

## An Analysis of the Implementation of Pancasila Values Program at SMP Muhammadiyah 49 Medan

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**Abstract:** This study aims to analyze the implementation of the Pancasila values program at SMP Muhammadiyah 49 Medan. The research focuses on the strategies, types of activities, teachers' roles, and challenges faced in instilling Pancasila values among students. A qualitative approach was employed, using observation, interviews, and documentation as data collection techniques. The findings indicate that the school has implemented various programs such as flag ceremonies, the practice of discipline, mutual cooperation activities, and the integration of Pancasila values into subjects. Teachers play a vital role as role models and facilitators in the character-building process. However, challenges such as lack of family support, social media influence, and limited facilities still exist. The study recommends the importance of synergy between schools, parents, and communities to strengthen the consistent implementation of Pancasila values.

**Keywords:** Pancasila; National Values; Character Education; Program Implementation; Muhammadiyah Junior High School.

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**Abstrak:** Penelitian ini bertujuan untuk menganalisis pelaksanaan program penerapan nilai-nilai Pancasila di SMP Muhammadiyah 49 Medan. Fokus kajian meliputi strategi, bentuk kegiatan, peran guru, serta hambatan yang dihadapi dalam menanamkan nilai-nilai Pancasila kepada siswa. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa sekolah telah melaksanakan berbagai program seperti upacara bendera, pembiasaan sikap disiplin, gotong royong, serta integrasi nilai Pancasila dalam mata pelajaran. Guru berperan penting sebagai teladan dan fasilitator dalam proses pembentukan karakter siswa. Namun, terdapat beberapa kendala seperti kurangnya dukungan keluarga, pengaruh media sosial, dan keterbatasan sarana pendukung. Penelitian ini merekomendasikan perlunya sinergi antara sekolah, orang tua, dan masyarakat dalam memperkuat penerapan nilai-nilai Pancasila secara berkelanjutan.

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**Kata Kunci:** Pancasila; Nilai-Nilai Kebangsaan; Pendidikan Karakter; Implementasi Program; SMP Muhammadiyah

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## **A. Introduction**

Education is one of the most strategic instruments in shaping the character and values of a nation's future generation. In Indonesia, the foundation of these values lies in Pancasila, the national ideology that promotes unity, social justice, democracy, and belief in God (Kementerian Pendidikan dan Kebudayaan, 2017).

Pancasila consists of five principles: belief in one supreme God, a just and civilized humanity, the unity of Indonesia, democracy guided by the inner wisdom of deliberations, and social justice for all. These principles are expected to be internalized by every Indonesian citizen, especially students in formal education institutions (Nasution, 2020).

The Indonesian government has made efforts to integrate Pancasila values into the national education system through curriculum content, extracurricular activities, and school culture (Kemendikbudristek, 2022). However, the effectiveness of this integration often depends on the context and implementation at the school level.

SMP Muhammadiyah 49 Medan, as an Islamic-based educational institution, has a unique position in harmonizing Islamic values with Pancasila principles. This alignment presents both opportunities and challenges in instilling national identity while maintaining religious identity (Azra, 2000).

Many scholars emphasize that character education rooted in national ideology is essential in preventing moral decline, radicalism, and the erosion of national unity (Lickona, 1991; Gunawan, 2012). Therefore, evaluating how schools implement programs related to Pancasila values is of great importance.

In recent years, the Ministry of Education has re-emphasized the importance of Profil Pelajar Pancasila (Pancasila Student Profile), which serves as a framework for the development of students' character based on the five values of Pancasila (Kemendikbudristek, 2022). This framework is embedded in the current national curriculum.

However, studies show that the actual implementation of Pancasila values in schools often varies depending on leadership, teacher understanding, and institutional support (Suryana, 2021). This variance necessitates further research on how these values are truly practiced at the school level.

Teachers play a central role in this process. As classroom leaders and role models, their personal beliefs and understanding of Pancasila influence how they deliver values-based education (Darling-Hammond, 2000).

Besides teachers, school culture—including discipline, rules, ceremonies, and peer interaction—also serves as an informal curriculum that shapes students' value systems (Deal & Peterson, 2009).

At SMP Muhammadiyah 49 Medan, the implementation of Pancasila values may be reflected in both structured activities like flag ceremonies, student council programs, and religious learning, and in unstructured interactions that reinforce mutual respect and tolerance.

Nevertheless, the influence of digital media, peer groups, and family environment can either strengthen or hinder the internalization of national values among students (Hidayat, 2019). Thus, the school must act as a consistent and holistic agent of value transmission.

Furthermore, value education is not just about memorizing definitions, but about practicing values in real-life situations. This requires schools to provide opportunities for students to experience values through social projects, teamwork, and dialogue (Lickona, 1991).

One of the main challenges is that students today are growing up in a globalized and pluralistic society. Competing ideologies, cultural influences, and instant digital consumption often blur their sense of national identity (Setiawan, 2022).

