

Empowering Teachers to Strengthen Pancasila Values through Textbook-Based Training

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Abstract. This research aims to empower teachers to strengthen Pancasila values in high schools throughout Indonesia through textbook-based training integrated with the Experiential Learning Cycle (ELC). Pancasila, the basic ideology of the Indonesian state, plays an important role in shaping students' character and national identity. However, challenges such as student disengagement, conventional teaching methods, and diverse backgrounds require innovative approaches. This research develops a comprehensive teacher training management model combining textbooks and ELC, encouraging more interesting and practical teaching methods. This methodology involves an extensive literature review to build a theoretical foundation, integrating subject knowledge with pedagogical strategies, reflective methodology, and empirical research. The research results emphasize the important role of textbooks in providing structured, consistent learning and comprehensive coverage of Pancasila values. Effective teacher training programs must integrate subject matter knowledge with innovative pedagogical strategies, employ reflective methodology, use comprehensive evaluation criteria, and encourage action research. This study advocates ongoing, collaborative, and subject-specific professional development for teachers. Applying Kolb's Experience-Based Learning Theory enriches Pancasila education, making it more relevant and impactful for students. This approach ensures that teachers are well-equipped to deliver dynamic and effective Pancasila education, cultivating a generation of students embodying these important national values.

Keywords: textbook, pancasila, textbook-based training, experiential learning cycle

INTRODUCTION

Pancasila is Indonesia's essential philosophical and ideological foundation (Asshiddiqie, 2008; Febriansyah, 2017; Widisuseno, 2014). Its significant role permeates all aspects of national life, especially education. Within the educational sector, Pancasila is enshrined in the National Education System Law to shape students' character, ethics, and personality according to the values of humanity, justice, unity, democracy, and divinity (Republik Indonesia, 2003). Pancasila-based education aims to cultivate citizens who are not only intelligent and skilled but also possess high moral standards and integrity, reinforcing national identity and social harmony. Pancasila serves as a guide for preparing a generation capable of positively contributing to society and the nation. In the Merdeka Curriculum, Pancasila is used as a benchmark for the ideal student profile in formulating the Pancasila Student Profile (Anggraena et al., 2020).

However, challenges often arise in Pancasila education at the high school level, such as a lack of student engagement in understanding and practicing these values and difficulties in integrating Pancasila values into daily lessons (Fadilah, 2019; Mihit, 2023; Situru, 2019; Yani & Dewi, 2021). These challenges involve maintaining the relevance of Pancasila values for the younger generation in the digital age, where

abundant information and global values compete. Conventional and less engaging teaching methods often lead to a lack of enthusiasm among students to study Pancasila. Strengthening the integration of Pancasila values into the curriculum is necessary to ensure it is theoretical and a daily practice. Additionally, teachers need adequate training and resources to effectively teach Pancasila, adapting to the ever-changing social and cultural context.

Teachers are pivotal in Pancasila education (Qulsum, 2022; Rudiawan & Asmaroini, 2022). As educators and primary guides for the younger generation, teachers have a crucial role in internalizing Pancasila values for students. They must teach these concepts theoretically and demonstrate their application in daily life, making Pancasila education relevant and vibrant in students' minds.

High school teachers are essential in internalizing Pancasila values for students (Setiyaningsih & Wiryanto, 2022). As educators and mentors, teachers are at the forefront of efforts to instill these values; equipping them with a strong understanding and appropriate teaching methods is vital. This requires a holistic and integrative approach to Pancasila education, where teachers incorporate these values into all aspects of learning and school life.

In big cities, students' diverse backgrounds create unique challenges in teaching Pancasila. Students come with different perspectives influenced by family backgrounds, social media, and their surroundings (Tirtosudarmo, 2022). In this context, teachers must be able to identify and integrate these various perspectives into learning, ensuring that each student feels valued and understood. This demands a high level of sensitivity, adaptability, and innovation from educators.

To address this, teacher training must include developing skills in adaptive and responsive teaching techniques to this diversity. One effort made is through the professional development of teachers. Professional development for teachers is crucial as it enhances classroom practices, improves content delivery, and ultimately benefits student learning outcomes. Research emphasizes that effective professional development should be continuous, collaborative, subject-specific, and practice-based (Revina et al., 2023). This allows teachers to acquire new skills, question their routines, and implement innovative teaching approaches (Sims & Fletcher-Wood, 2021).

In this context, professional development for teachers needs to be supported with learning resources in the form of textbooks. Textbooks play a crucial role in the education system as one of the primary learning sources. As structured and systematic educational media, textbooks provide materials tailored to the current curriculum, ensuring students receive consistent and comprehensive knowledge. Textbooks also help ensure the standardization of education, providing equal opportunities for all students to learn similar materials, which is crucial for educational equality. A good textbook should present Pancasila material in-depth, relate it to the students' real-life context, and provide practical guidance for teachers in the teaching process. However, to maximize the potential of Pancasila teaching, traditional textbook approaches need to be enriched with more interactive methodologies and memorable learning experiences.

