

Pancasila Education as an Instrument for Internalizing Constitutional Values in Character Formation of Students at Muhammadiyah Senior High School in Makassar City

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Abstract : This study aims to analyze the implementation of constitutional values through Pancasila Education in character building of students at Muhammadiyah Senior High School in Makassar City, identify supporting and inhibiting factors, and examine teacher strategies in the process of internalizing values. The study used a qualitative approach with a descriptive type through in-depth interviews, observation, and documentation techniques with the principal, Pancasila Education teachers, and students. Data analysis was conducted using the interactive model of Miles, Huberman, and Saldana with validity testing through triangulation. The results of the study indicate that the internalization of constitutional values is implemented integratively through intracurricular learning, school culture, and character building that forms nationalism, democracy, responsibility, tolerance, legal awareness, justice, and mutual cooperation. The main supporting factors include school culture, teacher role models, school leadership, and parental involvement, while social media and low discipline are the dominant obstacles. The novelty of this study produces the Constitutional Character Ecosystem Model, which emphasizes that the formation of constitutional character is the result of the interaction between constitutional learning, school culture, teacher role models, and continuous character building.

Keywords: Pancasila Education, Constitutional Values, Character Education, Internalization of Values, Student Character

Abstrak : Penelitian ini bertujuan menganalisis implementasi nilai-nilai konstitusional melalui Pendidikan Pancasila dalam pembentukan karakter siswa di SMA Muhammadiyah Kota Makassar, mengidentifikasi faktor pendukung dan penghambat, serta mengkaji strategi guru dalam proses internalisasi nilai. Penelitian menggunakan pendekatan kualitatif dengan jenis deskriptif melalui teknik wawancara mendalam, observasi, dan dokumentasi terhadap kepala sekolah, guru Pendidikan Pancasila, dan siswa. Analisis data dilakukan menggunakan model interaktif Miles, Huberman, dan Saldana dengan uji keabsahan melalui triangulasi. Hasil penelitian menunjukkan bahwa internalisasi nilai konstitusional dilaksanakan secara integratif melalui pembelajaran intrakurikuler, budaya sekolah, dan pembiasaan karakter yang membentuk nasionalisme, demokrasi, tanggung jawab, toleransi, kesadaran hukum, keadilan, dan gotong royong. Faktor pendukung utama meliputi budaya sekolah, keteladanan guru, kepemimpinan sekolah, serta keterlibatan orang tua, sedangkan media sosial dan rendahnya disiplin menjadi hambatan dominan. Novelty penelitian ini menghasilkan Constitutional Character Ecosystem Model, yang menegaskan bahwa pembentukan karakter konstitusional merupakan hasil interaksi antara pembelajaran konstitusional, budaya sekolah, keteladanan guru, dan pembiasaan karakter berkelanjutan.

Kata Kunci : Pendidikan Pancasila; Nilai Konstitusional; Pendidikan Karakter; Internalisasi Nilai; Karakter Siswa

INTRODUCTION

Education is a fundamental instrument in national development because it functions not only as a means of transferring knowledge but also as a vehicle for character formation and community civilization. In the Indonesian context, education has a strategic mandate to shape citizens who are faithful, have noble morals, are democratic, responsible, and possess a strong sense of nationalism, as mandated by Law Number 20 of 2003 concerning the National Education System. This function has become increasingly important amidst the currents of globalization, the development of information technology, and rapid social transformation. These changes bring various opportunities for progress, but at the same time also present serious challenges in the form of increasing individualism, declining social awareness, strengthening intolerance, and weakening ethics in social life and the digital space. This condition demonstrates that human resource development cannot be solely oriented towards cognitive aspects, but must be accompanied by strengthening character based on national and constitutional values.

In a constitutional democracy like Indonesia, the formation of citizen character cannot be separated from the internalization of constitutional values derived from Pancasila and the 1945 Constitution of the Republic of Indonesia. Constitutional values are a set of fundamental values that serve as the moral, ethical, and direction of national and state life. These values include the principles of divinity, humanity, unity, democracy, and social justice, which must be realized in individual behavior and the collective life of society (Salsabilla & Utama, 2024). Therefore, constitutional values not only function as legal norms that regulate the administration of the state, but also as moral guidelines that shape the character of citizens who are democratic, responsible, respect human rights, uphold the supremacy of law, and have a commitment to the integrity of the nation.

The urgency of internalizing constitutional values is increasingly relevant in the educational context, as schools are a strategic space for fostering constitutional awareness from an early age. Constitutional awareness is a crucial element in shaping a legally aware, democratic, and responsible society (Tabang *et al.*, 2025). However, various social phenomena indicate that understanding of constitutional values is not yet fully aligned with their implementation in daily life. Low levels of legal literacy, minimal awareness of constitutional rights and obligations, and weak democratic participation among the younger generation are indicators that the process of internalizing constitutional values still faces various challenges (Ariani & Herryansyah, 2019; Elenabella, 2025). This situation suggests the need to strengthen education that can bridge the gap between normative understanding of the constitution and actual practice in social life.

From a character education perspective, constitutional values are closely linked to the formation of students' personalities. Character education is essentially a development process that encompasses the integrated development of moral, intellectual, emotional, and social aspects. Ki Hajar Dewantara viewed education as an effort to advance students' morals, minds, and bodies in a balanced manner, thus developing individuals who are physically and mentally independent (Ningsih *et al.*, 2023). In line with this view, character education aims not only to produce academically intelligent individuals, but also to shape citizens who possess moral integrity, social responsibility, and the ability to live in a democratic and pluralistic society.

Strengthening character in the Indonesian national education system has gained legitimacy through the Strengthening Character Education policy which places five main values, namely religiousness, nationalism, integrity, independence, and mutual cooperation as priorities for the formation of students' character (Atriyanti, 2020). These values are actually manifestations of the constitutional values contained in Pancasila and the 1945 Constitution of the Republic of Indonesia.