Therefore, schools like SMP Muhammadiyah 49 Medan must design programs that are contextual, relevant, and meaningful to students' daily experiences, while still rooted in the philosophy of Pancasila.

In addition, there needs to be a balance between cognitive understanding and affective internalization. Students should not only know the principles of Pancasila but also feel connected to them emotionally and morally (Gunawan, 2012).

Community and parental involvement are also essential. When Pancasila values are not reinforced at home, the school's efforts may become fragmented and less effective (Suyatno et al., 2019). This reinforces the need for a collaborative approach.

It is also important to assess how extracurricular activities, such as scouting, arts, and sports, are being used as tools for value transmission. These programs, when properly designed, can foster teamwork, fairness, and discipline aligned with Pancasila values (Mulyasa, 2014).

This study, therefore, seeks to investigate the strategies, forms of activities, and obstacles in the implementation of Pancasila values program at SMP Muhammadiyah 49 Medan. The goal is to identify best practices and recommend improvements for more effective character education.

By conducting a focused case study on one school, this research hopes to provide practical insights for other educational institutions facing similar socio-cultural dynamics. It also contributes to the national discourse on how to revitalize Pancasila-based education in the modern era.

Ultimately, the successful implementation of Pancasila values in schools requires not only policies and programs but also passionate educators, supportive communities, and a consistent value-based culture. Only through a holistic effort can these values truly shape the character of future generations.

## **B. Research Methodology**

This study employed a qualitative descriptive approach to explore and analyze how Pancasila values are implemented through school programs at SMP Muhammadiyah 49 Medan. The qualitative method was chosen to allow an in-depth understanding of the strategies, activities, roles, and challenges involved in the

process of value transmission. A case study design was used, focusing on one school as a unit of analysis to capture rich, contextual insights.

Data collection techniques included interviews, observation, and document analysis. Semi-structured interviews were conducted with key informants such as the principal, teachers, and student representatives to gather perspectives on the planning and implementation of the Pancasila values program. Observations were carried out during school activities such as flag ceremonies, religious classes, and character-building events to examine the embodiment of values in practice. In addition, school documents such as curriculum plans, extracurricular reports, and school policies were analyzed to support triangulation of data.

The collected data were analyzed using Miles and Huberman's interactive model, which consists of data reduction, data display, and conclusion drawing. Themes were identified based on recurring patterns in the implementation process, including strategies used, teacher involvement, student engagement, and existing obstacles. To ensure the credibility of findings, triangulation of data sources and member checking with interviewees were conducted. The results aim to provide constructive input for improving value-based education and strengthening the role of schools in shaping students' national identity through the application of Pancasila.

### **C. Results and Discussion**

The results of this study reveal that the implementation of Pancasila values at SMP Muhammadiyah 49 Medan has been integrated into both academic and non-academic school activities. Teachers and administrators have made conscious efforts to include the five principles of Pancasila in daily school life, aiming to shape students' character and national identity.

Based on the interviews conducted with the principal and several teachers, the school has developed specific programs to strengthen the values of belief in God, nationalism, democracy, humanity, and social justice. These values are not only taught in civic education (PPKn) but also embedded across various subjects,

particularly Islamic studies, where teachers link religious values with national ideology.

One of the most consistent implementations is through weekly flag ceremonies, which serve as a platform to cultivate patriotism, discipline, and respect for national symbols. During these ceremonies, moral messages related to Pancasila principles are often delivered by teachers or student representatives.

Teachers also noted that the value of belief in one God is emphasized through regular religious activities such as congregational prayers, Quran recitation, and religious lectures. This approach aligns with the school's Islamic identity while also supporting the first principle of Pancasila.

In terms of promoting just and civilized humanity, the school organizes social service activities, such as visiting orphanages, cleaning public areas, and fundraising for disaster victims. These activities help instill empathy, compassion, and social responsibility among students.

The value of unity in diversity is fostered by encouraging tolerance and cooperation among students from different backgrounds. Although the school is predominantly Muslim, students are taught to appreciate cultural diversity within the broader Indonesian context.

Democratic practices are cultivated through student council elections and classroom discussions. Teachers encourage students to express opinions respectfully and participate in group decision-making processes. This approach supports the fourth principle of Pancasila.

The school also promotes social justice by ensuring equal opportunities for students to participate in school activities regardless of academic ability or socio-economic background. Teachers provide additional support to students who are struggling, reflecting the principle of fairness.

Observation data confirmed that school rules and discipline policies are aligned with Pancasila values. For instance, students who violate rules are given educational punishments focused on reflection and positive behavior change rather than harsh penalties.

The role of teachers as role models is also critical. Most teachers consciously model honesty, responsibility, and cooperation in their daily interactions, reinforcing the internalization of values among students. As one student said, “I learn from how my teacher treats others more than from textbooks.”

