



Are there Pancasila values in Early Childhood Education activities? Survey Study in Indonesia

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ABSTRAK

Pendidikan Anak Usia Dini (PAUD) memegang peranan penting dalam membentuk karakter dan nilai-nilai dasar pada anak-anak. Artikel ini bertujuan untuk mengeksplorasi apakah nilai-nilai Pancasila diterapkan dalam kegiatan pendidikan anak usia dini di Indonesia. Melalui studi survei yang melibatkan 23 pendidik PAUD, penelitian ini mengidentifikasi tingkat pemahaman dan implementasi nilai-nilai Pancasila, yaitu Ketuhanan, Kemanusiaan, Persatuan, Demokrasi, dan Keadilan Sosial, dalam kurikulum dan aktivitas sehari-hari. Hasil survei menunjukkan bahwa sebagian besar pendidik memahami pentingnya nilai-nilai Pancasila dan berupaya menerapkannya melalui kegiatan bermain, pembelajaran kolaboratif, dan pengenalan budaya. Namun, terdapat tantangan dalam konsistensi dan metode implementasi, terutama terkait dengan pemahaman yang beragam di antara pendidik. Penelitian ini menyarankan adanya peningkatan pelatihan bagi pendidik dan penyusunan panduan yang lebih sistematis untuk memastikan nilai-nilai Pancasila dapat diintegrasikan secara efektif dalam pendidikan anak usia dini. Implikasi penelitian ini penting untuk kebijakan pendidikan dan pengembangan kurikulum yang berorientasi pada penguatan karakter anak berdasarkan nilai-nilai Pancasila.

ABSTRACT

Early childhood education (ECE) plays an important role in shaping children's character and basic values. This article aims to explore whether Pancasila values are implemented in early childhood education activities in Indonesia. Through a survey study involving 23 early childhood educators, this research identifies the level of understanding and implementation of Pancasila values, namely Godhead, Humanity, Unity, Democracy and Social Justice, in the curriculum and daily activities. The survey results show that most educators understand the importance of Pancasila values and attempt to implement them through play activities, collaborative learning, and cultural recognition. However, there are challenges in consistency and implementation methods, especially related to diverse understanding among

educators. This study suggests increased training for educators and the development of more systematic guidelines to ensure Pancasila values can be effectively integrated in early childhood education. The implications of this research are important for education policy and curriculum development oriented towards strengthening children's character based on Pancasila values.

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1. INTRODUCTION

Early Childhood Education (ECE) plays a crucial role in shaping character and values that align with Pancasila, the foundation of the Indonesian state. Pancasila, which serves as the philosophy of life and the basis of the state, contains values relevant to daily life, such as mutual cooperation, justice, unity, democracy, and belief in one God. In the context of education, Pancasila is considered a philosophical foundation that allows students to

understand and apply these values in their daily lives. In ECE, the values of Pancasila are implemented through various activities and materials presented to students, enabling them to understand and develop these values from an early age. Instilling the values of Pancasila from an early age is considered important because of the significant positive impact it has on children's character development. Several studies have shown that Pancasila-based education can help form a more integral personality, enhance social awareness, and foster attitudes of tolerance and togetherness from an early age.

For instance, a study conducted by Maunah (2015) showed that the internalization of Pancasila values through learning in ECE helps children develop discipline, mutual cooperation, and respect for differences. Another study by Suyadi & Selvi (2019) found that a Pancasila-based character approach in early childhood education can enhance children's morality and build empathy and social responsibility. However, there is still a need to better understand how Pancasila values are implemented in daily activities in ECE settings. The need here refers to several aspects that still require deeper exploration regarding the implementation of Pancasila values in ECE. First, the pedagogical needs include how teachers can design more effective and enjoyable learning strategies in teaching Pancasila values to young children. For example, using role-playing methods, interactive storytelling, or community-based projects that directly teach the principles of mutual cooperation, justice, and tolerance.

