

## Internalization Of Pancasila Values In The Practice Of Islamic Religious Education Through Learning Aqidah Akhlak At Sdn Gempeng II Bangil

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### Abstract

This study aims to explore the application of Pancasila values in Islamic Religious Education (PAI) through Aqidah Akhlak learning at SDN Gempeng II Bangil. The method used is a case study with a descriptive approach, involving observation, interviews, and documentation to collect data. The results showed that Pancasila values were internalized through various methods, such as discussions, exemplary stories, and direct practice. Students showed improved understanding and application of the values in daily life. However, challenges such as low student motivation and differences in social background need to be overcome. In conclusion, the internalization of Pancasila values in Aqidah Akhlak learning at SDN Gempeng II Bangil is effective, but requires support from various parties to optimize the character education process.

### Keywords:

Pancasila;  
Islamic  
Religious  
Education;  
Aqidah  
Akhlak.

### Abstract

Penelitian ini bertujuan untuk menggali penerapan nilai-nilai Pancasila dalam Pendidikan Agama Islam (PAI) melalui pembelajaran Aqidah Akhlak di SDN Gempeng II Bangil. Metode yang digunakan adalah studi kasus dengan pendekatan deskriptif, yang melibatkan observasi, wawancara, dan dokumentasi untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa nilai-nilai Pancasila diinternalisasi melalui berbagai metode, seperti diskusi, cerita teladan, dan praktik langsung. Siswa menunjukkan peningkatan pemahaman dan penerapan nilai-nilai ini dalam kehidupan sehari-hari. Namun, tantangan seperti motivasi siswa yang rendah dan perbedaan latar belakang sosial perlu ditangani. Kesimpulannya, internalisasi nilai-nilai Pancasila dalam pembelajaran Aqidah Akhlak di SDN Gempeng II Bangil efektif, namun membutuhkan dukungan dari berbagai pihak untuk mengoptimalkan proses pendidikan karakter.

### Keywords:

Pancasila;  
Pendidikan  
Agama  
Islam;  
Aqidah  
Akhlak.

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## 1. Introduction

This research focuses on the importance of internalizing Pancasila values in Islamic Religious Education (PAI), especially at the elementary school level. Pancasila as the basis of the Indonesian state has a crucial role in shaping the character of the younger generation. Islamic religious education, which is in line with the values of Pancasila, can be an effective means to instill morals and integrity in students. Through learning Akidah Akhlak, it is hoped that students will not only understand religious teachings, but also apply the values of Pancasila in their daily lives. This research aims to explore how these values are applied in SDN Gempeng II Bangil, as well as the challenges faced in the process.

Pancasila as the foundation of the Indonesian state, functions as a guideline in the nation and state that reflects noble values that need to be maintained and applied by every citizen. The importance of instilling Pancasila values has an impact on the formation of the character of the younger generation so that they have integrity, good morals, and a high spirit of nationalism. Islamic Religious Education (PAI) has an important role in this process, because the values in Pancasila are very much in line with Islamic teachings, such as aspects of justice, humanity, and unity (Alya Alya et al., 2024).

Regarding education, Article 31 and Article 32 in the Constitution show a close relationship between education and culture. Both support each other to improve the quality of education and culture. Article 31 paragraph 1 states that every citizen has the right to education. Meanwhile, Article 32 paragraph 1 emphasizes that the state is responsible for advancing Indonesia's national culture in the midst of world civilization by ensuring the freedom of the community in maintaining and developing its cultural values. Therefore, the nation's cultural values derived from Pancasila and the 1945 Constitution must be integrated and realized in learning, becoming a paradigm in national education. This innovation in learning is a manifestation of the democratization and decentralization of existing education (Rohmah, 2019). Education in schools is required to adopt a learning system that contains Pancasila and the 1945 Constitution, where the design, process, and evaluation of learning are oriented to Pancasila and the 1945 Constitution.

