



## Analysis of The Fourth Principles of Pancasila in PPKn Learning in Islamic High School Sunan Gunung Jati Ngunut Tulungagung

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**Abstract:** Pancasila is the nation's way of life, the foundations of the Indonesian state, and is also the national ideology of our country. Currently the application of Pancasila values in daily life is experiencing degradation. One of them is at the Hidayatul Mubtadi-ien Islamic Boarding School (PPHM) Ngunut Tulungagung. The problem that has occurred at Sunan Gunung Jati Islamic High School is that many students leave class at certain times, especially from the 6th hour onwards. The reason they left class was to buy something, after they were outside they actually bought something but stopped by the play station (PS), played billiards, hung out at the coffee shop, smoked and so on. Therefore, the role of a teacher, especially a PPKn teacher, is very necessary in providing guidance, understanding and learning in order to instill and apply Pancasila values in everyday life. Describe how the Fourth Precept is implemented at Sunan Gunung Jati Ngunut Islamic High School, Tulungagung, and what are the supporting and inhibiting factors in the Analysis of the Fourth Principle at Sunan Gunung Jati Ngunut Islamic High School Tulungagung. The researcher uses a qualitative approach. Qualitative research is carried out in natural conditions and is a discovery of phenomena that occur in the field with a descriptive research design in the form of written and verbal communication from the author interacting with the informant. In this research, it is carried out through the aspect of observing something (research object), then explaining accurate facts according to the actual situation in the field. From the results of the research it was found: during learning hours, students leave class more often, especially at 6 o'clock and above, they prefer to spend their time playing Play Station, playing billiards, hanging out in coffee shops, smoking rather than attending learning hours in class. The implementation of the Pancasila values in the fourth principle at Sunan Gunung Jati Islamic High School has not run optimally, but some of the students at Sunan Gunung Jati High School understand that the 4th Pancasila value emphasizes the interests of the state and society, not imposing one's will on others, prioritizing deliberation. in making decisions for the common good.

**Keywords:** Implementation, PKN learning, the fourth principle of Pancasila.

**Abstrak:** Pancasila merupakan pandangan hidup bangsa, dasar negara Indonesia, dan juga merupakan ideologi nasional negara kita. Saat ini penerapan nilai-nilai Pancasila dalam kehidupan sehari-hari mengalami degradasi. Salah satunya di Pondok Pesantren Hidayatul Mubtadi-ien (PPHM) Ngunut Tulungagung. Permasalahan yang terjadi di SMA Islam Sunan Gunung Jati adalah banyak siswa yang keluar kelas pada jam-jam tertentu terutama pada jam ke-6 ke atas. Alasan mereka keluar kelas untuk membeli sesuatu, setelah di luar sebenarnya

mereka membeli sesuatu tetapi mampir ke play station (PS), main billiard, nongkrong di warung kopi, merokok dan sebagainya. Oleh karena itu peran seorang guru khususnya guru PPKn sangat diperlukan dalam memberikan bimbingan, pemahaman dan pembelajaran agar dapat menanamkan dan menerapkan nilai-nilai Pancasila dalam kehidupan sehari-hari. Mendeskripsikan bagaimana penerapan Sila Keempat di SMA Islam Sunan Gunung Jati Nganut Tulungagung dan apa saja faktor pendukung dan penghambat dalam Analisis Sila Keempat di SMA Islam Sunan Gunung Jati Nganut Tulungagung. Peneliti menggunakan pendekatan kualitatif. Penelitian kualitatif dilakukan pada kondisi alamiah dan merupakan penemuan fenomena yang terjadi di lapangan dengan desain penelitian deskriptif berupa komunikasi tertulis dan lisan dari penulis yang berinteraksi dengan informan. Dalam penelitian ini dilakukan melalui aspek mengamati sesuatu (objek penelitian), kemudian menjelaskan fakta yang akurat sesuai dengan keadaan sebenarnya di lapangan. Dari hasil penelitian ditemukan: pada saat jam belajar siswa lebih sering keluar kelas terutama pada pukul 6 ke atas, mereka lebih suka menghabiskan waktu dengan bermain Play Station, bermain billiard, nongkrong di warung kopi, merokok dari pada mengikuti jam belajar di kelas. Implementasi nilai-nilai Pancasila pada sila keempat di SMA Islam Sunan Gunung Jati belum berjalan secara optimal, namun sebagian siswa di SMA Islam Sunan Gunung Jati memahami bahwa nilai Pancasila ke-4 menitikberatkan pada kepentingan negara dan masyarakat, tidak memaksakan kehendak kepada orang lain, mengutamakan musyawarah dalam mengambil keputusan untuk kepentingan bersama.

