

The role of Pancasila and Citizenship Education Management in developing student character

Dadang Mulyana
Pasundan University

ARTICLE INFO

Keywords:

Management, Pancasila and Citizenship Education, Character Education, Student Character, Curriculum

Email :

dadangmulyana@unpas.ac.id

ABSTRACT

Pancasila and Citizenship education has a strategic role and function in forming good and reliable citizens, but students are still found who do not obey school rules, are undisciplined, cheat and are even late in submitting assignments. This research aims to explore the role of Pancasila and Citizenship education management in shaping and developing student character at the primary and secondary education levels. This research uses a qualitative approach with descriptive methods. The research results show that effective implementation of Pancasila and Citizenship Education Management can contribute positively to the development of student character. Character education programs supported by educational management, involving curriculum planning, teacher training, and periodic evaluations, have proven a significant impact in forming moral, ethical and civic values in students. Good coordination with parents and the community has also been proven to expand the influence of character education outside the school environment. The results of this research provide empirical support for the important role of Pancasila and Citizenship Education Management in producing a generation with strong character, providing a strong foundation for improving and developing character education programs at the primary and secondary education levels.

Copyright © 2023 JU-PENDI.

All rights reserved is Licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License \(CC BY-NC 4.0\)](https://creativecommons.org/licenses/by-nc/4.0/)

INTRODUCTION

The dynamic development of the times brings significant transformation in various aspects of life. The era of globalization, as highlighted by Kurniawan (2015), has changed the paradigm in viewing problems, introduced new dynamics, and created polarization between positive and negative impacts. The positive impact can be seen through the increasingly rapid ease of access to information and communication, supported by technological advances. Continuously developing technology has enabled unlimited connections and exchange of information, facilitating interactions between countries and accelerating the pace of global development (Aniah & Holis, 2020). However, globalization also has negative impacts, especially in a cultural context. The cultural acculturation that occurs can have a negative influence on the preservation of local culture, resulting in incompatibility with traditional values (Yulizha et al, 2023).

Education, as one of the fields affected by globalization, is facing new challenges and opportunities. Changes in learning paradigms, increased accessibility to global information, and integration of foreign cultural elements are inevitable phenomena (Samtika & Sudiana, 2021). Although a global approach can open horizons of knowledge, care needs to be taken not to harm cultural diversity and local values. Therefore, related parties in the education sector need to work together to develop a balanced strategy between global and local aspects, so that education can remain a milestone in the formation of national character and identity (Samsul, 2021).

The importance of applying character values to students, especially religious character, is becoming increasingly apparent considering that these noble values are vulnerable to

being eroded by the flow of globalization (Dalyono & Lestariningsih, 2017). Globalization has a significant impact, which can be manifested in the behavior of children who tend to rebel against their parents, increased circulation of alcohol and illegal drugs, promiscuous sexual behavior, brawls, and an increase in other criminal acts. All of this can be linked to the increasingly fading character values in society (Utami & Nurlaili, 2022).

Character, as explained by Anshori (2014), is not something that just grows, but is the result of action values that are continuously carried out by society, forming habits that are inherent in individuals. Therefore, character education is a very important instrument in overcoming the negative impact of globalization on noble values. The character education process is not an end goal, but rather a journey that requires continuous attention (Nurgiansyah, 2022).

In this context, character education, as stated by Cahyono et al. (2018), must be seen as a process. This indicates that character formation is not an end point that states someone has good behavior, but rather a long journey that requires awareness and consistency in applying character values. Therefore, character education needs to be strengthened and implemented holistically in the educational environment to create a generation that is not only academically intelligent, but also has strong character and is based on moral values, including religious character values (Muslich, 2022).

