



INTEGRATION OF PANCASILA VALUES IN EDUCATIONAL MANAGEMENT PRACTICES: A PHILOSOPHICAL STUDY AND ITS IMPLICATIONS FOR SCHOOL GOVERNANCE

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ARTICLE INFO	ABSTRACT
<p>Article History</p> <p>Receive : 10 - 01 - 2026</p> <p>Revision : 30 - 01 - 2026</p> <p>Accept : 18 - 02 - 2026</p>	<p>Educational management practices in Indonesia face challenges in the form of a dominant technocratic approach that tends to emphasize administrative efficiency and achieving performance indicators, while the dimensions of national values have not been systematically integrated into school governance. This situation creates a gap between the ideological foundations of national education and managerial practices in the field. This study aims to philosophically examine the integration of Pancasila values into educational management practices and formulate its implications for school governance. The study employed a qualitative approach with a philosophical inquiry design. Data were obtained through a documentary study of normative Pancasila texts, national education regulations, and policies issued by the Ministry of Education, Culture, Research, and Technology, along with a systematic literature review of reputable books and journal articles related to educational management and values-based leadership. The analysis was conducted conceptually, hermeneutically, and reflectively to construct a theoretical synthesis regarding value integration in educational management functions. The results indicate that the values of Divinity, Humanity, Unity, Democracy, and Social Justice have axiological relevance in all school management functions: planning, organizing, implementing, and supervising. The integration of these values results in a values-based school governance model that balances managerial rationality with national ethics. Theoretically, this research contributes to the development of an educational management paradigm based on national ideology, expanding the discourse on values-based management in the Indonesian context. Practically, this research recommends strengthening ethical, participatory, and humanistic school leadership as a foundation for transforming national education governance.</p>
<p>Keywords</p>	<p>Value Pancasila, educational management, school, ethical leadership</p>

1. INTRODUCTION

The transformation of education governance in Indonesia in the era of digital disruption and globalization demands an education management system that is not only administratively effective but also value-based and rooted in national ideology (Ardiansyah, Yorman, & Rassyi, 2026; Hadi & Sukandar, 2026). The increasing pragmatism of school bureaucracy, a focus solely on administrative achievements, and a weakening internalization of national values in educational leadership practices demonstrate a gap between normative regulations and managerial practices in the field (Bush, 2020; Roach, Smith, & Boutin, 2011). Various national policies, such as the strengthening of the Pancasila Student Profile within the Ministry of Education, Culture, Research, and Technology, emphasize the importance of values as the foundation of the education system (Adelia, 2025; Faratunnisa & Afifah, 2024). However, the integration of these ideological values into educational management practices remains conceptual and has not been articulated philosophically and operationally in school governance.

Philosophically, Pancasila is not merely the foundation of the state, but rather a value system encompassing ontological, epistemological, and axiological dimensions for Indonesian human development (Rohimah, Mahmud, & Fazriyah, 2024). In the educational context, the values of Divinity, Humanity, Unity, Democracy, and Social Justice should serve as the ethical framework for planning, organizing, implementing, and evaluating school management (Yuwono, ter Braake, & Clumpers, 2025). However, reality shows that educational management practices are often influenced by modern technocratic and managerial approaches oriented toward efficiency and administrative accountability, without in-depth reflection on the philosophical dimensions of nationalism (Suthar, Rawat, Gayathri, & Chidambarathanu, 2023). This situation has the potential to produce school governance that is procedurally effective but lacking in value orientation.

Several previous studies have discussed values-based educational management and ethical leadership (Žydžiūnaitė, 2024), but most

have focused on implementation or policy aspects without deeply examining the philosophical foundations of integrating Pancasila values into the structure and culture of school organizations (Husaeni, 2023). Research on character education has also focused more on the learning and student domains, rather than on institutional governance and leadership systems. Thus, there is a research gap in the integration of Pancasila values into educational management practices, analyzed through the perspective of educational philosophy and its implications for school governance.

This research presents novelty in two main aspects. First, it constructs a philosophical framework for integrating Pancasila values into educational management functions (planning, organizing, implementing, and supervising) systematically and conceptually (Hikmayana, As'adah, Aljauhari, & Naim, 2026). Second, this research formulates an implicational model of Pancasila-based school governance that is not merely normative but operational in the practice of school leadership and organizational culture (Sriharjo, Budimansyah, Nordin, Ruyadi, & Yaumi, 2025). By combining a philosophical approach with an analysis of educational governance, this research is expected to provide theoretical contributions to the development of national ideology-based educational management, as well as practical contributions to strengthening humanistic, ethical, and equitable school leadership (Zhang & Wang, 2024).