Secondly, there is a need in terms of curriculum and policy, where more concrete guidelines are required for educators to integrate Pancasila values into daily learning activities. While the existing ECE curriculum may already explicitly include these values, their implementation still depends on the individual initiatives of schools and educators. Thirdly, there is a need for further evaluation and research, as there is still a lack of studies documenting the effectiveness of methods used to instill Pancasila values. Further research is needed to explore how children internalize these values and the long-term impact on their character development.

Previous research has highlighted the importance of integrating Pancasila values into the educational curriculum, but few have specifically explored how these values are applied in the practical activities of early childhood education. Some earlier studies have attempted to investigate and understand the efforts made to implement Pancasila values in ECE (Lisa et al., 2023; Nadhif & Putri, 2023; Nur et al., 2023). However, research specifically and deeply discussing the Pancasila values embedded in early childhood activities remains limited. Therefore, the main objective of this study is to investigate which Pancasila values are integrated into daily activities in early childhood education (ECE) and how this influences the character development of young children.

Armed with existing knowledge and understanding about the importance of Pancasila values in shaping children's character, the researcher is interested in conducting this study to explore the extent to which Pancasila values are implemented in early childhood education activities in Indonesia. Acknowledging the role of Pancasila as a moral compass highlights the need to understand how these values are integrated into the curriculum and daily activities within the ECE environment. Additionally, the researcher aims to uncover the methodologies used in instilling Pancasila values and their implications for the social, moral, and character development of young children.

This study is expected to provide deeper insights and understanding of how Pancasila values can be integrated into early childhood activities. Moreover, this research aims to contribute both theoretically and practically to the field of education, particularly concerning the Pancasila values reflected in children's activities. Consequently, the findings of this research are hoped to serve as a reference in integrating the Merdeka curriculum with the values of Pancasila.

Pancasila is the foundation of the Indonesian state, consisting of two Sanskrit words: पञ्च ("pañca"), which means five, and शील ("śīla"), which means principles or ideals. Pancasila serves as a formulation and guideline for the lives of the Indonesian people in the context of the nation and the state. Dwi Siswoyo's book, which discusses Pancasila, is an important reference for understanding the philosophical and ideological foundations of Indonesia. It elaborates on the history and background of its formation by the nation's founders, involving various key figures. Pancasila is viewed as a philosophy of life that encompasses moral and ethical values as a guide for community, national, and state life. This book also explores the implementation of Pancasila in various aspects of life, including politics, economics, society, and culture, as well as the importance of Pancasila education in shaping the nation's character. A comparative analysis between Pancasila and other ideologies is often discussed to highlight the uniqueness and superiority of Pancasila. As the national identity, Pancasila unites various differences in ethnicity, religion, race, and social groups in Indonesia, forming a foundation for harmony and unity amid diversity. Overall, Dwi Siswoyo's book provides a comprehensive understanding of the significance of Pancasila as the foundation of the state and a guide for life, making it an important reference for students, academics, and the general public.

L. Andryani emphasizes that Pancasila is not merely a symbol or slogan but a living and dynamic guide for carrying out national and state life, containing noble values that must be realized in concrete actions by individuals and institutions. Each of the five principles in Pancasila holds profound meaning and significant relevance: Ketuhanan Yang Maha Esa teaches tolerance and respect for diverse religions and beliefs; kemanusiaan yang adil dan beradab emphasizes the importance of respecting human rights and treating everyone with fairness and dignity; persatuan Indonesia stresses the need to maintain the unity and integrity of the nation amidst differences; kerakyatan yang dipimpin oleh hikmat kebijaksanaan dalam permusyawaratan/perwakilan emphasizes the importance of democracy and public participation in decision-making processes; and keadilan sosial bagi seluruh rakyat Indonesia focuses on social justice and equitable welfare for all citizens. According to Andryani, Pancasila is a comprehensive guide for creating a harmonious, just, and prosperous life, and it functions as a moral and ethical foundation that should be applied in various areas of life, including politics, economics, society, and culture (Antari & Liska, 2020). Overall, according to Andryani, Pancasila is a comprehensive guide to achieving a harmonious, just, and prosperous life, and serves as a moral and ethical foundation that should be applied in various aspects of life, including politics, economics, society, and culture. Pancasila functions as Indonesia's national philosophy, which, through the lens of educational philosophy, guides the daily lives of the Indonesian people. Indonesia's national education system should rightfully be inspired by, based on, and reflect the identity of Pancasila (Marjuni, 2019).

