

Implementation of Instructional Planning and Execution in Pancasila Education: Focusing on Rules and Regulations Topic

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ABSTRACT

This study aims to analyze the implementation of planning and learning activities in Civic and Pancasila Education for the topic of community rules in the fourth grade of SDN Pakunden 02. Using a qualitative descriptive approach, the research involved one classroom teacher and twenty-four students as participants. Data were collected through observation, interviews, and documentation, and analyzed using Miles and Huberman's interactive model consisting of data reduction, presentation, and conclusion drawing. The results show that both lesson planning and implementation were carried out very well. The teacher developed a structured and complete teaching module with clear learning objectives, relevant assessments, and diverse learning resources that promote active and collaborative learning. Learning implementation also demonstrated effectiveness through contextual, student-centered strategies supported by relevant media and active student engagement. However, several aspects require improvement, such as time management during group discussions, the follow-up process of assessments, and adjustment of activities to students' individual characteristics. Overall, the integration between well-prepared planning and effective implementation contributes significantly to the internalization of Pancasila values and the development of students' awareness of social rules in daily life.

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INTRODUCTION

One of the main pillars in the basic education system for shaping a generation capable of practicing the noble values of the nation is through character education. This character education is contained in the Pancasila Education subject. Through character building by means of Pancasila Education, it is hoped that students will not only memorize the noble values of the nation, but also be able to practice these values. These values include justice, deliberation, tolerance, togetherness, mutual cooperation, and obedience to rules in social life. Teaching these values is important because the nation needs a generation that not only memorizes values but is also able to practice them in real life, including in the form of obedience to rules and deliberation (Nurhantara & Utami, 2023). Research shows that the understanding and internalization of Pancasila values in elementary schools still face

obstacles, especially when learning is more theoretical than contextual (Meliana et al., 2023). Reflecting on this problem, there are challenges in Pancasila education to build a foundation of citizenship that is real and relevant to the dynamics of students' daily lives.

Various strategies have been implemented to address these challenges, particularly in terms of planning and implementing learning. When put into practice, it was found that even though teachers had used active learning models such as PBL and combined them with case study methods closely related to students' daily lives, some students were not equally engaged and the use of technological media was not consistent in every meeting. These obstacles indicate that there are other challenges beyond learning that emphasizes context or relevance to students' experiences. Research by Fitriani, Abdulah, & Mustadi (2022) concluded that the use of interactive media in PBL strengthens student engagement, but only if the implementation of media is carried out consistently and evenly in each meeting (Fitriani et al., 2022). Thus, even though the learning approach is theoretically appropriate, practice in the field reveals that non-material factors such as the consistency of technological media, classroom management, availability of facilities, and teacher readiness remain the main obstacles to engagement and learning effectiveness.

Several previous studies have highlighted problem-based learning models such as Problem Based Learning (PBL) in Pancasila Education and showed positive results. For example, Anditya et al. (2023) found that the application of PBL in fourth grade elementary school significantly improved Pancasila learning outcomes. Additionally, Putri and Astuti (2022) stated that the use of interactive media such as Canva combined with PBL helped activate students (Putri & Astuti, 2022). However, a shortcoming of previous studies is that not many have focused on the planning process and there is a lack of data on how PBL is implemented. Thus, a comprehensive study is needed that covers the planning stage to the implementation of Pancasila education, especially in the context of fourth grade elementary school.

This article proposes how the integration between planning and implementation of learning is implemented in grade IV of SDN Pakunden 02. Planning consists of the preparation of teaching modules, teaching materials, the use of media, and LKPD, while in its implementation, the teacher acts as a facilitator who ensures that each student is actively involved in every step of learning with the PBL model such as problem orientation, organizing students to learn, guiding investigations, developing and presenting works, and analyzing and evaluating the problem-solving process. This integration between planning and implementation is in line with the opinion of Hmelo-Silver (2004) who emphasized that PBL effectively encourages critical and collaborative thinking skills through the guidance of teachers as facilitators. In addition, research by Wardani & Saputro (2020) confirms that teaching modules, LKPD, and learning media that are systematically designed are able to increase student motivation and involvement. These two important stages in learning are expected to be able to present real applications in classroom learning, especially in the material of internalizing the value of rules in daily life.

