

Implementation of Islamic Education Values in Strengthening Pancasila-Based Character Education

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Abstract

Pancasila contains values that align with Islamic teachings and should be instilled in elementary school through Islamic-based education . Research on the implementation of Pancasila in schools generally focuses on the learning process , while studies on the integration of Islamic values into Pancasila at NU Padomasan Elementary School are rare. The purpose of this study is to examine the implementation of Islamic values in Pancasila at Nahdlatul Ulama Padomasan Elementary School. This study uses a qualitative descriptive method with interviews with teachers , documentation on wall pictures, nameplates and curriculum , and observations at NU Padomasan Elementary School . Data analysis was carried out by data reduction, data presentation, and drawing conclusions. Meanwhile, data validity was carried out by triangulation of sources. The results of this study indicate that the implementation of Islamic values in Pancasila at Nahdlatul Ulama Padomasan Elementary School is in the form of *Khuluqiyah (Humanity) values* through orphanage assistance activities every Muharram month, Good Friday social services, and condolences events . This study enriches the study of the integration of Islamic values in Pancasila at the elementary school level and becomes a reference for schools in developing habituation programs that instill human values and noble morals in students .

KATA KUNCI:

Implementasi, Nilai-nilai Islam, Pancasila

Abstrak

Pancasila memiliki nilai yang selaras dengan ajaran Islam dan perlu ditanamkan sejak Sekolah Dasar melalui pendidikan berbasis Islam. Penelitian tentang implementasi Pancasila di sekolah umumnya berfokus pada aspek proses pembelajaran, sedangkan kajian integrasi nilai Islam dalam Pancasila di SD NU Padomasan masih jarang dilakukan. Tujuan penelitian ini adalah untuk mengkaji implementasi nilai-nilai Islam dalam Pancasila di Sekolah Dasar Nahdlatul Ulama Padomasan. Penelitian ini menggunakan metode deskriptif kualitatif dengan wawancara kepada guru, dokumentasi pada gambar dinding, papan nama dan kurikulum, dan observasi ke SD NU Padomasan. Analisis data dilakukan dengan reduksi data, penyajian data, dan penarikan kesimpulan. Sementara itu, keabsahan data dilakukan dengan triangulasi sumber. Hasil penelitian ini menunjukkan bahwa implementasi nilai-nilai Islam dalam Pancasila di Sekolah Dasar Nahdlatul Ulama Padomasan berupa nilai-nilai *Khuluqiyah (Kemanusiaan)* melalui kegiatan santunan anak yatim setiap bulan Muharram, bakti sosial Jumat Agung, dan acara belasungkawa. Penelitian ini memperkaya kajian integrasi nilai Islam dalam Pancasila pada tingkat sekolah dasar dan menjadi acuan bagi sekolah dalam mengembangkan program pembiasaan yang menanamkan nilai kemanusiaan dan akhlak mulia pada siswa.

INTRODUCTION

Education is defined as a way to shape individuals with character and spiritual values, and to develop these qualities, focused education is necessary. In his book, Chairul Anwar states, "focused education is education based on the principles of human nature." This means that focused education shapes individuals both physically and spiritually (Anwar, 2014).

The Islamic education system is based on Islamic values. The theories used in Islamic education are based on the Qur'an and Hadith. The Qur'an has been extensively developed by exegetes in various works of commentary. The Hadith has also been extensively developed by hadith scholars. Therefore, experts in exegesis and hadith can be used as references in developing theories of Islamic education (Makbuloh, 2016).

Islamic values-based education in elementary schools not only teaches religious knowledge but also instills noble morals through various approaches. As explained by Suyadi, religious-based character education, particularly Islamic, is crucial for developing individuals who are not only intelligent but also possess noble morals (Suyadi, 2017). In the context of elementary school education, this character formation encompasses cognitive, affective, and psychomotor aspects. Mansyur emphasized that these three aspects must be integrated to produce students with strong intellectual abilities and noble morals (Mansyur, 2018). In this regard, values such as honesty, discipline, responsibility, and concern for others are crucial to instill from an early age.

