

The Role of Parents in Instilling the Values of Pancasila in Children Aged 5-6 Years in the Family Environment

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ABSTRACT

Parents play an important role in preparing the golden generation to uphold Pancasila values as an integral part of promoting local wisdom. This study used a qualitative approach, a method that produces descriptive data in the form of written and spoken words obtained from the behavior of the people observed. The term descriptive here refers to efforts to collect data aimed at providing accurate interpretations, thereby obtaining a clear picture of the events being studied. Early childhood tends to imitate the behavior of adults around them, especially parents. Therefore, the appropriateness of the values taught greatly affects the effectiveness of the value instillation process. Each principle of Pancasila can be introduced to children through simple but meaningful activities. The discussion revealed that parents play a role in instilling the values of Pancasila in children through the following applications: (1) Inviting children to do activities together, such as inviting them to pray together at the mosque accompanied by both parents. (2) Setting an example for children in applying Pancasila values in daily life, so that children imitate the behavior exemplified by their parents. (3) Accustoming children to practicing Pancasila values in daily life, so that children become accustomed to doing so without coercion from their parents.

Keywords:

parents,
family
environment,
Pancasila

INTRODUCTION

Early childhood is a *golden age*, where physical, cognitive, social, emotional, and moral development occurs very rapidly. Early childhood is an important period in shaping the foundation of a child's personality and character, which will influence their future life. One important aspect in the process of character building is the values of Pancasila. Pancasila, as the foundation of the state and the Indonesian way of life, contains fundamental values such as belief in God, humanity, unity, deliberation, and social justice. These values are not only important in the life of the nation and state but also very important in shaping children's character from an early age. Instilling Pancasila values in early childhood cannot be done instantly but through a process of habituation, exemplary behavior, and reinforcement from the immediate environment, especially the family.

The home or family environment is the first and foremost environment in determining a person's educational development and, of course, is also the first and foremost factor in determining a person's learning success. Shochib (2018) states that the environmental conditions that greatly determine a person's learning success include harmonious relationships among family members, the availability of adequate learning facilities and equipment, sufficient economic conditions, a calm home environment, and significant attention from parents to the learning and educational development of their children.

Parents have a big responsibility in shaping their children's character and morals, including instilling Pancasila values in their daily lives. Through direct interaction, parents can set an example in instilling values such as honesty, tolerance, empathy, responsibility, and mutual cooperation. However, reality shows that not all

parents realize the importance of instilling Pancasila values or know the right way to convey them according to their children's developmental stages.

In Alna Nur Fatikah's 2022 study on the role of parents in instilling self-discipline in children aged 5-6 years in the family environment in Tegal Sari Karanggede Boyolali Village, the results show that the role of parents in instilling character values in children is as educators in providing guidance and explanations about the character of self-discipline that is instilled, as facilitators in meeting children's needs, and as motivators in encouraging children when they are lax in applying self-discipline. Factors that influence the instillation of self-discipline include factors within the child, family environment factors, and inconsistent parental goals. In addition, it can also influence the mindset, attitudes, and behaviors of the entire Indonesian community. Therefore, it is necessary to implement Pancasila values from an early age. The phenomenon of globalization has challenged the strength of the application of national character elements (Budimansyah, 2012).

Research conducted by Tia Indrianti in 2020 on the role of parents in shaping children's character in the village of Kedaton Induk, Batanghari Nubang District, East Lampung, found that parents can shape their children's character by educating them through behavioral examples. This is because the majority of parents are aware that shaping children's character through behavioral examples, such as being polite and respecting elders, is very effective. In addition, parents also set an example for themselves first so that their children will imitate them and it will become a habit. Children will also imitate what they see more quickly than what they hear. Even parents also train themselves so that it becomes a habit in their daily lives.

The results of research conducted by Alaby (2023) state that the internalization of Pancasila values in children from an early age can be done through fun games and field trips. For example, trust and devotion to God Almighty, polite and humane attitudes, love for the nation and homeland, fostering a democratic spirit and a sense of justice, honesty, truthfulness, and helping others. In Pulungdowo, Tumpang sub-district, Malang regency, with a total of 14 children consisting of 6 boys and 8 girls, there are still many children who exhibit behavior that does not reflect Pancasila values, such as not respecting differences, not showing empathy towards others, not being polite to older people, and not being able to work together.