Based on the description above, this article aims to analyze the implementation of planning and implementation of Pancasila Education learning in the rules material in grade IV of SDN Pakunden 02, focusing on: (1) the quality of learning planning (lesson plans, teaching materials, technological media), (2) the implementation of Pancasila learning using the PBL model that involves deliberation and student participation, and (3) obstacles and recommendations for improvement to increase student involvement evenly and consistent use

of media. Thus, the writing of this article is expected to make a real contribution to increasing the effectiveness of Pancasila Education learning in elementary schools.

RESEARCH METHOD

This study uses a qualitative descriptive approach with the aim of analyzing and describing in depth the implementation of planning and implementation of Pancasila Education learning in the material "Rules in the Community Environment" in grade IV of SDN Pakunden 02 Blitar City. This approach was chosen because it allows to obtain a factual and contextual picture of learning practices in the field without intervening in the variables studied. The research was carried out on October 13-14, 2025 at the UPT Education Unit of SDN Pakunden 02, an A accredited school that has implemented the Independent Curriculum. The research subjects included grade IV teachers as learning implementers and 24 students as active participants in learning activities.

Data was collected through three main techniques, namely observation, interviews, and documentation. Observation was carried out using learning planning and implementation assessment instruments which included a number of indicators regarding the completeness, integration, and quality of learning components. Interviews were conducted with teachers to obtain information about the planning background, implementation strategies, and obstacles faced during learning. The collected data was analyzed by qualitative descriptive analysis through the stages of data reduction, data presentation, and conclusion drawn, as per the interactive model of Miles and Huberman (in Rijali, 2018). The validity of the data is ensured through triangulation of sources and techniques by comparing the results of observations, interviews, and documentation to ensure the consistency of findings. According to Nurfajriani et al. (2024), triangulation is a multi-method approach to check the validity of data from various points of view so as to increase the credibility of research. Thus, the findings of this research can be scientifically accounted for and reflect the real conditions of learning Pancasila Education in grade IV of SDN Pakunden 02.

RESULT AND AND DISCUSSION

Results

a. Observation Results

The implementation of planning and implementation of Pancasila Education material 'Rules' in grade IV of SDN Pakunden 02 was assessed using an observation sheet. The following are the results of the assessment of the implementation of planning and implementation:

Table 1. Results of the assessment of the planning and implementation of Pancasila Education learning

Come on	Number of Indicators	Total Score	Average Score	Category
Pear-canaan	24	107,51	4,48	Excellent
Implementation	28	132,1	4,72	Excellent

The results of the observation show that both the planning and implementation of learning are in the "Very Good" category, which means that teachers have been able to apply effective and meaningful learning principles.

In the aspect of learning planning, teachers have prepared teaching modules in a complete and structured manner. Every important component such as module identity, learning outcomes, objectives, assessments, and learning activities has been arranged with high integration. The average score of 4.48 shows that the planning has met the criteria very well, especially in the aspects of compatibility between objectives, assessments, and learning activities, as well as strengthening the Pancasila Student Profile. However, there are still several components that need improvement, such as the application of more varied learning models, learning differentiation, and follow-up of assessment results and the completeness of the glossary.

Meanwhile, in the aspect of learning implementation, an average score of 4.72 was obtained which showed very good results. Teachers show optimal readiness from the pre-learning stage through interesting perceptual activities and effective classroom conditioning. During the core activities, teachers demonstrate strong mastery of the material, use media efficiently, and encourage active involvement of students in the learning process. The learning process is active, contextual, and fun. However, aspects of time management and follow-up in the form of remedial or enrichment activities still need to be improved so that the implementation of learning is more optimal.

b. Interview Results

Based on the results of interviews with Pancasila Education teachers in grade IV of SDN Pakunden 02, information was obtained that in the process of preparing teaching modules, teachers do not always make modules formally in each lesson. The teacher explained that the first step in the preparation of the module is to determine the learning outcomes (CP), then refer to the book guide used, such as the package book which is the main source. This shows that learning planning is still oriented towards practical needs and time efficiency in the field.