The obligation to implement education based on culture and values derived from Pancasila and the 1945 Constitution has been clearly stated in the 1945 Constitution. The legal basis that supports this is Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, especially in Article 1 paragraph 2 which states:

**"Pendidikan nasional adalah pendidikan berdasarkan Pancasila dan UUD Republik Indonesia 1945 yang berakar pada nilai-nilai agama, budaya nasional Indonesia dan responsif terhadap tuntutan perubahan zaman". Kemudian pada pasal 2 juga disebutkan bahwa "Pendidikan Nasional berdasarkan Pancasila dan UUD 1945"**

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so that they have integrity, good morals, and a high spirit of nationalism. Islamic Religious Education (PAI) has an important role in this process, because the values in Pancasila are very much in line with Islamic teachings, such as aspects of justice, humanity, and unity (Hidayat, 2023).

At the elementary school level, learning Aqidah Akhlak is an important basis in shaping children's morals. SDN Gempeng II Bangil, as one of the elementary schools, has tried to internalize Pancasila values in PAI lessons, especially Aqidah Akhlak. This is a strategic step to create a generation that has a balance between religious understanding and love for the homeland.

This study aims to examine how the process of internalizing Pancasila values occurs in the learning of Aqidah Akhlak at SDN Gempeng II Bangil. The focus is on strategies, methods, and the extent of the effectiveness of the internalization, as well as identifying the factors that support and hinder the process.

This research is important because we need to strengthen character education that combines the values of Pancasila and Islam in an integrated manner. In the midst of globalization and the entry of foreign ideologies, strengthening national values in religious learning is very relevant so that the younger generation does not lose their identity as Indonesian citizens (Saragih, 2024).

Through this research, it is hoped that a practical model will be born for internalizing Pancasila values in Aqidah Akhlak lessons that can be used as a reference by other elementary schools. The results are also expected to contribute to the development of the PAI curriculum that is more integrated with national values, especially Pancasila.

## **2. Methods**

This study uses a case study research method with a descriptive approach. Data collection techniques were obtained by observation, interviews and documentation. The validity of the data was tested using triangulation techniques. The data analysis techniques used are data reduction, data presentation, and conclusion drawn. With a qualitative approach and a type of case study research, it is hoped that the results of this research can make a significant contribution to the development of Islamic religious education practices at SDN Gempeng II, Bangil District, Pauruan Regency.

This research was conducted at SDN Gempeng II Bangil, which is located in Pasuruan Regency, East Java. This school was chosen because it is known to have carried out a program to integrate Pancasila values in Islamic Religious Education learning. The subjects in this study include: Islamic Religious Education Teachers who teach the subject of Aqidah Akhlak, Principal as the party responsible for education policy in schools Grade V students who take Aqidah Akhlak lessons

Data collection in this study was carried out through several complementary techniques, namely observation, interviews, and documentation. The researcher

conducted direct observation during five meetings in each class in one semester to see the learning process of Aqidah Akhlak, especially in the application of strategies, methods, and interactions related to the internalization of Pancasila values. In addition, in-depth interviews were conducted with PAI teachers to explore learning strategies and evaluations, school principals to find out school support and policies, students as samples to understand their perception of Pancasila values in lessons. The researcher also collected important documents such as Learning Implementation Plans (RPP), teaching materials, evaluation results, and school policy documents related to character education as supporting data.

The data analysis in this study uses an interactive model from Miles and Huberman which consists of three main stages, namely data reduction, data presentation, and conclusion drawn. At the data reduction stage, the researcher filters and simplifies the raw data obtained from the field to make it more focused and easy to understand. This process helps researchers to determine which data is relevant and facilitates the next step of data collection. After that, the simplified data is presented in the form of narratives, tables, graphs, or diagrams to make it easier to analyze and draw conclusions. The final stage is conclusion drawn, where the researcher interprets the existing data, looks for important patterns, and draws conclusions. These conclusions are temporary and may change if new, stronger data are found in the ongoing research process (Sudiana & Putrayasa, 2024).