Islamic and Pancasila values in schools are crucial for developing a comprehensive and relevant Islamic educational framework, grounded in Islamic principles and national identity. Universal principles embodied in Islamic teachings, such as the oneness of God, justice, deliberation, and compassion, align closely with the core values of Pancasila, which include faith in the One and Only God, humanity, unity, and social justice. This alignment demonstrates that there is no conflict between the two values; rather, there is an opportunity for synergy that can enhance students' character development (Usman, 2025). Humanitarian values mean that humans, as God's creatures, possess inherent dignity and self-worth. Citizens who understand religious teachings will certainly recognize that their religion commands good deeds and respect for others. Everyone has the same rights and obligations (Somantri, 2023). The integration of Islamic values and Pancasila is still widely discussed at the philosophical and conceptual level. However, empirical research examining the practice of integration in NU-based elementary schools, such as SD NU Padomasan, is still very limited.

The Islamic values at Nahdlatul Ulama Padomasan Elementary School are also reflected in Pancasila. Pancasila is the formulation and guideline for national and state life for all Indonesians. Islamic education teaches Islamic values, particularly humanitarian values, which are also embodied in Pancasila. The orphan assistance program at SD NU Padomasan not only functions as a socio-religious activity, but also becomes a strategy for internalizing Pancasila values based on Islamic teachings, especially humanitarian values (*Khuluqiyah*), through the habituation of empathy and solidarity from elementary school age.

The Friday Charity Program at SD NU Padomasan is a medium for internalizing Pancasila values based on Islamic teachings, especially the values of caring and brotherhood, through the habit of routine almsgiving carried out by students from an early age as part of the formation of socio-religious character. Meanwhile, the condolence program at SD NU Padomasan is not only a socio-religious tradition, but also functions as a means of internalizing Pancasila values, especially the values of humanity and solidarity, through the direct involvement of students in providing moral support to bereaved families.

This study aims to describe and analyze the implementation of Islamic values in Pancasila at Nahdlatul Ulama Padomasan Elementary School through habituation programs such as orphan assistance programs, Friday Charity, and condolence activities. Through orphanage programs, Friday Charity Days, and condolence activities, elementary schools instill religious values, humanity, social awareness, and mutual cooperation. These three programs serve as a means of cultivating students' habits of doing good deeds in their daily lives, thus developing moral character, empathy, and the ability to maintain community unity.

RESEARCH METHODS

This study uses a qualitative descriptive approach to examine the implementation of Islamic values in Pancasila at Nahdlatul Ulama Padomasan Elementary School on Jalan Krajan II, Padomasan, Jombang District, Jember Regency from May to August 2025. The qualitative approach was chosen because it allows researchers to understand the phenomenon in depth and obtain data through interviews, documentation, and direct observation. The research subjects consisted of teachers and students. Data were collected through in-depth interviews with 6 teachers and 1 Principal, participant observation, and documentation in the Nahdlatul Ulama Padomasan Elementary School environment.

The data were then analyzed descriptively using data reduction, data presentation, and conclusion drawing. *First*, the results of interviews, observations, and documentation were sorted, selected, and simplified according to the research focus. Relevant information related to the implementation of Islamic values within Pancasila was coded and categorized based on programs such as orphanage assistance, Friday charity, and condolences. *Second*, arranged in narrative form so that patterns and relationships between categories can be seen clearly, making it easier for researchers to understand the findings regarding character strengthening practices through socio-religious activities in schools. *Third*, this study yields a final interpretation of the implementation of Islamic values within Pancasila at SD NU Padomasan. Conclusions are drawn based on patterns emerging from the analyzed data (Miles et al., 2014).

Data validity, the researcher used the source triangulation technique, namely by checking the data that had been obtained from various sources, including teachers and parents of students as primary sources, while the principal and students as secondary sources. Data from these sources cannot be standardized as in quantitative research; instead, they can be described and compared to identify whether the perspectives from each source are similar or different.

RESULTS AND DISCUSSION

Results

Implementation Islamic values in Pancasila in Nahdlatul Ulama Elementary Schools Padomasan Scholars

In this study, researchers discuss the implementation of Islamic values in Pancasila at Nahdlatul Ulama Padomasan Elementary School. Initial observations were conducted on May 4, 2025. Islamic values as the foundation of religious character in Islamic education introduce students of Nahdlatul Ulama Padomasan Elementary School to basic concepts in religion such as monotheism, worship, morals, and Islamic history. Students learn about the oneness of God, the obligation of worship, and moral values in Islam. According to the results of interviews with teachers, it is important for students to understand and internalize these teachings as the

foundation of a strong religious character. A deep understanding of Islamic teachings helps students develop religious values in everyday life. Students are taught honesty, simplicity, fortitude, justice, compassion, and mutual assistance in interactions.

