

Integrated Pancasila Values-Based Economic Character Strengthening Program

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ARTICLE INFO

Keywords:

Character;
Economic;
Pancasila;
Integration

Article history:

Received 2024-01-25

Revised 2024-05-12

Accepted 2024-06-02

ABSTRACT

This study investigates a novel approach to counter radicalism in educational settings through the implementation of the Integrated Pancasila Values-Based Economic Character Strengthening Program. The aim of this study is to evaluate the effectiveness of the program, which is designed to prevent radicalism by enhancing students' understanding and attitudes towards Pancasila's economic principles. This action research involved planning, implementation, observation, and reflection phases to assess the program. The research subjects included ninety-two students from the Economic Education Study Program at Nggusuwaru University (Unswa) Bima. Data collection during the study phases was conducted using observation sheets, questionnaires, and situational judgment assessments. The data were analyzed through quantitative descriptive analysis. The findings underscore the potential of values-based education initiatives to cultivate essential civic virtues in diverse learning environments. In conclusion, the program demonstrated significant efficacy in fostering a deeper comprehension and appreciation of Pancasila's economic principles, suggesting a viable strategy for mitigating radicalism through educational interventions.

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1. INTRODUCTION

The rapid advancement of modern technology significantly influences the lives of Indonesians, both positively and negatively, on individual and societal levels. While technological progress in the era of globalization has enhanced lifestyles, it has also led to a shift in the values and norms of life, causing a decline in the implementation of values that reflect the identity of the Indonesian nation (Rijal et al., 2023). Education serves as a critical institution for transmitting values and upholding Pancasila-based norms. Higher education institutions are particularly responsible for ensuring an educational process that preserves the national identity rooted in Pancasila philosophy, thereby mitigating the negative impacts of globalization on the nation's youth. It is imperative to fulfill this duty not only through formal education but also through home and community-based education, leveraging diverse learning resources.

Higher education in Indonesia has historically neglected the importance of strengthening economic character based on Pancasila values. Instead, neoclassical thinking, which prioritizes economic interests over morality and values, has dominated economics education. This approach is clearly at odds with the Pancasila-based economic objectives. Neoclassical economic theories and practices pervade economics education at all levels in Indonesia without challenge (Mubyarto, 2004; Suyono, 2012; Swasono, 2015; Tahir, 2015). Although Pancasila remains the foundation of the educational curriculum and is consistently reaffirmed with each curriculum change, economic education continues to be dominated by liberal ideology. This ideology fails to integrate economic material with Pancasila values in a cohesive manner (Agussalim, 2023). Pancasila-based economic activity is driven not only by the pursuit of profit and economic satisfaction but also by social, cultural, and religious considerations. It emphasizes independence in unity, balancing and accommodating both individual and collective interests to foster and accelerate national economic progress (Mubyarto, 2010). Therefore, integrating Pancasila values into economics education is crucial for developing a balanced and inclusive economic character in students.

According to Subroto (2015), Massive action must be taken to revive economic education, with Indonesia serving as the host country and ensuring that it is grounded in Pancasila economic theory. Economic education and learning in schools, homes, and communities can be used to teach the country's youth about Pancasila-based economic values and how to apply them in daily life. This will help to carry forward the revitalization drive. Consequently, economic materials convey information and act as a conduit for the inculcation of ideological ideals (Tahir, 2015). As values are an aspect of human existence, development processes should take them into account, particularly for educational institutions. According to (Gasper, 2008; Morgan, 2013; White, 2011). In essence, ethical and economic values are one and were separated with the advent of neoclassical economic theory. However, a large body of recent literature has updated the relationship between ethical and economic values. The destruction of economics stems from the separation of values and economics.

In economic and business education, neoclassical hegemony is not limited to Indonesia; it is also found in Arabia, Malaysia, and China. Special agents are tasked with systematically extending and upholding this hegemony, which includes managing neoclassical-based education management and making references to it (Hanafiah, 2016 ; Jamil, 2015; Neal & Finlay, 2008; Schmidtke & Chen, 2012). In comparison to students and teachers in other majors or education, neoclassical economic learning impacts individual mental formation, tends to ignore spiritual capital, is prosocial, unrealistic, and significantly less supportive of egalitarian solutions because neoclassical ideas are proven to be less humane (Adams, 2019; Bauman & Rose, 2011; Boylan, 2015; Eisler, 2012; Etzioni, 2015; Faravelli, 2007; Lucey, 2019). As a result, economic education needs to incorporate Pancasila values, specifically: (1) economic concern is tied to deeds that help others and refrain from doing harm to others (Singer & Snower, 2010); (2) Because of brotherhood, every economic actor is comparable to a single family home (Swasono, 2005); (3) Being aware of one's affiliation with a country that has the capacity or reality to establish and preserve a common identity and prosperity with other countries is known as nationalism (Fölster, 2009); and (4) To practice economic justice, one must uphold the principles of distributive justice, contribution justice, and equality (O'Boyle, 2004).

