

Implementation of Pancasila Education on Students' Democratic Attitudes in the Multiethnic Environment of Mataram City

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Abstract : This research aims to analyze the implementation of Pancasila Education in shaping students' democratic attitudes in the multiethnic environment of Mataram City. Mataram City is known as a plural area with various ethnicities, cultures, and religions that coexist. In this context, Pancasila Education is an important instrument to instill the values of tolerance, equality, and respect for differences. The research method used is qualitative descriptive with data collection techniques through interviews, observations, and documentation studies in several secondary schools. The results of the study show that the implementation of Pancasila Education has made a significant contribution to increasing students' awareness of the importance of democracy, tolerance, and active involvement in deliberation. However, there are still challenges in the form of the influence of social media, the lack of integration of Pancasila values in extracurricular activities, and differences in students' family backgrounds. This study concludes that Pancasila Education plays a strategic role in shaping the democratic character of students, so it is necessary to innovate project-based learning methods and contextualize Pancasila values with students' daily lives.

Keywords : Pancasila education, democratic attitude, multiethnic

Abstrak : Penelitian ini bertujuan untuk menganalisis implementasi Pendidikan Pancasila dalam membentuk sikap demokratis siswa di lingkungan multi-etnis Kota Mataram. Kota Mataram dikenal sebagai daerah yang plural dengan berbagai etnis, budaya, dan agama yang hidup berdampingan. Dalam konteks tersebut, Pendidikan Pancasila menjadi instrumen penting untuk menanamkan nilai toleransi, kesetaraan, dan penghormatan terhadap perbedaan. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara, observasi, dan studi dokumentasi di beberapa sekolah menengah. Hasil penelitian menunjukkan bahwa implementasi Pendidikan Pancasila telah memberikan kontribusi signifikan dalam meningkatkan kesadaran siswa mengenai pentingnya demokrasi, toleransi, dan keterlibatan aktif dalam musyawarah. Namun demikian, masih terdapat tantangan berupa pengaruh media sosial, kurangnya integrasi nilai Pancasila dalam kegiatan ekstrakurikuler, dan perbedaan latar belakang keluarga siswa. Penelitian ini menyimpulkan bahwa Pendidikan Pancasila berperan strategis dalam membentuk karakter demokratis siswa, sehingga perlu inovasi metode pembelajaran berbasis

proyek dan kontekstualisasi nilai-nilai Pancasila dengan kehidupan sehari-hari siswa.

Kata Kunci : Pendidikan pancasila, sikap demokratis, multietnis

INTRODUCTION

Pancasila education is one of the main pillars in the national education system which is designed to shape the character of the nation in accordance with the basic values of the Indonesian state. In Law Number 20 of 2003 concerning the National Education System, it is emphasized that education has the goal of developing the potential of students to become human beings of faith, piety, noble character, healthy, knowledgeable, capable, creative, independent, and democratic and responsible citizens. This emphasizes that Pancasila Education is not only limited to cognitive subjects, but also a strategic means to instill the values of democracy, tolerance, and nationality in the younger generation (Hidayat, 2021).

In the era of globalization, democracy is one of the important pillars in the life of the nation and state. Democracy provides space for people to actively participate in determining policy direction, respecting differences, and upholding equal rights. However, the implementation of democracy in Indonesia often faces challenges, especially related to intolerance, hate speech, and identity-based social conflicts (Sukmana, 2020). In this context, Pancasila Education has a fundamental role as an ideological fortress to instill democratic values in the younger generation from an early age.

Mataram City as the capital of West Nusa Tenggara Province (NTB) is one example of a multiethnic region in Indonesia. This city is inhabited by various ethnicities such as Sasak, Samawa, Mbojo, Bali, Javanese, Arab, and Chinese who live side by side. This diversity has a positive impact in the form of cultural wealth, but it also has the potential to cause friction if it is not balanced with a strong democratic attitude among the community, including the younger generation (Ma'arif, 2022). Therefore, learning Pancasila Education in Mataram City schools is important to strengthen students' democratic attitudes in the midst of a heterogeneous social environment.