Therefore, character education and constitutional education have an integrative and mutually reinforcing relationship. Teaching constitutional values has been proven to contribute to fostering a sense of patriotism, increasing legal awareness, strengthening the quality of democracy, and forming a society that upholds the principles of the rule of law (Siregar et al., 2024).

Within this framework, Pancasila Education holds a highly strategic position as an instrument for internalizing constitutional values. Since the implementation of the Independent Curriculum, the change in the nomenclature of the Pancasila and Citizenship Education subject to Pancasila Education demonstrates a strengthening of the national education orientation, which places Pancasila at the center of student character formation (Nasution & Rambe, 2023). These changes are not merely administrative, but rather reflect the state's efforts to strengthen values education, character education, and national ideology education through a more substantive and contextual learning process.

Philosophically, Pancasila Education serves to internalize the basic, instrumental, and practical values contained within Pancasila. These basic values include the universal principles of divinity, humanity, unity, democracy, and social justice, which serve as the foundation of national life (Sari & Najicha, 2022). Instrumental values are an operational description of basic values that are embodied in the constitution, laws and regulations, and various state policies (Aditia et al., 2022). Meanwhile, practical values are a concrete form of implementation of basic values and instrumental values in daily life through attitudes, behavior, culture, and social practices of society (Gafuri, 2024). These three dimensions make Pancasila Education not only function as a medium for transferring knowledge, but also as a means of transforming values and forming the character of citizens.

Furthermore, Pancasila education plays a crucial role in shaping students' character to be nationalistic, democratic, responsible, tolerant, just, and courageous in upholding the values of truth. Constitutional values internalized through Pancasila education can foster a sense of patriotism, develop democratic character, instill social responsibility, encourage tolerant behavior, and foster a concern for social justice (Salsabilla & Utama, 2024). Thus, Pancasila Education becomes a strategic instrument in building the constitutional character of students that is in line with the goals of national education.

However, the implementation of Pancasila Education in learning practices still faces various obstacles. Learning is often more oriented towards the cognitive aspects of conceptual mastery and memorization, while the affective and behavioral dimensions have not received proportional attention. As a result, students are able to understand the contents of the constitution theoretically, but are not yet fully able to actualize these values in everyday life. Low student participation in deliberations, a lack of respect for differences of opinion, weak legal awareness, and minimal social awareness are indicators of the gap between normative understanding and practical implementation of constitutional values.

The success of internalizing constitutional values is also greatly influenced by various supporting and inhibiting factors within the school environment. A conducive school culture, a vision and mission focused on strengthening character, teacher competence, principal support, and parental and community involvement are all important factors contributing to the effective implementation of constitutional values (Sumarsono, 2019; Wahyu et al., 2023; Yudhistira et al., 2023). On the other hand, students' lack of understanding of constitutional values, low motivation to learn, limited learning resources, and the negative influence of the social environment and digital media are factors that can hinder the process of internalizing these values (Ariani & Herryansyah, 2019).

In addition to environmental factors, the role of Pancasila Education teachers is crucial. Teachers are not only responsible for delivering learning materials but also serve as facilitators, motivators, and role models in shaping students' character. Teachers' exemplary behavior significantly influences the successful internalization of constitutional values, as students tend to learn through observation and imitation of the behavior displayed by their teachers (Yaqin, 2022). Therefore, the learning strategies used need to be designed in a participatory, contextual, and reflective manner through approaches such as problem-based learning, value discussions, constitutional case studies, democracy simulations, social projects, and the inculcation of a democratic school culture (Afifah & Mukhlis, 2024).

Several previous studies have shown that implementing character education through school culture and values-based learning positively contributes to the formation of students' character. Nur (2024) found that the integration of character education through the curriculum, extracurricular activities, and school culture was able to shape positive student behavior even though it still faced obstacles in terms of implementation consistency. Hafni et al. (2025) shows that internalization of Pancasila values through learning, religious practices, and school culture contributes to strengthening students' character. Meanwhile, research Pasaribu et al. (2025). This study demonstrates that a positive school culture can be an effective instrument for instilling constitutional values contextually. However, research specifically examining Pancasila Education as an instrument for internalizing constitutional values in character formation for students in Muhammadiyah Senior High Schools in Makassar City is still relatively limited.

The limitations of this study indicate that there is an academic gap that needs to be filled through more in-depth research on how constitutional values are implemented through Pancasila Education, the factors that influence its success, and the strategies used by teachers in internalizing these values to students. This research is important because it not only contributes to the development of constitutional education and character education studies, but also offers practical recommendations for schools, teachers, and policymakers in strengthening the character formation of a young generation that is democratic, responsible, has integrity, and is based on the values of Pancasila and the state constitution. Thus, the research on Pancasila Education as an Instrument for Internalizing Constitutional Values in Building Student Character at Muhammadiyah Senior High Schools in Makassar City has strong theoretical and practical relevance in addressing the challenges of civic education in the contemporary era.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive research type to gain a deep understanding of the process of internalizing constitutional values in the formation of student character through Pancasila Education learning at Muhammadiyah Senior High School in Makassar City. The qualitative approach was chosen because it allows researchers to explore the meanings, experiences, and social practices that occur naturally in the school environment. Qualitative research is oriented towards revealing phenomena holistically and contextually by positioning informants as subjects who have direct experience with the phenomena studied, so that the data obtained not only describe empirical facts, but also the meaning behind the observed social actions and behaviors (Safrudin et al., 2023; Sugiyono, 2021).