The results of a preliminary study of students in the Nggusuwaru Bima University Economic Education Study Program using questionnaires, interviews, and social experiments found that the application of Pancasila-based economic values in daily life is still very low both in the family and community environment. Then, the values of social care, kinship, nationalism, and socio-economic justice have not been integrated into economic education study program subjects. The results of interviews with canteen owners show that every time the system is paid after the meal is paid, the seller often experiences losses. Results of social experiments through mini canteens; selling several types of merchandise without a guard directly controlling it. The aggregate results of the 15-day experiment experienced a very high transaction deficit, indicating a moral and economic crisis for students, and a solution needed to be found.

Results of Focus Group Discussion (FGD) with several academics, parents, and community leaders: it is necessary to strengthen the economic character of students as a superior school program. The campus not only focuses on superior programs such as developing foreign language skills, entrepreneurship, and digital literacy, but it has yet to explicitly create superior programs to develop students' economic character. Research (Amagir et al., 2017, 2019; Leptien, 2015; Vaknin & Bresciani, 2013; Wahyu et al., 2023) on various solution models through superior programs both in the economic and psychological fields shows effective results in problem-solving. The results of the FGD agreed that economics learning needs to be integrated with the community and parents' environment. Theoretical economic learning (textbooks) will impact students' difficulties in connecting theory with economic activities in their respective environments. Therefore, cooperative learning type Group Investigation (GI) is needed. This solution is based on research results (Arinda et al., 2019) that GI learning can improve learning outcomes, togetherness, and learning motivation in economic education.

The Integrated Pancasila Values-Based Economic Character Strengthening Program involves giving students individual and group assignments to conduct fieldwork on how Pancasila-based economic values are applied in their homes and communities. The findings of these observations are then used as discussion points in the classroom. Because of the breakdown of formal, non-formal, and community education paths, parents and other educational actors have so far had a passive role in the implementation of education in schools. Meanwhile, research results from Jayaraman & Jambunathan (2018) and Riccio & Hannon (2003) demonstrate how integrated programs involving the community, parents, and environment have been effective in reaching the objectives of educational programs, particularly when it comes to enhancing social skills. In Figure 1, the implementation model is displayed.

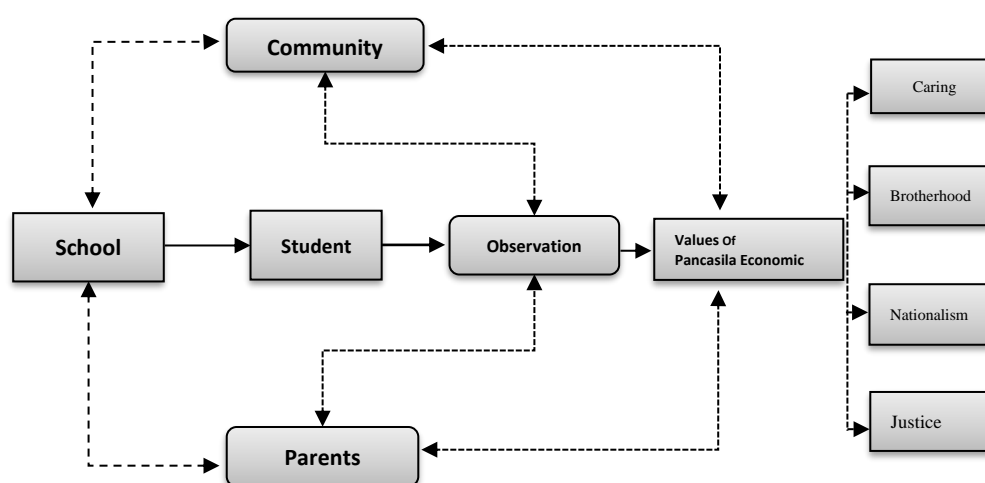


Figure 1. Integration Program Model

Figure 1 illustrates how the school fosters cooperation in the conception, execution, and assessment of programs with parents and other community educators. Students are required to conduct firsthand observations in the community and with parents regarding the implementation of Pancasila-based economic values as part of their learning process. The findings from these observations are then discussed in class. Students can learn more and develop economic attitudes and behavior based on Pancasila values in everyday life in the community and family through observation and group discussions.