**Kata kunci:** Implementasi, Pembelajaran PKN, Sila Ke-4 Pancasila.

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## ▪ INTRODUCTION

Pancasila as the basis of the state is of course very necessary to maintain the existence of the Indonesian nation, because in every principle of Pancasila there are certainly noble values of the Indonesian nation which are in accordance with the personality of the nation and state itself.

One of them is the 4th principle of Pancasila, in the world of education the value of the 4th principle of Pancasila reflects democratic values, participation, justice and wisdom in decision making in the educational environment, apart from that, people's values which are led by wisdom in deliberation/representation are wrong. one of the main foundations in building a democratic and participatory society. Democratic system in decision making, schools can apply democratic principles in decision making by involving students, teachers, parents and school staff in the process of deliberation and representation. Through Civics subjects, students can be taught about the principles of democracy, human rights, and procedures for participating in democratic political processes..

The role of a teacher is very important, especially a Civics Teacher in providing guidance, understanding, learning in order to instill and apply Pancasila values in everyday life by implementing these values in the classroom learning process..

Implementation can be done in various ways. One way is that teachers can encourage students' active participation in class discussions, joint decision making, as well as holding simulations or role plays that require problem solving and selecting solutions democratically. Through this approach, it is hoped that students will not only learn about democratic concepts and wisdom, but they will also experience directly how to apply these values in everyday life in the classroom. (Suyahmo.,2015).

Based on the description above, the author is interested in conducting research regarding the analysis of the four principles of Pancasila in PPKn learning at Islamic High School Sunan Gunung Jati Nganut Tulungagung.

## ▪ METHOD

The researcher uses a qualitative approach. Qualitative research is carried out in natural conditions and is a discovery of phenomena that occur in the field with a descriptive research design in the form of written and verbal communication from the author interacting with the informant. In this research, it is carried out through the aspect of observing something (research object), then explaining accurate facts according to the actual situation in the field. In qualitative research, the role of the researcher himself is referred to as a key instrument in collecting data and interpreting data. Data collection tools usually use direct observation, interviews, document studies.

## ▪ RESULT AND DISCUSSION

As a basic philosophy of the State, the Pancasila principles are a value system, therefore the Pancasila principles are essentially a unity. Pancasila has a series of values, namely divinity, humanity, unity, democracy and justice. The basic values of Pancasila such as divinity, humanity, unity, democracy and justice are universal, objective, meaning that these values can be used and recognized by the state -other countries. Pancasila is subjective, meaning that Pancasila values are attached to the bearers and supporters of Pancasila values themselves, namely the Indonesian people, nation and state..

From the results of observations made by researchers at Gunung Jati Islamic High School, it was found that the implementation of the Fourth Principle of Pancasila in the learning process at Sunan Gunung Jati Islamic High School was said to be successful, when there was democratic, participatory and inclusive interaction between teachers and students, as well as between fellow students. The following are several indicators of successful implementation of the Fourth Precept in the classroom learning process:

1. **Deliberation in Learning:** Teachers and students are involved in the deliberation process in determining learning objectives, learning methods to be used, as well as assessing and evaluating learning outcomes. These decisions are taken jointly by considering the aspirations and needs of students.
2. **Active Student Participation:** Students feel they have an active role in learning, they are invited to contribute to class discussions, ask questions, have opinions and share ideas. This creates an inclusive environment where every student feels valued and heard.
3. **Involvement in Decision Making:** Students are involved in making decisions related to class rules, learning schedules, and extracurricular activities. The process of selecting class leaders or student representatives is carried out democratically through deliberation and voting.
4. **Collaborative Group Work:** Teachers encourage students to work in small groups to complete learning tasks. In this group work, each group member has the opportunity to contribute and share responsibility.
5. **Respect for Diversity:** Teachers and students respect the diversity of opinions and perspectives in the classroom. Discussions are promoted as a forum for sharing diverse ideas and points of view, not to impose one particular opinion.
6. **Equality in Rights and Obligations:** All students are given equal opportunities in the learning process and have the same rights to participate, express opinions and achieve success. There is no discrimination or unfair treatment in the class.
7. **Rewarding Individual Progress:** Teachers provide appreciation and positive feedback on the individual progress and achievements of each student, regardless of differences in background or ability.