The research was conducted at Muhammadiyah Senior High School in Makassar City, considering that the school possesses relevant characteristics for studying the implementation of constitutional values through Pancasila Education. Furthermore, this school is one of the educational institutions that integrates character education and Islamic values into its school

culture, allowing for comprehensive data on the internalization of constitutional values. The research was conducted over two months, from data collection to verification of the findings.

The focus of the research is directed at three main aspects, namely: (1) the implementation of constitutional values in the formation of student character through Pancasila Education learning; (2) supporting and inhibiting factors for the implementation of constitutional values in the school environment; and (3) strategies of Pancasila Education teachers in internalizing constitutional values to students. Constitutional values in this research are understood as values derived from Pancasila and the 1945 Constitution of the Republic of Indonesia which are manifested in attitudes, behavior, and school culture that support the formation of student character.

The research data sources consist of primary and secondary data. Primary data were obtained directly from informants deemed to have knowledge and experience related to the research phenomenon, namely the principal, Pancasila Education teachers, and students of Muhammadiyah Senior High School in Makassar City. Meanwhile, secondary data were obtained through various supporting documents, such as the curriculum, learning tools, school programs, activity archives, school policy documents, and various scientific literature relevant to the research.

Data collection was conducted through in-depth interviews, observation, and documentation. Interviews were used to elicit information regarding teachers' experiences, perceptions, and strategies in internalizing constitutional values in students. Direct observations were conducted to observe the Pancasila Education learning process, teacher-student interactions, and various school activities reflecting the implementation of constitutional values. Documentation was used to supplement the interview and observation data through reviewing learning documents, activity photos, school archives, and various other documents related to student character building through Pancasila Education (Charismana *et al.*, 2022).

The primary instrument in this research was the researcher herself (human instrument), who played a role in determining the research focus, collecting data, analyzing it, and interpreting the research findings. To support the data collection process, the researcher used interview guidelines, observation guides, field notes, writing instruments, a voice recorder, and a digital camera as supporting instruments.

Data validity was tested through triangulation techniques, increased persistence, and extended observation. Triangulation was conducted by comparing data obtained from various sources, techniques, and data collection times to ensure the consistency of the information obtained. Increased persistence was achieved through continuous observation of the phenomena being studied and reviewing various relevant references. Meanwhile, extended observation was conducted by returning to the field to verify the data obtained, thereby ensuring the credibility of the research findings (Sugiyono, 2021).

Data analysis was conducted interactively, referring to the Miles, Huberman, and Saldaña model, which includes three stages: data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting, focusing, and simplifying the data obtained according to the research focus. The reduced data was then presented in a systematic descriptive narrative form, making it easier for researchers to understand the patterns and relationships between findings. The final stage, drawing conclusions and verification, was carried out continuously throughout the research process to produce a valid interpretation of the implementation of constitutional values in student character formation through Pancasila Education at Muhammadiyah High School in Makassar City.

RESULTS AND DISCUSSION

A. Implementation of Constitutional Values in the Formation of Student Character through Pancasila Education at Muhammadiyah Senior High School in Makassar City

The research results show that the implementation of constitutional values at Muhammadiyah Senior High School in Makassar City takes place through three main channels: intracurricular Pancasila Education, school culture, and character building programs. These three channels form an integrated system of internalization of values, so that constitutional values are not only understood as learning materials but also manifested in students' daily behaviour (Atriyanti, 2020; Saekhu HM & Prihatono, 2020). Research findings show that the most dominant constitutional values instilled in students include: 1) Nationalism; 2) Democracy; 3) Responsibility; 4) Tolerance; 5) Justice; 6) Legal awareness; and 7) Mutual cooperation. These values are internalized through classroom learning activities, class meetings, student organizations, flag ceremonies, religious activities, and school habituation programs. This is more clearly seen in Table 1 below:

Table 1. Implementation of Constitutional Values in the Formation of Student Character

Constitutional Values	Implementation Form	Formed Character
Nationalism	Flag ceremony, national day commemoration	Love for the homeland
Democracy	Class meeting, election of class chairman	Democratic
Tolerance	Cross-background group work	Respecting differences
Responsibility	Individual and group assignments	Responsible
Legal Awareness	School regulations	Discipline
Justice	Equal treatment of students	Fair
Mutual cooperation	Community service and social activities	Social care

Research findings indicate that the implementation of constitutional values in character formation for students at Muhammadiyah Senior High School in Makassar City does not occur simply through the transfer of knowledge. This process develops through a social internalization mechanism involving learning experiences, behavioral habits, social interactions, and the ongoing strengthening of school culture (Firdaus, 2023; Lawani et al., 2022). Pancasila education not only functions as a means of conveying normative concepts regarding Pancasila, the 1945 Constitution of the Republic of Indonesia, the rights and obligations of citizens, and the democratic system, but also as an instrument that connects constitutional knowledge with the daily life practices of students (Amelia et al., 2023; Salsabilla & Utama, 2024). Thus, the internalization of constitutional values takes place holistically through the integration of classroom learning, organizational activities, habituation programs, and the institutional culture that develops in the school environment (Fatimah, 2021).

When analyzed using Thomas Lickona's character education theory, the findings of this study indicate that the process of internalizing constitutional values occurs through three main stages: moral knowing, moral feeling, and moral action. The first stage, moral knowing, is evident in students' ability to understand various basic concepts related to national and state life. Through Pancasila Education, students gain knowledge about the values of Pancasila, the principles of democracy, human rights, the rule of law, and the rights and obligations of citizens as stipulated in the 1945 Constitution of the Republic of Indonesia (Nasution & Rambe, 2023; Salsabilla & Utama, 2024). At this stage, learning functions as a means of strengthening cognitive aspects which are the initial foundation in forming the constitutional character of students (Afifah & Mukhlis, 2024).