In order to restore students' economic character and to prevent and deradicalise pupils in Bima early on, it is crucial to strengthen economic character based on integrated Pancasila values. The Indonesian Counter-Terrorist Agency (BNPT) continues to keep an eye on Bima Regency and City since

these regions continue to be hubs for radicalism, often known as terrorist movements. This fact demonstrates that multiple terror suspects are still being arrested by NTB (Kompasiana.com, 2023). Theoretical content and information on implementing Pancasila economic ideals in daily life make up the competencies and resources for enhancing economic character based on these values.

Articles 33 and 34 of the 1945 State of the Republic of Indonesia Constitution provide insight into the Pancasila Economy theoretically. (1) The ability to define the Pancasila Economy is described in Pancasila Economic Concepts. Examine the features of the Pancasila Economy related to the way its policies are being implemented. Internalization of the Pancasila Economy (2) is the examination of Pancasila from an economic standpoint and the development of a Pancasila Economy 'system' that can abstract the mentality; (3) Joint ventures founded on family values examine business actors in the Indonesian economy by highlighting distinctions. Creating cooperative partnerships based on family values, which Indonesian business actors have not always followed; (4) Pancasila Economic Values: Examine the economic impact of compassion. Examine the economic impact of brotherly values. Examine the importance of both economic justice and nationalism in the economy; (5) Rationality: Economic requirements and Desires examine how different economic requirements and desires differ from one another. Examine instances of financial demands and wants. Deciding on financial needs and wants for previously acquired products (Agussalim et al., 2021).

Knowing How to Apply Pancasila Economic Values in Daily Life: (1) Application of Pancasila Economic Values in the Family: This section examines how families influence how financially responsible children become. Examine instances of Pancasila Economic values being applied within the family. (2) Application of Pancasila Economic Values in the Community, which describes the scope of the community, evaluates the role of parents in forming the Pancasila Economy character in their unique home situations. Examine instances of Pancasila Economic ideals being applied in the community. Examine how Pancasila Economic Values are Applied in the Community Setting; (3) How Pancasila Economic Values Are Applied in Business. Explain the idea of Pancasila Economic values-based business. Examine instances of Pancasila Economic values being used in the onion industry. Assess how the community's growers, distributors, and vendors of agricultural medicines and onions are using Pancasila Economic ideals; and (4) Explain what a cooperative is. Describe Indonesia's cooperative history. Examine Indonesian cooperative ideals. Assess how savings and loan cooperatives operate in their specific contexts in light of cooperative ideals (Agussalim et al., 2021).

The purpose of this study is to improve attitudes and knowledge on the application of Pancasila economic values in daily life. The work adds to the body of knowledge on economic education based on Pancasila values and offers theoretical benefits. According to numerous studies and research projects, there are currently very few references to Pancasila economics in the literature on economic learning. Research serves as a practical guide for educational institutions as they create and implement programs aimed at enhancing economic character that is harmoniously connected with the environment.

2. METHODS

Plan, act, observe, and reflect the four stages of action research, which is the sort of research used in this study based on its topic (Burns, 2015). Thus, the research steps are as in Table 1.

