

Implementation of School Culture Based on Pancasila Values at the Elementary School Level in Muara Tiga District, Pidie Regency

Hendriani^{1*}, Najmuddin², Siraj³

^{1,2,3}Educational Administration Study Program, Postgraduate, Universitas Al-Muslim Aceh, Indonesia

Corresponding Author:

Author Name*: Hendriani

Email*: hendriani20255@gmail.com

Accepted: June 15th 2025. Approved: September 27th 2025. Published: Oktober 04th 2025

ABSTRACT

This study aims to analyze the leadership of elementary school principals, teachers' behavior, and obstacles in applying the practical values of Pancasila deliberative at the elementary school level in Muara Tiga District, Pidie Regency. A qualitative descriptive approach was employed, with data collected from principals and teachers through observations, interviews, and documentation. Data analysis followed a structured process of reduction, presentation, and conclusion drawing. The results indicate that principals foster participatory culture, act as facilitators and mediators, make collaborative decisions, communicate effectively, serve as role models, encourage teacher involvement, and organize deliberations. Teachers implement deliberative Pancasila values by facilitating learning and providing fair and transparent assessments. Obstacles include students' limited understanding of deliberation, insufficient teacher training, and a school culture that is not fully supportive. In conclusion, effective application of deliberative Pancasila values requires supportive leadership, teacher competence, and a conducive school culture.

Keywords: school culture, pancasila values, elementary school

INTRODUCTION

Culture encompasses all human thoughts and actions in carrying out activities [1], [2]. Within an organizational context, culture is manifested as values and norms upheld and practiced in accordance with the environment in which the organization operates [3]. In the educational setting, school culture refers to the collection of values that underlie behaviors, daily routines, traditions, and symbols practiced by principals, teachers, administrative staff, students, and the surrounding community. School culture is not only a reflection of the institution's character and public image but also serves as a moral compass and behavioral framework guiding its members [4]. A strong and positive school culture is established through mutual trust, a shared sense of belonging, and aligned values that foster behavioral control and a collective commitment to shared aspirations, which are translated into the school's vision, mission, goals, and targets [5].

An effective school culture plays a significant role in influencing teacher performance and overall school effectiveness. Research conducted by Zulkarnaen et al revealed that supportive school culture, combined with transformational leadership and work motivation, significantly impacts teacher performance in vocational schools in Lombok [6]. Similarly, Darmawan confirmed that school culture positively affects teacher performance, particularly in the context of tourism education in Tangerang [7]. A collaborative value-based school culture not only boosts teaching effectiveness but

also contributes to a positive learning atmosphere. In addition, Ahmad et al emphasized the role of supportive classroom environments in enhancing students' soft skills, such as communication and teamwork, which are increasingly vital in today's workforce [8].

Beyond academic instruction, school culture also serves as the foundation for character education. Juliana et al demonstrated how character education in Pangkalan Kerinci could be effectively implemented through active stakeholder involvement, showing that meaningful character development requires the full participation of the school community [9]. Further, Sutarman & Parjiman illustrated how integrating local cultural values in Muhammadiyah schools in Yogyakarta contributed positively to students' character development, especially during the pandemic [10]. These findings suggest that infusing local cultural elements in school practices can strengthen students' national identity and moral values.

In the Indonesian context, Pancasila functions as both a philosophical foundation and a source of moral guidance. It comprises five core values: belief in God, humanity, unity, democracy, and social justice, which are universal and relevant across cultural and national boundaries. As an ideology, Pancasila embodies values rooted in Indonesia's noble traditions and national character. These values shape positive attitudes and behaviors in individuals. Shihab asserts that deliberation, as expressed in the fourth principle of Pancasila, should be conducted with wisdom and justice,

aiming not only to reach consensus but to ensure decisions reflect moral integrity and collective interest, rather than political expedience [11].

Incorporating Pancasila values into educational practice is essential for cultivating ethical and responsible citizens. Winarto et al and Nasrudin et al highlight the importance of embedding Pancasila across educational levels to promote moral awareness and social harmony [12], [13]. Studies have shown that early exposure to Pancasila values during primary education, particularly when integrated into teaching practices, significantly shapes students' character and ethical behavior [13]. Furthermore, character education based on Pancasila can serve as a preventive tool against negative social behaviors such as cyberbullying [14], while also contributing to the realization of the Indonesia Emas 2045 vision through the development of morally strong youth [15].

Despite these ideals, the practical implementation of school culture and Pancasila values is not always consistent. A field study conducted in 2024 at SDN Glee Cut revealed several discrepancies between expected and actual teacher behaviors. Some teachers were observed using inappropriate language in front of students, failing to attend meetings without valid reasons, and neglecting extracurricular responsibilities—behaviors that contradict the school's mission of fostering obedience and noble character. Furthermore, the school's fourth Pancasila-based principle of collective deliberation and shared responsibility was undermined by teachers' unwillingness to participate in school governance and training activities. This indicates a significant gap between the school's vision and daily practice.