Furthermore, the internalization process progresses to the moral feeling stage, which is the growth of emotional awareness and a sense of belonging to the national values that have been learned. Research results show that various school activities such as flag ceremonies, national day commemorations, religious activities, class meetings, student organizations, and character building programs contribute to building students' emotional bonds with constitutional values (Atriyanti, 2020). At this stage, students not only understand the importance of the values of unity, democracy, tolerance, and responsibility, but also begin to feel the benefits and relevance of these values in their social lives (Salsabilla & Utama, 2024). This condition shows that the educational process has succeeded in building affective awareness which is an important prerequisite in character formation.

The next stage is moral action, which is the ability of students to translate the values they have understood and internalized into concrete actions. Research findings show that students begin to implement constitutional values through various positive behaviors, such as participating in deliberations to reach consensus, respecting differences of opinion, adhering to school rules, carrying out mutual cooperation activities, demonstrating tolerance for diversity, and being responsible for their duties and obligations (Fierna *et al.*, 2023; Siregar *et al.*, 2024). This implementation shows that constitutional values do not stop at the level of knowledge and awareness, but have developed into habits that are reflected in students' daily behaviour (Inthaly & Almubaroq, 2022).

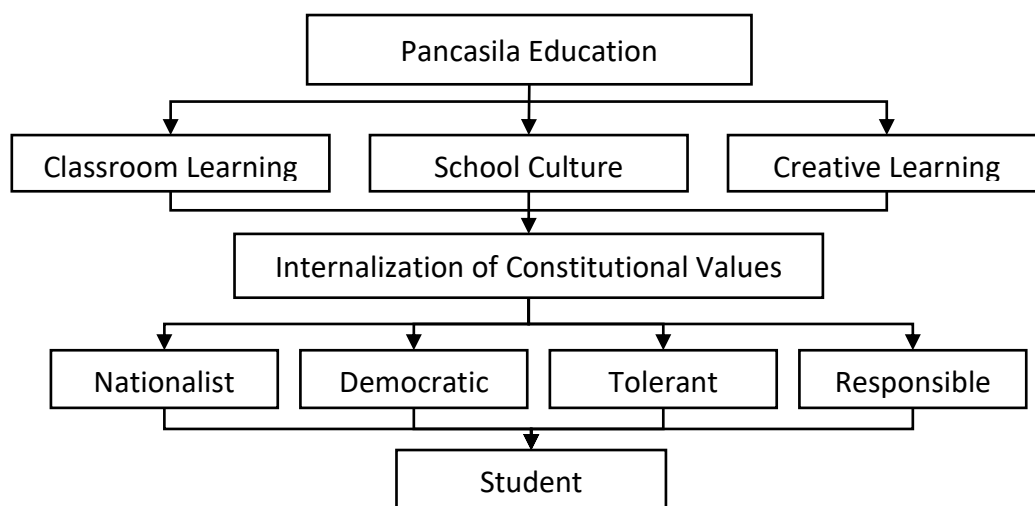


Figure 1. Concept Map of Research Findings

Based on these findings, it can be understood that Pancasila education at Muhammadiyah Senior High School in Makassar City has undergone a transformation from a paradigm oriented toward civic knowledge to a more comprehensive paradigm, namely civic disposition and civic engagement. Pancasila education no longer merely aims to improve students' understanding of the state system and constitutional values, but also strives to shape civic character reflected in students' attitudes, values, and active participation in social life (Amelia *et al.*, 2023; Wati & Anggriani, 2024). Thus, Pancasila Education learning has become a strategic instrument in forming a young generation that not only understands the constitution normatively, but also has a moral commitment and social involvement that reflects the character of democratic, responsible, and integrity-based citizens (Salsabilla & Utama, 2024). This research is to present a more holistic,

integrative, and contextual approach to constitutional education in the formation of student character in the digital era (Sitompul, 2024; Yaqin et al., 2022).

B. Supporting and Inhibiting Factors in the Implementation of Constitutional Values

1. Supporting Factors for the Implementation of Constitutional Values

The results of the study on supporting factors show that the success of the implementation of constitutional values in the formation of student character at Muhammadiyah Senior High School in Makassar City is not only determined by the Pancasila Education learning process in the classroom, but is also influenced by the educational ecosystem that supports the internalization of values in a sustainable manner (Atriyanti, 2020; Wahyu et al., 2023). Analysis of interview, observation, and documentation data identified four main factors that play a significant role, namely school culture, competence and exemplary behavior of Pancasila Education teachers, principal leadership, and participation of parents and the community.

Table 2. Supporting Factors for the Implementation of Constitutional Values

Supporting Factors	Implementation Form	Contribution to Student Character
School Culture	Instilling discipline, national literacy, class discussions, flag ceremonies	Forming nationalism, responsibility, discipline
Pancasila Education Teacher	Role model, reflective learning, character development	Developing democratic attitudes and integrity
Headmaster	Character policy, values-based school programs, supervision	Strengthening the consistency of value implementation
Parents and Society	Home support, behavioral monitoring, school collaboration	Strengthening the sustainability of internalization of values outside of school

Research findings show that school culture is the most dominant factor in supporting the implementation of constitutional values (Pasaribu et al., 2025; Wahyu et al., 2023). School culture functions as a space for the socialization of values that allows students to directly experience the practices of democracy, discipline, responsibility, and tolerance in everyday life (Firdaus, 2023; Sakti, 2017). Unlike formal learning, which occurs within classroom hours, school culture operates continuously through mechanisms of habituation, social reinforcement, and normative control. From the perspective of Bandura's Social Learning theory, student behavior is formed through the process of observation, imitation, and reproduction of behavioral models found in their social environment.

