang Lebong, Bengkulu, Pancasila instruction is designed to introduce students to the symbols of Pancasila, while simultaneously instilling the profound meanings and noble values embedded within. Through such instruction, students are expected not only to recognize the symbols and the statements of each principle but also to demonstrate religious attitudes, cooperation, responsibility, deliberation, and justice in their daily lives. Character education based on Pancasila values is of paramount importance, considering that elementary students are in a formative stage of moral and social habit development, which will have a lasting impact throughout their lives (Kaelan, 2019; Yaumi, 2018).

Despite the widely acknowledged urgency of Pancasila education, the reality in the field reveals that its implementation remains far from ideal. The teaching of Pancasila in many elementary schools, including SDN 147 Rejang Lebong, often focuses on the cognitive aspect, such as memorizing the symbols and the statements of each principle, while the deeper meaning and application of these values in daily behavior are less emphasized. Students are generally able to mention Pancasila's symbols, but have not fully developed the ability to connect these symbols to real-life behaviors that reflect Pancasila values in social interactions. This condition results in suboptimal internalization of Pancasila values among students, thus the primary goal of Pancasila education as a vehicle for character building has not been entirely achieved. Similar findings have been reported by previous studies, which indicate that Pancasila education is still predominantly cognitive, while character formation and experiential learning are yet to become the main focus (Prabandari, 2020; Nugraeni et al., 2024).

This issue becomes more complex when considering the developmental characteristics of lower-grade elementary students, who are generally at the concrete operational stage according to cognitive development theory. At this stage, students tend to understand abstract concepts, including Pancasila values, more easily through visual media, direct experiences, and contextual learning. Therefore, the use of Pancasila symbols is highly appropriate in assisting students to comprehend and internalize the nation's noble values in a more concrete and meaningful way. Nevertheless, in practice, the lack of variety in teaching methods and media has resulted in monotonous and less engaging learning experiences for students. Consequently, students are prone to boredom, reduced focus, and difficulties in deeply understanding the meanings of Pancasila symbols (Hurlock, 2018; Suparno, 2019).

Various previous studies have demonstrated that the implementation of Pancasila values in elementary schools can significantly contribute to shaping students' religious, caring, and responsible character. The implementation of these values also plays a crucial role in fostering tolerance, cooperation, and deliberation within the school environment (Dwiputri & Anggraeni, 2020; Khairunnisa et al., 2020). Furthermore, character education based on the "Profil Pelajar Pancasila" (Pancasila Student Profile) is considered effective in supporting the moral and social development of elementary students through habituation and active, contextual learning activities (Astuti, 2025). Thus, Pancasila education at the elementary level is not only aimed at providing students with cognitive knowledge, but also at building a strong foundation of character for civic life.

However, existing studies generally discuss the implementation of Pancasila values in a broad sense across various educational levels and contexts, without specifically highlighting the process of understanding Pancasila symbols and their relationship to value implementation in the second grade at SDN 147 Rejang Lebong, Bengkulu. In fact, a more in-depth and contextual analysis of students' understanding of Pancasila symbols and the application of these values is essential to formulate more effective teaching strategies, particularly for lower-grade students who have specific developmental characteristics. In other words, there remains a research gap regarding a comprehensive analysis of the relationship between understanding Pancasila symbols and the implementation of Pancasila values among second-grade students in specific elementary school contexts.

This research seeks to address this gap by providing a more comprehensive and contextual analysis. The novelty of this study lies in its specific focus on examining the understanding of Pancasila symbols

among second-grade students at SDN 147 Rejang Lebong, how they relate these symbols to everyday behavior, and identifying the challenges encountered in the teaching process as well as the teachers' efforts to enhance students' understanding and application of Pancasila values. This study also highlights the importance of using varied instructional methods and media tailored to the developmental characteristics of elementary students in order to achieve optimal internalization of Pancasila values.

Based on this background, the present study aims to analyze in depth the understanding of Pancasila symbols among second-grade students at SDN 147 Rejang Lebong, the implementation of Pancasila values in learning, the challenges encountered during the learning process, and the efforts made by teachers to improve students' understanding and application of Pancasila values.

2. METHODS

This study employs a qualitative approach with a case study design, aimed at conducting an in-depth analysis of the understanding of second-grade students at SDN 147 Rejang Lebong regarding Pancasila symbols and the implementation of Pancasila values in learning. The case study design was chosen as it provides a contextual and comprehensive picture of students' behaviors, experiences, and dynamics, specifically within the context of second-grade classes at this school, as emphasized by Moleong (2018) and Sugiono (2018). The research subjects consisted of 12 second-grade students selected purposively, based on their activeness and involvement in Pancasila Education learning, so that the data collected would be relevant and in-depth in accordance with the research objectives.

