OPTIMIZING THE ROLE OF SOCIAL SCIENCES IN BUILDING STUDENT CHARACTER ACCORDING TO THE PANCASILA PROFILE

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Abstract

This study aims to examine how to optimize the role of social sciences in building student character in accordance with the profile of Pancasila in high school. Through qualitative methods involving in-depth interviews, observations, and documentation studies, this study found that the integration of Pancasila values in social science learning has begun to be applied by teachers, although there are still challenges, such as limited time and low student motivation. Project-based learning methods and real activities in the community have proven to be effective in helping students understand and internalize the values of Pancasila. In addition, a supportive school environment and clear school policies play an important role in shaping the character of students. However, barriers such as limited resources and institutional support remain major challenges. The conclusion of this study confirms that optimizing the role of social sciences in building students' character requires a holistic approach, including interactive learning, school environment support, and supportive policies. Thus, Pancasila-based character education can be implemented more effectively to form a generation that is not only academically intelligent, but also has a strong character in accordance with Pancasila values.

Keywords: Social Sciences, Student Character, Pancasila, Character Education, High School.

1. INTRODUCTION

In the development of the world of education, the role of social sciences is increasingly crucial in shaping the character of students in accordance with the basic values of the Indonesia nation. Education not only functions as a means of transferring knowledge, but also as a medium to internalize the noble values contained in Pancasila (Noventue, Ginanjar, and Astutik 2024). The Pancasila Student Profile is an important reference in formulating national education goals, where Pancasila values must be firmly embedded in every student (Rachmawati et al. 2022). However, the biggest challenge faced by the world of education today is how to optimize the role of social sciences can be implemented effectively in building the character of students in accordance with the profile of Pancasila. Social sciences as an integral part of the educational curriculum have a strategic role in the character formation process. Through social science learning, students are introduced to various aspects of social, cultural, and political life in society.

This in-depth understanding of various social dimensions is expected to form a critical and responsive mindset towards national issues (Susilo and Sarkowi 2018). In addition, social science also plays a role in instilling awareness of the importance of tolerance, togetherness, and solidarity as a reflection of Pancasila values. In the midst of the rapid flow of globalization and modernization, traditional values that are the foundation of the nation's character are often neglected. Students are often faced with a dilemma between maintaining local values and following global trends that sometimes contradict Pancasila. In this context, social science has a vital role to bridge the demands of modernity with the preservation of Pancasila values. With the right approach, social sciences can be an effective tool in building students' strong, integrity, and nationalistic insights.

Social science learning in schools is not only about providing theoretical knowledge about society, but also must be able to instill attitudes and behaviors that reflect the values of Pancasila (Maftuh 2008). Character education based on Pancasila is an important foundation in this process. The character education includes the development of religious, nationalist, independent, mutual

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cooperation, and integrity attitudes, all of which are reflections of the five precepts of Pancasila (Rachmah 2013). Therefore, optimizing the role of social sciences in student character education must be designed in such a way that it is able to foster high moral awareness and an attitude of social responsibility. To achieve this goal, a holistic and integrative learning approach is needed. Social science learning must be able to relate theoretical concepts to the social reality that exists in the environment around students. Teachers as learning facilitators play an important role in this process. Teachers are required to be creative and innovative in developing learning methods that are not only interesting, but also relevant to real life. Thus, social science can be a subject that not only educates, but also inspires students to become individuals with character in accordance with the values of Pancasila. In addition, social science learning must also be supported by a conducive school environment. Schools must be a miniature of society that reflects the values of Pancasila. The school's atmosphere full of respect, justice, and tolerance will reinforce the social science learning and character education provided (Furkan 2013). The involvement of all school residents, from school principals, teachers, students, to education staff, in creating an environment based on Pancasila is very important. This will create a school culture that supports the optimization of the role of social sciences in the formation of student character.

At the policy level, the government also has an important role in encouraging the optimization of the role of social sciences in building student character. Education policies must expressly direct the curriculum and learning methods that are in line with the values of Pancasila. Support in the form of teacher training, the development of teaching materials, and the provision of adequate educational facilities are key factors in realizing this goal. With the right policies, it is hoped that social sciences can contribute more significantly in producing a young generation who are not only academically intelligent, but also have a strong character and are based on Pancasila. However, the challenges in optimizing the role of social sciences are not few. The biggest challenge comes from within the students themselves, especially in terms of motivation and interest in social science learning. Many students consider social studies to be a boring subject and less relevant to their lives. This view needs to be changed through a more contextual and applicative approach to learning. Students need to be given an understanding that social science is not only about rigid theories, but also about how they can play an active role in social life in accordance with the values of Pancasila.