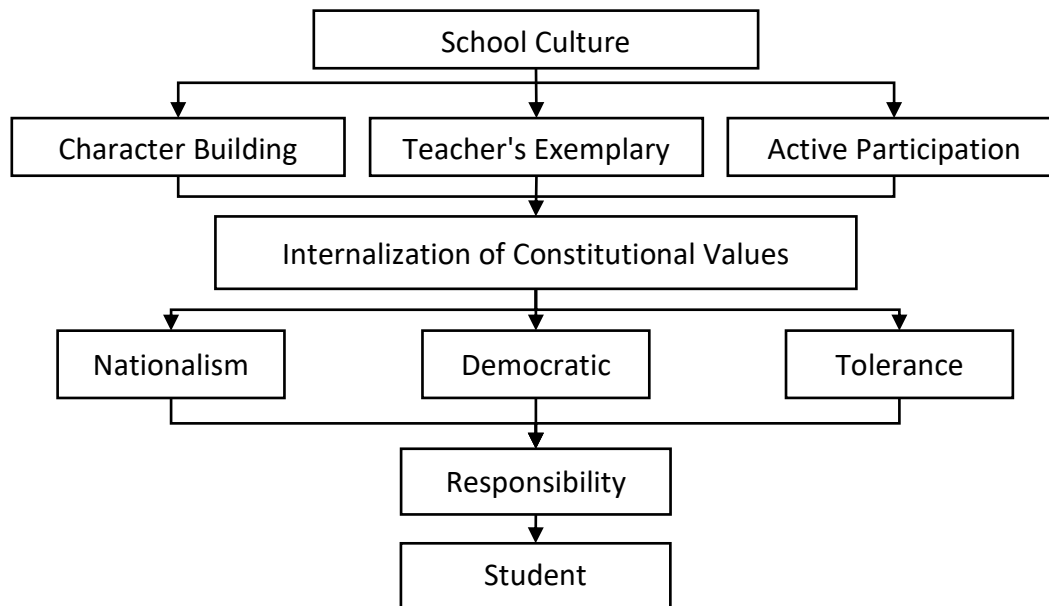


Figure 2. Conceptual Map of Supporting Factors

Based on in-depth interviews, students understand the concept of democracy more easily when they are directly involved in class discussions rather than simply studying the material theoretically. Similarly, the value of responsibility is more effectively instilled through carrying out school organizational tasks than through normative lectures (Fierna *et al.*, 2023).

This shows that the success of constitutional education is not enough to only produce students who understand the contents of the 1945 Constitution of the Republic of Indonesia, but must be able to form students who make constitutional values a guideline for behavior in social life (Fatimah, 2021; Tabang *et al.*, 2025). Research findings also show that the four supporting factors work synergistically and reinforce each other.

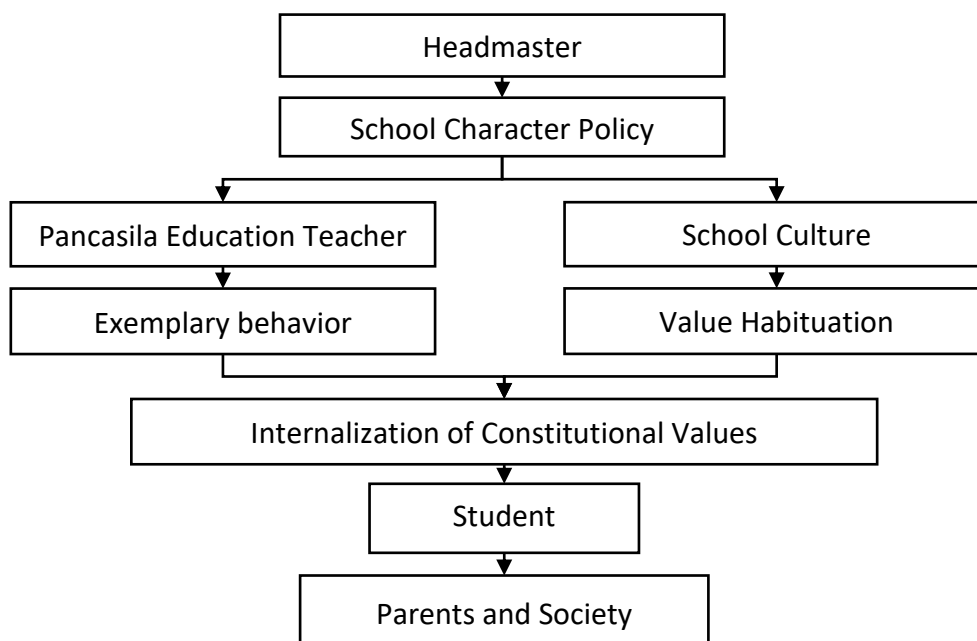


Figure 3. Relationship between Supporting Factors

This finding indicates that the implementation of constitutional values is not the sole responsibility of Pancasila Education teachers, but rather the result of collaboration between all elements of education (Firdaus, 2023; Sumarsono, 2019).

2. Factors Inhibiting the Implementation of Constitutional Values

In addition to supporting factors, this study also found a number of factors that hinder the internalization of constitutional values. These factors originate from both internal aspects of students and external influences developing in the social and digital environment (Heriansyah *et al.*, 2024; Ningsih *et al.*, 2023).

Table 3. Factors Inhibiting the Implementation of Constitutional Values

Inhibiting Factors	Manifestations in Schools	Impact on Character
Low student discipline	Lateness, violation of rules	Weak responsibility
The influence of social media	Consume content without filters	Declining social concern
Negative social environment	Deviant behavior of peer groups	Obstacles to character formation
Limited learning time	Dominance of cognitive material	Lack of value practice
Low legal awareness	Violation of school rules	Weak culture of obeying rules

The research findings revealed that the most dominant inhibiting factors were the influence of social media and digital popular culture (Heriansyah *et al.*, 2024). This phenomenon is interesting because it shows the transformation of socialization agents in the lives of the younger generation.

