Evaluation of the Understanding of Grade IV Students of State Elementary School (SDN) 07 Ampenan, Mataram City in Presenting Pancasila Values

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Abstract: This study aims to evaluate the understanding and implementation of Pancasila values by grade IV students of SDN 07 Ampenan, Mataram City. Using a qualitative descriptive approach, this study involved 23 students as subjects. Data were collected through comprehension tests, observations, interviews, and documentation. The results showed that the level of students' understanding of Pancasila varied, with 26% of students in the category of very good, 61% good, and 13% adequate. The aspect of understanding the basic concept of Pancasila has the highest percentage (45%), while the application of Pancasila values in daily life is the lowest (22%). Character observation shows that students in the very good category have a high attitude of discipline, responsibility, and tolerance. Internal factors such as learning motivation, and external factors such as teacher and family support affect outcomes. This study concludes that although most students understand the values of Pancasila, the improvement of interactive-based learning methods and direct practice is needed to support applicative understanding.

Keywords: Character Education, Understanding Evaluation, Elementary School, Pancasila Values

Introduction

Pancasila is the basic ideology of the Indonesian state which is a guideline in the life of the nation and state. In the context of education, the introduction and cultivation of Pancasila values from an early age is very important to form the character of students with integrity, tolerance, and responsibility. The Pancasila education-based curriculum is designed by requiring students to have an understanding and related competencies that produce human resources in accordance with the principles and precepts of life. The formation of students' character and insight is not only able to result from religion-based education alone, but Pancasila-based learning is very important to teach, especially since the people in Indonesia consist of various ethnic, religious, racial, and cultural backgrounds (Sherly Putri Damayanti et al., 2024).

The values of Pancasila are a reference for educators in building the character, insight, and competence of students. The importance of Pancasila learning is expected to be able to produce outputs that can be understood by students, so that they can be implemented and revived in daily activities. The urgency of Pancasila education is also carried out to improve the character of students, especially in the dimension of faith and fear of Allah SWT and noble character, cooperation and critical reasoning. The Pancasila-based pegagajaja process in elementary school education refers to the characteristics and attitudes expected of students in understanding and internalizing the values of Pancasila both in the context of formal education and in the social environment of requirements. The application of Pancasila education in elementary school students includes an initial introduction to Pancasila values, character formation,

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tolerance and discipline. The results of Ashabul Kahfi's research on the Pancasila student profile on the character of students in schools show that the implementation of the Pancasila student profile in schools are still not optimal and its implications for the formation of student character are very strong. So if this student profile is optimized in its implementation at school, the character of Pancasilais students will be formed (Kahfi, 2022).

The improvement of students' character must certainly be balanced with the implementation of learning strategies that are able to develop learning dimensions. Character development carried out in Pancasila-based learning activities is needed to improve the character of students better. In this regard, that character education develops spiritually, socially, and culturally, the values of character education are implemented through integration into learning in accordance with the Learning Implementation Plan (RPP) (Suryaningsih & Desstya, 2023). Based on the description above, the process of teaching and learning Pancasila education activities for grade IV students of State Elementary School (SDN) 07 Ampenan, Mataram City needs to be evaluated. This is carried out in order to find out the extent to which students understand and implement the values of Pancasila both in the learning environment, and in the social environment.

Method

This study uses a qualitative descriptive approach. This approach are used to describe and evaluate students' understanding in representing Pancasila values through observations, interviews, and simple tests (Bhakti, 2017). This research was carried out from May 2024 to September 2024, located at SDN 07 Ampenan, Mataram City, West Nusa Tenggara Province. The tools and materials used in this study are LCD Projectors, Laptops, Teacher's Books, Cameras, Notebooks, Polpens, and Student Books. The subjects of this study consist of school principals, teachers and students.

The research sampling was carried out using a purposive sampling technique by considering the representation of students from various backgrounds and abilities. The sample was taken from 23 grade IV students. Data collection was carried out using several methods such as concept comprehension tests, observation of student activities, structured interviews, and documentation.

Table 1: Research data collection method

It	Data Collection	Implementation
1	Concept comprehension test	It is done by providing multiple-choice questions, short fills, and descriptions that measure students'
2	Observation	understanding of Pancasila values (Precepts 1-5). It is carried out in the classroom and school environment to see how students reflect the values of Pancasila in their daily activities.
3	Structured interviews	The extent of students' understanding of the values of Pancasila and how to represent them.
4	Documentation	In the form of photos, videos, or the results of students' work that show the implementation of Pancasila values in learning or other activities.

