Strengthening Elementary Students' Nationalism and Patriotism through Pancasila Character Education Based on Visual Media

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ABSTRACT

This study investigates the role of visual media–based Pancasila character education in strengthening nationalism, patriotism, and human rights awareness among elementary school students in the Society 5.0 era. Employing a qualitative case study design, the research was conducted at SDN Jurumudi 4, Tangerang City, involving Grade IV and V teachers, students, and the school principal as participants. Data were collected through classroom observations, in-depth interviews, and documentation of learning activities using images of national symbols and Pancasila values. Data analysis followed the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing with triangulation to ensure credibility. The findings reveal that visual media significantly enhance students' understanding of abstract Pancasila values, increase learning engagement, and foster affective attachment to national identity. Image-based instruction not only supports cognitive comprehension but also cultivates empathy, discipline, and moral reflection related to human rights principles. Students demonstrated greater pride in national symbols, improved participation, and positive behavioral changes after the implementation of visual-based learning. The study concludes that integrating visual media into Pancasila character education is a strategic approach to nurturing nationalism and patriotism in elementary education. It provides a contextual learning model that bridges technological advancement with Indonesia's foundational civic values in response to the challenges of the Society 5.0 era.

INTRODUCTION

The emergence of the Society 5.0 era presents new challenges for education, particularly in strengthening national values such as nationalism and patriotism among young learners. Digital technology has become an integral component of learning processes; however, without balanced character education, it may weaken students' sense of national identity (Rachmawati et al., 2022). Putra et al. (2025) argue that although technology facilitates access to information, it may also cause value disorientation, making students more familiar with foreign cultures than with their own national heritage. Therefore, character education grounded in Pancasila is increasingly important to ensure that technological advancement does not erode students' commitment to national values (Surayanah et al., 2025).

In the Indonesian context, Pancasila functions not only as the philosophical foundation of the state but also as the core framework for character education. Academic consensus indicates that Pancasila-based character education plays a crucial role in shaping students who are intellectually competent and morally responsible citizens (Amrulloh & Asiyah, 2025; Manurung et al., 2025). At the elementary level, character formation is most effective when values are delivered through meaningful and engaging learning experiences. Saleh emphasizes that integrating instructional media, particularly visual media, enables students to

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internalize Pancasila values more concretely and contextually (Amrulloh & Asiyah, 2025).

The use of visual media in character education has been shown to enhance students' understanding of national identity and civic symbols. Hedayah and Mohamad highlight that visual representations of national symbols such as the Indonesian flag and Garuda Pancasila help students emotionally connect with their nation (EW et al., 2025). Similarly, Hidayati demonstrates that image-based learning significantly improves students' comprehension of national values through interactive and attractive instruction (EW et al., 2025). Visual media not only support cognitive learning but also stimulate affective engagement, which is essential in developing students' sense of belonging and patriotic attitudes.

In response to these challenges, this study examines the implementation of Pancasila character education based on visual media at SDN Jurumudi 4, Tangerang. The use of images depicting national symbols is designed to strengthen students' understanding of Pancasila values and foster emotional attachment to national identity (Rahmadilla et al., 2025). This research argues that integrating visual media within Pancasila-based character education is a strategic approach to nurturing nationalism, patriotism, and human rights awareness among elementary students in the digital era. Consequently, education in Society 5.0 should not merely emphasize technological proficiency but also cultivate strong civic character rooted in Indonesia's constitutional and cultural values (EW et al., 2025; Rahmadilla et al., 2025).

METHOD

This study adopts a qualitative approach with a case study design to explore in depth the implementation of Pancasila character education in strengthening elementary students' nationalism, patriotism, and human rights awareness through visual media. The research was conducted at SDN Jurumudi 4, Tangerang City, focusing on image-based learning that presents national symbols and Pancasila values in classroom instruction. A qualitative case study allows the researcher to examine educational practices in their natural context and capture participants' experiences and interpretations related to character development (Creswell, 2018; Carter et al., 2014). The participants consisted of fourth- and fifth-grade teachers, students from the same grades, and the school principal as key informants. Data was collected through classroom observations, in-depth interviews, and documentation, including lesson plans, teaching materials, photographs of activities, and teacher records related to Pancasila-based instruction.