The goal of national education also focuses on the implementation of Pancasila values. The *Profile of Pancasila Students*, which includes six dimensions of character and competencies that every Indonesian child must possess, is essentially in line with Pancasila (Nadhif & Putri, 2023). Indonesian students who implement the *Profile of Pancasila Students* in their lives will fully reflect the national identity of Indonesia. In this study, the philosophy of Pancasila is limited to the values contained in each of its principles, which will be connected to the concept of the *Profile of Pancasila Students*. The *Profile of Pancasila Students* describes the character that will be developed in the future generation of Indonesia.

The Ministry of Education and Culture (Kemendikbud) through the Center for Character Strengthening (Puspeka) continues to strive to shape future leaders who align with the *Profile of Pancasila Students*. According to the guidelines published by the Ministry of Education and Culture, there are six dimensions in the *Profile of Pancasila Students*: having

faith and devotion to God Almighty and exhibiting noble character; being independent; having a spirit of mutual cooperation; being open to global diversity; thinking critically; and being creative. The development of these six dimensions is expected to occur comprehensively within the education system, tailored to the uniqueness and characteristics of each student, while still considering their cognitive and psychological developmental processes (Anugrah Octavian, 2018).

Early childhood learning is a process of interaction between children, parents, or other adults in an environment to achieve developmental goals. This process provides children with the opportunity to develop various aspects of their growth, including cognitive development, through direct interaction with their surrounding environment. This concept aligns with the theory of constructivism, which emphasizes that children build their knowledge through experiences and interactions with their environment (Fauziddin & Mufarizuddin, 2018).

Children also form relationships with other adults, such as teachers, who play a crucial role in helping them develop skills and expand their knowledge. Early childhood learning should be carried out with an approach that is fun, joyful, and democratic, to attract children's interest and actively engage them in the learning process.

At an early age, children not only interact with their parents but also with various adult figures, including teachers. Teachers play a significant role in accompanying and guiding children in their developmental process, both cognitively, socially, and emotionally. Through positive relationships with adults, children can gain experiences that support their growth.

To create a supportive environment, early childhood learning should be carried out in an enjoyable and delightful manner. With a cheerful atmosphere, children will feel more interested and motivated to learn. Furthermore, a democratic approach, where children are given the opportunity to participate in the learning process, will strengthen their self-confidence and sense of responsibility in learning. This also helps them develop social skills, such as cooperation, communication, and respecting others' opinions (Sriwahyuni et al., 2017). In this process, children develop their multiple intelligences and learn effectively while fostering self-appreciation. Early childhood learning is also implemented through various strategies, such as utilizing diverse learning resources and media, as well as thematic approaches that allow children to understand knowledge and learning concepts concretely.

In the context of implementing Pancasila values, children can be guided to understand and internalize values such as mutual cooperation (*gotong royong*), justice, and tolerance through specially designed play activities, group discussions, and social projects. Through these methods, children not only passively receive the values but also actively engage in understanding and practicing them in daily life.

Early childhood education (ECE) focuses on engaging and enjoyable play activities that help children imagine, explore, and create (Zaman et al., 2010). Educators play the role of facilitators and must possess specific competencies to create a conducive learning environment. The learning strategy emphasizes learning through play, in accordance with the psychological and pedagogical characteristics of children. Parental guidance is essential to support the child's development, while also paying attention to their rights and avoiding discrimination. Learning should be tailored to the developmental stage, such as the preoperational stage for children aged 2-7 years, and effectively utilize media to enhance the learning process.