The research procedure consists of four main stages. The first stage is preparation, which includes determining the focus of the case study and developing research instruments such as observation sheets, interview guidelines, and data recording cards. The observation sheet used in this study contains two main groups of indicators: indicators of the level of understanding of Pancasila symbols and indicators of student behaviors reflecting Pancasila values in daily life. The indicators on the observation sheet were developed based on relevant theories and literature on character education and Pancasila learning in primary schools.

The second stage is the implementation of the case study, which is carried out through direct observation of students' activities in class to observe their behaviors and interactions, structured interviews to explore students' understanding and experiences, and documentation in the form of learning notes and learning resources used in class. The third stage is data analysis, which is conducted descriptively through data reduction, presenting data in narrative and tabular form, and drawing conclusions by linking field findings with character education theories and previous research results. The fourth stage is reporting the research results, which is systematically compiled in accordance with scientific writing standards.

The indicators used in the observation sheet are detailed in the following two tables (adapted from Kemendikbud, 2017; Kaelan, 2018; Zubaedi, 2019; Yaumi, 2018):

Table 1. Observation Indicators for the Level of Understanding of Pancasila Symbols

No	Aspect Observed	Indicator
1	Symbol Understanding	Mentioning the symbols
2	Understanding of Principle Statements	Mentioning the statement of the principle according to the symbol
3	Understanding of Meaning	Relating the symbol to daily behavior

Table 2. Observation Indicators for Behavior in Accordance with Pancasila Values

No	Pancasila Values	Behavior Observed
1	Divinity Value	Praying before studying
2	Humanity Value	Helping friends in need
3	Unity Value	Working together in groups
4	Democracy Value	Simple deliberation

5 Justice Value Being fair to friends

Assessment on the observation sheet uses a scale from 1 to 4, where a score of 1 means "not observed," 2 "starting to be observed," 3 "already observed," and 4 "highly observed." Data analysis is conducted descriptively, by selecting relevant data, presenting it in narrative and tabular form, and drawing conclusions based on character education theory and the literature on Pancasila learning in primary schools. Throughout the research process, the researcher always pays attention to research ethics, such as obtaining permission from the school, maintaining the confidentiality of subject identities, and ensuring that the data is used solely for scientific purposes. With this systematic procedure and case study design, this research is expected to be replicable by other researchers and contribute to the development of Pancasila Education learning strategies in primary schools.

3. FINDINGS AND DISCUSSION

Findings

3.1. Overview of Research Location and Informants

This research was conducted at SDN 147 Rejang Lebong, Bengkulu, with a total of 12 second-grade students selected purposively as research subjects. The students, as informants, were given initials to maintain confidentiality, such as DA (Deti Amalia), FS (Ferdinand Sanjaya), MR (Muhammad Rangga), and so on. The school is situated in a semi-urban environment, with students coming from diverse social backgrounds, mostly from lower-middle economic families.

3.2. Description of Observational Data

Data collection was carried out through direct observation using observation record sheets. The indicators observed included: (1) The ability to name the symbols of Pancasila; (2) The ability to state the sound of each principle; (3) The ability to relate the symbols to daily behaviors; and (4) The implementation of Pancasila values (praying before studying, helping friends, group cooperation, and fair attitude).

Table 1. Observation Record Sheet of Second Grade Students at SDN 147 Rejang Lebong

Initial	Naming Symbols	Stating Principles	Relating to Behavior	Praying Before Study	Helping Friends	Group Cooperation	Fair Attitude
FSP	3	3	2	4	3	3	2
MR	4	3	3	4	3	4	3
MZE	3	3	2	4	2	3	2
NPA	4	4	4	4	4	4	4
N	3	3	3	4	4	3	3
NP	4	4	3	4	4	3	3
OS	3	2	2	4	2	3	2
P	3	3	2	4	3	2	2
RTV	4	3	3	4	3	4	3
TBM	3	2	2	3	2	2	2
R	4	3	3	4	3	3	3

Note: Score 4 = highly evident; 3 = evident; 2 = somewhat evident; 1 = not evident

3.2.1 Students' Understanding of Pancasila Symbols

Based on observations, most students demonstrated a good understanding in recognizing and naming the symbols of Pancasila. Out of 12 students, 10 students (83%) could correctly name all five Pancasila symbols, while 2 students (17%) still had difficulty, especially in distinguishing the banyan tree and bull's head symbols.