The role of parents is very important in shaping children's character. They can set a direct example through concrete actions, such as modeling behavior in daily life, inviting children to pray, inviting children to pray before eating, and inviting children to tidy up their toys after playing. In this way, children can understand the values of Pancasila. Therefore, the role of parents in instilling the values of Pancasila in children aged 5-6 years is very important for their lives. The role of parents in instilling Pancasila values in early childhood is urgent amid the onslaught of technology that has penetrated school age. This is no exception in the family environment. Parents play a role in preparing a golden generation that upholds Pancasila values as an integral part of promoting local wisdom.

As stated by Khoisah (2020), parents must do their utmost to guide their children in a positive direction, one of which is through the values of Pancasila. This nation needs a generation that truly applies the values of Pancasila in their daily lives. This golden generation will become the pride of the entire nation. Based on the background described above, the researcher needs to formulate the problem in this

study, which is how parents play a role in instilling the values of Pancasila in children aged 5-6 years in the family environment. Based on the problem formulation above, the objective of this research is to classify the role of parents in instilling Pancasila values in children aged 5-6 years in the family environment.

METHOD

This study uses a qualitative approach, namely a method that produces descriptive data consisting of written and spoken words obtained from the observed actors. Descriptive here refers to an effort to collect data with the aim of providing an accurate interpretation, so as to obtain a clear picture of the events being studied. Thus, this study aims to describe the role of parents in instilling Pancasila values in children aged 5-6 years in the family environment, as well as to understand what Pancasila values are. This study was conducted in the field or with respondents with the aim of demonstrating or proving the relationship between facts and theory.

RESULTS AND DISCUSSION

Pulungdowo Village is an area in Tumpang Subdistrict, Malang Regency, whose community still strongly holds on to the values of mutual cooperation, kinship, and religiosity. These conditions make this village a potential environment for instilling Pancasila values from an early age. The researcher selected 15 families in Pulungdowo Village with children aged 5–6 years as research subjects, because this age is an important phase in the formation of a child's basic character. In addition, the research location, which is close to the Muslimat NU 1 Tumpang Kindergarten, made it easy for the researcher to conduct observations and interviews with parents from diverse social and educational backgrounds.

The research question for this study is "What is the role of parents in instilling Pancasila values in children aged 5–6 years in the family environment?" Based on the results of the study, there are three main findings that are the focus of discussion: (1) parents encourage children to practice Pancasila values in their daily lives, (2) parents set an example through their daily behavior, and (3) parents encourage children to practice Pancasila values, such as praying before activities. These three findings illustrate the active involvement of parents in building their children's character in accordance with the noble values of the nation.

The first finding shows that habit formation is the most effective method of instilling Pancasila values in early childhood. Children aged 5–6 years are in a phase where they learn through concrete experiences and repetition. Many parents in Pulungdowo Village encourage their children to carry out daily activities such as praying together, helping with household chores, and respecting others. According to Khansa et al. (2021), consistent habituation will shape children's moral behavior in line with Pancasila values, because through joint activities, children learn without feeling forced.

These results are in line with the findings of Yuliani and Rahmawati (2020), who stated that habits formed early on in the family are the main foundation for shaping children's character in line with Pancasila. They emphasize that simple activities such as praying together, sharing, and respecting parents are concrete manifestations of the first to fifth principles of Pancasila. Thus, habit formation strategies are an effective first step in instilling Pancasila values in children's daily lives.

The second finding confirms that parents play a role as role models or primary examples for children. Parents who behave in accordance with Pancasila values provide direct examples that are easily observed by children. According to Dr. Cholisn (2018), instilling Pancasila values in the family environment is far more effective than in formal educational institutions because of the emotional closeness between parents and children. In this context, children learn not only from verbal instructions but also from observing their parents' daily behavior.

This view is reinforced by Dr. Anita Yus (2019), who explains that children learn primarily through imitation of the figures they encounter most often, namely their parents. Parental role modeling in speaking politely, helping others, and worshipping diligently is a tangible form of applying Pancasila values, which children then replicate in their behavior. Albert Bandura (1986), through Social Learning Theory, also states that children acquire social behavior through observation and imitation of models they consider significant, making parents the primary medium for internalizing Pancasila values.

Field research shows that most parents in Pulungdowo Village have applied the exemplary approach in their daily lives. For example, they encourage their children to greet neighbors, participate in community activities, and respect differences. This reflects the application of the second and third principles of Pancasila. In line with the results of Suyanto's (2019) research, early childhood has a high ability to imitate adult behavior, so that habituation accompanied by role modeling becomes a strategic combination in shaping the Pancasila character.

The third finding shows that parents also instill Pancasila values through daily religious and social routines, such as encouraging children to pray before eating, greet others, and help others. According to Jean Piaget's cognitive development theory, children aged 5–6 years are in the preoperational stage, where they think concretely and easily understand moral concepts through real activities (Piaget, 1952). Therefore, repetitive activities with symbolic meanings, such as praying together, can strengthen the internalization of religious values (first principle) and humanity (second principle) in children.