Based on documents in the form of a nameplate in the classroom of Nahdlatul Ulama Padomasan Elementary School containing the main points of Pancasila, the values of Pancasila and Islam are not contradictory, there are many connections between Pancasila and Islamic teachings (Interview Results). One of them is the value of *khuluqiyah* or humanity in the second principle of Pancasila. Based on the results of observations, the application of Islamic values in Pancasila at Nahdlatul Ulama Padomasan Elementary School involves teachers as a habituation, this is also what distinguishes it from other schools.

In accordance with the results of the researcher's observations, in implementing the values of *Khuluqiyah* (Humanity) at Nahdlatul Ulama Padomasan Elementary School, it is committed to maintaining the values of Pancasila through education rooted in Islamic values as follows:

Orphan Assistance Program

Nahdlatul Ulama Padomasan Elementary School strives to implement the values of *Khuluqiyah* (Humanity) through an orphanage assistance program held annually (every month of Muharram). The tradition of commemorating the month of Muharram at Nahdlatul Ulama Padomasan Elementary School is to provide educational scholarships in the form of free books for students for 1 semester, pocket money, stationery packages and boxed meals. This provision to orphans is carried out by teachers through *door to door* (home visits). Nahdlatul Ulama Padomasan Elementary School teachers believe that the 10th of Muharram is considered a day that can bring blessings and fortune, so it is commemorated by providing assistance to orphans at school. This orphanage assistance activity is held annually at Nahdlatul Ulama Padomasan Elementary School with local customs and culture that have their own meaning and content.

Friday Charity Program

Based on research findings, the Friday Blessings program at Nahdlatul Ulama Padomasan Elementary School is an effort to enhance the Islamic values embodied in Pancasila. The Friday Blessings program at Nahdlatul Ulama Padomasan Elementary School is held every Friday, with voluntary donations given once a week.

The implementation of the Friday Charity program, as obtained by the researcher, involves collecting funds from student and teacher donations, and distributing them for condolences and other disaster relief. The allocation of these funds reflects the active participation of the entire school community. The author obtained the results of this study from documentation showing the funding and allocation of Friday Charity donations for the Friday Charity program.

This program received support from guardians/parents of students, including by participating in fundraising for humanitarian activities at the Nahdlatul Ulama Padomasan Elementary School, because this Friday Charity program was collected for sick people, people who died and experienced disasters that require costs for medical treatment.

In principle, the implementation of the Friday Blessings program at Nahdlatul Ulama Padomasan Elementary School aims to instill and cultivate habits in students so they develop a sense of social responsibility. Therefore, the extracurricular religious program integrated with the Friday Blessings (Jumat Berkah) activities should be tailored to the students' physical and spiritual abilities.

The Friday Blessings program held at Nahdlatul Ulama Padomasan Elementary School aims to encourage students to set aside some of their pocket money. The Friday Blessings program has had positive impacts, such as helping students learn the norms of life, increasing their Islamic religious knowledge, fostering faith and piety, and building character. The program also motivates learning and teaches good behavior in accordance with Islamic norms.

Condolence Program

The Takziah program itself is quite closely related to the profile of Nahdlatul Ulama Padomasan Elementary School . This is based on the fact that Nahdlatul Ulama Padomasan Elementary School is Muslim. Nahdlatul Ulama Padomasan Elementary School has a variety of ethnicities, languages, races, cultures, and social status. The Takziah program at Nahdlatul Ulama Padomasan Elementary School covers various events such as death, student/teacher illness, and other disasters. The uniqueness of this Takziah program is visiting *disaster victims* by bringing sugar, rice, and other basic necessities, as well as praying *for the disaster victims* .

The Takziah program at Nahdlatul Ulama Padomasan Elementary School plays a crucial role in shaping students' character. The Takziah program is designed to reflect the Islamic values developed by the school. The Takziah program supports the achievement of the school's goals in character education. Each school has its own unique character and strengths . This aims to ensure students reflect good character in their every word, attitude, and behavior. The Nahdlatul Ulama Padomasan Elementary School environment has a responsibility to instill the values of empathy, sympathy, and responsibility as part of social, moral, and spiritual education.