To ensure the validity of the data, the researchers applied several mutually supportive techniques. Source triangulation is carried out by comparing the results of interviews from various parties, such as teachers, principals, students, and parents, in order to obtain a comprehensive and in-depth picture. In addition, the triangulation method is used by comparing data obtained through observation, interviews, and documentation to ensure the consistency of findings. The researcher also reconfirmed the findings and interpretation of the data to the participants to ensure the accuracy and credibility of the information obtained. The entire research process is documented systematically so that every decision and step of the research can be clearly traced. With the application of these techniques, the research is expected to be able to produce valid, in-depth, and trustworthy findings regarding the process of internalizing Pancasila values in learning Aqidah Akhlak at SDN Gempeng II Bangil.

### **3. Result and Discussion**

Based on the findings of the data that the researcher has obtained in the field, the following description will explain the discussion of the research results in accordance with the research focus and research objectives.

#### **a. Application of Pancasila Values which are integrated in the learning of Aqidah Akhlak at SDN Gempeng II Bangil.**

The application of Pancasila values at SDN Gempeng II Bangil is carried out by incorporating them directly into Islamic Religious Education (PAI) lessons, especially in the material Aqidah Akhlak. The Value of Godhead is taught by guiding students to understand and appreciate religious teachings as a guideline

for life. For example, through a discussion of the attributes of Allah and the importance of worship.

Humanitarian values are instilled by forming an attitude of caring for others. This is done through activities such as social service and discussions about the importance of helping each other. To foster a sense of unity, students are invited to study in groups to get used to working together and respecting differences.

The Values of the People are introduced by providing an understanding of the importance of participating in the life of the nation and state, such as through deliberation and mutual respect for opinions. Meanwhile, the value of Justice is introduced through discussions about various social issues that are close to their lives, so that students learn to be fair and respect the rights of others (Jamil et al., 2022).

With this approach, Pancasila values are not only taught as a theory, but also habituated in students' daily lives. The goal is that these values can be attached and reflected in their daily attitudes and behaviors.

#### **b. Effective methods used by teachers in teaching Aqidah Akhlak at SDN Gempeng II Bangil.**

In teaching Aqidah Akhlak, teachers at SDN Gempeng II Bangil use various effective methods to ensure the understanding and internalization of Pancasila values and religious teachings (Putra & Arnadi, 2022). Some of the methods applied include:

- 1) Discussion Method: Teachers invite students to discuss interactively in class, where they can share their opinions and experiences about moral values. This method not only makes students more actively involved in learning, but also trains them to think critically and learn to respect the opinions of others.
- 2) Story and Example Method: The teacher uses inspirational stories from the Qur'an and the exemplary stories of the Prophet Muhammad PBUH as a means to instill moral values. These stories make it easier for students to understand moral concepts because they are conveyed in an interesting, touching, and memorable way.
- 3) Direct Practice Method: The teacher invites students to engage in real activities, such as social service or cooperation in group projects. Through this activity, students can directly experience how to apply moral values in their daily lives. That way, they learn the importance of doing good and contributing positively to the surrounding environment.

#### **c. Challenges Faced during the learning process and strategies to overcome them at SDN Gempeng II Bangil.**

Impact of Method Application: The application of these various methods has a very positive impact. Students become more active in the learning process, more confident when expressing opinions, and able to apply moral values in daily life. In addition, the variety of learning methods also helps to adjust to each

student's learning style, so that they can more easily understand the material taught (Anam, 2021).

