



## Pancasila-based educational management strategy for strengthening character and civic awareness

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### Abstract

This study aims to analyze Pancasila-based educational management strategies for strengthening students' character and civic awareness in Bandung, West Java. Education has an important role in developing students who are academically competent, morally responsible, socially aware, democratic, and committed to national values. In urban areas such as Bandung, schools face various challenges, including moral decline, individualism, intolerance, the influence of digital media, and low civic participation among students. Therefore, Pancasila-based educational management is needed to integrate national values into school policies, learning activities, and school culture. This research uses a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation involving school principals, teachers, vice principals, and students. The data were analyzed through data reduction, data display, and conclusion drawing, while validity was strengthened through triangulation. The results show that Pancasila-based educational management is implemented through planning, organizing, implementation, supervision, and evaluation of school programs. Pancasila values are integrated into the school vision and mission, curriculum, classroom learning, extracurricular activities, religious activities, flag ceremonies, social service, and environmental programs. These strategies strengthen students' character, including religiosity, honesty, discipline, responsibility, tolerance, cooperation, and social care. They also improve civic awareness through respect for rules, understanding of rights and obligations, democratic participation, appreciation of diversity, and concern for society. This study concludes that Pancasila-based educational management has a strategic role in strengthening students' character and civic awareness in Bandung, West Java.

**Keywords:** Pancasila-based educational management, character education, civic awareness

### Introduction

Education is one of the most important instruments in shaping the quality of human resources and developing citizens who possess strong character, moral awareness, and social responsibility. In the Indonesian context, education is not only directed toward improving students' academic competence, but also toward strengthening national identity, ethical behavior, civic responsibility, and respect for diversity. These goals are closely related to the values of Pancasila, which serves as the philosophical foundation of the Indonesian state and the main guideline for national life. Pancasila-based education has a strategic role in responding to various challenges faced by students in the modern era. The rapid development of technology, globalization, social media influence, moral degradation, intolerance, individualism, and declining civic participation have created new challenges for schools. Students are increasingly exposed to different values and lifestyles, some of which may weaken their sense of nationalism, discipline, empathy, and responsibility as citizens. Therefore, educational institutions need effective management strategies that are able to integrate Pancasila values into the learning process, school culture, leadership practices, and student development programs.

Educational management based on Pancasila refers to the process of planning, organizing, implementing, supervising, and evaluating educational activities by using the values of Pancasila as the main foundation. These values include belief in God Almighty, humanity, national unity, democracy, and social justice. In school management, these values can be implemented through character education programs, civic education, religious and moral activities, democratic student participation, community service,

environmental care, discipline development, and inclusive school policies. Through this approach, schools are expected to create an educational environment that supports the formation of students who are honest, responsible, tolerant, cooperative, democratic, and aware of their rights and obligations as citizens.

The city of Bandung, West Java, is a relevant research area for studying Pancasila-based educational management strategies. Bandung is known as one of the major educational centers in Indonesia, with a diverse social, cultural, and educational background. As an urban area, Bandung faces complex educational challenges, including student character development, social diversity, digital culture, youth lifestyle changes, and the need to strengthen civic awareness among students. In addition, Bandung has various types of educational institutions, ranging from public schools, private schools, religious-based schools, to vocational schools, which makes it an important location for examining how Pancasila values are managed and implemented in educational settings.

In the context of Bandung, Pancasila-based educational management is expected to become a strategic approach to strengthen students' character and civic awareness. Schools in Bandung need to develop management strategies that are not only administrative, but also transformative and value-oriented. This can be done by integrating Pancasila values into the school vision and mission, curriculum planning, teacher leadership, classroom learning, extracurricular activities, student organizations, and cooperation with parents and the community. Through these strategies, schools can build a culture of discipline, tolerance, mutual cooperation, nationalism, democracy, and social care.

However, the implementation of Pancasila-based educational management is not always easy. Some schools may face obstacles such as limited teacher understanding, lack of systematic programs, weak evaluation mechanisms, low student participation, and insufficient collaboration between schools, families, and communities. Therefore, further research is needed to analyze how educational management strategies based on Pancasila are planned, implemented, and evaluated in schools, particularly in Bandung, West Java.