Table 1. Stages of Action Research

Phase	Action	Challenge
Plan	Findings from the FGD analysis of needs and problem identification with relation to students' comprehension and daily application of Pancasila values, including nationalism, justice in the economy, kinship, and caring. use the development process to create program guides and resources (Spector et al., 2014). spreading awareness among parents, the community, and kids of the program's goals and advantages. Requesting assistance from parents, educational leaders, and the community. Present and describe the Type Group Investigation (GI) program plan. The facilitator will provide awards to each participant on the final day of the program.	Fostering collaboration with local leaders in education and the community, parents, and educators. student discipline in accordance with the program. Parents' reactions to field observation participants are influenced by community understanding.
Action	Execute program activities in accordance with the instructions and materials for fifteen meetings (one meeting lasting two and a half hours). meeting the primary subjects of 1-7: Internalization of the Pancasila Economy, Joint Business Founded on the Family Principle, and Pancasila Economic Concepts Moral Economics and Rationality: GI learning methodologies are used to teach Economic Needs and Desires. The GI approach is used to teach the following topics in meetings 7-15: Cooperatives as a Foundation of the Indonesian Economy; Application of Pancasila Economic Values in the Family; Application of Pancasila Economic Values in the Community; and Application of Pancasila Economic Values in Business. In order to implement GI, discussion groups are tasked with examining how the Pancasila Economic ideals are used in the community and family setting. In the program class, the findings of these observations will be discussed in groups. The community, parents of students, and economics teachers work together with the facilitator.	Using GI techniques to guide participant learning activities. Support from the community and parents when participants follow the criteria of the GI method when making direct observations.
Observe	Research tools were employed in an assessment to ascertain the program's efficacy in raising participants' Pancasila Economic Character Literacy: The Pancasila Economic Understanding is measured with prepared essay questions. Measurement of Pancasila Economic Attitudes Pattern Questionnaire The Global Economy A small-scale canteen experiment aimed at assessing the everyday application of Pancasila Economic Values.	Make sure everyone works alone or independently, Take great care when creating the simulation questionnaire to ensure that it measures the Pancasila Economy's attitude patterns appropriately, Monitor pastors and students who purchase normal data from the device via the Pancasila Economy Mini Canteen.
Reflection	Together with parents, educators, and community leaders who are directly involved in the program's implementation, conduct a study of the full range of activities. This is done to determine whether there are any mistakes or inaccuracies in the program's implementation that need to be fixed for the following step.	Accuracy and consistency of comprehension among collaborators and facilitators.

2.1 Research Subject

The subjects of this research were 92 students of the Economic Education Study Program at Nggusuwaru University of Bima, and the details of the research subject are as follows.

Table 2. Details of Research Subjects

No	Male	Female	Amount
1	14	17	31
2	13	18	31
3	13	17	30
Amount	40	52	92

The determination of the number of research subjects above was based on consideration of the results of the researcher's initial observations, namely based on the results of a questionnaire on the application of Pancasila economics, and student observations during purchases at the Study Program Canteen. However, from the calculation results, subjects are made into classics based on semester level. The determination is that the level of theoretical understanding and application of Pancasila values in the economy is relatively low, with a class interval range of 50-59 percent. So, from the 164 people who filled out the questionnaire, 86 people had low scores. Then, from the recommendations of the study program manager, 6 people were identified as having poor economic morality. Thus, the total number of subjects in this research was 92 students.

2.2 Data Collection

2.2.1 Questions

The question is used to measure the knowledge of the economic character based on Pancasila values manifested in the 1945 Constitution.

Table 3. Questionnaire

No	Material	Indicator	Item
1	Worldwide Economic Ideas	The aspects of the Pancasila Economy related to its application.	2
2	Pancasila Economy Internalization	The development of the 'Pancasila Economy' system that can abstract its framework's shape.	2
3	Cooperation in Business Founded on the Brotherhood Principle	The family principle that forms the basis of the joint venture model has not been consistently upheld by Indonesian business operators.	2
4	Global Economic Principles	Pancasila values' function as economic actors in day-to-day living.	2
5	Rationality	Sort and prioritize your financial necessities and wants.	2
Amount			10

2.2.2 Situational Judgment Tests

The questionnaire was used as an instrument to measure the Pancasila Economic Attitudes of program participants with the following questionnaire grids.

Table 4. Situational Judgment Tests

No	Material	Indicator	Item
1	Caring	Help and share among ourselves, do no harm to others.	3
2	Brotherhood	involvement in social activities or activities involving mutual aid.	3
3	Nationalism	Encourage and defend one another among Indonesians.	2
4	Justice	Feel the fairness of contribution and distribution principles equally.	2
Amount			10

2.3 Data Analysis

The integrated Pancasila values-based economic character strengthening program, which is derived from the knowledge, attitudes, and conduct of the Pancasila value-based economy in daily life, is being described, and its effectiveness is examined through the use of descriptive quantitative analysis. The method used to calculate the interval class is as follows: $50-10/5=8$, which is the highest number minus the lowest number divided by the highest item value. The study's interval class, which is 8 according to Table 5, serves as the foundation for the decision-making guidelines.