Discussion

In this study, researchers discuss the implementation of Islamic values in Pancasila at Nahdlatul Ulama Padomasan Elementary School. Islamic values as the foundation of religious character in Islamic education introduce students to basic concepts in religion such as monotheism, worship, morals, and Islamic history. Students learn about the oneness of God, the obligation of worship, and moral values in Islam. It is important for students to understand and internalize these teachings as the foundation for a strong religious character. A deep understanding of Islamic teachings helps students develop religious values in their daily lives. Students are taught honesty, simplicity, fortitude, justice, compassion, and mutual assistance in interactions. The instillation of Islamic values builds a solid moral foundation. Students understand that religion is not a ritual, but a principle of life. This helps build religious character in schools, families, and communities (Rofiah, 2024).

The values of Pancasila and Islam are closely intertwined in various aspects. Various community groups and prominent Islamic scholars in Indonesia agree that religion can provide guidance originating from the Creator. Religion provides guidance and direction, with the primary goal of religious teachings being the safety and peace of its adherents (Ishak, 2014). The values of Pancasila and Islam are not contradictory; there are numerous connections between Pancasila and Islamic teachings. Therefore, in developing a Pancasila-informed character, it is necessary to integrate Islamic values into it (Somantri, 2023). One of these is the value of *khuluqiyah* , or humanity, as reflected in the second principle of Pancasila.

The implementation of Islamic values within Pancasila at Nahdlatul Ulama Padomasan Elementary School involves teachers as mentors, a practice that distinguishes it from other schools.

This habituation practice is expected to provide meaningful experiences for students, enabling them to better understand and internalize the learning (Wahyu, 2022). Teachers, meanwhile, must be enthusiastic about learning (Mahmudi, 2021).

One of the main reasons for the importance of Islamic educational values within Pancasila is because Islam plays a central role in Indonesian society. At the same time, Islamic and Pancasila values can strengthen unity in national and state life by emphasizing that religious values are inseparable from learning and daily life in Indonesia (Mokalu et al., 2022). Instilling values -the value of national character by providing examples of attitudes or giving good examples to students is one example of character formation. inner characters learning process (Anam, 2021) .

The second principle, which embodies the values of just and civilized humanity, contains the values of students' awareness of manners and behavior based on the potential purity of human conscience in relation to culture and norms, and treats students according to their dignity and status as creatures of God Almighty. Recognition of the equal rights and basic obligations of all people without discrimination on the basis of race, origin, religion, belief, gender, social status, skin color, and so on (Pustadin, 2021). The values of this second principle in Islamic education include the value of *khuluqiyah* , namely the teachings of what is good and what is bad. bad, which concerns human behavior and actions. These Khuluqiyah values include mutual assistance, compassion love, gratitude, courtesy, forgiveness, discipline, keeping promises, honesty, and responsibility (Yanto, 2020). In implementing the values of *Khuluqiyah* (Humanity) at Nahdlatul Ulama Padomasan Elementary School, we are committed to upholding the values of Pancasila through education rooted in Islamic values as follows:

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Orphan support is a form of a father's responsibility towards his students. However, in practice, orphan support is interpreted as providing assistance to students to meet their living needs (Hidayaturahman, 2024). The existence of orphans is a real thing. Orphans hold a high status in Islam and deserve good treatment from every Muslim (Puji Sapto Rini; Khusnul Khotimah, 2019).

Islamic traditions in Indonesia are crucial to preserve, as they embody Islamic values and Pancasila that can be learned. The annual orphanage program at Nahdlatul Ulama Padomasan Elementary School incorporates local customs and culture, each with its own unique meaning and significance (Hidayaturahman, 2024).

Friday Charity Program

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In principle, the implementation of the Friday Blessings program at Nahdlatul Ulama Padomasan Elementary School aims to instill and cultivate habits in students so that they develop a sense of social responsibility. Therefore, the religious extracurricular program integrated with Friday Blessings activities should be tailored to the students' physical and spiritual abilities. This way, caring for others can become an integral part of students' identities, embedded in their hearts and souls (Lestari, 2023).

The Friday Blessings program held at Nahdlatul Ulama Padomasan Elementary School aims to encourage students to set aside some of their pocket money. The implementation of the Friday Blessings program has positive impacts, such as helping students learn the norms of life, improving Islamic religious knowledge, enhancing faith and piety, and shaping students' character. This program also motivates learning and teaches good behavior in accordance with Islamic norms. The relationship between the Friday Blessings program and Islamic values has a positive impact on students, especially in terms of religious knowledge (Lestari, 2023).