Based on this background, this study focuses on Pancasila-based educational management strategies for strengthening students' character and civic awareness in Bandung, West Java. This research is expected to provide a deeper understanding of how Pancasila values can be applied in educational management and how these strategies contribute to the development of students who are morally strong, socially responsible, nationally aware, and actively involved as good citizens.

## **Method**

This study uses a qualitative research approach with a descriptive method. The qualitative approach is considered appropriate because this research aims to obtain an in-depth understanding of Pancasila-based educational management strategies in strengthening students' character and civic awareness. Through this approach, the researcher can explore the planning, implementation, and evaluation of educational management practices based on Pancasila values in schools located in Bandung, West Java.

The research was conducted in Bandung, West Java, as one of the important educational centers in Indonesia. Bandung was selected as the research location because it has diverse educational institutions and reflects the characteristics of an urban society with complex social, cultural, and educational dynamics. These conditions make Bandung a relevant area for examining how schools manage and implement Pancasila values in character education and civic awareness programs.

The subjects of this study include school principals, teachers, vice principals for curriculum and student affairs, and students. School principals were selected because they play an important role in designing and directing school management policies. Teachers were involved because they directly implement Pancasila values in classroom learning and student activities. Students were included as research participants because they are the main target of character strengthening and civic awareness development.

Data were collected through observation, interviews, and documentation. Observation was used to examine school activities, student behavior, classroom learning, extracurricular programs, and the implementation of school culture related to Pancasila values. Interviews were conducted with principals, teachers, and students to obtain information about management strategies, challenges, and the impact of Pancasila-based education. Documentation was used to analyze school vision and mission statements, curriculum documents, lesson plans, school rules, student activity programs, and other documents related to character education and civic awareness.

The data analysis technique used in this study consists of data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting and simplifying data that were relevant to the focus of the research. Data display

was conducted by organizing the findings into descriptive categories, such as planning strategies, implementation strategies, evaluation strategies, supporting factors, and obstacles. Conclusion drawing was then carried out to identify the main patterns and meanings related to Pancasila-based educational management strategies in schools.

To ensure the validity of the data, this study used triangulation techniques. Triangulation was conducted by comparing data obtained from different sources, such as principals, teachers, and students, as well as by comparing data from observations, interviews, and documentation. This process was used to strengthen the accuracy and credibility of the research findings.

The focus of this research is on how schools in Bandung, West Java, plan, implement, and evaluate educational management strategies based on Pancasila values. The study specifically examines how these strategies contribute to strengthening students' character, including discipline, responsibility, tolerance, cooperation, honesty, and respect for others. In addition, this study also analyzes how Pancasila-based educational management supports students' civic awareness, such as understanding rights and obligations, respecting diversity, participating in school democracy, and developing a sense of nationalism.

## **Result and Discussion**

The results of this study show that Pancasila-based educational management in schools in Bandung, West Java, is implemented through several strategic aspects, namely planning, organizing, implementation, supervision, and evaluation. These strategies are directed toward strengthening students' character and increasing their civic awareness. In general, schools in Bandung have attempted to integrate Pancasila values into school policies, learning activities, school culture, and student development programs.

### **1. Planning of Pancasila-Based Educational Management**

The planning stage is an important foundation in implementing Pancasila-based educational management. The findings show that schools in Bandung generally include character education and civic awareness in their vision, mission, school programs, and curriculum planning. The values of Pancasila are reflected in school objectives, especially in developing students who are religious, disciplined, responsible, tolerant, democratic, and socially aware.

In this stage, school principals and teachers play a central role in designing programs that support the internalization of Pancasila values. The programs include religious activities, flag ceremonies, civic education learning, student leadership activities, community service, environmental care programs, and extracurricular activities. These programs are designed not only to improve students' academic achievement, but also to shape their moral attitudes and social behavior.

In the context of Bandung as an urban educational area, planning must also consider the challenges faced by students, such as the influence of digital media, individualistic lifestyles, social diversity, and weakening concern for the surrounding community. Therefore, schools need to formulate management plans that are adaptive, contextual, and relevant to students' daily lives.