2. METHODS

This study uses a quantitative method with a survey design to collect data in the form of numbers or statistics to evaluate the presence of Pancasila values in Early Childhood Education (ECE) activities in Indonesia (Morrison, 2012). Purposive sampling is used with approximately 23 respondents, including teachers or staff members with experience in ECE

institutions, who meet the criteria of being graduates with a degree in Early Childhood Education and having implemented the *Kurikulum Merdeka*. The questionnaire used is a closed-ended type, with an instrument blueprint that includes questions relevant to the Pancasila values and ECE activities.

This study uses instruments to evaluate the extent to which Pancasila values are implemented in early childhood education. First, the research assesses whether the school teaches children to respect diverse beliefs and understand the importance of prayer and worship in accordance with the First Principle: Belief in the One and Only God. Next, the evaluation also covers children's understanding of justice and humanity through role-play or collaborative activities that teach sharing and helping others, which align with the Second Principle: Just and Civilized Humanity. The study further examines whether the school encourages understanding and appreciation of Indonesia's cultural diversity through group projects and teaches children to work together across diverse backgrounds, which aligns with the Third Principle: The Unity of Indonesia.

Next, the evaluation looks into whether children learn to solve problems through discussions and joint decision-making, and whether they are involved in class decisions or projects, in accordance with the Fourth Principle: Democracy Guided by the Inner Wisdom of Deliberations Among Representatives. Finally, the study examines whether there are activities that teach children the importance of social justice through simulations or role-playing and whether they are taught not to discriminate against friends based on social backgrounds, as aligned with the Fifth Principle: Social Justice for All Indonesian People.

Through this instrument, the study aims to investigate the extent to which schools or early childhood education programs promote Pancasila values in their activities. The content validity of the questionnaire is tested through consultation with experts in education and Pancasila, while reliability is tested using statistical reliability tests such as the Cronbach's alpha coefficient (Sugiyono, 2009). By using this method, the study is expected to provide a deeper understanding of the integration of Pancasila values in ECE activities in Indonesia. Additionally, there will be a quantitative analysis using descriptive statistics to analyze data from the questionnaires. The results could include percentages, averages, and frequency distributions.

Table 1. Framwork Instrument

| No | Aspect | Indicator | Sub-Indikacor | Item |
|----|--|---|--|-------|
| 1 | Pancasila and Early Childhood Education Activities | First Precept: Belief in One God | Do school activities teach children to respect and appreciate different beliefs through exploration and discussion? | 6,7 |
| | | | Are children encouraged to create projects or activities that demonstrate their understanding of the importance of prayer and worship? | |
| | | Second Precept: Just and civilized humanity | Does the school teach children to understand the concept of justice and humanity through role play or simulation? | 8,9 |
| | | | Are there collaborative activities that teach children the importance of sharing and helping each other? | |
| | | Sila Ketiga: Persatuan Indonesia | Does the school organize activities that encourage children to understand and appreciate | 10,11 |

| | | | | |
|--|--|--|---|-------|
| | | | Indonesia's cultural diversity through group projects? | |
| | | | Are there activities that encourage children to work together in teams with diverse backgrounds to achieve a common goal? | |
| | | Fourth Precept: Democracy led by wisdom in deliberation/representation | Are children taught to solve problems through group discussions and shared decision-making? | 12,13 |
| | | | Are there activities that involve children in decision-making that impact the classroom or children's projects? | |
| | | Fifth Precept: Social Justice for All Indonesian People | Are there activities that teach children about the importance of social justice through simulation or role play? | 14,15 |
| | | | Does the school teach children to respect and not discriminate against friends based on social background through group activities? | |

Next, the evaluation assesses whether children learn to solve problems through discussion and joint decision-making, as well as whether they are involved in class or project decisions, in line with the Fourth Principle: Democracy Led by Wisdom in Deliberation/Representation. Finally, the study examines whether there are activities that teach children about the importance of social justice through simulations or role-playing, and whether they are taught not to discriminate against friends based on social backgrounds, in accordance with the Fifth Principle: Social Justice for All Indonesians. By using this instrument, the research aims to investigate the extent to which schools or early childhood education programs promote Pancasila values in their activities.