If in the past schools and families were the main agents of character formation, now social media has taken over some of this function through exposure to information that takes place without the limits of space and time (Sitompul, 2024).

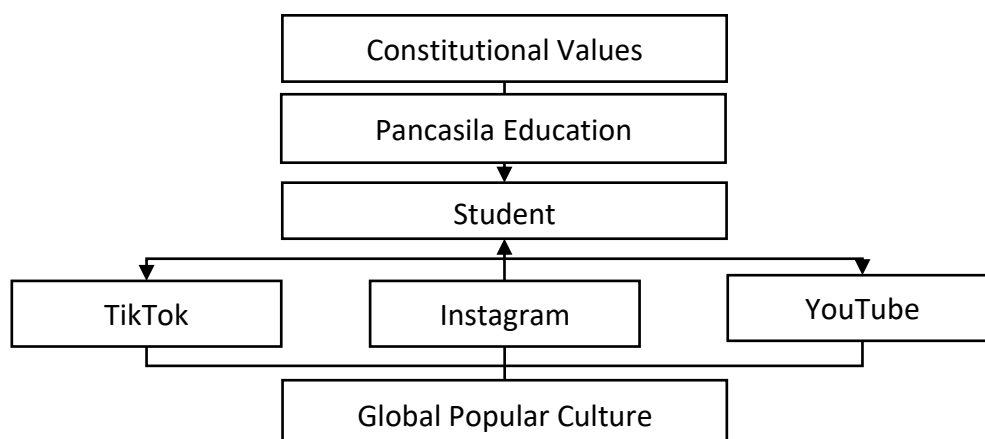


Figure 4. Value Conflict Map

This phenomenon shows the existence of ideological competition and value competition between formal education and digital information flows (Sitompul, 2024). In many cases, students

understand the importance of tolerance, deliberation, and responsibility while at school, but at the same time they are also exposed to digital content that encourages individualism, intolerance, hate speech, and even antisocial behavior (Heriansyah *et al.*, 2024). As a result, a phenomenon occurs which in this study is called the constitutional knowledge-behavior gap, namely the gap between constitutional knowledge and students' actual behavior (Fatimah, 2021).

Research findings indicate that most students are able to conceptually explain the principles of democracy, human rights, and civic responsibility. However, in practice, behaviors such as disrespect for peers' opinions, low participation in deliberations, and a tendency to ignore school rules are still found (Arif & Anwar, 2021). Theoretically, this condition can be explained through the perspective of Bronfenbrenner's Ecological Systems Theory, which emphasizes that individual character development is influenced by the interaction of various social environments.

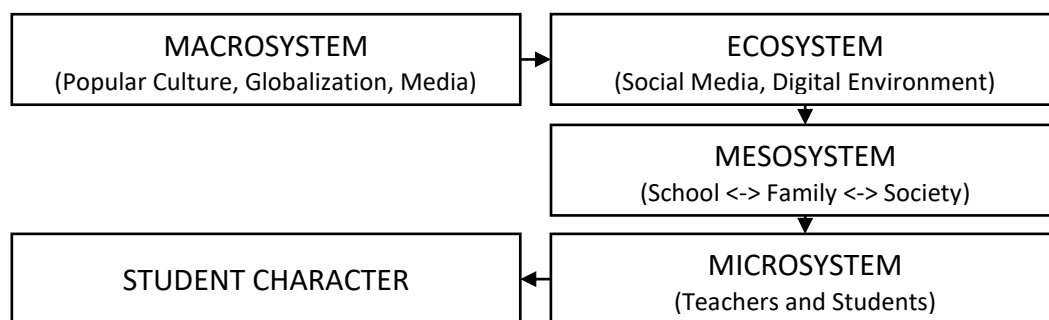


Figure 5. Ecology of Constitutional Value Implementation

Through this perspective, it can be understood that the failure to internalize constitutional values is not solely caused by weaknesses in Pancasila Education learning, but is the result of complex interactions between school, family, social environment and digital media factors (Heriansyah *et al.*, 2024; Sumarsono, 2019).

C. Pancasila Education Teachers' Strategies in Internalizing Constitutional Values

1. Pancasila Education Teachers' Strategies in Internalizing Constitutional Values

The research findings indicate that the successful internalization of constitutional values in Muhammadiyah Senior High Schools in Makassar City is significantly influenced by the ability of Pancasila Education teachers to design learning strategies that are not only oriented toward knowledge transfer but also toward transforming students' attitudes and behaviors. The research findings reveal that teachers no longer position students as passive learning objects but rather as active subjects involved in the process of constructing meaning for constitutional values.

Based on the results of interviews, observations, and documentation, five main strategies were found that were consistently applied by teachers in the process of internalizing constitutional values, namely group discussion strategies, constitutional case studies, role models, character building, and value reflection (Wati & Anggriani, 2024; Yaqin *et al.*, 2022).

Table 4. Pancasila Education Teachers' Strategies in Internalizing Constitutional Values

Strategy	Implementation in Schools	Developed Constitutional Values	Impact on Student Character
Group Discussion	Class meetings, debates, student forums	Democracy, participation, respect for opinion	Democratic and communicative

Case study	Analysis of social, legal and national events	Legal awareness, justice, human rights	Critical and reflective thinking
Teacher's Exemplary Behavior	Discipline, honest, fair, tolerant attitude	Integrity, responsibility	Imitate positive behavior
Character Building	Ceremonies, national literacy, rules of procedure	Nationalism, discipline, responsibility	Constitutional character is formed
Reflection of Values	Reflection journal, attitude evaluation, moral discussion	Self-awareness and morality	Deep internalization of values

Research findings indicate that Pancasila Education teachers apply a multidimensional approach, namely integrating cognitive (civic knowledge), affective (civic disposition), and behavioral (civic behavior) dimensions simultaneously. Observations show that learning does not stop at understanding constitutional articles or civic concepts, but is directed at students' ability to connect constitutional norms with the social realities they face daily. In learning practices, teachers often present current issues such as: 1) bullying; 2) intolerance; 3) the spread of hoaxes; 4) violations of school rules; and 5) social conflicts in society to be analyzed through the perspective of Pancasila values and the 1945 Constitution of the Republic of Indonesia (Wati & Anggriani, 2024). Through this approach, students not only learn what is constitutionally right but also understand the moral and social reasons why those values should be applied. The research results yielded a more complex internalization model than conventional learning models.