Pancasila education conceptually contains values that are in line with democratic principles. The fourth precept, "A People Led by the Wisdom of Wisdom in Deliberation/Representation", emphasizes the importance of deliberation, participation, and respect for the opinions of others. Thus, students who gain a deep understanding of these values are expected to be able to apply them in their daily lives, both in the school environment and the community (Setiawan, 2019).

Several previous studies have shown that Pancasila Education can play a role in shaping students' democratic attitudes. For example, research conducted by Ningsih (2020) revealed that students who are actively involved in Pancasila learning have a higher level of tolerance for ethnic and religious differences. Similar findings were also conveyed by Santoso and Rahayu (2021) who stated that Pancasila Education encourages students to develop critical thinking skills and active participation in group discussions, which are the core of democratic attitudes.

However, in practice, the implementation of Pancasila Education in schools still faces various obstacles. One of the problems that often arise is the learning approach that tends to be formalistic and memorization-oriented, so that it does not provide real experience for students in internalizing democratic values (Wibowo, 2018). In fact, meaningful learning must be contextual, relating the material to the daily lives of students living in a multiethnic society.

A multiethnic environment like in Mataram City can actually be a social laboratory for students to learn democracy directly. Daily interactions with peers of different cultural and religious backgrounds provide an opportunity to practice the value of tolerance, respect opinions, and resolve conflicts through deliberation (Yorman et al, 2025). However, this can only be achieved if schools are able to manage this diversity through inclusive curriculum and learning methods.

Pancasila education also functions as a means to strengthen national identity in the midst of the flow of globalization that brings the influence of foreign cultures. According to Widodo (2021), globalization often encourages the emergence of individualism that can weaken social solidarity.

Through Pancasila Education, students are directed to balance openness to the outside world while maintaining the values of nationality and democracy that are typical of Indonesia.

Furthermore, democracy in a multiethnic context is not only procedural, but also substantial, emphasizing respect for the rights of minorities. Pancasila education needs to instill an understanding that democracy is not only "the most votes", but also respects the rights of small groups who may have different views. This is what is called inclusive democracy (Suharto, 2022; Yorman & Sadam, 2025).

In the digital era, the formation of students' democratic attitudes also faces new challenges. Social media is often an arena for debate that is full of hate speech and intolerance. Many students are exposed to unfiltered information, which has the potential to affect their attitudes towards differences (Indrawan et al, 2023). Therefore, Pancasila Education needs to be integrated with digital literacy so that students can use social media wisely and still uphold democratic values.

In addition, student participation in school organizations such as student councils, scouts, and extracurriculars can be a forum to practice democratic attitudes. Research by Sari (2019) shows that student involvement in school organizations is able to improve leadership skills, argumentative skills, and the habit of making deliberative decisions. This is in line with the goal of Pancasila Education which wants to form active, critical, and responsible citizens.

By looking at these various challenges and opportunities, this research is focused on answering the question: How can the implementation of Pancasila Education shape the democratic attitude of students in the multiethnic environment of Mataram City? This question is important because democracy education through Pancasila not only has an impact on individual students, but also on the harmony of society collectively.

The urgency of this research is even higher considering that Mataram City as an education and cultural center in NTB has a strategic role in building a democratic and tolerant young generation. If the implementation of Pancasila Education is successfully implemented, then students in Mataram City can become an example in building a harmonious social life in the midst of diversity. On the other hand, if this implementation fails, the potential for ethnic- and religious-based social conflicts will be even greater.

Thus, research on the implementation of Pancasila Education on the democratic attitude of students in the multiethnic environment of Mataram City is expected to make a theoretical and practical contribution. Theoretically, this study enriches the study of the relationship between character education, democracy, and multiculturalism. Practically, the results of this research can be a reference for schools, teachers, and policymakers in designing learning strategies that are more contextual, innovative, and relevant to the conditions of pluralistic Indonesian society.

