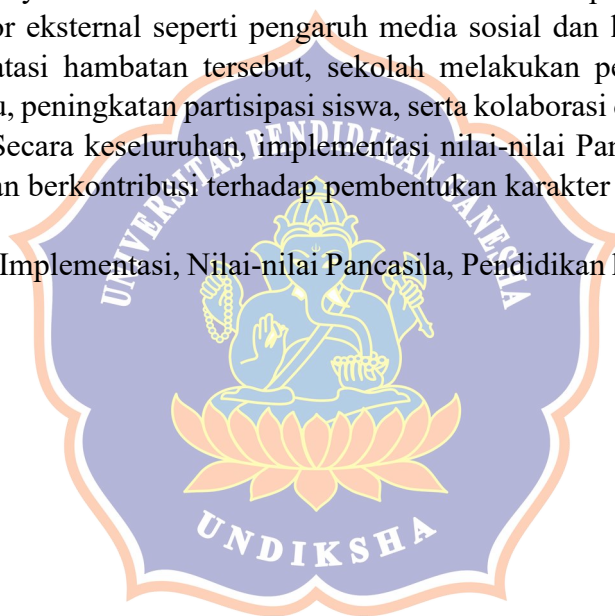


ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan implementasi nilai-nilai Pancasila pada siswa kelas X A di SMA Negeri 1 Sukasada, mengidentifikasi faktor-faktor yang menghambat pelaksanaannya, serta menjelaskan solusi yang dilakukan sekolah dalam mengatasi hambatan tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Subjek penelitian meliputi kepala sekolah, guru Pendidikan Pancasila, dan siswa kelas X A. Hasil penelitian menunjukkan bahwa nilai-nilai Pancasila telah diimplementasikan melalui kegiatan pembelajaran di kelas, pembiasaan religius seperti doa bersama dan Tri Sandya, kegiatan sosial, ekstrakurikuler, serta organisasi siswa. Implementasi lima sila tercermin dalam sikap religius, toleransi, kerja sama, musyawarah, dan tanggung jawab sosial siswa. Namun, pelaksanaan tersebut masih menghadapi hambatan, baik faktor internal seperti rendahnya motivasi siswa dan keterbatasan metode pembelajaran karakter, maupun faktor eksternal seperti pengaruh media sosial dan lingkungan keluarga. Untuk mengatasi hambatan tersebut, sekolah melakukan penguatan kurikulum, pelatihan guru, peningkatan partisipasi siswa, serta kolaborasi dengan orang tua dan masyarakat. Secara keseluruhan, implementasi nilai-nilai Pancasila telah berjalan cukup baik dan berkontribusi terhadap pembentukan karakter siswa.

Kata Kunci: Implementasi, Nilai-nilai Pancasila, Pendidikan karakter, Siswa SMA



ABSTRACT

This study aims to describe the implementation of Pancasila values in class X A students at SMA Negeri 1 Sukasada, identify the factors that hinder its implementation, and explain the solutions carried out by schools in overcoming these obstacles. This study uses a qualitative approach with data collection techniques through observation, interviews, and documentation. The research subjects include school principals, Pancasila Education teachers, and students of class X A. The results of the study show that Pancasila values have been implemented through learning activities in the classroom, religious habits such as joint prayer and Tri Sandya, social activities, extracurriculars, and student organizations. The implementation of the five precepts is reflected in the religious attitude, tolerance, cooperation, deliberation, and social responsibility of students. However, the implementation still faces obstacles, both internal factors such as low student motivation and limitations in character learning methods, as well as external factors such as the influence of social media and the family environment. To overcome these obstacles, schools strengthen the curriculum, train teachers, increase student participation, and collaborate with parents and the community. Overall, the implementation of Pancasila values has gone quite well and contributed to the formation of students' character.

Keywords: Implementation, Pancasila values, Character education, High school students