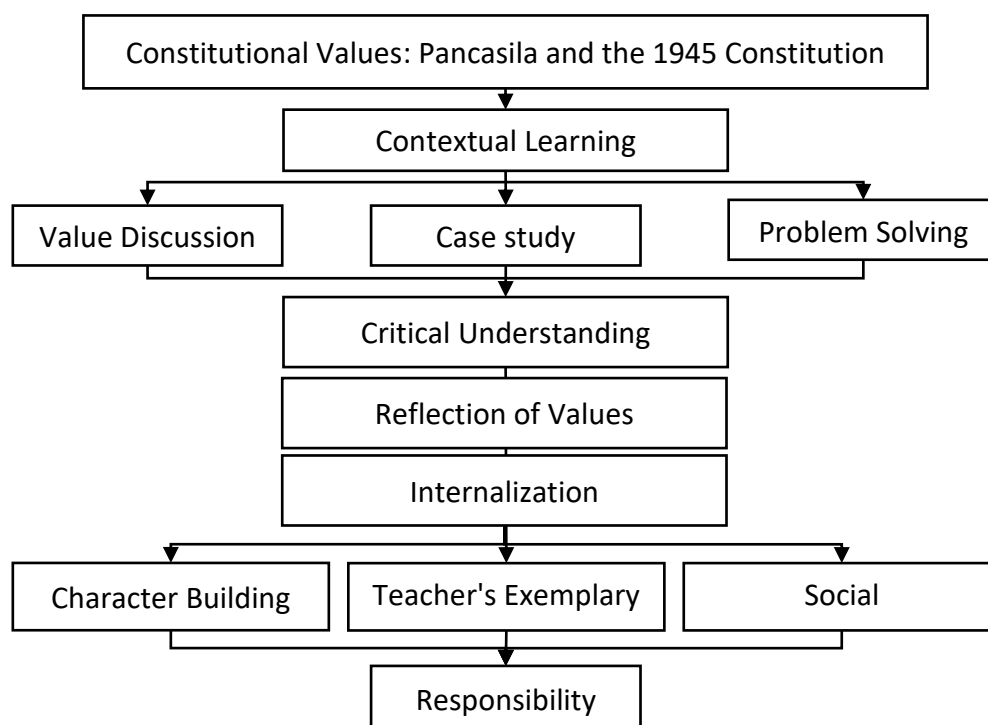


Figure 6. Integrative Model of Constitutional Value Internalization Strategy

This model shows that the internalization of values does not occur in a linear manner, but through a layered process that involves cognitive, affective, and social aspects simultaneously.

2. The Dominance of Exemplary Strategy as an Internalization Instrument

One of the most important findings in this study is that teacher role models are the most effective strategy in shaping students' constitutional character (Lawani et al., 2022; Yaqin et al., 2022). Even though teachers use a variety of active learning methods, students admit that teachers' daily behavior is more influential than the material presented in class.

Interview data shows that students tend to assess the consistency between what teachers teach and what teachers do, such as teachers arriving on time, being fair to all students, respecting differences of opinion, being transparent in assessment, and resolving conflicts through dialogue, so students gain real experience regarding the practice of democratic and constitutional life. The research findings strengthen Albert Bandura's Social Learning theory which explains that individuals learn through the process of observing social models that are considered to have legitimacy and authority (Yaqin et al., 2022).

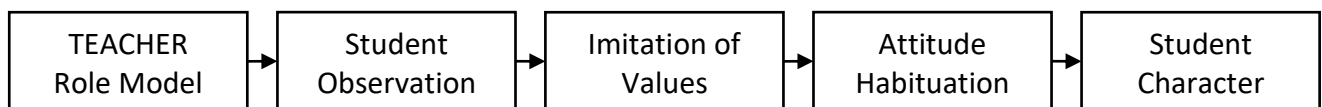


Figure 7. Observational Learning Model

In the context of this research, Pancasila Education teachers not only function as conveyors of material, but also as agents of socialization of constitutional values (Mulyani, 2021). These findings demonstrate that the internalization process is more powerful through role models than through a one-way lecture approach. This suggests that Pancasila Education teachers play four strategic roles simultaneously.

Table 5. Transformation of the Role of Pancasila Education Teachers

The Role of Teachers	Function
Value Transmission Agent	Conveying constitutional values to students
Democracy Facilitator	Creating space for dialogue and deliberation
Constitutional Role Model	Be a real example of the practice of constitutional values
Agent of Social Transformation	Connecting constitutional norms with social reality

These findings show that teachers no longer merely carry out pedagogical functions, but also carry out ideological, moral and social functions in shaping the character of citizens (Firdaus, 2023; Mulyani, 2021). Based on research results, the process of internalizing values takes place through four stages of development.