RESEARCH METHODS

This research uses a descriptive qualitative approach that aims to deeply understand the implementation of Pancasila Education in shaping students' democratic attitudes in a multiethnic environment. This approach was chosen because it is able to explore contextual, interpretive, and holistic data about the experiences of students and teachers in the learning process, and is relevant to uncover complex social phenomena such as the dynamics of democracy in multiethnic schools.

The research was carried out in three secondary schools in Mataram City, namely SMA Negeri 1 Mataram, SMA Negeri 5 Mataram, and MAN 2 Mataram. The selection of the three schools was carried out purposively with the consideration that these schools represent the ethnic, cultural, and religious diversity in Mataram City. SMA Negeri 1 Mataram is known to have students from diverse ethnic backgrounds, ranging from Sasak, Bali, to Javanese, so it reflects a strong cultural plurality. SMA Negeri 5 Mataram most of its students come from suburban areas and show a distinctive social heterogeneity. Meanwhile, MAN 2 Mataram is an aliyah madrasah that integrates the general and religious curriculum, with students from Arab, Sasak, and Bugis ethnicities, thus providing additional perspectives on the implementation of Pancasila Education in the context of religion-based education.

Data collection techniques were carried out through in-depth interviews, participatory observations, and documentation studies. Interviews were conducted with Pancasila Education teachers, school principals, and 15 students from various ethnic backgrounds in each school.

Participatory observation is carried out by observing the learning process in the classroom and student interaction in school and extracurricular organizational activities that are relevant to democratic values, such as student council and scouting. In addition, documentation studies are carried out through analysis of the Learning Implementation Plan (RPP), syllabus, and school activity documents that support the strengthening of Pancasila values.

The collected data was analyzed using the Miles and Huberman interactive model which included three stages, namely data reduction, data presentation, and conclusion drawn. To maintain the validity of the research results, the researcher applied triangulation of sources and methods, so that the information obtained from the interviews could be verified with the results of observations and written documents. With the design of this research, it is hoped that it can be comprehensively revealed how the implementation of Pancasila Education in multiethnic schools in Mataram City contributes to the formation of students' democratic attitudes.

RESULTS AND DISCUSSION

1. Implementation of Pancasila Education in Multiethnic Schools in Mataram City

The implementation of Pancasila Education in multiethnic schools in Mataram City runs in various forms of learning practices, extracurricular activities, and school culture that emphasizes national values. The results of research in three schools (SMA Negeri 1 Mataram, SMA Negeri 5 Mataram, and MAN 2 Mataram) show that PPKn teachers are the spearhead in designing learning that relates Pancasila values to social realities in a multiethnic environment. This process is not only knowledge transfer, but also attitude transformation. Teachers strive to build students' awareness that Pancasila is not just a subject, but a guideline for life that binds all ethnic, cultural, and religious differences.

The learning activities applied use the model of group discussions, case studies, and deliberation simulations that train students to appreciate differences of opinion. For example, in the discussion of national issues such as interreligious tolerance, students are asked to provide views based on their experiences in daily life. Students from Sasak, Balinese, Javanese, Bugis, and Chinese ethnic backgrounds can convey different perspectives that are then brought together through democratic discussions. This method effectively builds a hands-on experience of democracy in the classroom.

In addition to the classroom, implementation is also seen in the activities of the Student Council, Scouts, and cultural arts extracurriculars. The teacher guides students to prepare the student council work program with the principle of consensus deliberation. In scouting, camping activities are used as a means to instill cross-ethnic cooperation. Meanwhile, in cultural arts activities, schools provide space for all ethnic groups to display their respective arts, such as traditional Sasak dance and Balinese dance on one stage. This fosters awareness that diversity is not a barrier, but a shared wealth.

The principal also encourages the implementation of Pancasila-based school culture, for example by starting the meeting with the reading of the Pancasila precepts, raising the flag every day, and holding a commemoration of national holidays. This practice is a collective reminder for all school residents that they are part of the Indonesian nation based on Pancasila.