The teacher also said that the characteristics of students are the main consideration in compiling learning plans. Before carrying out learning activities, teachers think about the extent to which the learning plan can be applied in the classroom. He added that in activities such as group discussions, there are often one or two students who are less active because of their quiet nature or lack of initiative. In addition, limited learning time is also an obstacle in itself, especially when carrying out discussion activities that require a longer time allocation.

In terms of material presentation, teachers try to apply the principles of meaningful learning by relating the material to students' real experiences. For example, in the "Rules" material, teachers relate learning to students' daily life situations, such as the rules that apply in their respective homes. This contextual approach aims to make it easier for students to understand the meaning and application of Pancasila values in their daily lives.

Regarding students' learning interests, teachers assessed that students' enthusiasm for Pancasila Education subjects depends on the type of material taught. If the material is difficult to relate to real conditions, students tend to get bored quickly. However, for material like

"Rules", students look quite enthusiastic because the theme is close to their lives and relevant to everyday habits.

In the use of media and technology, the teacher explained that the use is adjusted to the learning material. For example, in the rules material, teachers display short video footage from social media that is relevant to the learning topic so that students are more interested and easily understand the content of the material. The teacher also added that the infrastructure in the school is quite supportive, because each class has been equipped with a projector that facilitates the use of digital media during the learning process.

Discussion

At the learning planning stage, the use of modules is very helpful for teachers in creating an effective and optimal learning process. According to Education, D. T., et al (2008) Modules are learning tools or means of learning that contain materials, methods, limitations, and ways of evaluating that are systematically and interesting designed to achieve the expected competencies according to the level of complexity. The module itself functions as a guideline for teachers in carrying out teaching and learning activities in the classroom so that the learning process can run systematically and in a directed manner.

The teaching module used by teachers of SDN Pakunden 02 in the class IV Pancasila education subject on the material "rules" in the community" got a score of 107.51 so it can be said that this module is already in the very good category. The module has fulfilled most of the ideal learning planning principles where the identity of the written module is complete and clear starting from the name of the school, subject, phase, time allocation, to the learning model used. In addition, learning objectives are also specifically prepared and describe the competencies to be achieved. The integration between learning outcomes (CP), learning objectives (TP), and Pancasila student profiles shows that there is harmony between aspects of knowledge, skills, and attitudes that are to be developed.

The authentic *assessment* section used is in accordance with the learning model and activity characteristics where the assessment is carried out through LKPD, group discussions, and class reflection with detailed assessment rubrics. The diversity of learning resources such as teaching materials, LKPD, simulation media, and rule boards show that these modules support active and collaborative learning. In the module, there is also the relevance of the material to the context of daily life which makes students not only understand the concept of rules but also learn about the importance of communication and mutual cooperation in society.

However, there are still several aspects that need to be optimized so that this teaching module is more perfect in its application. Adjusting learning activities to student characteristics is an important thing that needs to be considered, because each student has different learning styles, abilities, and needs. Teachers can add a variety of activities or forms of student work so that learning is more inclusive and fosters the active participation of all students, this is in line with the opinion of Indriani, N., Azizah, I. N., & Fitriyah, I. (2024) that every learning method applied in learning activities in the independent learning curriculum can be researched through the characteristics of students where in this case the teacher must be able to read every behavior and movements and student responses in each learning taking place. In addition, the inclusion of the type of learning model used and the reason for its

selection also needs to be explained in more depth. This explanation will help teachers understand the relationship between the model and the learning objectives as well as the strategies for its implementation in the classroom.

In the *assessment* section, it is better to include clear follow-up in the form of remedial activities for students who have not achieved completeness and enrichment for students who have exceeded the target, because the results of the assessment follow-up are what will be used by educators to improve the curriculum, learning strategies, types of activities, game-based learning tools, hygiene and health resources, as well as infrastructure and facilities. including for children with special needs (Primanisa & Jf, 2020). This is important so that assessment results not only function as assessments, but also as a means of improving the quality of learning through feedback that helps students improve their performance (Munaroh, 2024). Meanwhile, the procurement of a glossary is also a useful addition to clarify important terms in the module, so that both teachers and students have the same understanding of the concepts used in learning.