On the other hand, technological developments also bring their own challenges in social science learning. Increasingly sophisticated information technology does offer ease of access to information, but it also carries the risk of shifting traditional values by foreign cultures that are not always in line with Pancasila (Hadiarni and Mariah 2018). Therefore, social sciences must be able to adapt to the development of this technology. The use of digital media in social science learning must be balanced with content that emphasizes the importance of Pancasila values. In this way, technology will not be a barrier, but rather an effective tool in strengthening student character education.

Furthermore, collaboration between schools and parents is the key to success in optimizing the role of social sciences. Parents as the first and foremost educators in the home have a responsibility to support and continue character learning that begins in school. When Pancasila values are taught consistently both at home and at school, students will more easily absorb and internalize these values in their daily lives. Thus, harmonious collaboration between schools and families is indispensable in building student character in accordance with the profile of Pancasila.

However, it is undeniable that the process of optimizing the role of social sciences in building students' character is a long-term effort. The results may not be visible in a short time, but with continuous efforts, the impact will be very significant for the development of students' character. This process requires commitment from various parties, ranging from the government, schools, teachers, students, to parents. Collective awareness of the importance of Pancasila-based character education must continue to be encouraged so that this goal can be achieved optimally.

In the context of an increasingly plural and dynamic society, the role of social sciences is becoming increasingly important. Effective social science learning will produce students who not

only understand the values of Pancasila, but are also able to apply them in real life (Nasution and Lubis 2018). They will become individuals who are able to contribute positively to the nation and state, by upholding the values of togetherness, justice, and humanity.

This is the ultimate goal of optimizing the role of social sciences in student character education: to produce the next generation of the nation with noble character, integrity, and a strong sense of nationality. In an effort to realize this, research and development continue to be carried out to find the best method in social science learning. Various innovations and new approaches continue to be developed to answer existing challenges. However, the most important thing is how the values of Pancasila remain the main foundation in every learning process. Thus, social sciences can really play an optimal role in building student character in accordance with the profile of Pancasila. In the end, the success of optimizing the role of social sciences in building students' character depends heavily on the awareness and cooperation of all parties. Only with a joint commitment can this noble educational goal be achieved. Social science is not just a subject, but also an important foundation in producing the next generation who are ready to face global challenges by adhering to the values of Pancasila. A foundation that will continue to be solid and relevant throughout time, becoming a guideline for every person in living in society, nation, and state.

2. IMPLEMENTATION METHOD

This study uses a qualitative approach with a descriptive type of research (Sujarweni 2014), which aims to describe and analyze the optimization of the role of social sciences in building student character in accordance with the profile of Pancasila. This method was chosen because it can provide an in-depth understanding of the phenomenon being studied, as well as allow researchers to explore and interpret the dynamics that occur in the context of education.

1. Research Design

    The research design used is a case study (Assyakurrohim et al. 2023). The case study was chosen because it allows the researcher to conduct an in-depth analysis on one or several schools that are used as the object of research. This research focuses on how social sciences are taught in schools and how it contributes to the formation of students' character in accordance with the profile of Pancasila.

2. Location and Subject of Research

    The location of the study is several junior high schools (SMP) and high schools (SMA) in the region [specify area]. These schools are selected based on certain criteria, such as the implementation of Pancasila-based curriculum and character education programs that are already running. The research subjects consisted of social science teachers, students, and school principals who were directly involved in the character education process.

3. Data Collection Techniques

    The data collection techniques in this study include (Jogiyanto Hartono 2018):

    - In-Depth Interviews: Social science teachers, principals, and students are interviewed to obtain information related to learning methods, character education strategies, and their views on the role of social sciences in building student character. These interviews are semi-structured, allowing for further exploration of the issues that arise during the interview.
    - Participatory Observation: Researchers conduct direct observations in social science classes and school activities related to character education. This observation aims to see firsthand how social sciences are taught and how Pancasila values are integrated in learning.
    - Documentation Study: The researcher collects and analyzes related documents, such as curriculum, syllabus, learning implementation plan (RPP), as well as school activity reports related to character education. These documents are used to understand the context and policies underlying the implementation of character education in schools.

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4. Research Instruments

The research instruments used in this study include (Moleong 2017):

- Interview Guide: In the form of a list of questions arranged to dig up information from the research subject. This guide includes questions about the experience of teaching social sciences, methods used to integrate Pancasila values, and views on the effectiveness of character education.
- Observation Sheet: Used to record student behavior, learning methods applied by teachers, as well as classroom situations relevant to character education. This observation sheet is designed to record data systematically and facilitate analysis.
- Document Checklist: Used to identify and analyze documents that are relevant to the focus of the research. This checklist assists researchers in ensuring that all the necessary documents have been collected and analyzed.