In the broader context of Muara Tiga Subdistrict in Pidie Regency, elementary schools face both challenges and opportunities in implementing a Pancasila-based school culture. Leadership plays a critical role in shaping school environments, as highlighted by Setiawan and Fajri, who emphasized the importance of principal-led clinical supervision in enhancing teacher professionalism [16]. Meanwhile, basic sanitation remains a pressing concern, with many schools lacking clean toilet facilities, thereby impacting student health [17]. Technological innovations, such as digital nutrition apps and training programs in creative teaching media [18], show promise in improving educational quality. Nevertheless, the COVID-19 pandemic has exposed significant vulnerabilities in the education system, particularly in the transition to emergency remote learning, where teachers struggled to adapt and parental involvement remained underutilized [19], [20], [21], [22]. Despite these efforts, prior research has largely focused on either leadership or teacher behavior in isolation, leaving a gap in understanding how both interact to implement Pancasila deliberative values comprehensively at the elementary school level. This study aims to fill that gap by analyzing the leadership of principals, teachers' behavior, and the obstacles encountered in applying the

practical values of Pancasila deliberative in elementary schools in Muara Tiga Subdistrict, Pidie Regency.

RESEARCH METHODS

This study employed a qualitative approach using a descriptive field research design, conducted in a natural school setting, with the researcher serving as the key instrument for interpreting observed phenomena. The objective was to describe the implementation of school culture based on the practical values of Pancasila deliberative in public elementary schools in Muara Tiga Subdistrict. The research sites included SD Negeri Glee Cut and SD Negeri Blang Raya, located on Jalan Laweueng-Krueng Raya, Muara Tiga Subdistrict, Pidie Regency (postal code 24153), and the study was conducted from January 10 to March 10, 2025, following official research permits.

The primary subjects were the principals of both schools, while the informants included six teachers—three from each school—selected purposively to provide in-depth insights into how Pancasila values are integrated and practiced in daily school activities. Data were collected using multiple techniques, including direct observation of school activities, semi-structured interviews with principals and teachers, and the collection of relevant documents such as lesson plans, school regulations, and records of deliberation activities. This triangulation ensured data validity and provided a comprehensive understanding of the phenomena.

For data analysis, the study applied the Miles and Huberman interactive model, which involves three stages: data reduction, data display, and conclusion drawing. First, data reduction was carried out by summarizing, coding, and selecting relevant information related to leadership practices, teacher behavior, and obstacles in implementing Pancasila deliberative values. Second, data were systematically presented in tables, narrative descriptions, and conceptual frameworks to illustrate patterns and relationships. Finally, conclusions were drawn through interpretation, cross-comparison between schools, and validation with informants to ensure accuracy and reliability. This structured approach allowed for a clear and logical explanation of cause-effect relationships and provided evidence-based insights into the implementation of Pancasila-based school culture.

The following figure illustrates the overall research methodology structure, outlining the sequence of data collection, analysis, and interpretation employed in this study.

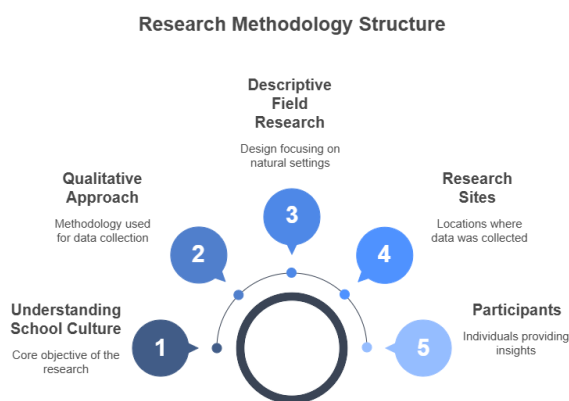


Figure 1. Research Methodology Structure

Based on Figure 1, the methodology begins with field observations and interviews to capture how principals and teachers implement the practical values of Pancasila deliberative in daily school activities. Data are then systematically reduced and organized to identify patterns in leadership roles, teacher behavior, and implementation obstacles. The structured presentation of data enables the drawing of reliable conclusions and ensures that the analysis reflects both the natural context and the complexity of school culture.

RESULTAND DISCUSSION

1. The Role of School Principals' Leadership Based on the Practical Value of Pancasila: Deliberation

The leadership role of school principals in implementing *musyawarah* (deliberation) is reflected in their efforts to foster a participatory school culture where all members' voices are acknowledged and respected [23]. Principals act as facilitators and mediators, guiding discussions constructively and ensuring that deliberative decisions are inclusive and solution-oriented. This approach strengthens ownership and responsibility among teachers, students, and staff. Additionally, principals empower teachers to actively engage in decision-making, establish a clear vision aligned with

Pancasila values, and encourage collaboration toward shared educational goals [24]. These leadership practices contribute directly to improving school culture, teacher engagement, and student participation. Factors supporting these outcomes include prior leadership training, a collaborative institutional culture, and supportive school policies. A noted limitation is that inconsistent teacher readiness occasionally slows the uniform implementation of deliberative values. These findings align with Setiawan and Fajri [16], who emphasized principal-led supervision as critical to enhancing teacher professionalism, while also demonstrating how deliberative values can be operationalized in daily leadership practice. The implication is that effective principal leadership not only strengthens school culture but also provides a replicable model for other schools aiming to integrate democratic, value-based principles in education.