Despite these positive efforts, some challenges remain. Teachers reported that not all students show interest or engagement in value-based programs, especially those who are influenced by digital culture and external environments that do not reflect national values.

In addition, parental involvement in reinforcing Pancasila values at home was found to be limited. Some teachers expressed concern that the values promoted at school are not always supported or practiced at home, resulting in inconsistent behavior among students.

Infrastructure and funding constraints also limit the scale and creativity of value-based activities. The school relies heavily on voluntary participation and teacher initiative due to limited financial resources for program development.

Moreover, the integration of Pancasila values across subjects is still uneven. While some teachers actively incorporate values in their lessons, others focus more on delivering academic content and overlook opportunities for character development.

Overall, the findings indicate that SMP Muhammadiyah 49 Medan has made commendable efforts to implement Pancasila values in a way that is aligned with both national and religious principles. However, sustained improvement will require greater collaboration with families, enhanced teacher training, and institutional support from local education authorities.

### **Discussion**

The findings of this study show that SMP Muhammadiyah 49 Medan has actively implemented Pancasila values through a combination of academic instruction, religious practices, extracurricular activities, and school culture. These efforts align with the broader goals of character education as outlined by the Indonesian Ministry of Education through the *Profil Pelajar Pancasila* framework (Kemendikbudristek, 2022).



One of the key successes observed is the school's ability to harmonize religious values with national ideology. This supports Azra's (2000) notion that Islamic-based schools in Indonesia are capable of internalizing Pancasila without contradicting Islamic teachings. The school's religious activities reinforce belief in God while fostering other ethical values such as compassion, honesty, and discipline, which correspond to the core elements of Pancasila.

The integration of Pancasila values into extracurricular programs—such as social service, student councils, and national ceremonies—also reflects best practices in holistic character education. According to Lickona (1991), moral development is more effective when values are not only taught but practiced consistently in daily routines and communal life.

However, the study also reveals several implementation gaps. For instance, while certain teachers demonstrated strong commitment to integrating Pancasila values, others seemed to treat it as a secondary task. This aligns with the observation by Suryana (2021), who stated that the internalization of national values in schools is often inconsistent due to varying levels of teacher understanding and motivation.

Moreover, the limited involvement of parents highlights the importance of a multi-stakeholder approach to character education. As emphasized by Suyatno et al. (2019), value formation in children is most effective when school, family, and community environments reinforce the same principles. The disconnection between home and school can dilute the impact of school programs.

Another point of discussion is the influence of the digital environment on student behavior and values. With easy access to online content, students are exposed to diverse ideologies, not all of which align with national values. This supports the findings of Setiawan (2022), who argues that schools must develop critical thinking and media literacy skills to help students navigate the digital era without losing their national identity.

The school's initiative in organizing democratic activities, such as student elections and open discussions, is an important step in promoting the fourth principle of Pancasila: democracy through deliberation. These activities allow students to experience



democratic processes firsthand, enhancing their civic awareness and sense of responsibility.

Nonetheless, challenges related to funding and infrastructure continue to limit the scale and sustainability of these programs. As Mulyasa (2014) notes, effective character education requires not only commitment but also sufficient institutional support in terms of resources and policy frameworks.

Despite the obstacles, the school has shown resilience and creativity in executing its character-building mission. The involvement of passionate teachers and a supportive school leadership team plays a crucial role in sustaining these efforts. According to Deal and Peterson (2009), strong school culture and leadership are fundamental for successful values-based education.

The imbalance in cross-subject integration of values also requires attention. While some subjects, like civic education or religion, naturally lend themselves to value education, others—such as mathematics or science—need more deliberate strategies to incorporate ethical and civic dimensions.

In conclusion, the school's efforts to implement Pancasila values are commendable, particularly in how they blend religious and national identity. However, consistent implementation across teachers, greater parent involvement, and improved institutional support are needed to ensure that these values are deeply rooted and sustained in student behavior and attitudes.

#### **D. Conclusion**

The implementation of Pancasila values at SMP Muhammadiyah 49 Medan demonstrates a committed effort by the school to integrate national ideology into daily educational activities. Through religious programs, flag ceremonies, social service, and classroom interactions, the school promotes the five principles of Pancasila in ways that align with both national and Islamic values. Teachers play a central role as facilitators and role models, helping students internalize moral and civic values.

Despite these efforts, the study identified several challenges that affect the effectiveness of the program. Inconsistencies in teacher involvement, limited parental

support, and the influence of digital culture on students pose obstacles to fully embedding Pancasila values into students' character. Furthermore, unequal integration of values across different subjects and limited institutional resources indicate areas that require attention and improvement.

Overall, the findings highlight the importance of a holistic approach to values education. For the Pancasila values program to be sustainable and impactful, collaboration among teachers, parents, school leadership, and the wider community is essential. Strengthening communication, providing teacher training, and creating a value-oriented school culture will enhance the school's role in shaping students into responsible and nationally-minded citizens.

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