Table 5. Program Effectiveness Intervals

No	Knowledge and Economic Attitudes of the Pancasila	
	Interval	Category
1	10-18	Very Low (Very Ineffective)
2	19-25	Low (Ineffective)
3	26-33	Sufficient (Less Effective)
4	34-41	High (Effective)
5	42-50	Very High (Very Effective)

Source: Processed by researchers, 2023

3. FINDINGS AND DISCUSSION

3.1 Validation and Reliability Instrument

The results of analysis and testing of the validity and reliability of the research instruments are described in the table. Based on Table 6, it can be concluded that all research instrument items are declared valid because they have a value > 0.3 .

Table 6. Validation of Research Instruments

Item	Questionnaire	Situational Judgment Tests	Description
1	0,454	0,432	Valid
2	0,356	0,342	Valid
3	0,362	0,416	Valid
4	0,338	0,471	Valid
5	0,530	0,453	Valid
6	0,409	0,496	Valid
7	0,498	0,421	Valid
8	0,671	0,464	Valid
9	0,531	0,452	Valid
10	0,411	0,343	Valid

Source: Summary of SPSS Output Descriptive Analysis, 2023.

Furthermore, the results of analysis and reliability testing of research instruments can be seen in Table 7 which shows that all instruments are declared reliable because they have > 0.7 .

Table 7. Instrument Reliability Results

Variable	Cronbach's Alpha	Description
Questionnaire	0,781	Reliability
Situational Judgment Tests	0,785	Reliability

Source: Summary of SPSS Output Descriptive Analysis, 2023.

3.2 Effectiveness of the Program on Knowledge with Economic Character Based on Pancasila Values

After conducting descriptive analysis activities regarding knowledge of economic characteristics based on Pancasila values, students can be identified as follows.

Table 8. Knowledge of the economic character based on Pancasila Values

No	Knowledge			
	Interval	Category	Frequency	Percent
1	10-18	Very Low (Very Ineffective)	-	-
2	19-25	Low (Ineffective)	-	-
3	26-33	Sufficient (Less Effective)	8	9
4	34-41	High (Effective)	52	56
5	42-50	Very High (Very Effective)	32	35
Amount			92	100

Source: Summary of SPSS Output Descriptive Analysis, 2023.

Table 8 provides an understanding that the program participants who were previously based on the initial questionnaire to determine the eligibility of respondents were students who had low scores both in terms of understanding and in terms of applying Pancasila economics in everyday life. After implementing the program, 56% of students had high scores, 35% had very high scores, and 9% had low scores. This means that there are still 8 people who are categorized as having no changes while following the program. This is based on the results of observations and confirmation from researchers that 8 people were students who were less active in participating in the program.

3.3 Effectiveness of the Program on Economic Character Attitudes Based on Pancasila Values

The results of the analysis with the help of the SPSS program regarding students' Pancasila Values-Based Economic Character Attitudes are known as follows.

Table 9. Attitudes with Economic Character Based on Pancasila Values

No	Knowledge			
	Interval	Category	Frequency	Percent
1	10-18	Very Low (Very Ineffective)	-	-
2	19-25	Low (Ineffective)	9	10
3	26-33	Sufficient (Less Effective)	18	19
4	34-41	High (Effective)	43	47
5	42-50	Very High (Very Effective)	22	24
Amount			92	100

Source: Summary of SPSS Output Descriptive Analysis, 2023

Table 9 shows that program participants who were previously based on the initial questionnaire to determine the suitability of research subjects were students who had low scores (in terms of understanding and application of Pancasila economics) in everyday life. After participating in the program, 47% of students had high/effective scores, 24% had very high scores, and 19% had poor/fair scores, and 10% had ineffective/low scores. This means that there are 10% in the no-change category while following the program. This is based on the results of observations and confirmation from researchers who identified students who were less active in participating in the program.

3.4 Reflection

Researchers face several challenges: (1) understanding and support from the community, especially business people, when they become student informants during field observations; (2) parental concern is the biggest challenge for students. Based on reports from students who had difficulty making observations to their parents. During research activities, researchers carry out socialization and individual approaches to community members and parents who are identified as lacking participation in research activities. So, based on the results of the approach, it is known that there is a lack of concern because they are busy with work, so they are less focused on research activities. After the approach has been carried out, it can be said that there will no longer be any significant obstacles during the program.