The instruments used in this study include test sheets (questions on understanding Pancasila values), observation guidelines (a list of behavioral indicators that represent the precepts of Pancasila), interview guidelines (structured questions for students and teachers), and documentation formats (in the form of evaluation sheets of student activity observation results). Success indicators are obtained by calculating the percentage of students who achieve an understanding of Pancasila values based on assessment categories such as; very good (≥ 85), good (70–84), quite good (55-49), and not good (< 55). The average score to determine the performance of each student and determine the category is obtained using the formula:

$$\% \text{ Kategori} = \frac{\text{Jumlah peserta didik dalam kategori}}{\text{Total peserta didik}} \times 100\%$$

The data analysis technique was carried out by qualitative descriptive analysis. The rare steps carried out consist of the data reduction process, data presentation, and conclusion drawn. The success indicators in this study were carried out to identify the real behavior of students that reflected the values of Pancasila in the school environment and daily life.

Result and Discussion

SDN 07 Ampenan is one of the public elementary schools located in Jalan Ragi Genep Number 09, Banjar Village, Ampenan District, Mataram City, West Nusa Tenggara Province. The location of SDN 07 Ampenan is at the coordinates of 8° 34' 27.33" S and 116° 4'33.53" E. This school has a good reputation in the implementation of the formal education at the elementary level with a focus on developing the character and competence of students. Based on basic education data, SDN 07 Ampenan, Mataram City has a total of 285 students, teachers, principals, and other educators as many as 24 people. This school consists of

9 classrooms, 1 library, 1 leadership room, 1 teacher's room, 1 UKS room, 2 toilets, and 1 other building. So that the total number of supporting rooms and facilities is 16 units (Directorate General of Early Childhood Education, Primary and Secondary Education, 2024).

Class IV, as the object of this research, has students who are active in Pancasila Education learning activities. The number of students in grade IV consists of 23 people, consisting of various social and cultural backgrounds. Learning activities are carried out interactively with lecture methods, group discussions, hands-on practice, and a project-based approach to ground Pancasila values in students' daily lives. According to Narmoatmojo (2017), Pancasila is always included in educational materials, namely in civic education in schools with the name of the PPKn subject PPKn learning activities must be carried out effectively by implementing interesting and innovative learning strategies so that students are interested in learning and also appreciate the material provided. The better the learning methods applied by teachers, supported by the existence of interesting learning media, it can create a more exciting learning atmosphere for students (Japar et al., 2019).

Figure 1. Documentation of teaching and learning activities for grade IV students of SDN 07 Ampenan, Mataram City.

3.1. Score of Understanding and Observation of Character of Practicing Pancasila Values in Grade IV Students of SDN 07 Ampenan, Mataram City.

Observation of the level of understanding and observation of the character of practicing Pancasila values in grade IV students of SDN 07 Ampenan, Mataram City was carried out for six months. Observation and observation are carried out in a span of once/week, namely during the implementation of Pancasila learning with the number of observation samples being all grade IV students of SDN 07 Ampenan (23 students). Data collection was not only observed from the understanding and character of students, but supporting data was obtained from several parties, such as from the results of interviews

with all teachers and principals. The assessment criteria were obtained from the comprehension test process, character observation, and category. The comprehension test is carried out by measuring students' ability to understand the values of Pancasila. Observation activities were carried out by measuring the attitude and character of each student. And the determination of categories is obtained based on the average score obtained from understanding and observation.

Table 2: Data on the results of observation of comprehension and character observation of grade IV students of SDN 07 Ampenan, Mataram City.