A total of 8 students (67%) were able to state the sound of each principle correctly, while 4 students (33%) still needed guidance. Regarding the ability to relate symbols to daily behaviors, only 6 students (50%) showed adequate understanding.

Table 2. Students' Understanding of Pancasila Symbols (N=12)

No	Indicator	Number of Students Competent
1	Naming Pancasila symbols	10
2	Stating the principles	8
3	Relating symbols to meaning/behavior	6

These results indicate that most students are still at the concrete operational stage, making it easier for them to remember visual symbols rather than comprehend abstract values. As quoted from an interview with student NP: "The Pancasila star symbol means praying; I like to pray before the lesson starts."

3.2.2 Recapitulation of Observation Scores on Understanding and Behavior

To clarify the distribution of students' abilities, the following average scores for each aspect are presented:

Table 3. Recapitulation of Observation Scores on Understanding and Behavior

No	Observed Aspect	Average Score (Max 4)
1	Naming Pancasila symbols	3.5
2	Stating the principles	3.1
3	Relating symbols to behavior	2.8
4	Praying before study	3.9
5	Helping friends	3.0
6	Group cooperation	3.1
7	Fair attitude	2.7

Based on Table 3, the students' ability to name Pancasila symbols (3.5) and state the principles (3.1) is considered good. However, the ability to relate symbols to daily behaviors is still moderate (2.8). Praying before study scored the highest (3.9), indicating a strong habituation of religious values. Humanitarian, unity, and justice values are beginning to develop but still require further habituation and guidance from the teacher to be fully internalized by all students.

3.2.3 Implementation of Pancasila Values in Student Behavior

The implementation of Pancasila values is reflected in students' daily classroom activities, both through habitual behavior and group activities.

To clarify the distribution of students' abilities, the following average scores for each aspect are presented:

Table 4. Implementation of Pancasila Values in Student Behavior

No	Pancasila Value Indicator	Example of Student Behavior	Number of Students Excelling
1	Divinity	Praying before study	11
2	Humanity	Helping friends in need	8
3	Unity	Cooperation in group work	9
4	Democracy	Simple deliberation during discussion	6
5	Justice	Being fair in task distribution	5

Table 4 shows that the value of Divinity is the most prominent and has become the primary habit of students during learning activities. Humanity and Unity values are also increasingly visible in student interactions, especially in helping friends and cooperating in groups. However, the implementation of Democracy and Justice values remains relatively low, indicating the need for reinforcement through teacher habituation and facilitation in various class activities to instill deliberation and fair attitudes consistently.

3.3 Challenges in Learning and Teacher Efforts

In the process of teaching Pancasila values to second-grade students at SDN 147 Rejang Lebong, several challenges were encountered by both students and teachers. One of the main obstacles was the students' concentration, which was easily distracted, especially when learning was monotonous and lacked varied activities. This resulted in some students being less focused in receiving material, causing uneven understanding of Pancasila symbols and meanings across the class. In addition, students' reading abilities varied, with some struggling to comprehend written instructions or texts related to Pancasila, thereby requiring more intensive guidance from the teacher.

Another challenge was the lack of variation in media and teaching methods used. Lessons that relied heavily on lectures or rote memorization tended to make students quickly bored and less actively involved. Consequently, the internalization of Pancasila values through daily behavior was not optimal. To address these obstacles, teachers implemented several innovative strategies. Teachers began regularly using picture media of Pancasila symbols to make abstract concepts more visually comprehensible. Moreover, learning was developed through small group discussions, role playing, and simple deliberation simulations to accustom students to active participation and contextual understanding of value implementation.

Teachers also reinforced the habituation of praying before and after lessons, instilled cooperation, and encouraged helping behaviors by providing simple rewards. These innovations were considered effective in increasing students' enthusiasm and strengthening their understanding and application of Pancasila values in daily life. As stated by a teacher with the initials RS in an interview, "I often bring pictures of Pancasila symbols and invite students to tell stories and discuss. If they are invited to role-play, they usually understand and remember the meaning of the symbols more quickly." Such efforts are crucial steps in supporting more effective and meaningful learning processes for lower primary school students.