By ensuring that all students feel heard, appreciated, and have an active role in the learning process, the implementation of the Fourth Principle of Pancasila in the classroom can be said to be successful. This creates a learning environment that is democratic, inclusive and respectful of diversity, which supports the holistic development and potential of each student. There are several supporting factors that can influence the implementation of the fourth principle in learning at Sunan Gunung Jati Islamic High School, including:

1. **Culture of Openness and Dialogue:** Building a classroom culture that promotes openness and dialogue is key to supporting the implementation of the Fourth Precept. Teachers must create an environment where students feel comfortable to speak, express opinions, and share ideas without fear of ridicule or judgment.
2. **Student Involvement in Decision Making:** Providing opportunities for students to be involved in the decision-making process in the classroom, whether in terms of curriculum, class rules, or extracurricular activities, will increase students' sense of ownership of their learning environment.

3. Use of Participatory Learning Methods: Using learning methods that involve active student participation, such as group discussions, collaborative projects, or simulations, will encourage students to contribute actively to the learning process.
4. Building Communication and Negotiation Skills: Training students in effective communication and negotiation skills will help them in interacting well in class discussions and in resolving conflicts or differences of opinion in a peaceful manner.
5. Respect for Differences of Opinion: It is important to promote respect for differences of opinion in the classroom. Students should be taught to appreciate different points of view and learn from different perspectives.
6. Participative Leadership Model from Teachers: Teachers can practice participative leadership models by involving students in class decision making and giving them responsibilities that suit their abilities and interests.
7. Developing Democratic Attitudes: Apart from academic material, it is also important to develop democratic attitudes in students, such as a sense of responsibility, respect for the rights of others, and awareness of the importance of participation in democratic life.

By strengthening these supporting factors, implementation of the Fourth Principle of Pancasila in the classroom can be more effective and have a positive impact on student development in terms of engagement, social skills, and understanding of democratic principles. (Irwan Triadi, 2023). The factors inhibiting the realization of the implementation of the fourth principle in the learning process at Sunan Gunung Jati Islamic High School include:

1. Lack of Awareness and Understanding: Lack of understanding by teachers and students about the importance of the Fourth Principle of Pancasila and how to apply it in the learning context can be a major obstacle. If they are not aware of the values of democracy and participation, then they may not feel the need to involve students in decision making or open discussions.
2. Inequality in Involvement: When a teacher takes a dominant role in decision making and the learning process, while students are only passive recipients, this can hinder the implementation of the Fourth Precept. This inequality may occur due to a lack of awareness of the importance of student participation or due to the teacher's tendency to maintain complete control.
3. Culture of Violence or Domination: An environment dominated by a culture of violence, intimidation or domination can prevent students from actively participating in the learning process. Students may feel afraid to express their opinions or feel that their voices will not be heard.
4. Cultural and Value Differences: Students who come from different cultural or value backgrounds may have difficulty adapting to a more participatory learning approach. They may not be used to a culture of deliberation or active participation in decision making.
5. Lack of training for teachers in teaching PPKn material, especially in the fourth principle of Pancasila, can result in their inability to deliver the material effectively.
6. The existence of political conflict in the school environment can disrupt the learning process about democracy.
7. lack of student awareness of the importance of understanding the value of the fourth principle in everyday life.

From the results of observations and interviews, it shows that the implementation of the fourth principle in the teaching and learning process at Sunan Gunung Jati Ngunut Islamic High School, Tulungagung, has gone well, although it has not been optimal, which is influenced by several obstacle factors.

#### ▪ CONCLUSION

From the results of research on teachers and students of Sunan Gunung Jati Islamic High School regarding the implementation of the 4th principle at Sunan Gunung Jati Islamic High School, it can be concluded:

The fourth principle of Pancasila values has been implemented at Sunan Gunung Jati Islamic High School, which was realized during the election of the extracurricular chairman at Sunan Gunung Jati Islamic High School. Even though it is not yet running optimally, some of the students at Sunan Gunung Jati High School understand that the 4th Pancasila value emphasizes the interests of the state and society, not imposing their will on other people, prioritizing deliberation in making decisions for the common good.

The supporting factors for implementing Pancasila values at Sunan Gunung Jati Islamic High School are awareness and support from the school principal, teachers, education services, and a supportive school environment.

The obstacles factors faced at Sunan Gunung Jati High School are that there are several children who are difficult to advise and the lack of training for teachers in teaching PPKn material, especially on the fourth principle of Pancasila, can cause their inability to convey the material effectively; the existence of political or internal student conflicts within the school environment which can disrupt the learning process; lack of student awareness of the importance of understanding the value of the fourth principle in daily life.

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