The content validity of the questionnaire is tested through consultation with experts in education and Pancasila, while reliability is tested using statistical reliability tests such as Cronbach's alpha coefficient. Using this method, the article aims to provide an in-depth understanding of the integration of Pancasila values in ECE activities in Indonesia. Additionally, there is quantitative analysis, including descriptive statistics, to analyze data from the questionnaires. The results can include percentages, averages, and frequency distributions.

3. RESULT AND DISCUSSION

3.1 RESULT

The study on Pancasila values was conducted by distributing a questionnaire to 23 respondents.

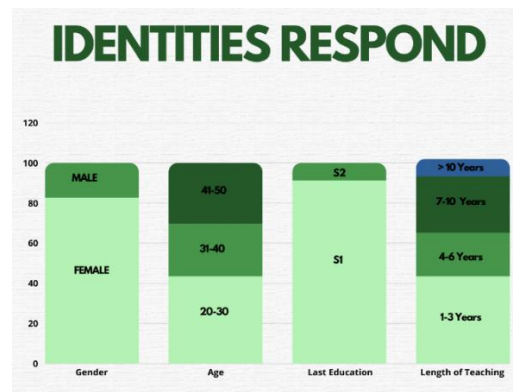


Figure 1. Respondent Identity

The figure shows the respondents' identities based on four main categories: gender, age, highest level of education, and years of teaching experience. In terms of gender, the majority of respondents are female compared to male. Regarding age, the respondents are divided into three groups: 20-30 years, 31-40 years, and 41-50 years, with the 20-30 year age group being the most prevalent. In terms of highest level of education, most respondents hold a Bachelor's degree (S1), while a smaller portion has a Master's degree (S2). Additionally, based on teaching experience, the respondents have varying years of teaching experience, ranging from 1-3 years, 4-6 years, 7-10 years, to over 10 years, with the latter category being the most dominant. From this data, it can be concluded that the majority of respondents are female, aged 20-30 years, with a Bachelor's degree (S1), and have more than 10 years of teaching experience.

Table 2. Validity Test

| Item | Sig (2-tailed) | Decision |
|--------|----------------|-----------|
| Ind_5 | 0.001 | VALID |
| Ind_6 | 0.383 | NOT VALID |
| Ind_7 | 0.001 | VALID |
| Ind_8 | 0.047 | VALID |
| Ind_9 | 0.006 | VALID |
| Ind_10 | 0.000 | VALID |
| Ind_11 | 0.000 | VALID |
| Ind_12 | 0.002 | VALID |
| Ind_13 | 0.008 | VALID |
| Ind_14 | 0.021 | VALID |

The validity table provided shows the results of the validity test for an item in a questionnaire or research instrument. This validity test uses the significance (sig) value from statistical tests, such as Pearson correlation tests, to determine whether each item has a significant correlation with the total score or the construct being measured (Nanang Martono, 2016). The sig (2-tailed) value indicates the probability that the observed result occurred by chance. In the context of item validity, if the sig value is less than 0.05, the item is considered to have a significant correlation and is deemed VALID. Conversely, if the sig value is equal to or greater than 0.05, the item is considered not to have a significant correlation and is deemed NOT VALID.