## **2. Implementation of Pancasila values in school management**

The implementation of Pancasila-based educational management is carried out through classroom learning, school culture, student activities, and leadership practices. In classroom learning, teachers integrate Pancasila values into subjects, especially Civic Education, Religious Education, Social Studies, and Indonesian Language. Teachers also apply learning methods that encourage discussion, cooperation, respect for opinions, and democratic decision-making.

School culture also becomes an important medium for strengthening character. Schools in Bandung implement routines such as morning greetings, collective prayers, flag ceremonies, discipline enforcement, clean school programs, and social care activities. These activities help students practice Pancasila values directly in their daily school life.

Extracurricular activities also support the development of students' character and civic awareness. Activities such as student council, scouting, youth red cross, arts, sports, religious organizations, and environmental clubs provide opportunities for students to develop leadership, responsibility, teamwork, tolerance, and social concern. Through these activities, students learn to participate actively, respect rules, solve problems, and contribute to their school community.

The role of school leadership is also significant. Principals and teachers are expected to become role models in practicing Pancasila values. Leadership based on fairness, responsibility, discipline, openness, and mutual respect can create a positive school climate. When school leaders and teachers demonstrate good character, students are more likely to imitate and internalize these values.

## **3. Strengthening students' character**

The implementation of Pancasila-based educational management contributes to strengthening students' character. The character values that are developed include religiosity, honesty, discipline, responsibility, tolerance, mutual cooperation, independence, respect for others, and social care. These values are closely connected to the five principles of Pancasila.

The first principle, Belief in the One and Only God, is reflected in religious activities, prayer routines, respect for different religious practices, and moral education. The second principle, Just and Civilized Humanity, is reflected in the development of empathy, politeness, respect, and anti-bullying attitudes. The third principle, the Unity of Indonesia, is strengthened through flag ceremonies, national songs, cultural activities, and respect for diversity. The fourth principle, Democracy Guided by Inner Wisdom in Deliberation, is practiced through class discussions, student council elections, and collective decision-making. The fifth principle, Social Justice for All Indonesian People, is reflected in social service activities, fairness in school rules, and concern for disadvantaged groups.

In Bandung, where students come from diverse social, cultural, and economic backgrounds, character strengthening becomes very important. Schools need to create an inclusive environment where students can learn to respect differences and build harmonious relationships. Pancasila-based management helps schools develop values that are relevant to urban social life, such as tolerance, cooperation, discipline, and responsibility.

## **4. Strengthening civic awareness**

The findings also indicate that Pancasila-based educational management supports the development of students' civic awareness. Civic awareness refers to students' understanding of their rights and obligations as citizens, their respect for rules, their participation in democratic processes, and their concern for society and the nation.

Students' civic awareness is developed through Civic Education learning, school regulations, flag ceremonies, student organization activities, class discussions, and community-based programs. These activities help students understand the importance of obeying rules, respecting diversity, participating in decision-making, and contributing to the common good.

In schools, civic awareness can be seen in students' participation in student council elections, classroom agreements, environmental campaigns, social service programs, and national commemoration activities. These activities provide practical experiences for students to become active and responsible citizens. Through direct involvement, students do not only learn citizenship concepts theoretically, but also practice them in real situations.

In the context of Bandung, civic awareness is particularly important because the city reflects urban diversity and social complexity. Students need to be prepared to live in a democratic, multicultural, and rapidly changing society. Therefore, schools must strengthen students' ability to think critically, respect differences, participate responsibly, and maintain national unity.

## **5. Supporting factors**

Several supporting factors influence the success of Pancasila-based educational management in schools. First, the commitment of school principals and teachers is essential. Strong leadership and teacher involvement can ensure that Pancasila values are consistently integrated into school programs and daily activities.

School culture plays an important role. A positive school culture that promotes discipline, respect, cooperation, and responsibility can support the internalization of Pancasila values. Third, student participation is also important because character and civic awareness cannot be developed only through instruction, but must be practiced through active involvement.

Fourth, support from parents and the community strengthens the implementation of Pancasila-based education. Character education will be more effective when the values taught at school are also supported at home and in the community. In Bandung, cooperation between schools, families, local communities, and educational institutions can help create a more comprehensive character-building environment.