In the learning process of Aqidah Akhlak at SDN Gempeng II Bangil, there are several challenges faced by teachers and students. These challenges can affect the effectiveness of internalizing Pancasila values and religious teachings (Hidayati & Musnandar, 2022). Here is an analysis of the challenges that arise along with strategies to overcome them:

- 1) **Low Student Motivation:** One of the challenges faced in learning Aqidah Akhlak is the lack of student motivation. Many of them feel that the material presented is not relevant enough to their daily lives. To overcome this, teachers can apply more interactive and contextual learning methods, for example through project-based learning that connects moral values with real situations experienced by students. That way, students can see firsthand the benefits of the material studied.
- 2) **Differences in Student Backgrounds:** Students at SDN Gempeng II Bangil come from a variety of social and cultural backgrounds, which can affect the way they understand and accept the values taught. To address this, teachers need to use a more personalized and inclusive approach, as well as create a learning atmosphere that respects differences. One way is through small group discussions, where students can share their views and experiences, so they learn to respect each other.
- 3) **Limited Resources:** One of the other challenges is the limited number of learning resources, such as books and teaching materials that are relevant to the needs of students. To overcome this, teachers can take advantage of digital resources, such as learning videos and articles from the internet. In addition, students are also invited to actively seek additional information from various sources, so that they are used to learning independently and being more critical in filtering information.
- 4) **Lack of Support from Parents:** The lack of parental involvement in children's character education is one of the obstacles that can affect students' attitudes and behaviors at school. To overcome this, the school can hold regular meetings with parents to explain the importance of moral education. In this meeting, parents were also given an understanding of their role in accompanying and supporting the children's learning process at home, so that the values taught at school can be strengthened in the family environment (Maulidi et al., 2022).

By recognizing the various challenges that exist and implementing the right strategies, learning Aqidah Akhlak can take place more effectively. This will help students more easily understand and appreciate the values of Pancasila and religious teachings, and then apply them in their daily lives.

**d. The application of research strategies that can affect educational policies and teaching practices at SDN Gempeng II Bangil.**

The results of the research on the application of Pancasila values in the learning of Aqidah Akhlak at SDN Gempeng II Bangil provide important implications for educational policies and teaching practices in the future. Some things that need to be implemented include:

- 1) **Development of a More Flexible Curriculum:** This study shows that a curriculum that integrates Pancasila values and character education can improve student understanding. Therefore, education policy needs to encourage the development of a more flexible and adaptive curriculum, which allows teachers to tailor teaching materials to the local context and the needs of students
- 2) **Teacher Training and Professional Development:** The results of this study highlight the importance of using innovative and interactive teaching methods. Therefore, education policies need to include continuous training programs for teachers, to improve their skills in teaching moral values and Pancasila. This training also aims to help teachers use more interesting methods and according to the needs of students.
- 3) **Increased Parental Involvement:** This study also shows that parental support has a very important role in the learning process. Therefore, education policies need to encourage parental involvement in children's character education, for example through programs that involve parents in school activities, so that they can more actively support the formation of moral values and Pancasila in children.
- 4) **Policy Evaluation and Adjustment:** The results of this research can be the basis for evaluating existing education policies. By understanding the challenges and successes in the application of Pancasila values, policymakers can make the necessary adjustments to increase the effectiveness of character education in schools, so that it is more in line with the needs and development of the times.
- 5) **Integration of Technology in Learning:** This research shows that the use of digital resources can help overcome limitations in learning. Therefore, education policies need to support the integration of technology in the teaching and learning process, so that students can access a wider and more varied information. It can also increase student engagement in learning and enrich their learning experience (Ulfa, 2016).

By considering these implications, it is hoped that future education policies and teaching practices can be more effective in shaping students' character and internalizing Pancasila values in their daily lives.

**e. Comparison of the application of Pancasila values in the curriculum at SDN Gempeng II Bangil with other schools.**

In teaching Pancasila values through Islamic Religious Education (PAI), each school has a different way that can be compared. At SDN Gempeng II Bangil, for example, teachers convey values such as Godliness, Humanity, Unity, Peoplehood, and Justice through Aqidah Akhlak lessons using discussion methods, stories of exemplary figures, and direct practice. Although quite effective, the school still faces obstacles such as lack of student motivation and differences in social backgrounds (al-Murabbi & Yudharta Pasuruan, 2019).