In the provided table, the items Ind_5, Ind_7, Ind_8, Ind_9, Ind_10, Ind_11, Ind_12, Ind_13, and Ind_14 have sig values less than 0.05, so all these items are considered VALID. This means that these items have a significant correlation with the total score or the construct being measured and are relevant for use in the questionnaire. On the other hand, item Ind_6

has a sig value of 0.383, which is greater than 0.05, so it is considered NOT VALID. This item does not have a significant correlation with the total score or the construct being measured, and therefore, it is removed to improve the validity of the questionnaire. Overall, out of the 10 items tested, 9 items are considered valid, and 1 item is considered not valid.

Table 2. Data Reliability Test

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .780 | 9 |

Table 2. Reliability Statistics The given reliability statistics table shows the results of the reliability test using Cronbach's Alpha to measure the internal consistency of a questionnaire or research instrument. A Cronbach's Alpha value of 0.780 indicates that the instrument, which consists of 9 items, has a good level of reliability. Generally, a Cronbach's Alpha value above 0.70 is considered adequate to indicate that the items in the questionnaire have good internal consistency and can be relied upon to measure the same construct. In other words, respondents tend to give consistent answers across different items in this questionnaire.

Table 3. Descriptive Statistics of Questionnaire Data

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Ind_5 | 23 | 2 | 4 | 3.26 | 0.619 |
| Ind_7 | 23 | 2 | 4 | 3.22 | 0.85 |
| Ind_8 | 23 | 2 | 4 | 3.48 | 0.73 |
| Ind_9 | 23 | 2 | 4 | 3.17 | 0.834 |
| Ind_10 | 23 | 2 | 4 | 3.22 | 0.795 |
| Ind_11 | 23 | 2 | 4 | 3.09 | 0.848 |
| Ind_12 | 23 | 2 | 4 | 3.13 | 0.815 |
| Ind_13 | 23 | 2 | 4 | 3.13 | 0.694 |
| Ind_14 | 23 | 2 | 4 | 3.48 | 0.73 |
| Valid N (listwise) | 23 | | | | |

After processing the questionnaire data, the researcher conducted data categorization to examine the intervals of the questionnaire results. This categorization is important for interpreting the data more clearly and systematically. The process involves dividing the range of questionnaire scores into several categories that represent specific levels of intensity or frequency.

Table 4. Respondent Answer Categories

| Average Score | Criteria |
|---------------|--------------|
| 0.8-1.6 | Never |
| 1.7-2.4 | Occasionally |
| 2.4-3.2 | Often |
| 3.3-4 | Always |

Table 5. Respondent Answer Categories

| Indicator | Respondent Answer Category | | | | Average Score | Criteria |
|-----------|----------------------------|---|----|----|---------------|----------|
| | 1 | 2 | 3 | 4 | | |
| Ind_5 | 0 | 2 | 13 | 8 | 3.3 | Always |
| Ind_7 | 0 | 6 | 6 | 11 | 3.2 | Always |
| Ind_8 | 0 | 3 | 6 | 14 | 3.5 | Always |
| Ind_9 | 0 | 6 | 7 | 10 | 3.2 | Always |

| | | | | | | |
|--------|---|---|----|----|-----|--------|
| Ind_10 | 0 | 5 | 8 | 10 | 3.2 | Always |
| Ind_11 | 0 | 7 | 7 | 9 | 3.1 | Often |
| Ind_12 | 0 | 6 | 8 | 9 | 3.1 | Often |
| Ind_13 | 0 | 4 | 12 | 7 | 3.1 | Often |
| Ind_14 | 0 | 3 | 6 | 14 | 3.5 | Always |

Categorization also allows the researcher to compare results between respondent groups or other relevant variables, providing deeper insights into specific aspects of the study.