Therefore, the integration of Pancasila values into educational management practices is not merely a normative discourse, but rather a strategic necessity in building school governance that is characterized by its humanity-oriented approach and responsive to the challenges of the times without losing its national identity (Hikmayana et al., 2026). This research is crucial in reaffirming that Indonesian educational management cannot be separated from the philosophical foundations that serve as the identity and direction of national development.

2. RESEARCH METHOD

This study uses a qualitative approach with a philosophical inquiry design that aims to examine in depth the integration of Pancasila values in

educational management practices and its implications for school governance (Mahdi & Hidayat, 2025; Yudhyarta, Zamsiswaya, & May, 2025). This approach was chosen because the focus of the research is not only on empirical aspects, but also on conceptual, reflective, and argumentative analysis regarding the ontological, epistemological, and axiological foundations of national value-based educational management (Hidayati, Isnaeni, & Hidayati, 2023; Jahudin et al., 2025; KEBUDAYAAN, 2022). The research data sources are qualitative data obtained through documentary studies of the official texts of Pancasila, national education system regulations, and school governance policy documents published by the Ministry of Education, Culture, Research, and Technology. In addition, this study also utilizes secondary literature in the form of books on educational philosophy, educational management, school leadership, and reputable national and international journal articles relevant to the theme of value integration and ethics-based management. Data collection was carried out through a systematic literature review with stages of identification, selection based on criteria of relevance and academic credibility, thematic classification, and conceptual synthesis to find patterns and research gaps. Data analysis was conducted philosophically and critically through several stages, namely conceptual analysis to clarify the meaning of Pancasila values in the context of management functions (planning, organizing, implementing, and supervising), hermeneutic analysis to interpret normative texts and educational policies, and reflective analysis to identify gaps between ideal values and school governance practices. The analysis process is iterative and dialectical between theory, values, and managerial reality, resulting in a theoretical synthesis in the form of a conceptual model of the integration of Pancasila values in educational management. The validity of the study is maintained through triangulation of literature sources, logical consistency of arguments, and peer review to ensure the conceptual strength and academic relevance of the research results.

3. RESULT

This research yields a number of conceptual findings that enrich the development of values-based educational management scholarship. The findings demonstrate that the integration of Pancasila values into educational management practices cannot be viewed merely as a normative foundation but must be constructed as a managerial paradigm that animates all school management functions (Syahbani, 2025). The value of Belief in God is identified as the ethical basis for leadership, fostering moral integrity and accountability; the value of Humanity reinforces a humanistic orientation in decision-making; the value of Unity fosters a collaborative organizational culture; the value of Democracy encourages participatory governance; and the value of Social Justice emphasizes the inclusive distribution of educational resources and services. Thus, Pancasila serves as an axiological framework that integrates managerial effectiveness with national ethics (Arizon, Jasrial, & Zen, 2025).

The findings highlight the gap between the technocratic approach to educational management and the need for values-based management. School governance practices have historically focused on administrative efficiency and meeting performance indicators, while the philosophical dimension has not been systematically articulated. This research finds that without explicit value integration, school management risks losing its humanitarian and national orientation. Therefore, a repositioning of educational management is needed from a purely instrumental approach to a normative-transformative approach (Hosaini, Kandiri, Minhaji, & Alehirish, 2024).

Next, we construct a conceptual model for integrating Pancasila values into educational management functions. At the planning stage, Pancasila values serve as the basis for formulating the school's vision, mission, and goals, oriented toward character formation. At the organizing stage, the values of Unity and Democracy foster a participatory and collaborative organizational structure. At the actuating stage, the values of Humanity and Social Justice guide inclusive and equitable leadership practices (Shields & Hesbol, 2020). At the controlling stage, the values of

Divinity and the ethics of responsibility serve as the basis for evaluation, not merely administrative but also moral. This model expands educational management theory by incorporating the philosophical dimension as a fundamental variable in school governance (Bush, 2003; Cheng, 2022).