For comparison, SDN Sumber Makna in Pasuruan uses a value-based project method. Here, students are invited to be involved in social projects that reflect the values of Pancasila. This method has proven to be more attractive to students, although the school also faces limitations such as lack of learning resources and lack of support from parents (Musthofa & Illahi, 2023)

Meanwhile, MI Al-Furqan in Malang uses a more interactive approach, combining theory and practice. The teacher delivered material through lectures equipped with dialogue and role-playing. The values of the People and Justice are conveyed through simulations of deliberation and debate. The challenge they face is the difference in students' understanding of Pancasila values (Averina & Widagda, 2021).

From this comparison, it can be seen that the teaching method has a great influence on the success of instilling Pancasila values. For example, the project method at SDN Sumber Makna is more effective in increasing student motivation than the usual discussion method at SDN Gempeng II. On the other hand, the simulation at MI Al-Furqan helps students understand deliberation and justice better. One common challenge faced by all schools is the lack of parental involvement, although SDN Sumber Makna manages to overcome this through activities that involve them directly (Rohman, 2019).

In conclusion, in order for Pancasila-based character education to be more successful, more creative teaching methods and active participation from parents are needed.

#### **f. Long-Term Impact of Internalization of Pancasila Values in Student Character Education**

The internalization of Pancasila values in student character education has a significant long-term impact on the development of individuals and society. Here are some of these impacts:

**Strengthening National Identity:** Students who internalize the values of Pancasila tend to have a stronger sense of love for the homeland. This contributes to the formation of individuals who are proud of Indonesia's national identity and culture, which is important in maintaining the integrity and unity of the nation (Education et al., 2025).

**Increasing Tolerance and Cooperation:** The Values of Humanity and Unity in Pancasila encourage students to appreciate differences. Thus, they will be better able to interact and cooperate with others from different backgrounds, reducing the potential for conflict and improving social harmony in society (Ziliwu et al., 2024).

Formation of Ethical Character: Internalization of Pancasila values, such as Justice and People, forms ethical character in students. They will be more likely to make fair and responsible decisions, and to put the public interest ahead of personal interests (Ruwaidah et al., 2024).

Involvement in the Democratic Process: Students who understand and practice the values of Pancasila People's are more likely to be involved in democratic processes, such as general elections and community activities. This will produce an active and critical generation, contributing to the strengthening of the democratic system in Indonesia (Pratiwi et al., n.d.).

Readiness to Face Global Challenges: By internalizing the values of Pancasila, students will have a strong moral foundation in facing global challenges. They will be better prepared to adapt to changes and take on roles in the international context, without losing their identity as an Indonesian nation.

Development of Positive Leadership Attitudes: Students who are educated in the values of Pancasila tend to develop an inclusive and collaborative leadership attitude. They will learn to lead by example, listen to the opinions of others, and appreciate the contributions of each team member (Imam & Arini, 2019)

So in conclusion, the long-term impact of the internalization of Pancasila values in students' character education is very broad and includes aspects of identity, social, ethics, and participation in the life of the nation and state. By building a generation that has an understanding and practice of these values, Indonesia can create a more harmonious, fair, and competitive society in the future.

#### **4. Conclusion**

This research shows that the cultivation of Pancasila values in Islamic Religious Education lessons at SDN Gempeng II Bangil can be done through the subject of Aqidah Akhlak. Teachers use methods such as discussions, telling stories about role models, and hands-on practice in daily life. These methods have proven to be quite effective in helping students understand and appreciate the values of Pancasila.

However, this process is not free from challenges, such as the lack of motivation to learn in some students and their differences in backgrounds. Even so, with the right strategy, these obstacles can be overcome.

This research also provides important inputs for the world of education, such as the need for a more flexible curriculum, training for teachers, and parental involvement in character education. With the right support, education based on Pancasila values can be more effective in forming children with integrity and love for the homeland.

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