It	Student Name	Average Comprehension and Character Score	Category
1	Abyzar Alfiansyah	84.5	Excellent
2	Adam Alfatih Akbar	84.5	Excellent
3	Aisha	79.0	Good
4	Ayundha Zaskia Putri	76.5	Good
5	Azyan Hazwani Efendi	83.5	Good
6	Beik Anindita Kesya	86.5	Excellent
7	Dheyanda Opyananda	76.0	Good
8	Oktarsya	72.0	Good
9	Dimas Sahnun Saputra	83.0	Good
10	Febry Valentino	68.0	Enough
11	Hamzan Wahyuda	81.5	Good
12	Al Harry too	81.5	Good
13	Kesya Putra Kristover	98.5	Excellent
14	Mesia Hasifa	80.0	Good
15	Mirza Tabrani Akbar	62.5	Enough
16	Muhammad Alfatih	82.5	Good
17	Fadila	67.0	Enough
18	Only Amalina	75.5	Good
19	Queena Ananda Dilian	87.0	Excellent
20	Rafeifa Asyla	79.0	Good
21	Rizwan Reviewer	70.0	Good
22	Rifhan Kasyfurrahman	83.5	Good
23	Savira is a Priest	79.0	Good

Based on the observations and calculations carried out, the average score obtained from understanding and observing the character of Pancasila in students ranged from 62.5 to 98.5. Students who obtained scores in the very good category were obtained by 6 people, including Abyzar Alfiansyah (84.5), Adam Alfatih Akbar (84.5), Baiq Anindita Kesya

(86.5), Kesya Putra Kristover (98.5), and Queena Ananda Dilian (87.0). The average best score was obtained by Keysa Putra Kristover, which was 98.5. Students in this category showed an extraordinary understanding and practice of the character of Pancasila, with scores almost perfect. Students who obtained a score with a good category (70-84.9) were obtained by 14 people. The majority of students in this category show that most students have a good understanding and character of Pancasila, but there is still room for improvement. Meanwhile, students who get scores with a sufficient category (Score < 70) are obtained by 3 people. The lowest score was scored by Mirza Tabrani Akbar (62.5). Students in this category need special attention to improve their understanding and character of Pancasila. The results obtained above cannot be separated from the role of teachers, students and guardians. The difference in the percentage of several students who have not met the good and very good categories can be influenced by several things, namely internal factors and external factors (Herliani et al., 2021). Internal factors are also known as factors that come from within each individual who is learning, then external factors are also known as factors that come from outside the individual.

3.2. The understanding of Pancasila in students is based on several aspects of assessment.

In the observation of students' understanding based on several aspects of assessment (Figure 2), the results were obtained that there were 45% of students who understood the meaning of Pancasila in general. This aspect has the highest percntage, and shows that almost half of the students have a conceptual understanding of the general meaning of Pancasila. This shows the success of Pancasila learning at the elementary level, but has not fully reached a deeper understanding. This shows that the teaching of Pancasila has succeeded in providing a conceptual basis to most students. Research conducted by Sudrajat (2016) also shows that the understanding of the general meaning of Pancasila tends to be higher than other aspects because this material is often the main focus in learning at school. However, this figure also indicates that almost half of students still need to improve their understanding.

In the aspect of understanding the basic principles of Pancasila, a percentage of 33% was obtained. This percentage shows a level of understanding that is more focused on the basic principles of Pancasila. A more effective learning approach is needed so that the understanding of these basic principles can be improved, so that students not only know the general concepts but also understand the essence of each precept. This finding is similar to

the research of Fitri Wahyuni (2021), which stated that students' understanding of the basic principles of Pancasila is often hampered by learning methods that lack connection between theory and practice. Therefore, more interactive learning strategies, such as discussions or case analysis, are needed to improve this understanding. Meanwhile, the aspect of understanding the application of Pancasila values in daily life is 22%. This percentage is the lowest, which means that only a small number of students are able to apply Pancasila values in daily life. This low number indicates the need for practical activities or relevant projects to improve applied understanding. Previous research by Kusuma and Widodo (2017) also found that applicative understanding of Pancasila values is often neglected because learning focuses more on memorization and theory. This low understanding shows the need for project-based learning activities or direct practice to improve students' ability to apply Pancasila values.
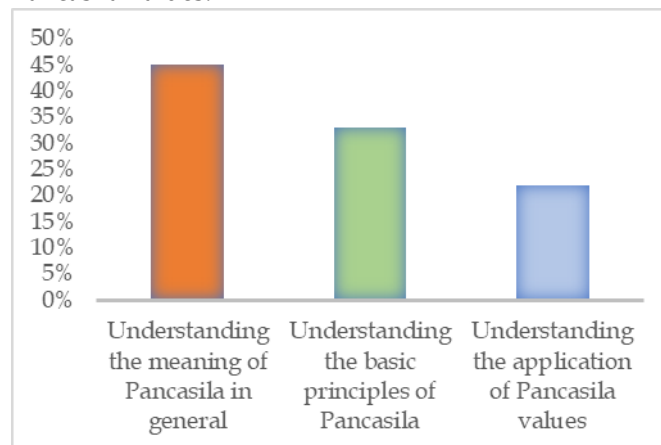