5. Data Analysis Techniques

The data obtained from various data collection techniques were analyzed descriptively-qualitatively. This analysis is carried out through several stages, namely:

- Data Reduction: The process of simplifying data by selecting data that is relevant to the focus of the research and discarding irrelevant data. The relevant data is then categorized based on the emerging theme or category.
- Data Presentation: Reduced data is presented in the form of narratives, matrices, or tables for easy understanding and interpretation. The presentation of this data is carried out systematically so that the analysis flow can be followed clearly.
- Drawing Conclusions: After the data is presented, the researcher draws conclusions based on the existing findings. This conclusion was drawn by considering all the data that had been analyzed, and was associated with the research objectives and research questions.

6. Data Validity and Reliability

To ensure the validity and reliability of the data, this study uses several techniques, namely:

- Data Triangulation: Using various data sources (interviews, observations, and documentation) to confirm findings. This triangulation aims to increase the accuracy and reliability of the data obtained.
- Member Check: The researcher returns the results of the interview or provisional findings to the research subject to ensure that the researcher's interpretation is in accordance with the subject's experience or view. This technique helps to increase the validity of the data.
- Audit Trail: Researchers record all data collection and analysis processes in detail so that the research process can be traced and evaluated by other researchers.

3. RESULTS AND DISCUSSION
3.1 Integration of Pancasila Values in Social Science Learning

Based on the results of interviews with social science teachers, it is known that most teachers have tried to integrate Pancasila values in their learning. Teachers use various methods, such as group discussions, case studies, and simulations to introduce concepts related to Pancasila values, such as social justice, unity, and populism. Observations in the classroom show that the teaching of Pancasila values is often carried out through the introduction of national figures and relevant important historical events. For example, the teacher relates the concept of democracy to the history of general elections in Indonesia, which is then followed by a discussion about how democracy is carried out in daily life. However, there are still some teachers who tend to use a conventional approach that focuses more on memorization, so that students' understanding of Pancasila values is less deep.

The findings that social science teachers have tried to integrate Pancasila values in their learning are in line with the concept of character education expressed by (Lickona 1991). Lickona emphasized that character education should involve direct teaching of moral values, including justice, responsibility, and respect for others. In Indonesia, Pancasila values, such as social justice and unity, are the core of character education, which needs to be internalized by students through various learning approaches. However, the results of this study also show that there are limitations in teaching methods that still tend to be conventional, which focus more on memorization rather than deep understanding. This shows that although the integration of Pancasila values has begun to be carried out, there is still room for improvement, especially in terms of pedagogical approaches. Research by (Nucci and Narvaez 2008) It also supports these findings, emphasizing the importance of experiential learning and discussion to facilitate the development of students' morals and character.

3.2 Learning Methods that Promote Character Formation

The results of the study show that the learning methods used by teachers vary greatly. Some teachers apply innovative and interactive learning methods, such as project-based learning that allows students to apply social science concepts in real projects related to people's lives. This method has proven to be effective in helping students understand and internalize the values of Pancasila. For example, in one school, students are invited to do social projects in their neighborhoods, such as neighborhood cleanliness campaigns or social assistance programs. These projects not only teach students about the importance of mutual cooperation and social care, but also provide practical experience on how Pancasila values are applied in real life. However, there are also obstacles in the application of these innovative methods. Some teachers revealed that limited time and resources are the main challenge in carrying out project-based learning or field activities. In addition, student involvement in class discussions is still low, especially in larger classes, where the interaction between teachers and students becomes less than optimal.

This study found that project-based learning methods and real activities in the community can be effective in helping students understand and internalize the values of Pancasila. This method allows students to apply social science concepts in real-life contexts, which not only improves their understanding, but also strengthens their character through hands-on experience. This is in accordance with the theory of constructivism put forward by (Piaget 1976) (Cole and SCRIBNER 1978), where learning is considered an active process in which students build their own knowledge through interaction with their environment. In the context of character education, social projects that involve students directly in Pancasila value-based activities can strengthen students' character because they experience these values themselves in practice. However, the study also identifies obstacles in the application of these methods, such as time and resource limitations. This is reminiscent of research by Darling-Hammond et al. (2020), which states that while project-based learning has many benefits, its success is highly dependent on institutional support, including adequate time allocation and teacher training.

3.3 The Role of the School Environment in Character Education

From the results of observations and interviews with school principals and teachers, it was found that the school environment plays an important role in supporting Pancasila-based character education. Some schools have created a conducive environment by implementing a school culture that reflects the values of Pancasila, such as respect for diversity, discipline, and cooperation. In schools that have succeeded in creating this positive culture, students show better attitudes in terms of discipline, respect for others, and social responsibility. For example, there are daily programs in some schools where students and teachers come together to perform morning prayers and sing the national anthem, which is a ritual to instill a sense of nationalism from an early age. However, not all schools succeed in creating a supportive environment. Some schools still face challenges in overcoming negative student behavior, such as bullying and lack of respect between students. This shows the need to strengthen character education programs and increase the role of all elements of the school in creating a positive environment.