Pancasila and Citizenship education has a very important role as a basis for forming the character of students at school. Through learning Pancasila, students are not only introduced to the basic values of the Indonesian state, but are also invited to understand, appreciate and internalize the moral and ethical principles that underlie social life (Safitri et al, 2021). In addition, citizenship education teaches students about responsibilities, rights, and obligations as citizens who play an active role in building the nation. By integrating these two subjects, schools can create an in-depth learning environment, forming students' characters with national values, a sense of unity, and an awareness of the importance of making positive contributions for society and the country (Ridawan & Asmaroini, 2022).

Pancasila and Citizenship education management has a very important role in making these subjects the main pillars of student character formation (Nugraha & Mundilarno, 2020). A structured management system is needed to ensure successful implementation of the curriculum, including careful planning, selecting teaching methods that suit the needs and development of students, as well as ongoing evaluation of the achievement of character education goals (Argadinata & Majid, 2022). Efficient management also involves the active involvement of teachers in inspiring and guiding students, creating a conducive learning environment, and facilitating extracurricular activities that support character development (Fuad et al, 2023).

Apart from that, the role of the school principal and strict supervision of the implementation of the character education curriculum is the key to success. School principals need to ensure there is adequate support and resources, provide clear direction, and create a school culture that supports character formation (Roja, 2023). Careful supervision will ensure that each component of character education is well integrated into the learning process. With good educational management, Pancasila and Citizenship subjects will not only become formal instruments, but also become effective vehicles in shaping student character, strengthening national values, and having a positive impact on the formation of a generation with high civic awareness (Al Mustaqim, 2023).

This research aims to investigate the role played by Pancasila and Citizenship education management in shaping student character. (By identifying effective management strategies, this research seeks to understand how the implementation of Pancasila and

Citizenship values can positively influence the development of student character at the primary and secondary education levels. The benefit lies in contributing to a deeper understanding of the role of educational management in the formation of student character, provides a basis for developing more efficient and holistic character education strategies in formal education environments. It is hoped that the results of the research will provide practical guidance for educators, school principals and policy makers to increase the implementation of Pancasila and Citizenship values in an effort to shape the character of the younger generation tough and ethical.

METHOD

This research uses a qualitative approach with descriptive methods to investigate the role of Pancasila and Citizenship Education Management in the formation of student character. The data collection process was carried out through a literature study, where researchers compiled and evaluated previous research in detail that was relevant to the focus of this research, as was done by Anggito & Setiawan (2018). A literature review is the first step in understanding the research context, utilizing a careful search of various documents such as books, scientific journals and other supporting documents. Researchers use this approach to summarize information that is useful in critically testing knowledge, ideas and scientific findings contained in previous literature, related to the role of Pancasila and Citizenship Education Management in developing student character. The data analysis method applied is descriptive qualitative, following Milles and Hubberman's interactive model which involves data reduction, data analysis, and conclusion drawing and verification stages. With this approach (Yuliana, 2022), it is hoped that this research can provide in-depth insight into the role of educational management in the context of student character formation, as well as contribute to the development of more effective character education strategies.

RESULTS AND DISCUSSION

Pancasila and Citizenship Education Management has a significant role in developing student character. These roles can be, first, by designing a mature curriculum, education management can ensure that the values of Pancasila and Citizenship are integrated effectively in learning materials. This not only includes selecting learning content that is relevant to these values, but also determining teaching strategies that can attract student interest and participation. Thus, careful curriculum planning can be the foundation for developing in-depth learning experiences and have a positive impact on student character development.

Furthermore, educational management plays a role in developing appropriate teaching strategies. Effective teaching requires the application of learning methods that link the concepts of Pancasila and Citizenship to the context of students' daily lives. By designing innovative and results-oriented teaching strategies, educational management can strengthen the influence of character values in the learning process, helping students to understand and internalize the true meaning of Pancasila and Citizenship. Apart from that, education management must also focus on developing adequate teaching materials. Good teaching materials not only cover theoretical aspects of Pancasila and Citizenship values, but also present case studies and concrete examples that are relevant to students' daily lives. By ensuring teaching materials are varied and applicable, educational management can increase students' absorption of the character values taught.