However, the research also found challenges in implementation. Not all teachers have a deep understanding of learning strategies based on democratic values. Some teachers still teach with a teacher-centered lecture method, so students lack real experience in practicing democracy. Another challenge arises from the differences in students' socio-economic backgrounds, which sometimes give rise to the exclusivity of certain groups in interactions.

Thus, the implementation of Pancasila Education in multiethnic schools in Mataram City can be said to be going well, although it is necessary to increase the capacity of teachers in implementing participatory and contextual learning strategies. Pancasila values have become the basis of school activities, but they must continue to be strengthened so that they do not just become a formality.

2. Students' Democratic Attitudes in a Multiethnic Environment

The democratic attitude of students in multiethnic schools in Mataram City is manifested in several main indicators, namely openness to differences of opinion, participation in decision-making, willingness to cooperate across ethnicities, and respect for the rights of others. From the results of observations and interviews, most of the students showed an inclusive and tolerant attitude in daily interactions. They are used to coexisting with friends of different ethnicities, so democracy in the form of respect for differences becomes part of their habits.

In learning activities, students show the courage to express their opinions when the teacher gives them the opportunity to discuss. Although there are still a small number of students who are passive, the presence of students who are active in conveying ideas helps to create a democratic classroom atmosphere. In the Student Council, for example, the election of the chairman is carried out by a voting mechanism, where all students have the same rights regardless of ethnic background. This shows that the principle of democracy has been carried out from an early age in the scope of schools.

Gotong Royong activities in schools are also a means of fostering democratic attitudes. Students of different ethnicities are involved in the equitable division of tasks, creating an awareness that togetherness is more important than differences. At certain moments, such as the celebration of Independence Day, students collaborate in competitions between classes without prioritizing ethnicity, but prioritizing togetherness.

However, democratic attitudes are not completely evenly distributed. There are cases when groups of students prefer to get along with their fellow ethnicities, so that the space for interaction between ethnicities is reduced. This is especially noticeable during break hours, where students tend to form small groups based on cultural or linguistic backgrounds. This phenomenon shows that even though democratic values have been instilled, the practice is still influenced by ethnic closeness.

The democratic attitude of students is also tested when differences of opinion arise in discussions. Some students may accept differences openly, but others still tend to maintain their group egos. The role of teachers is very important in directing discussions to run healthy and not cause conflicts.

In general, this study confirms that the democratic attitude of students in the multiethnic environment of Mataram City is relatively good, although it takes continuous efforts to expand the space for inter-ethnic interaction so that the principle of democracy really becomes a daily culture, not just a practice in a certain moment.

3. Supporting Factors for the Implementation of Pancasila Education

The success of the implementation of Pancasila Education in multiethnic schools in Mataram City is inseparable from various supporting factors. First, ethnic diversity itself becomes a rich social laboratory for students to learn firsthand about democracy. Daily interactions with friends of different backgrounds force them to adapt, communicate, and understand other people's perspectives.

Second, there is support for school policies that emphasize the importance of strengthening Pancasila-based character education. The "Pancasila Student Profile" program launched by the government is the foundation for schools to design learning and non-learning activities that are in line with democratic values. Principals and teachers act as driving forces that ensure that every school activity has Pancasila values.

Third, the role of the family is also very decisive. Parents who instill an attitude of tolerance at home help children more easily accept differences at school. Many students admit that their parents often give advice to respect friends of different religions or ethnicities. A harmonious family environment has been proven to strengthen students' democratic attitudes.

Fourth, community support around the school. Mataram City as the capital of NTB Province has a multicultural culture that is quite open. The heterogeneous life of society influences students to become accustomed to diversity from a young age. This is an external factor that supports the strengthening of Pancasila values.

Fifth, the use of innovative learning methods such as discussion, debate, and project-based learning helps students internalize democratic values more effectively. Teachers who are skilled in

packaging Pancasila learning into meaningful experiences are able to foster active student participation.

With these various supporting factors, the implementation of Pancasila Education in multiethnic schools in Mataram City is relatively conducive. This success can be used as a model for other schools in areas with similar ethnic diversity.