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The results of the study show that a conducive school environment plays an important role in character education. A supportive school environment, where Pancasila values are internalized in the school culture, can encourage students to behave in accordance with these values. These findings are consistent with the view (Bandura and Wessels 1997) about social learning theory, which states that the environment and social interaction greatly influence the formation of individual behavior. In the context of a school, when students see values such as fairness and cooperation applied by teachers and school staff, they tend to imitate those behaviors. However, the findings also show that not all schools succeed in creating a supportive environment. This reflects the challenges identified in the study by (Sokol, Hammond, and Berkowitz 2010), which emphasizes that the success of character education depends largely on the extent to which the values taught are integrated in the overall school culture.

3.4 Challenges in Optimizing Social Science Learning

The results of the study reveal several challenges faced by teachers in optimizing the role of social sciences to build students' character. First, there are problems related to student motivation. Many teachers report that students are less interested in social science materials because they are considered boring and irrelevant to their lives. To overcome this, some teachers try to use a more contextual and relevant learning approach to the actual situation in society. Second, the limited time available for social science subjects in the curriculum is also an obstacle. Teachers often feel rushed to complete the syllabus, so they do not have enough time to delve into topics related to character education. Third, the rapid development of information technology also presents new challenges. Students are more interested in accessing information from the internet which is sometimes not in accordance with the values of Pancasila. In this situation, teachers must be more creative in utilizing technology to support social science learning and still maintain the relevance of Pancasila values.

One of the challenges revealed in this study is the low motivation of students for social science lessons. This can be attributed to the theory of motivation put forward by (Ryan and Deci 2024) in Self-Determination Theory (SDT), which states that students' intrinsic motivation can be enhanced when they feel that learning is relevant to their lives. The lack of relevance that students feel in social science material may be one of the causes of their low motivation. In addition, the limited time available for social science lessons in the curriculum is also an obstacle in optimizing character education. This is in line with the findings (Arifudin 2022) in a study of the school climate, which shows that adequate time and resource allocation are essential to support effective character education programs.

3.5 The Influence of School Policy on Character Education

From the results of documentation studies and interviews with school principals, it is known that school policies play an important role in supporting the implementation of character education. Some schools have strict policies regarding character education, such as including character education in new student orientation programs, and making social science lessons a core subject that is expected to build student character. This policy is strengthened by training and workshops for teachers, which aims to improve their ability to integrate Pancasila values in learning. However, in some schools, this policy has not been implemented optimally, due to limited funds and resources. Therefore, there needs to be more attention from the government and related parties to ensure that all schools have sufficient support to carry out character education effectively.

The results of the study show that supportive school policies can be an important factor in the effective implementation of character education. Schools that have a firm policy regarding character education tend to be more successful in integrating Pancasila values in students' daily lives. This is in line with the view (Fullan 2007), which emphasizes the importance of strong leadership and clear policies in creating sustainable educational change. However, in some schools, this policy has not been implemented optimally, mainly due to limited funds and resources. This

shows the importance of support from the government and related parties to ensure that all schools have sufficient resources to carry out character education well.

4. CONCLUSION

The results of the study show that social science teachers have tried to implement Pancasila values in their learning through various methods, such as group discussions, case studies, and project-based learning. Although this method is effective in helping students understand and internalize the values of Pancasila, challenges remain, including limited time, resources, and student motivation. To overcome this obstacle, a more innovative and relevant learning approach to students' lives needs to be developed. This research also reveals the importance of a supportive school environment in supporting character education. Schools that succeed in creating a culture that is conducive to the implementation of Pancasila values show better results in building student character. However, some schools still face challenges in creating a positive environment, pointing to the need for increased collaboration between teachers, principals, and other stakeholders. School policies have also proven to play an important role in supporting character education. Schools that have firm and consistent policies in terms of character education tend to be more successful in integrating Pancasila values in students' daily activities. However, limited funds and resources in some schools are obstacles in the optimal implementation of this policy. Overall, this study concludes that to optimize the role of social sciences in building students' character in accordance with the profile of Pancasila, a holistic and collaborative approach is needed. Interactive and experiential learning, support for a positive school environment, and clear and consistent policies are key factors to consider. With adequate support from all elements of education, the role of social sciences in shaping students' character can be optimized to produce a generation that is not only academically intelligent but also has a strong character in accordance with the values of Pancasila.

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