At the stage of learning implementation, a total score of 132.1 was obtained, which indicates the category of very good. Teachers have shown optimal readiness and competence in carrying out learning, starting from the pre-learning stage, core activities, to the closing. In the early stages, the teacher conducts perception in an interesting way and is able to condition the class effectively so that students are actively involved from the beginning of the activity, perception itself has benefits so that students more easily accept new experiences, old experiences will provide color for new experiences as an integral unit in modifying new behaviors, developing interest and attention in learning, so that openness to receive new experiences in learning is more prepared and fun, increasing students' motivation to learn so as to provide input for the occurrence of mental revolution and motivation to excel (Suhana, 2014: 23). Learning in the classroom takes place in a fun and conducive atmosphere, which is in line with student-centered learning where this learning places students at the center of the learning process, where they are encouraged to actively participate, think critically, and be responsible for their own learning (Novalia, 2023).

During learning, teachers show strong mastery of the material and are able to relate the learning content to the context of students' real lives. The learning is not only theoretical but also applicable and contextual. Teachers use an approach that encourages student participation through interactive group discussion and question and answer activities, the question and answer method that is done appropriately will be able to stimulate students' interest and motivation in learning with the following benefits: (1) Interesting and challenging material and has high application value, (2) Questions are varied, including closed-ended questions and open-ended questions, (3) The answers to the questions are obtained from improvement of students' answers, (4) Done with good questioning techniques. (Ministry of Education and Culture, 1996:26). Learning media, such as short videos relevant to the topic of "Rules in Society", can clarify students' understanding and make learning more meaningful. As stated by Embun Sapira (2024), learning video media is able to help students understand concepts that are difficult to explain verbally and increase interest and understanding of the material.

Teachers are able to foster students' motivation to learn through varied and relevant activities, because learning that is associated with real life and carried out with interactive and

innovative methods can make students more interested and enthusiastic in learning (Azhar & Wahyudi, 2024). Students show high enthusiasm especially when learning is associated with everyday life examples. However, there are still several aspects that need to be optimized, such as time management during group discussions that are too long and cause reflection activities and follow-up learning outcomes to not run optimally.

In addition, the implementation of remedial and enrichment activities has also not been carried out in a structured manner, even though these two activities play an important role in ensuring that all students achieve the expected learning outcomes and provide space for outstanding students to develop their potential. This is in line with the findings of Piliang and Utami (2025) who explain that remedial programs help students who have not yet achieved completeness, while enrichment deepens the knowledge of students who have mastered the material and is an important part of the learning process.

From the overall results of observations and interviews, we can conclude that the implementation of Pancasila Education learning at SDN Pakunden 02 has gone very well and in accordance with the principles of the Independent Curriculum, where teachers have been able to create an active, contextual, and fun learning process by utilizing the media effectively and even though it has not optimally adjusted to the characteristics of students. Nevertheless, aspects of time management, follow-up of learning outcomes, and the preparation of formal teaching modules can still be improved so that learning becomes more directed and sustainable. Optimization in these aspects is expected to be able to support the achievement of overall learning goals while strengthening the formation of Pancasila character and values in students.

CONCLUSION

Based on the results of the analysis of the planning and implementation of Pancasila Education learning at SDN Pakunden 02, it can be concluded that the use of teaching modules has an important role in creating an effective, systematic, and directed learning process. The modules used have fulfilled most of the ideal learning planning principles with a complete identity, specific learning objectives, and alignment between learning outcomes, goals, and Pancasila student profiles. The diversity of learning resources and authentic assessments used demonstrate support for active and collaborative learning, as well as the relevance of the material to students' real lives.

At the implementation stage, learning shows excellent results with active student engagement, use of relevant media, and the application of a student-centered approach that encourages critical thinking and learning responsibility. Teachers have demonstrated a strong mastery of the material and are able to relate learning to the context of daily life, creating a fun and meaningful classroom atmosphere. However, the time management of discussion activities and the implementation of follow-up learning outcomes still need to be improved so that the learning process is more optimal. However, several aspects still need to be optimized, such as adjusting learning activities to the characteristics of students, including the reasons for choosing the learning model, providing follow-up assessment results in the form of remedial and enrichment, and adding a glossary to clarify important terms.

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