4. Factors Inhibiting the Implementation of Pancasila Education

Although there are many supporting factors, the implementation of Pancasila Education also faces a number of obstacles. First, there is still a tendency for social segregation based on ethnicity among students. This can be seen in the formation of homogeneous study groups or friendships, so that cross-ethnic interactions are less than optimal. This condition can reduce the effectiveness of instilling democratic attitudes that should be inclusive.

Second, the limitation of teachers' competence in using democratic learning methods. Some teachers still rely on lecture and memorization methods, so students do not get the opportunity to practice democratic practices. Without the right learning strategy, the value of Pancasila is difficult to internalize deeply.

Third, technology and social media factors. Some students are exposed to intolerant content on social media that affects their perception of differences. If not balanced with critical education in schools, this exposure can hinder the formation of democratic attitudes.

Fourth, there is a gap in facilities between schools. Schools with limited facilities find it difficult to develop diverse extracurricular activities, even though these activities are an important means in fostering democratic attitudes.

Fifth, differences in economic backgrounds also have an effect. Students from well-off families tend to have greater access to school activities, while underprivileged students sometimes feel left out. This can create a gap in participation, which is contrary to democratic principles.

These obstacles show that the implementation of Pancasila Education does not always run smoothly. Adaptive strategies are needed from schools to overcome challenges so that Pancasila values are truly internalized in students' lives.

5. Strategy to Strengthen Democratic Attitudes Through Pancasila Education

Based on the findings of the research, there are a number of strategies that can be carried out to strengthen students' democratic attitudes in the multiethnic environment of Mataram City. First, teachers need to optimize participatory learning methods. The use of discussion models, directed debates, and trial simulations can improve students' skills in expressing opinions while respecting differences.

Second, schools can increase cross-cultural activities involving all ethnicities. School cultural festivals, for example, can be a place to showcase the arts of each ethnic group so that students know and appreciate differences better. This activity also strengthens national identity through Pancasila.

Third, there is a need for a continuous teacher development program to improve competence in teaching Pancasila Education. Democracy practice-based training in the classroom can help teachers be more creative in designing learning.

Fourth, the integration of digital technology in learning is also important. Teachers can use digital media to present interactive materials that foster students' critical awareness of contemporary democratic issues.

Fifth, cooperation with parents and the community needs to be improved. Schools can hold parenting seminars for parents on the importance of instilling a democratic attitude at home. The community around the school can also be invited in cross-ethnic mutual cooperation activities involving students.

With these strategies, Pancasila Education will be more effective in shaping students' democratic attitudes. The multiethnic environment of Mataram City can be an example of how diversity can actually become social capital to strengthen the unity of the nation through the practice of democracy in schools.

CONCLUSION

The implementation of Pancasila Education in multiethnic schools in Mataram City has a strategic role in shaping students' democratic attitudes. Through the learning process, extracurricular activities, and school culture based on Pancasila, students gain first-hand experience in respecting differences, actively participating, and upholding the principles of deliberation. The interaction that is built between students from various ethnic backgrounds such as Sasak, Balinese, Javanese, Bugis, and Chinese creates a real space to learn to live democratically in diversity.

The democratic attitude of students is reflected in openness to opinions, willingness to cooperate, and respect for the rights of others. However, this study also found challenges, including the tendency of students to form homogeneous groups based on ethnicity, the limitations of participatory learning methods applied by teachers, and the negative influence of social media. This obstacle shows that the internalization of Pancasila values is not enough just through lectures or formalities, but requires creative, contextual, and continuous learning strategies.

The main supporting factors for the success of the implementation include school policy support, teacher involvement, the role of the family, and the multicultural community environment of Mataram City. To strengthen democratic attitudes, strategic steps are needed such as increasing teacher competence, expanding cross-cultural activities, and synergy between schools, parents, and the community. Thus, Pancasila Education is not only an academic instrument, but also a fundamental means in forming a democratic, tolerant, and able to maintain national unity in the midst of ethnic diversity.

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