Finally, educational management also plays a key role in developing an assessment system that supports measuring student character development. Assessment is not just limited to giving numbers or grades, but is also a comprehensive evaluation tool for students' mastery of Pancasila and Citizenship values. With a holistic assessment approach, educational management can ensure that efforts to shape student character are not only limited to teaching, but also to understanding, appreciating and applying these values in everyday life. Overall, careful curriculum planning, developing appropriate teaching strategies, preparing adequate teaching materials, and implementing a supportive assessment system, are the key roles of Pancasila and Citizenship Education Management in developing student character with noble values and strong citizenship. .

Second, educational management is the main axis in creating a learning environment that is conducive to developing student character. First of all, educational management is responsible for designing policies and strategies that support a positive atmosphere in schools. This involves managing interactions between individuals, monitoring student behavior, as well as drafting rules that promote Pancasila and Citizenship values. By creating policies that promote a positive atmosphere, educational management can provide a strong foundation for student character development. Education management plays a role in forming policies that make the school environment inclusive. This involves addressing student differences and diversity, creating space for each individual to grow and develop to their potential. By creating an inclusive environment, students feel accepted and valued, which in turn, provides a sense of security that supports the internalization of Pancasila and Citizenship values.

School principals and teachers have a central role in creating a positive and inclusive atmosphere. They not only serve as learning facilitators, but also as role models for students. Exemplary practice of Pancasila and Citizenship values in everyday life is the key in shaping student character. Teachers and principals who demonstrate integrity, honesty, and active involvement in civic activities provide strong positive examples and motivate students to internalize these values. In this context, educational management must pay special attention to developing the role of school principals and teachers as agents of change. Training, professional development, and regular supervision can be effective means to increase their competence in practicing character values in everyday life. Thus, through the role of educational management, a learning environment that supports student character development can be realized, and students can grow into individuals who have the noble values of Pancasila and Citizenship.

Third, educational management plays a key role in increasing teacher competence in educating student character. First of all, educational management is responsible for designing and implementing targeted and relevant training programs. The program should cover specific aspects related to the teaching of Pancasila and Citizenship values, providing teachers with a strong theoretical foundation and the practical skills necessary to guide students in character development. Education management must ensure that training is sustainable. Character education cannot be considered as a one-off activity, but rather as an ongoing process. Therefore, education management needs to support teachers with further training, workshops and discussion forums that enable the exchange of ideas and experiences between teachers. This provides an opportunity for teachers to continue to develop their skills in educating student character.

In addition, educational management can support increasing teacher competency through professional development oriented to character values. Teachers need to understand how Pancasila and Citizenship values can be integrated into every aspect of

learning, including teaching methods, assessments, and daily interactions with students. Through targeted professional development, teachers can respond more effectively to the needs and challenges that arise in teaching character values. Finally, educational management must support teachers with adequate resources. This includes providing access to books, teaching materials, and educational technology that support the teaching of character values. These resources help teachers deliver learning material creatively and motivate students to internalize the values of Pancasila and Citizenship.

Overall, education management has a big responsibility in ensuring increased teacher competence in educating student character. By supporting targeted training programs, continuous learning, professional development that focuses on character values, and providing adequate resources, educational management helps ensure that teachers can be effective agents of change in guiding students towards character development that is based on values. Pancasila and Citizenship.

Fourth, educational management is not only involved in planning and implementing character education programs, but also has a critical role in evaluating its effectiveness. Regular monitoring and evaluation is the main basis for measuring the extent to which character education programs achieve the desired goals. First of all, education management must design clear indicators and evaluation criteria that can reflect the achievement of character education goals, including Pancasila and Citizenship values. This evaluation process is not only limited to measuring final results, but also involves monitoring program implementation in the field. Education management can hold regular meetings with teachers, conduct classroom observations, and listen to feedback from students and parents to gain an in-depth understanding of program implementation. Thus, evaluation not only includes academic dimensions, but also non-academic aspects related to character development.