Figure 2. Students' understanding based on several aspects of assessment

3.3. The character of Pancasila is based on observation data of grade IV students of SDN 07 Ampenan.

The application of Pancasila character values in learning is an absolute necessity. Not only is this character education considered to be able to make students intelligent, but it also makes students ready to have their character and habits as citizens. As an Indonesian citizen, the character education applied must be in line with the nation's character, namely Pancasila and UUD1945. Pancasila has a purpose, namely as a view of the nation's life. The values contained in Pancasila are used as the main foundation in thinking and doing, so this requires Indonesian citizens to realize these values into the process of character formation. By applying these values, students' behavior will be good and protected from things that are not in accordance with Pancasila (Lickona, 2016).

In this study, character observation was carried out to describe how students apply Pancasila values in daily behavior. Based on the data (Figure 3), the character observation score ranged from 61 to 98, with an average of 76.48. Students who obtained scores in the very good category (Score ≥ 85) were obtained by 6 students, including Adam Alfatih Akbar (81), Kesya Putra Kristover (98), Queena Ananda Dilian (85), Azyan Hazwani Efendi (87), Rifhan Kasyfurrahman (87), and Ayundha Zaskia Putri (86). The characteristics of students in this category show the application of Pancasila values that are very good in daily life, such as respecting friends and teachers, showing honesty, responsibility, and discipline, and being active in mutual cooperation activities. Students who obtained a score in the Good category (Score 70 to 84.9) were obtained by most students (14 students).

Participants educate in This category generally has a good character, but there are several aspects of Pancasila values that need to be strengthened, such as consistency in cooperation, responsibility in completing tasks, tolerance and respect for diversity. Meanwhile, students who were included in the sufficient category (Score 60 to 84.9) were obtained by 3 students, including Febry Valentino (66), Mirza Tabrani Akbar (63), and Fadila (73). The characteristics of students like this show that the application of Pancasila values is still limited. Challenges that often arise include a lack of confidence, and a lack of initiative in working together.
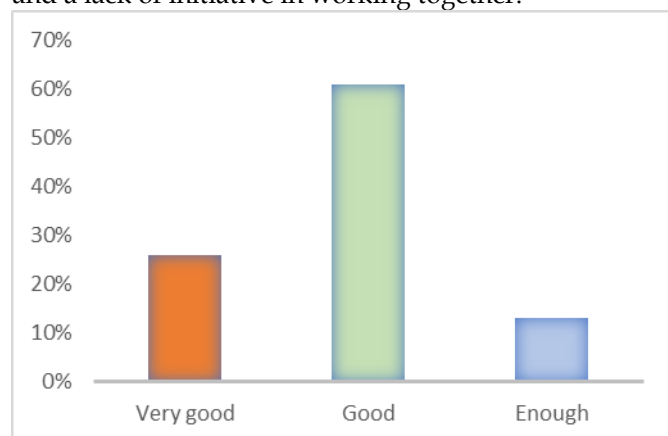
Figure 3. Distribution of student character score percentages by category

These results are in line with several research results conducted by Warsono (2023) which revealed variations in the understanding of Pancasila values among students at MAN Rejotangan (MAN 3 Tulungagung). The average understanding of students towards the values of Pancasila was 65.37%, which was categorized as sufficient. In addition, a survey by Kompas R&D and the Center for Indonesian Nationality Studies (PSKI) in 2022 showed that only 28.6% of students understood Pancasila in the classroom, while 21.7% of students understood it from social media. Other research shows that the integration of Pancasila character education in subjects, such as Indonesian, can increase the understanding and application of Pancasila values by students. In addition, the application of Pancasila values in Civic Education (PPKn) learning in elementary schools is also effective in shaping student character in accordance with Pancasila values (Suryani, 2019).

Conclusion

In general, the evaluation results showed that the majority of students were in the "Good" and "Very Good" categories. Most students understand Pancasila in general, but the understanding of the basic principles and application of Pancasila values in real life is still low. And 3. Most of the fourth grade students of SDN 07 Ampenan show good to very good character. However, there are some students who need more attention to improve the application of Pancasila values in daily life.

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