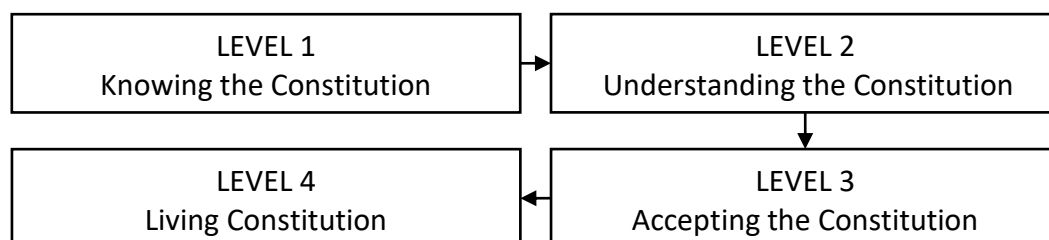


Figure 8. Stages of Internalization of Constitutional Values

The majority of students have reached the third level, namely accepting and believing in constitutional values as something important (Fatimah, 2021). However, students who are active in school organizations, leadership activities, and character building programs tend to have

reached the fourth level, namely making constitutional values part of their identity (Fierna *et al.*, 2023; Pasaribu *et al.*, 2025).

Based on the synthesis of all research findings, a new conceptual model was obtained regarding the internalization of constitutional values through Pancasila Education at Muhammadiyah Senior High Schools in Makassar City.

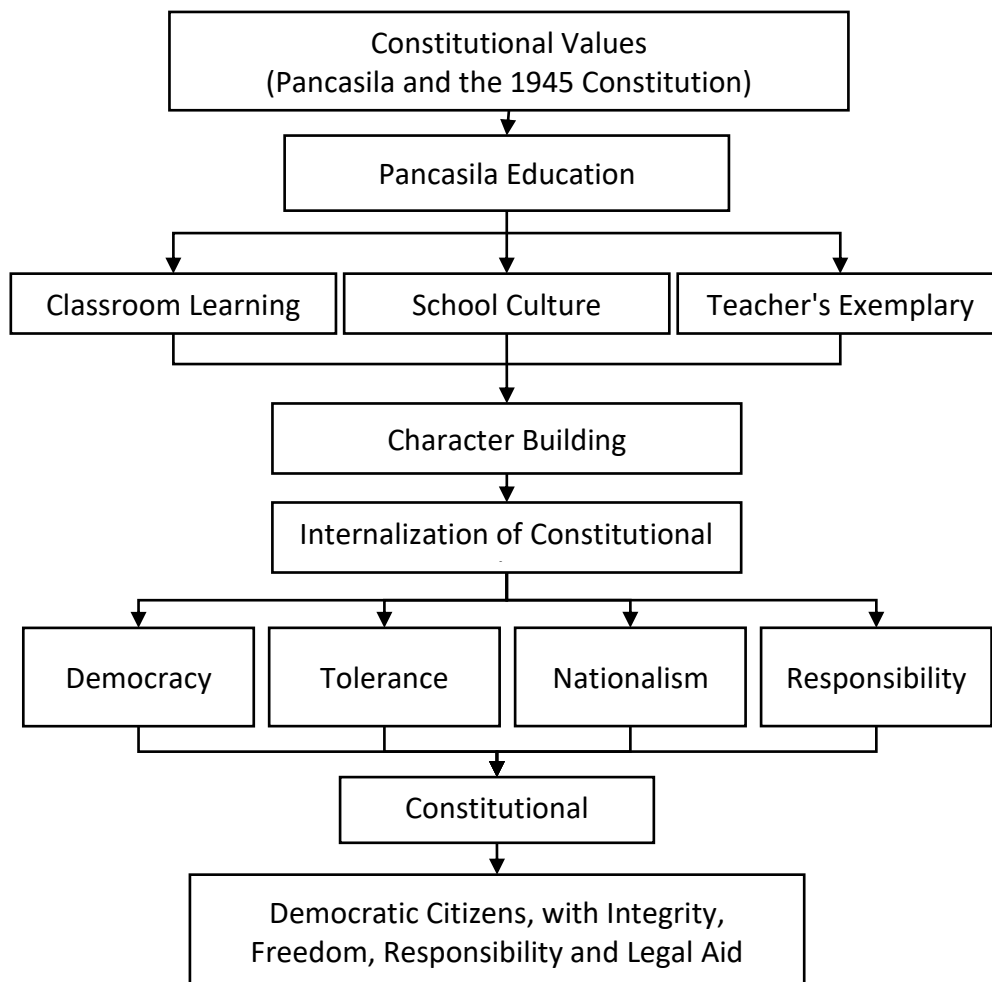


Figure 9. Final Conceptual Model

CONCLUSION

Based on the research results, it can be concluded that Pancasila Education at Muhammadiyah Senior High School in Makassar City plays a strategic role in the internalization of constitutional values to shape students' character. The implementation of constitutional values is carried out in an integrative manner through intracurricular learning, school culture, and character building programs so that it does not stop at mastering concepts, but develops into real behavior in everyday life. The dominant values internalized include nationalism, democracy, responsibility, tolerance, justice, legal awareness, and mutual cooperation which contribute to the formation of democratic, disciplined, responsible, and socially concerned citizens.

The successful internalization of constitutional values is influenced by various supporting factors, including a conducive school culture, the competence and exemplary behavior of Pancasila Education teachers, the leadership of the principal, and the involvement of parents and the community. On the other hand, the process also faces obstacles such as low student discipline, the

influence of social media, negative social environments, limited learning time, and low student legal awareness. Therefore, internalizing constitutional values requires an approach that focuses not only on formal learning but also involves the entire educational ecosystem in a sustainable manner.

This study also found that the most effective strategy for Pancasila Education teachers in internalizing constitutional values was role modeling, supported by the implementation of group discussions, constitutional case studies, character building, and value reflection. These findings gave rise to a new concept called the Constitutional Character Ecosystem Model, a model that emphasizes that constitutional character formation is the result of the interaction between constitutional learning in the classroom, a values-based school culture, teacher role models, and ongoing character building. This model expands the paradigm of civic education from merely building constitutional literacy to constitutional character education that produces students who not only understand the constitution but also internalize, practice, and make it a moral identity in their daily lives.

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