Discussion

Students who actively and consistently participate in the program demonstrate a theoretical understanding of the values found in the Pancasila principles from an economic character perspective. The program is an integrated Pancasila values-based economic character-strengthening program, which was developed based on the Pancasila philosophy and the 1945 Constitution Article 33. Students can benefit in the short and long terms by learning about the economic character based on Pancasila values; "they" are the country's future generation. Thus, the Pancasila values must serve as the foundation for the generation's way of thinking. This is significant because sophisticated knowledge is taken into account when determining human attitudes and behaviors, including making economic decisions (Lewis & Scott, 2000). Research (Fabrigar, Petty, Smith, & Crites, 2006) shows that complex knowledge has a consistent role in a person's attitudes and behavior.

In addition, the Integrated Pancasila values-based economic character strengthening program has been shown to be beneficial in enhancing students' socio-economic justice, nationalism, kinship, and caring attitudes, among other Pancasila values-based economic character attitudes. Future public policymakers are expected to be grounded in socioeconomic knowledge and attitudes from a Pancasila perspective, since this set of ideals becomes generational social capital. Considering other economic actors is a sign of an honest economic agent. Believing that other people are like family and even oneself is the foundation of caring (Agussalim et al., 2021). It is highly immoral and improbable that someone would have the courage and willingness to commit acts that injure their own relatives because all economic actors view family values as belonging to the family (Swasono, 2005). This demonstrates the upbringing, support, and defense of one another as fellow Indonesians (nationalists). If all goes according to plan, economic justice—or just and equal wealth for all Indonesians—will be readily attained.

Knowledge and attitudes with a nationalistic economic character are realized with the goal of achieving competitive and character-driven human development, emphasizing the importance of being masters in one's own country rather than being a *babu* there. This is not anti-foreign sentiment, of course, but rather an economy built on the idea that foreigners shouldn't be allowed to dominate (Nuryadi & Widiatmaka, 2023). National economy in addition to fostering collaboration with commercial players, particularly those operating in the people's economy. Positive attitudes among students are a sign of conduct that places Pancasila principles first in daily life. According to research findings (Ajzen & Fishbein, 2004; Hogg & Vaughan, 2010), an individual's attitude significantly influences their relatively persistent behavioral preferences toward things, people, events, or social symbols. A person's attitude can also be used to predict their action; good or bad behavior is moderated by situational conditions, personality qualities, or aspects of the attitude itself. It will influence how human behavior is formed if research findings that have been shown to be successful in terms of knowledge and attitudes are strengthened. Thus, there is a relationship between knowledge, attitudes, and economic conduct; knowledge influences attitudes, and attitudes influence behavior. According to research findings (Fabrigar et al., 2006), an individual's attitude influences their conduct; the attitude frequently serves as a guide, and when presented with a behavior, an individual frequently takes the complexity of the information into consideration. (Albarracin, 2018) highlights how the form and substance of knowledge frequently have an impact on attitudes and behavior.

The study's findings are consistent with the "Theory of Planned Behavior," a behavior theory that takes into account an individual's belief system about having control over an outcome. It goes without saying that the research will imply behavioral disparities between individuals whose wills are informed by information and those whose are not, and that knowledge and conduct, as well as attitude inclinations, can be distinguished from one another (Ajzen, 2004). Additionally, this research bolsters earlier studies that show different kinds of community-integrated literacy programs are beneficial in raising children's and adolescents' financial attitudes and knowledge, as well as in boosting self-efficacy and assisting students in overcoming a variety of obstacles (Agussalim et al., 2021; Amagir et al., 2017,

2019; Leptien, 2015; and Vaknin & Bresciani, 2013). These studies also show that problem-solving is crucial, as specialized programs are created based on the outcomes of needs identification and analysis.

4. CONCLUSION

The research findings suggest that in order to help kids build and solidify their economic character based on Pancasila ideals, the community, family, and college must collaborate on various projects. Growing awareness of and attitudes toward Pancasila values-based economic character in daily life has been demonstrated to be a successful outcome of the Integrated Pancasila values-based economic character strengthening program. Students that participate in the program score poorly on comprehension and attitudes about using Pancasila economics, according to the results of the first questionnaire. 75% of participants received high marks after the program, demonstrating its strong impact on enhancing students' attitudes and knowledge. Decisions and actions might be based on an individual's knowledge and attitudes. As such, the curriculum-development process in schools needs to take the family and society into consideration. Additionally, it is imperative to fortify the character of Pancasila-minded students in order to produce a generation that preserves Indonesia's diverse identity as a nation and as a society that supports the ideals of fraternity and mutual cooperation.

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