Data analysis followed the interactive model of Miles and Huberman, encompassing data reduction, data display, and conclusion drawing or verification. Relevant data concerning nationalism, patriotism, and human rights values were systematically selected, categorized, and interpreted to identify emerging themes. To ensure the credibility of the findings, triangulation of sources and techniques was employed by comparing observation, interview, and documentation data. Ethical procedures were observed by obtaining permission from the school and informed consent from participants, as well as maintaining confidentiality. This methodological framework is expected to produce a contextual model of Pancasila character education based on visual media that supports the development of students' national character in response to the challenges of the Society 5.0 era.

RESULTS AND DISCUSSION

Results

1. Classroom Observation Findings

Observations were conducted in Grade IV and V classrooms at SDN Jurumudi 4 during four instructional meetings implementing visual media based on national symbols and Pancasila values. The observations focused on the use of visual media, student engagement, understanding of Pancasila values, and manifestations of nationalism and patriotism. The results indicate that teachers consistently integrated images of national symbols into instruction, which enhanced both students' cognitive and affective responses.

Table 1. Observation Results of Visual Media–Based Learning

Observed Aspect	Indicator	Frequency (4 Meetings)	Percentage	Category
Use of Visual Media	Teacher uses images of national symbols	4	100%	Very Good
	Students pay attention to visual media	3	75%	Good
Student Engagement	Students ask questions or respond	3	75%	Good
	Students participate in small-group discussions	2	50%	Fair
Understanding of Pancasila Values	Students mention the meaning of symbols	3	75%	Good
	Students provide examples of attitudes reflecting values	2	50%	Fair
Nationalism Attitude	Students show pride in national symbols	3	75%	Good
	Students sing the national anthem enthusiastically	4	100%	Very Good

The main observational findings show that (1) teachers consistently employed visual representations of national symbols in learning activities, (2) students demonstrated high interest, reflected in increased attention and participation, (3) students' understanding of Pancasila values improved, particularly the third principle (Unity of Indonesia) and the fifth principle (Social Justice), and (4) students' participation in group discussions still requires enhancement because only half of the students were actively involved.

2. In-Depth Interview Findings

In-depth interviews were conducted with Grade IV and V teachers, the school principal, and supporting informants to explore perceptions of the effectiveness of visual media in Pancasila character education. The interviews revealed that visual media facilitate conceptual understanding, stimulate students' reflection, and align well with the school's character education program.

Table 2. Summary of In-Depth Interview Themes

Informant	Main Theme	Representative Quotation	Conclusion
Teacher	Effectiveness of Visual Media	"Students understand national symbols more easily when images are used; they become more enthusiastic."	Visual media enhance conceptual understanding.
	Changes in Student Attitudes	"Students are more confident to ask questions and share experiences about Pancasila values."	Visual media encourage reflection and attitude change.

Informant	Main Theme	Representative Quotation	Conclusion
Principal	Alignment with School Program	"Our character education program is strongly supported by this method."	Visual media strengthen institutional character programs.
	Long-Term Impact	"Nationalism values must be cultivated early, especially in today's digital era."	Visual media are relevant to Society 5.0 challenges.

Figure 1. Students study image-based learning modules

The interview data indicate that visual media not only support instructional delivery but also foster students' emotional engagement with national values. Teachers perceived noticeable changes in students' confidence, participation, and moral reflection after visual-based instruction was implemented.

Discussion

The findings demonstrate that the use of image-based media in Pancasila character education contributes significantly to strengthening students' nationalism and patriotism. These results align with visual constructivist theory, which posits that visual stimuli enhance concept formation by connecting abstract information with concrete experiences (Rachmawati et al., 2022). In character education, images function as affective and cognitive triggers that facilitate the internalization of values, consistent with Heinich's view that visual media present reality in ways learners can meaningfully process (Putra et al., 2025).