Furthermore, education management must be able to analyze evaluation data holistically. By evaluating the achievement of character education program objectives, management can identify successes as well as areas that need improvement. This analysis can provide a basis for making appropriate decisions, including strategy adjustments or improvements in program implementation that can increase its effectiveness. Apart from that, transparency in conveying evaluation results is an important aspect. Education management needs to communicate with all stakeholders, including teachers, students, parents and the community, regarding the results of character education program evaluations. Through open communication, management can get input and support from all parties involved, as well as create active involvement in future program updates and development.

Fifth, effective coordination between educational management, parents and the community is the main key in expanding the impact of character education beyond the boundaries of the school environment. First of all, educational management must develop open and continuous communication mechanisms with parents. Through regular meetings, seminars and other means of communication, management can share information about the character values taught at school and provide guidance on how parents can support the development of these characters at home. Furthermore, collaboration with local communities is an important step in expanding the impact of character education. Education management can hold programs or activities that involve active community participation, such as character education seminars, joint social activities, or joint projects that emphasize Pancasila and Citizenship values. By involving the community, schools become not only

character education institutions, but also character development centers for the entire community.

Education management can also encourage the involvement of parents and the community in decision making regarding character education programs. By listening to their aspirations and needs, management can design programs that are more appropriate to the social and cultural realities of where the school is located. This inclusive collaboration ensures that character education programs not only reflect universal values, but are also relevant and applicable in local contexts. In addition, educational management can provide training and resources for parents and community members who want to become more involved in supporting character education. This can include training on implementing Pancasila and Citizenship values at home, as well as providing practical advice on how to support children's character development.

With all the roles played by Pancasila and Citizenship Education Management, it becomes clear that this management is a key factor in shaping student character. Through careful curriculum planning, relevant teaching strategies, development of adequate teaching materials, and supportive assessments, educational management forms a strong foundation for character education. Increasing teacher competency through training and professional development, as well as regular evaluation of program effectiveness, shows management's commitment to providing the necessary resources and support. Coordination with parents and the community proves that character education is not just the school's responsibility, but a joint effort between the school, family and community. Thus, Pancasila and Citizenship Education Management as a whole becomes the main pillar in supporting the formation of a generation that is not only academically intelligent, but also has strong moral, ethical and civic values, bringing hope for a better future for the nation and country.

CONCLUSION

The role of Pancasila and Citizenship Education Management in forming student character involves crucial aspects which include curriculum planning, teaching strategies, developing teaching materials, increasing teacher competency, program evaluation, and collaboration with parents and the community. Education management has the main responsibility for creating a supportive learning environment, empowering teachers as role models, and managing regular program evaluations. With effective collaboration, educational management can expand the impact of character education beyond the school environment, combining efforts between schools, families and communities. All of these roles make Pancasila and Citizenship Education Management a key factor in shaping student character, making a significant contribution to the formation of the next generation with integrity, ethics and a strong sense of citizenship. Thus, the role of educational management in character education is an important investment to achieve holistic and sustainable development for students and society at large.

REFERENCES

1. Al Mustaqim, D. (2023). Peran Pendidikan Profesi Guru untuk Meningkatkan Profesionalitas dan Kualitas Pembelajaran di Indonesia. *Literaksi: Jurnal Manajemen Pendidikan*, 1(02), 168-176.
2. Anggito, A., & Setiawan, J. (2018). *Metodologi penelitian kualitatif*. CV Jejak (Jejak Publisher).