Further findings demonstrate implications for school leadership development. The integration of Pancasila values produces an ethical-humanistic leadership typology that balances managerial rationality with social sensitivity (Abqary, Nawawi, & Rofiah, 2026). From the perspective of developing educational management science, these findings contribute to strengthening values-based management theory in the Indonesian context, thus establishing a distinctive style of national educational management that is not simply an adaptation of Western theory but rooted in the nation's ideology (Mahdi & Hidayat, 2025). Scientifically, this research enriches educational management at three levels. First, the ontological level, by emphasizing that the object of educational management is not merely an organization, but a moral community. Second, the epistemological level, by developing an integrative approach between educational philosophy and management theory. Third, the axiological level, by placing Pancasila values as the practical orientation in school governance. Thus, this research not only produces a conceptual model but also broadens the theoretical horizon of educational management toward a contextual and transformative national values-based management paradigm (Bahtiar & Qasabandiyah, 2025).

4. DISCUSSION

The findings of this study confirm that integrating Pancasila values into educational management practices is not merely a normative effort, but rather a paradigmatic necessity for strengthening school governance in Indonesia. Conceptually, the research findings indicate that educational management, as it has developed, tends to be influenced by a technocratic and administrative approach that emphasizes efficiency, effectiveness, and the achievement of performance indicators. While this approach is

important in the context of public accountability, this study demonstrates that without a solid foundation of values, managerial practices have the potential to be reduced to procedural matters and lose their ethical and humanitarian dimensions.

In this context, this study formulates an operational mechanism for educational management based on Pancasila. First, at the planning stage, schools develop a vision, mission, and work program by integrating the values of Divinity as the basis for integrity, Humanity as a service orientation, and Social Justice as a principle for equitable access and quality of education. Second, at the organizational stage, the structure and division of tasks are developed based on the principles of Unity and Democracy through deliberation, collaboration, and participation of all school stakeholders. Third, during the implementation phase, leadership is conducted ethically and humanistically, upholding the dignity of students and teachers and ensuring that all policies are non-discriminatory and serve the common good. Fourth, during the monitoring and evaluation phase, control mechanisms are based not only on performance indicators but also on moral and reflective evaluations that assess the extent to which school policies and practices align with Pancasila values.

This discussion reinforces the argument that Pancasila, as a value system, has an axiological standing in educational management. The value of Belief in God is not merely understood as a symbol of religiosity, but as the basis for leadership integrity; the value of Humanity emphasizes the importance of respecting individual dignity in decision-making; the value of Unity strengthens the cohesion of school organizations; the value of Democracy encourages participatory leadership practices; and the value of Social Justice guides the inclusive distribution of policies. Thus, the management functions of planning, organizing, implementing, and monitoring no longer stand as merely administrative mechanisms, but rather as moral processes oriented toward the formation of a character-based school culture.

In the context of educational management theory, these findings expand the discourse on

values-based management by providing a contextual philosophical foundation in line with the character of the Indonesian nation. While modern management theory often emphasizes instrumental rationality, the integration of Pancasila values offers a balance between rationality and ethics. This aligns with the need to develop school governance that is responsive to global challenges while remaining rooted in national identity. This discussion also emphasizes that educational management cannot be separated from educational philosophy, as every managerial policy and practice contains specific value assumptions.

Furthermore, this research demonstrates implications for school leadership. The integration of Pancasila values creates an ethical-humanistic leadership model that positions the principal not merely as an administrator but as a moral leader. Within the framework of national education policy coordinated by the Ministry of Education, Culture, Research, and Technology, strengthening values-based governance is relevant to the educational transformation agenda that emphasizes school character and culture. Thus, this research not only enriches the theoretical realm but also provides a practical foundation for policy development and school leadership training.

Academically, this discussion confirmed that the integration of Pancasila values into educational management contributes to the development of an ideological-based educational management paradigm. This paradigm positions schools as communities of values, not merely formal organizations. With this approach, school governance can move beyond mere administrative efficiency to transforming an organizational culture that is civilized, just, and oriented toward the holistic development of the Indonesian people.

5. CONCLUSION

This study concludes that the integration of Pancasila values into educational management practices is a paradigmatic necessity for building school governance that is not only administratively effective but also morally and philosophically sound. Pancasila has proven its ontological position as the foundation of national

education, epistemologically as a source of managerial thinking, and axiologically as a value orientation in every school management function. Thus, Pancasila-based educational management not only adds a normative dimension but also transforms the entire process of planning, organizing, implementing, and supervising into a practice grounded in national ethics.

The findings of this study also emphasize the need to reposition educational management from a technocratic approach to a normative-transformative approach. The integration of the values of Divinity, Humanity, Unity, Democracy, and Social Justice strengthens ethical leadership, a collaborative organizational culture, participatory governance, and an inclusive and equitable distribution of policies. From a scientific development perspective, this research contributes to the construction of a conceptual model of educational management based on national ideology, enriching the theory of values-based management in the Indonesian context.

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