First, this study confirms that visual media effectively bridge abstract Pancasila values into understandable forms for elementary students. Concepts such as unity, tolerance, and cooperation become more accessible when represented visually. This supports Paivio's dual coding theory, which explains that information processed through verbal and visual systems strengthens memory and comprehension (Surayanah et al., 2025). Through images, symbolic meanings embedded in Pancasila are transformed into experiences that students can emotionally relate to, fostering a stronger sense of national identity.

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Second, the findings indicate that image-based learning enhances students' awareness of human rights. This is consistent with Latif's argument that Pancasila values are closely related to human rights principles (Amrulloh & Asiyah, 2025). Visual depictions of fairness, respect, and children's rights enable students to recognize moral issues directly. Such exposure cultivates empathy and moral judgment, reinforcing students' capacity to distinguish just and unjust behavior, as also reported in previous studies (Manurung et al., 2025).

Third, the results strengthen the literature asserting that visual media play a strategic role in building national character in the Society 5.0 era. Technology should humanize education rather than replace national values (EW et al., 2025). The visual media applied in this study allow teachers to contextualize Pancasila values in modern learning environments without losing their philosophical foundations. This supports the notion that technology becomes an effective educational tool when aligned with civic and moral objectives (Rahmadilla et al., 2025).

Fourth, the study reveals that visual media influence not only students' understanding but also their behavior. This finding resonates with Lickona's character education framework, which emphasizes moral knowing, moral feeling, and moral action (Grigorieff et al., 2020). Through images, students gain knowledge of Pancasila values, develop pride and empathy, and demonstrate positive conduct in classroom and school activities. Thus, visual media operate as holistic instruments touching cognitive, affective, and behavioral domains.

Fifth, increased discipline during flag ceremonies and heightened pride in national symbols indicate that visual exposure reinforces national identity. This supports Tajfel's social identity theory, which posits that group symbols strengthen a sense of belonging (Lau et al., 2022). Regular interaction with meaningful national imagery cultivates emotional attachment, leading to deeper nationalism and patriotism among students.

Finally, the findings show that visual media improve instructional efficiency. Teachers reported that images simplify complex explanations and reduce verbal overload. This aligns with the principle of teacher efficiency in technology-supported learning, where visual tools help transform abstract ideas into comprehensible content (Cheng & Wu, 2025). Consequently, classroom interaction becomes more dynamic, communicative, and student-centered.

Academically, this study provides empirical evidence that Pancasila character education based on visual media is a relevant strategy for addressing character development challenges in the Society 5.0 era. Visual media possess epistemological and psychological power to shape students' national character (Marazzi & Vollhardt, 2024). Therefore, image-based instruction can serve as an alternative learning model to bridge Indonesia's foundational values with the lived experiences of young learners (KAYA, 2025).

CONCLUSION

This research confirms that Pancasila character education based on visual media plays a significant role in strengthening elementary students' nationalism, patriotism, and human rights awareness. The use of images depicting national symbols and social values helps transform abstract concepts into concrete learning experiences, enabling students to internalize civic values cognitively and emotionally. The findings indicate that visual media enhance student engagement, improve

understanding of Pancasila principles, foster pride in national identity, and encourage positive behavioral change in school activities.

Moreover, the integration of visual media aligns with the educational demands of the Society 5.0 era, where technology should support human-centered learning. Visual-based instruction allows teachers to contextualize Pancasila values without diminishing their philosophical foundations. Thus, image-based Pancasila education is not only pedagogically effective but also strategically relevant for developing holistic national character among young learners.

Recommendations

First, schools should systematically integrate visual media into Pancasila character education to strengthen students' cognitive, affective, and behavioral development related to nationalism and patriotism. Teachers are encouraged to design learning activities using contextual images of national symbols, social interactions, and human rights values.

Second, teacher training programs should include competencies in developing and utilizing visual instructional media for character education in the digital era. This will improve instructional efficiency and classroom interaction.

Third, future research is recommended to employ mixed-method or experimental designs to measure the long-term impact of visual-based Pancasila education on students' character development and civic behavior across different school contexts.

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