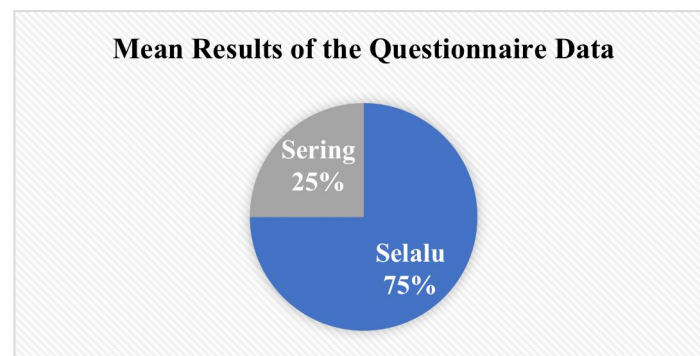


Figure 2. Questionnaire Diagram

The pie chart below presents the results of a questionnaire examining the integration of Pancasila values into Early Childhood Education (ECE) activities in Indonesia. The chart categorizes responses into two groups: "Always" and "Often," reflecting the perceived frequency of Pancasila values being applied in daily educational practices. The "Always" category, shown in purple, represents 75% of respondents, indicating that the majority believe Pancasila values are consistently integrated into ECE activities. Meanwhile, the "Often" category, illustrated in orange, accounts for 25% of respondents, suggesting that a smaller portion perceives these values to be applied regularly, though not always. Overall, the data highlights a strong perception among respondents that Pancasila values are a foundational and consistently reinforced element in early education. This widespread recognition underscores the values' importance as a moral and ethical guide, affirming that they are not only taught theoretically but are actively embedded in children's daily learning experiences—thus supporting character development in alignment with national identity and principles.

3.2 DISCUSSION

Based on the validity test results, 9 out of 10 questionnaire items were found to be valid, with significance values of less than 0.05, indicating a significant correlation with the constructs being measured. Only one item, Ind_6, was not valid, with a significance value of 0.383. The high validity of most items indicates that the questionnaire is reliable for measuring the implementation of Pancasila values in early childhood education. Additionally, the Cronbach's Alpha value of 0.780 demonstrates good reliability, meaning that the items in the questionnaire have high internal consistency (Nanang Martono, 2016). This is important to ensure that the data obtained from the questionnaire is stable and reliable in describing the application of Pancasila values in the early childhood education environment.

After testing the validity and reliability of the instrument, data collection was carried out. The instrument used contained indicators of Pancasila values, which according to Dwi Siswoyo and L. Andriyani's theory, are the moral and ethical foundations that must be applied in all aspects of life, including education. As Indonesia's state ideology, Pancasila includes five precepts that can be integrated in early childhood learning: (1) Belief in One God, which teaches religious and spiritual values from an early age; (2) Fair and Civilized Humanity,

which teaches children to respect and treat others with fairness and dignity; (3) Indonesian Unity, which fosters a sense of patriotism and pride as part of the Indonesian nation; (4) Democracy Led by Wisdom in Consultation/Representation, which encourages children to be involved in simple decision-making and respect the opinions of others; and (5) Social Justice for All Indonesian People, which teaches the importance of justice and equality in everyday life (Siswoyo, 2013).

The survey results indicate that the values of Pancasila are frequently applied in everyday activities in early childhood education. As many as 75% of respondents stated that these values are always applied, while the remaining 25% indicated that they are often applied. These findings suggest a strong recognition of the importance of Pancasila as a moral foundation in early childhood education. The learning process in PAUD is also based on the constructivist theories of Jean Piaget and Lev Vygotsky, which are highly relevant to early childhood education. Piaget emphasized that children learn through processes of assimilation and accommodation, where they absorb new information and adjust it to existing schemas (Piaget, 1964). In the context of applying the values of Pancasila, children can learn moral and ethical values through daily activities designed to foster their understanding of these concepts.

Vygotsky emphasized that social interaction is crucial in the learning process. He believed that children learn with the assistance of adults or more experienced peers. In early childhood education, teachers and parents play a primary role in teaching the values of Pancasila through examples and daily interactions. One method that can be used is collaborative projects, where children work together in groups to complete tasks designed to develop their social, cognitive, and emotional skills.