The results of this study are also in line with empirical research by Rahmawati & Lestari (2021), which shows that religious activities with the family have a positive effect on the formation of responsibility and empathy in early childhood. Children who are accustomed to praying before activities show more disciplined behavior and respect for time, which reflects the values of order and responsibility as a manifestation of Pancasila.

Apart from religious aspects, social habits are also an important means of internalizing the values of Pancasila. According to research by Siregar (2020), children's involvement in social activities such as family mutual cooperation or sharing with peers fosters a sense of caring and togetherness. This is a concrete form of practicing the third principle, namely Indonesian unity. Parents in Pulungdowo Village often invite their children to participate in environmental clean-up and community service activities, so that children become accustomed to appreciating togetherness from an early age.

Furthermore, research by Marlina (2022) states that the success of Pancasila-based character education in children is largely determined by the consistency of parents in setting examples and instilling habits. If parents are inconsistent, children

will experience confusion about values. Therefore, parents need to be consistent between their words and actions so that the values instilled are truly embedded in their children.

Another finding is reinforced by research by Kurniawati & Hidayat (2023), which emphasizes the importance of educational communication between parents and children. Warm and open communication allows children to understand the meaning behind every action, such as why they should pray or why they should respect others. In Pulungdowo Village, this form of communication is seen when parents explain the importance of helping neighbors or sharing food, which deepens children's understanding of the values of mutual cooperation and social empathy.

Overall, the results of this study illustrate that the role of parents is not only limited to teaching, but also internalizing Pancasila values through example, habit formation, and communication. These three approaches work synergistically to form a strong moral foundation and character in children. Values such as religiosity, humanity, unity, democracy, and social justice have begun to grow naturally in children who are accustomed to Pancasila-based parenting.

Thus, it can be concluded that families, especially parents, have a strategic position in character education based on Pancasila values. Habituation of positive activities, exemplary behavior, and meaningful communication are the main means of instilling noble national values from an early age. These findings are in line with other empirical research results (Khansa et al., 2021; Yuliani & Rahmawati, 2020; Cholisin, 2018; Anita Yus, 2019; Suyanto, 2019; Rahmawati & Lestari, 2021; Siregar, 2020; Marlina, 2022; Kurniawati & Hidayat, 2023; Piaget, 1952) which consistently emphasize that Pancasila values education is most effective when it begins in the family, where children first learn to become citizens of character.

CONCLUSION

Based on the results of research on the role of parents in instilling Pancasila values in children aged 5-6 years in the family environment, it can be concluded that the role of parents in instilling Pancasila values in children aged 5-6 years in the family environment is carried out through three roles, namely inviting children to instill Pancasila values in their daily lives, giving real examples so that children imitate what their parents do every day, and accustoming children to behaving in accordance with Pancasila values so that children become accustomed to them and do not feel burdened. Consistency and diligence on the part of parents in applying Pancasila values in daily life are key factors in the successful instilling of these values. Young children tend to imitate the behavior of the adults around them, especially their parents. Therefore, the consistency between the values taught greatly affects the effectiveness of the process of instilling values. Each principle of Pancasila can be introduced to children through simple but meaningful activities. From the results of the discussion, there are several roles that parents can play in instilling Pancasila values in children through the following applications: (1) Inviting children to do activities together, such as inviting them to pray together at the mosque accompanied by both parents. (2) Setting an example for children in instilling Pancasila values in daily life, so that parents set an example first and then children imitate what their parents exemplify. (3) Accustoming children to practicing Pancasila values in daily life so that children get used to doing so without coercion from their parents. Some of the obstacles and

challenges parents face in instilling Pancasila values in daily life are: (1) Parents experience obstacles in applying Pancasila values, namely that children sometimes participate in activities only when they are in the mood. (2) When asked to pray, children always complain and prioritize their cell phones. (3) Even though parents have begun to instill Pancasila values in their children, the process is often hampered by the role of grandparents who, under the guise of affection, violate the rules that have been established in an effort to instill these values. Based on the findings of this study, several suggestions can be given to optimize the instilling of Pancasila values in children aged 5-6 years in the family environment: parents are advised to create a family environment that is conducive to character building by implementing positive routines that reflect Pancasila values, such as eating and praying together and worshipping together. There should be good cooperation between families and schools in instilling Pancasila values. Parents should establish close communication with teachers at school to ensure continuity in the instillation of values between the home and school environments.

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