Therefore, this study aims to develop a teacher training management model that integrates textbooks based on the Experience Learning Cycle to strengthen the teaching and internalization of Pancasila values among high school teachers.

METHODS

This research utilizes literature to develop a comprehensive teacher training management

model that integrates textbooks based on the Experiential Learning Cycle, which aims to improve education on Pancasila values among secondary school teachers. The method begins by setting clear research objectives and focusing on improving Pancasila education. An extensive search in academic databases, libraries, and online repositories was conducted using keywords such as "Pancasila education," "teacher training," and "Experiential Learning Cycle." Relevant and credible sources, including peer-reviewed journals, books, and government publications, were selected based on relevance and quality. Important information from these sources summarizes the findings, methodology, results, and conclusions related to Pancasila values education and experiential learning. The extracted data is synthesized to identify common themes, trends, and gaps, thereby forming the theoretical foundation of the proposed teacher training model. This model integrates theoretical insights with practical applications based on the Experiential Learning Cycle. The entire process was carefully documented, and the findings were analyzed to ensure alignment with the research objectives, resulting in a better model that could be implemented in the high school setting. Through literature research, this research builds a strong theoretical framework to support effective teacher training in instilling Pancasila values.

RESULTS AND DISCUSSION

Urgency of Textbook in Pancasila Education

Textbooks play a significant role in learning, offering various benefits across educational contexts. According to Khachatryan (2023)), textbooks improve the learning process by providing a structured and systematic approach to mastering skills, encouraging practical use of theoretical knowledge, and fostering creative thinking and problem-solving activities. Purba et al. (2020) highlight the importance of textbooks in enhancing teaching productivity and effectiveness, noting the necessity of plagiarism-free content for legal and ethical standards. Rizal (2023) emphasizes the role of textbooks in language learning, underscoring their contribution to moral and pedagogical education and intercultural competence. Tran et al. (2018) focus on the perceptions of Vietnamese business students, who find textbooks beneficial for short-term class performance and understanding relevant concepts, although they see limited long-term economic value. Finally, Dwiyantho et al.

(2022) demonstrate the utility of innovative digital textbooks in supporting learning activities and improving teacher competencies, especially in Islamic boarding schools.

Textbooks play an important role in Pancasila education in Indonesia, supporting the teaching of national values and civic responsibilities. According to Suryantari (2022), Pancasila education textbooks integrate character education, align with Pancasila values, and help students develop these characteristics through structured learning materials. Sukmawati et al. (2023) analyzed the curriculum and textbooks used in secondary schools, highlighting that textbooks from various curriculum versions consistently aim to foster students' active participation and a deep understanding of civic duty. This integration ensures students can connect their learning to real-world scenarios and national identity.

Furthermore, Sukmawati et al. (2023) also evaluated Pancasila and Citizenship Education textbooks in junior high schools, emphasizing the importance of aligning content with curriculum standards to improve learning. They found that well-structured textbooks facilitate understanding complex civics concepts and provide clear guidance for teachers and students—another research conducted by Jamaludin et al. (2023). Regarding vocational high schools, the accuracy and relevance of the material in Pancasila textbooks are very important for developing student competence in civic knowledge and skills. Finally, the feasibility analysis of the Pancasila textbook was carried out by Sukmawati et al. (2023), who concluded that these textbooks generally meet the educational standards required by the 2013 curriculum, ensuring comprehensive content, scientific substance, and life skills development.

Through the Ministry of Education, Culture, Research, and Technology, the government has issued various policies regarding the procurement and distribution of Independent Curriculum textbooks. The government provides textbooks for compulsory and specialization subject groups in elementary, middle, and high schools. Reviewing textbooks is strictly done to ensure their quality and suitability before being used in schools.

To support the implementation of the Independent Curriculum in Pancasila Education subjects, the main Pancasila Education textbook has been prepared, consisting of a Student's Book and a Teacher's Guidebook. Educational units use Both main learning sources to implement the Kurikulum Merdeka. The book currently being

developed refers to the Learning Outcomes of the Independent Curriculum, which provides flexibility for educational units in developing the potential and interests of students according to their respective characteristics. The main textbook of Pancasila Education presents various learning activities to achieve competency in learning achievements (Makarim, 2023).

The development of the main textbook for Pancasila Education was carried out by coordinating and collaborating with the Pancasila Ideology Development Agency (BPIP), the body that carries out government duties in the field of Pancasila ideology development. The preparation of the main Pancasila Education textbook was carried out by involving a team of writers consisting of teachers, experts, and practitioners in the field of education and Pancasila ideology who received an active role from the BPIP Steering Committee, Special Staff to the Chairman of the Steering Council, the BPIP Expert Council, and other leadership elements. The main textbook for Pancasila Education was prepared in accordance with the mandate of Government Regulation Number 4 of 2022 to implement Pancasila Education subjects in the national education system (Wahyudi, 2023).