Condolence Program

The Takziah program itself is quite closely related to the profile of Nahdlatul Ulama Padomasan Elementary School. This is based on the fact that Nahdlatul Ulama Padomasan Elementary School is Muslim. Nahdlatul Ulama Padomasan Elementary School has a variety of ethnicities, languages, races, cultures, and social status. The Takziah program at Nahdlatul Ulama Padomasan Elementary School covers moments of death, illness of students/teachers, and other disasters. The uniqueness of this Takziah program is visiting *disaster victims* by bringing sugar, rice, and other basic necessities, as well as praying *for the victims of the disaster*. Without tahlilan and selamatan rituals, it generally includes the distribution of besek/blessings (food packages consisting of rice, vegetables, and side dishes) (Nurhasanah, 2023).

The Condolence Program (Pajak) at Nahdlatul Ulama Padomasan Elementary School plays a crucial role in shaping students' character. The Condolence Program is designed to reflect the Islamic values fostered by the school. The Condolence Program supports the achievement of the school's goals in character education. Each school has its own unique character and strengths. The character developed in school will be ingrained and become the school's hallmark (Farahnas,

2021) . This aims to ensure students reflect good character in their every word, attitude, and behavior.

The Nahdlatul Ulama Padomasan Elementary School environment is responsible for instilling the values of empathy, sympathy, and responsibility as part of social, moral, and spiritual education. The school not only teaches through subject matter but also through various activities that encourage teachers and students to play an active role in society (Utami, 2024). The implementation of a caring attitude is carried out through programs such as condolence events, charity drives, and other activities that directly involve teachers and students. These programs not only aim to develop academic abilities but also to shape the character of caring, responsible, and active participation in maintaining the social environment (Khof, 2025).

The implementation of Islamic values within Pancasila through orphanage programs, Friday charity, and condolences aligns with the concept of Islamic education, which emphasizes the formation of morals (*kebuhluqiyah*) as the core of noble human character. Recent research shows that habituation *and* role models through socio-religious activities in schools have proven effective in shaping students' character (Judijanto, Arifin & Herawan, 2025). Furthermore, other research confirms that a value-based character building strategy through real-life practices (*experiential value-based activities*) helps internalize national values such as justice and unity (Novezry, 2022). Thus, the results of this study confirm that the socio-religious program at SD NU Padomasan has successfully integrated Islamic teachings with the core values of Pancasila in order to strengthen national character from elementary school age.

Although the implementation of Islamic values in Pancasila through orphanage donation programs, Friday Charity, and condolences has been effective as a means of character building, several challenges remain. **First**, the program relies heavily on student participation and awareness, as well as parental support. When engagement declines, the effectiveness of habituation-based character education also declines. **Second**, not all teachers have an adequate understanding of the integration of Islamic and Pancasila values in character education, necessitating improvements in educator competency. **Third**, evaluation of character learning outcomes still tends to be subjective and lacks a systematic assessment instrument.

CONCLUSION

Based on the description above, it can be emphasized that the main findings of this study indicate the successful implementation of *kebuhluqiyah* (humanity) values through three flagship programs, namely providing assistance to orphans every Muharram month, Friday Charity, and condolences to students' families and residents. SD NU Padomasan. These three programs serve as a medium for character formation that fosters empathy, sympathy, social concern, and a sense of responsibility in students' lives within society. In this context, schools not only instill values conceptually but also embody them through practical practices and practical experiences (*tarbiyah bil-'amal*) , so that students directly experience the meaning of mutual assistance and brotherhood among human beings.

Theoretically , this research contributes to the study of the integration of Islamic values and Pancasila, particularly the principles emphasizing humanity, mutual cooperation, and unity. This study strengthens the argument that Islamic education based on moral values (*kebuhluqiyah*) has strong relevance in strengthening the nation's ideology through character education practices in elementary schools.

Practically, the results of this study can serve as a model for character building in Nahdlatul Ulama - based schools and other Islamic educational institutions. A planned, scheduled, and sustainable socio-religious program has been proven to foster a culture of caring and religious moderation from elementary school onward, in line with the goals of national education and the vision of Islam *as a mercy to all the worlds*. For further research, it is recommended to, *firstly*, examine the involvement of families and the community environment in expanding the impact of character programs into the realm of students' daily lives, *secondly* Conducting comparative studies with other Islamic organization-based schools to see variations in the implementation models of humanitarian values in the context of Pancasila, *thirdly* measuring the effectiveness of the program through more structured character assessment instruments.

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