3. Anisah, A. S., & Holis, A. (2020). Enkulturasikan Nilai Karakter Melalui Permainan Tradisional Pada Pembelajaran Tematik Di Sekolah Dasar. *Jurnal Pendidikan UNIGA*, 14(2), 318-327.
4. Anshori, S. (2016). Kontribusi ilmu pengetahuan sosial dalam pendidikan karakter. *Eduksos Jurnal Pendidikan Sosial & Ekonomi*, 3(2).
5. Argadinata, H., & Majid, M. N. (2022). Pengembangan Kepemimpinan Diri Peserta Didik Melalui Manajemen Pendidikan Karakter. *Semnas Manajemen Strategik Pengembangan Profil Pelajar Pancasila pada PAUD dan Pendidikan Dasar*, 1(1).
6. Cahyono, H., Suhono, S., & Khumairo, A. (2018). Pendidikan Karakter Bagi Pelaku Pedofilia (sebuah Strategi dalam Mengatasi Amoral). *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 3(1), 1-19.
7. Dalyono, B., & Lestariningsih, E. D. (2017). Implementasi penguatan pendidikan karakter di sekolah. *Bangun rekaprima*, 3(2), 33-42.
8. Fuad, R., Iswantir, M., Akhyar, M., & Gusli, R. A. (2023). Strategi manajemen madrasah efektif dalam peningkatan kualitas belajar mengajar. *Idarah Tarbawiyah: Journal of Management in Islamic Education*, 4(2), 207-218.
9. Kurniawan, M. I. (2015). Tri pusat pendidikan sebagai sarana pendidikan karakter anak sekolah dasar. *PEDAGOGIA: Jurnal Pendidikan*, 4(1), 41-49.
10. Muslich, M. (2022). *Pendidikan karakter: menjawab tantangan krisis multidimensional*. Bumi Aksara.
11. Nugraha, P., & Mundilarno, M. (2020). Manajemen Pendidikan Pancasila dan Kewarganegaraan untuk Mengembangkan Karakter Siswa. *Media Manajemen Pendidikan*, 2(3), 349-361.
12. Nurgiansah, T. H. (2022). Pendidikan Pancasila Sebagai Upaya Membentuk Karakter Religius. *Jurnal Basicedu*, 6(4), 7310-7316.
13. Roja, A., & Salim, H. (2023). Kepemimpinan Kepala Sekolah Meningkatkan Mutu Peserta Didik: Analisis Model dan Strategi Pencapaian. *Hikmah*, 20(2), 261-271.
14. Rudiawan, R., & Asmaroini, A. P. (2022). Peran Guru Pendidikan Pancasila dan Kewarganegaraan dalam Penguatan Profil Pelajar Pancasila di Sekolah. *Edupedia*, 6(1), 55-63.
15. Safitri, A. O., Dewi, D. A., & Furnamasari, Y. F. (2021). Peran pendidikan kewarganegaraan dalam membentuk pribadi yang berkarakter pada anak sekolah dasar. *Jurnal Basicedu*, 5(6), 5328-5335.
16. Samsul, A. (2021). *Konsep pelajar pancasila dalam perspektif pendidikan islam dan implikasinya terhadap penguatan karakter religius di era milenial* (Doctoral dissertation, UIN Prof. KH. SAIFUDDIN ZUHRI PURWOKERTO).
17. Santika, I. G. N., & Sudiana, I. N. (2021). Inseri pendidikan karakter melalui pembelajaran bahasa Indonesia ditinjau dari perspektif teoretis. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Undiksha*, 11(4), 464-472.
18. Utami, I. S., & Nurlaili, L. (2022). Optimalisasi peran sekolah dengan analisis interaktif bagi penguatan pendidikan karakter. *Jurnal Moral Kemasyarakatan*, 7(1), 32-43.
19. Yulianah, S. E. (2022). *Metodelogi Penelitian Sosial*. CV Rey Media Grafika.
20. Yulizha, A. F., Zahroh, L., Priyatno, H., Karlina, K., & Widowati, A. (2023). Peran Tri Pusat Pendidikan dalam Upaya Mengatasi Rendahnya Rasa Hormat Kepada Orang Tua dan Guru di Era Globalisasi. *Jurnal Basicedu*, 7(6), 3524-3534.