The need for developing textbook-based training

Textbooks in education are significantly enhanced when supported by teacher training activities. Ihsani et al. (2023) emphasize that training programs for teachers in textbook compilation and development can drastically improve their abilities to create effective educational materials. Training allows teachers to fully grasp the pedagogical strategies embedded in textbooks, thus ensuring that they can deliver the content effectively and adapt it to their students' needs. Similarly, Dwiyatno et al. (2022) highlight that teacher training in developing innovative digital textbooks enables educators to utilize multimedia tools, making learning more engaging and effective.

Chanetsa and Ramnarain (2023) demonstrate that professional development programs focusing on textbook analysis can enhance teachers' understanding of the nature of science (NOS), improving their instructional practices. The study by Prediger et al. (2021) on the KOSIMA project further supports this, showing that well-designed textbooks, combined with comprehensive teacher support, can significantly improve classroom practices and student outcomes. Finally, Masango

et al. (2022) discuss the importance of training and support in implementing electronic textbooks. They found that teachers struggled with the technical and pedagogical challenges of using digital textbooks without adequate training, which hindered their effectiveness in the classroom.

To increase teacher professionalism, it is recommended to focus on ongoing, collaborative, subject-specific, practice-based, and externally supported professional development programs (Saadah, 2022; Sims & Fletcher-Wood, 2021). In addition, it is very important to integrate teachers' accumulated expertise into their learning materials (Revina et al., 2023). Providing teachers with autonomy in decision-making, encouraging reflection, and fostering communities of practice can also contribute to their professional growth (Allen et al., 2018; Girvan et al., 2016). Emphasizing continuous development through planning, action, and reflection in the classroom and encouraging experiential learning and reflective practice can better support teachers in their professional journey. By aligning these strategies with teachers' specific needs and contexts, teacher professional development can be more effective and impactful. Therefore, this paper recommends a training approach using experiential education.

Experience-Based Learning Theory (ELT) was developed by David A. Kolb in 1984 (Lehane, 2020). This theory proposes that learning is a process in which experience forms knowledge. ELT emphasizes a four-stage learning cycle in which individuals are actively involved in the learning experience. The stages in ELT include Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation (Kolb, 2014).

This theory assumes that the best learning occurs when the process involves this four-stage cycle, with individuals continually moving through experience, reflection, conceptualization, and experimentation. ELT emphasizes that learning is a highly personal process that can vary depending on individual preferences. Kolb also identified four types of learning styles that arise from different preferences in dealing with and moving through the stages of learning: Divergent Learners, Assimilative Learners, Converging Learners, and Accommodating Learners (Kolb, 2014; Lehane, 2020).

Experience-Based Learning Theory is very relevant in education and training because it provides a framework for students to engage in their learning process actively, enabling them to

understand and apply knowledge more in-depth and sustainably.

Integrating experiential learning theory into textbook-based training for teachers can significantly enhance the learning process by making it more practical and reflective. This integration is highlighted in several studies. For instance, a study in Thai Nguyen Province, Vietnam, demonstrated that experiential learning in teacher training, involving stages such as organizing illustration lessons and practicing demonstration teaching, effectively improved teachers' professional skills and adaptability (Ha et al., 2023). Another approach involves practice-based teaching, where students engage in real-life interviews and presentations to enhance cross-cultural communication skills, integrating textbook theory with actual experiences.

Integrating Experiential Learning Theory (ELT) into teacher training enhances the learning experience by combining hands-on activities, reflective practice, theoretical understanding, and practical application. It involves designing training programs that include simulations, role-playing, field trips, and interactive workshops to gain real-world experience; reflective journaling, group discussions, and peer feedback for reflective observations; theory sessions, readings, and model development for abstract conceptualization; and microteaching and action research projects for active experimentation. Support through mentorship, resource materials, technology tools, and ongoing evaluation and feedback will foster a reflective culture and ongoing professional development, making training more engaging and impactful.

CONCLUSION

This study emphasizes the crucial role of textbooks and teacher training in enhancing the internalization of Pancasila values in Indonesian high schools. Given Pancasila's foundational importance in shaping students' character and national identity, the study identifies challenges such as student disengagement and the need for innovative teaching methods. By integrating textbooks with the Experiential Learning Cycle (ELC), the research proposes a model that ensures structured and practical teaching approaches. Effective teacher training is vital, requiring the integration of subject knowledge with innovative pedagogical strategies and reflective methodologies. The study advocates for ongoing, collaborative, and subject-specific professional

development, enhanced by Kolb's Experience-Based Learning Theory, to make Pancasila education more engaging and impactful for students.

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