According to Vygotsky, children learn a great deal through interactions with people around them, such as adults or peers who have more knowledge. In the context of early childhood education, the role of parents and teachers is significant because they can teach the values of Pancasila directly through actions and daily routines. One effective way to teach this is by using collaborative projects, where children work together in groups to complete specific tasks. In this way, children not only learn from what is taught but also develop the ability to cooperate, think critically, and manage their emotions (O'Reilly & O'Grady, 2024). This method is exploratory, social, multidisciplinary, and flexible, tailored to the interests and needs of the children, thereby helping them learn actively and meaningfully. In addition to collaborative projects, designing play spaces that take into account the opinions and needs of children also plays a crucial role in supporting their physical, social, emotional, and cognitive development (Burke et al., 2024).

Burke et al. explain that play spaces designed with children's participation through surveys, interviews, and creative tools result in environments that are safer, more satisfying, and better aligned with their needs. Case studies show that projects involving children positively contribute to the satisfaction and use of play spaces. Challenges in engaging them can be overcome with an inclusive approach. Therefore, educators, designers, and policymakers are encouraged to always involve children in the design process to create optimal play spaces. The integration of Pancasila values in this context includes *gotong royong* (mutual cooperation), *musyawarah untuk mufakat* (deliberation for consensus), and respect for diversity, all of which can be strengthened through collaborative and participatory activities.

This research contributes to the existing literature by expanding the understanding of the implementation of Pancasila values in early childhood education in Indonesia. Previous studies have highlighted the importance of teaching moral and ethical values from an early age in shaping children's character, both universally and specifically for Indonesian society, such as the values of Pancasila (Afifah & Fadilah, 2023; Harefa et al., 2022; Yuliawati, 2022).

In addition, previous research has identified practical challenges in integrating these values into the education curriculum, as well as evaluating the effectiveness of the programs that have been implemented (Kumalasari et al., 2023; Lisa et al., 2023; Masitah et al., 2023). This study contributes new analysis based on the latest survey, providing concrete data and a deeper understanding of the extent to which the values of Pancasila have been applied in early childhood education institutions. Therefore, this research not only fills a knowledge gap regarding the implementation of Pancasila values but also provides a foundation for further discussions related to education policies in Indonesia.

From the descriptive statistics in Table 4, the average score for each item indicates that the application of Pancasila values in early childhood education activities is carried out fairly frequently. The categorization of the data shows that some indicators have an average score that falls into the "Always" category (such as Ind_5, Ind_8, and Ind_14), while others fall into the "Often" category. This indicates variations in the frequency of applying Pancasila values; however, overall, these values are frequently applied in early childhood activities.

Although Pancasila values have been implemented in early childhood activities, there are challenges in facing an increasingly globalized education system. The article "The Limitations of Pancasila in Globalized Education" discusses the challenges of integrating Pancasila values into a global education curriculum. This article highlights that, while Pancasila values are strongly relevant to Indonesian culture, their application at the global level faces obstacles due to differences in values, norms, and perspectives across cultures. Additionally, the article also examines how other countries that have undergone globalization have successfully integrated their national values with widely recognized global values (Hasanah, 2022).

The results of this study indicate that the values of Pancasila play an important role in early childhood education in Indonesia. However, more adaptive strategies are needed to address the challenges of globalization, ensuring that the values of Pancasila remain relevant in the ever-evolving education system. Further research could explore more effective approaches to integrating Pancasila values with global educational standards, thereby strengthening children's character from an early age without neglecting the changing dynamics of social and cultural environments.

4. CONCLUSION

The results of this study show that the application of Pancasila values in early childhood education in Indonesia is carried out with high frequency and consistency. The pie chart indicates that the majority of respondents (75%) feel that the values of Pancasila are always applied, while 25% feel that these values are often applied. This suggests that the implementation of Pancasila values in early childhood education in Indonesia is strong, supporting the goal of shaping children's character from an early age in accordance with the moral and ethical principles of Pancasila.

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