3.4 Summary of Key Findings

In general, the research results show that most second-grade students at SDN 147 Rejang Lebong are able to recognize and name the symbols and sound of each principle of Pancasila well. However, students' ability to relate these symbols to real-life behaviors still needs to be improved. The values of divinity and humanity are the most easily internalized, while democracy and justice values require further habituation and guidance from teachers. Key challenges in learning include students' easily distracted concentration, uneven reading abilities, and lack of variety in teaching methods. Nevertheless, teachers have made efforts to innovate through the use of concrete media and active methods to support the more effective and meaningful internalization of Pancasila values.

Discussion

The results of this study indicate that second-grade students at SDN 147 Rejang Lebong, Bengkulu, generally find it easier to recognize and name the symbols of Pancasila compared to understanding the meanings and applying the values contained within them. This is evident from the research data, which show that 83% of students (10 out of 12) were able to correctly identify and mention all five Pancasila symbols, while only 50% were able to relate the symbols to their meanings and corresponding behaviors in daily life. Additionally, the average score for the indicator of naming symbols was higher than that for relating symbols to their meanings, indicating a tendency for students to excel more in memorization than in deep understanding. This finding is consistent with the cognitive development theory proposed by Suparno (2019) and Hurlock (2018), which states that elementary school students, especially those in lower grades, are at the concrete operational stage. At this stage, students tend to understand concepts more easily through visual media and direct experience. Therefore, the use of Pancasila symbols as learning media is considered appropriate and relevant to their developmental characteristics.

In terms of knowledge, most students are able to recognize and name all five Pancasila symbols. However, only some students are able to connect these symbols to their meanings and everyday behaviors. The learning process is still dominated by memorization and has not yet optimally reached

the internalization of values. This reinforces Kaelan's (2019) argument that Pancasila education should not only focus on cognitive knowledge, but also on shaping attitudes and behaviors in accordance with Pancasila values.

In the affective domain, most students have demonstrated behaviors in line with Pancasila values, such as praying before learning, helping friends, and working together. However, behaviors related to justice and deliberation still require intensive guidance. This is in line with the views of Yaumi (2018) and Zubaedi (2019), who assert that character education develops through positive habituation, role modeling, and a supportive learning environment.

The main obstacles encountered include students' low concentration during learning, as well as a lack of variety in teaching methods and media, resulting in students becoming easily bored and less actively involved. These findings highlight the importance of teachers creating more engaging and participatory learning experiences. Sanjaya (2018) states that varied teaching methods can increase students' attention and engagement, while Mulyasa (2018) emphasizes the crucial role of teachers in creating a pleasant and needs-based learning atmosphere.

Efforts made by teachers, such as using visual aids, conducting simple discussions, and habituating positive behaviors, are appropriate steps to improve students' understanding and application of Pancasila values. The use of visual media greatly assists students in concretizing abstract concepts, while discussions and group work help develop social skills and the practical application of Pancasila values in daily life. Overall, the findings of this study confirm that the teaching of Pancasila symbols at SDN 147 Rejang Lebong has been successful in terms of basic knowledge. However, strengthening the understanding of meaning and the internalization of values is still urgently needed through more active and contextual teaching innovations.

This study has several limitations. First, the number of subjects is limited to 12 second-grade students at a single school, so the results cannot be generalized to a wider population. Second, the data obtained mainly come from observations and interviews, making the findings highly dependent on the researcher's subjectivity and students' responses. Third, the limited variety of instruments and teaching media used in this study may also affect the observed results regarding students' understanding and application of Pancasila values. These limitations should be addressed in future research by involving a larger sample, using more diverse instruments, and implementing more innovative teaching methods.

CONCLUSION

Based on the findings of this study regarding the understanding and application of Pancasila values among second-grade students at SDN 147 Rejang Lebong, it can be concluded that most students are able to recognize and mention the symbols of Pancasila as well as recite each principle correctly; however, their understanding of the meaning and the linkage of these symbols to everyday behavior still needs improvement. Pancasila instruction in the classroom tends to focus on rote memorization, thus the internalization of values such as deliberation and justice remains suboptimal and requires intensive guidance from teachers. Teachers' efforts to utilize visual media, group discussions, and the habituation of positive behaviors have proven effective in enhancing student engagement and comprehension, although challenges such as low concentration and a lack of variety in teaching methods continue to pose significant obstacles. This research underscores the importance of innovative, active, and contextual learning approaches and the use of media tailored to students' developmental characteristics to strengthen the internalization of Pancasila values from an early age. For future research, it is recommended to involve a larger sample, develop more diverse assessment instruments, and implement experiential and technology-based teaching methods to further optimize Pancasila education.

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