## **6. Obstacles in implementation**

Pancasila-based educational management has been implemented in schools, several obstacles are still found. One of the main obstacles is the lack of consistency in applying Pancasila values across all school activities. In some cases, Pancasila values are still taught more theoretically than practically, so students may understand the concepts but do not always apply them in daily behavior. Another obstacle is the limited understanding of some teachers regarding how to integrate Pancasila values into learning and school management. Some teachers may still focus mainly on academic achievement and administrative

tasks, while character education and civic awareness receive less attention.

The influence of digital media and social environment also becomes a challenge. Students are exposed to various information, lifestyles, and behaviors that may not always support Pancasila values. Issues such as individualism, lack of discipline, cyberbullying, intolerance, and low social concern can affect students' character development.

In addition, limited cooperation between schools and parents can weaken the effectiveness of character education. When values taught at school are not reinforced at home, students may find it difficult to practice them consistently.

## Discussion

The findings indicate that Pancasila-based educational management is an important strategy for strengthening students' character and civic awareness. This strategy is not limited to classroom learning, but must be integrated into all aspects of school management. Planning, implementation, supervision, and evaluation must be directed toward creating a school environment that reflects Pancasila values. The discussion also shows that schools in Bandung need to develop contextual strategies that are suitable for urban students. As a city with diverse communities and rapid social change, Bandung requires educational management that can respond to moral, social, and civic challenges. Pancasila values provide a strong foundation for building students who are religious, humane, united, democratic, and socially just.

However, the success of this strategy depends on the active role of all school stakeholders. Principals must provide value-based leadership, teachers must integrate Pancasila values into learning, students must be actively involved in school programs, and parents must support character education at home. Without collaboration, Pancasila-based educational management may only become a formal program and may not significantly influence students' behavior.

Therefore, schools need to strengthen the implementation of Pancasila values through more practical, participatory, and continuous programs. Evaluation should not only focus on academic results, but also on students' attitudes, behavior, participation, and social responsibility. By doing so, Pancasila-based educational management can become an effective approach to develop students with strong character and high civic awareness.

Overall, the results of this study show that Pancasila-based educational management in Bandung, West Java, has a significant role in strengthening character education and civic awareness. Through school policies, learning activities, school culture, extracurricular programs, and stakeholder collaboration, Pancasila values can be internalized in students' daily lives. This strategy is expected to produce students who are not only academically capable, but also morally responsible, tolerant, democratic, and committed to national unity.

## Conclusion

Based on the results and discussion, it can be concluded that Pancasila-based educational management is an important strategy for strengthening students' character and civic awareness in schools in Bandung, West Java. The implementation of this strategy is carried out through the integration of Pancasila values into school planning,

curriculum development, learning activities, school culture, extracurricular programs, leadership practices, and evaluation systems.

Pancasila values provide a strong foundation for developing students who are religious, honest, disciplined, responsible, tolerant, cooperative, democratic, and socially aware. In the context of Bandung as an urban educational area with diverse social and cultural backgrounds, these values are highly relevant for preparing students to face moral, social, and civic challenges. Through Pancasila-based educational management, schools can create a learning environment that supports not only academic achievement, but also the development of moral integrity and national identity.

The study also shows that character strengthening can be developed through daily school routines, classroom learning, student organizations, religious activities, flag ceremonies, social service, environmental programs, and democratic participation. These activities help students practice the values of Pancasila directly in their school life. At the same time, civic awareness is strengthened through students' understanding of rights and obligations, respect for rules, participation in decision-making, appreciation of diversity, and concern for the community and the nation.

However, the implementation of Pancasila-based educational management still faces several challenges. These include limited teacher understanding, inconsistency in program implementation, weak evaluation of character development, the influence of digital media, low student participation, and limited collaboration between schools, families, and communities. Therefore, schools need to strengthen cooperation among principals, teachers, students, parents, and the wider community to ensure that Pancasila values are applied consistently and sustainably.

In conclusion, Pancasila-based educational management in Bandung, West Java, has a strategic role in building students with strong character and high civic awareness. This approach should be implemented continuously, systematically, and contextually so that schools can produce students who are academically competent, morally responsible, tolerant, democratic, and committed to maintaining national unity and social justice.

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