In addition, the study highlights that principals' consistent application of deliberative values not only facilitates participatory decision-making but also positively influences the overall school climate. Teachers report higher motivation and willingness to innovate in instructional practices when they perceive leadership as inclusive and supportive. This effect creates a reinforcing cycle: engaged teachers contribute to a richer learning environment, which in turn strengthens students' understanding and internalization of Pancasila values. However, the research also notes that time constraints and varying levels of teacher familiarity with deliberative practices can limit the full potential of this approach. These insights provide practical implications for school policy, suggesting that targeted professional development and structured collaborative routines can enhance the sustainability of value-based leadership across elementary schools in Muara Tiga [17], [21].

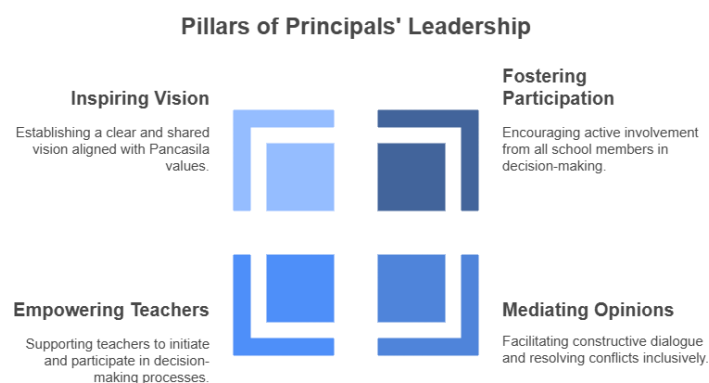


Figure 2. Pillars of Principals' Leadership

Based on Figure 2, the pillars of principals' leadership demonstrate how facilitating participatory decision-making, mediating conflicts, promoting vision-driven collaboration, and empowering teachers collectively operationalize the

deliberative values of Pancasila in daily school management. The researcher observes that principals who consistently model these behaviors inspire greater teacher initiative and engagement, suggesting that leadership directly influences the

successful internalization of Pancasila values across the school community.

2. Teachers' Behavior in Practicing the Practical Value of Pancasila: Deliberation

Teachers at SDN Glee Cut and SDN Blang Raya play a central role in embodying and transmitting the deliberative values of Pancasila within the school environment. Beyond delivering content, teachers serve as role models for honesty, integrity, and ethical behavior, reinforcing these principles in everyday interactions. Their approach to assessment is both transparent and fair, clearly communicating grading criteria to students and providing constructive feedback that supports learning and self-improvement [25], [26], [27], [28]. Teachers actively encourage students to express opinions, debate respectfully, and collaboratively solve problems, promoting critical thinking as well as respect for diverse perspectives. In addition,

teachers facilitate regular deliberative forums involving students and parents, fostering mutual trust and a sense of shared responsibility in school decision-making [29], [30]. By modeling inclusive dialogue and participatory engagement, teachers create a learning culture where students internalize musyawarah values, gradually developing independence, social responsibility, and collaboration skills. Furthermore, teachers' reflective practices, such as evaluating the effectiveness of their facilitation and adjusting strategies according to student needs, enhance the quality of deliberative learning. Despite these strengths, some challenges remain, such as varying teacher confidence in leading discussions and limited experience in fully implementing participatory methods, which can affect the consistency of musyawarah practices across classes.

Cycle of Deliberative Teaching Practices



Figure 3. Cycle of Deliberative Teaching Practices

Based on Figure 3, the cycle of deliberative teaching practices illustrates how facilitation, constructive feedback, collaborative problem-solving, and parental involvement interact in a continuous loop, reinforcing the internalization of Pancasila deliberative values among students. The figure emphasizes that effective deliberative practices require active engagement at multiple levels of the school community, from teachers to students to parents, creating a sustainable participatory culture.

3. Challenges in Implementing the Practical Value of Pancasila: Deliberation

Despite the critical role of musyawarah in fostering democratic and participatory school culture, the implementation of Pancasila deliberative values at SDN Glee Cut and SDN Blang Raya faces several challenges. Many students show limited understanding of deliberation, as curriculum content often does not sufficiently emphasize argumentation, discussion, and decision-making skills. Consequently,

teaching approaches remain largely directive, with students playing passive roles that reduce engagement and weaken internalization of civic values. Furthermore, integration of Pancasila into daily school life is inconsistent; deliberation is sometimes treated as a formality rather than an interactive process rooted in dialogue and mutual understanding [31], [32], [33]. Teachers, although pivotal in shaping civic behavior, often lack adequate training and experience to facilitate value-based discussions effectively. Structural factors also constrain implementation, including unsupportive school culture, limited diversity and tolerance practices, overcrowded classrooms, and insufficient learning resources, all of which hinder meaningful student collaboration and shared decision-making [34], [35], [36], [37]. These combined factors illustrate that while the principles of deliberation are valued, practical application remains limited, highlighting areas for targeted intervention and capacity building.

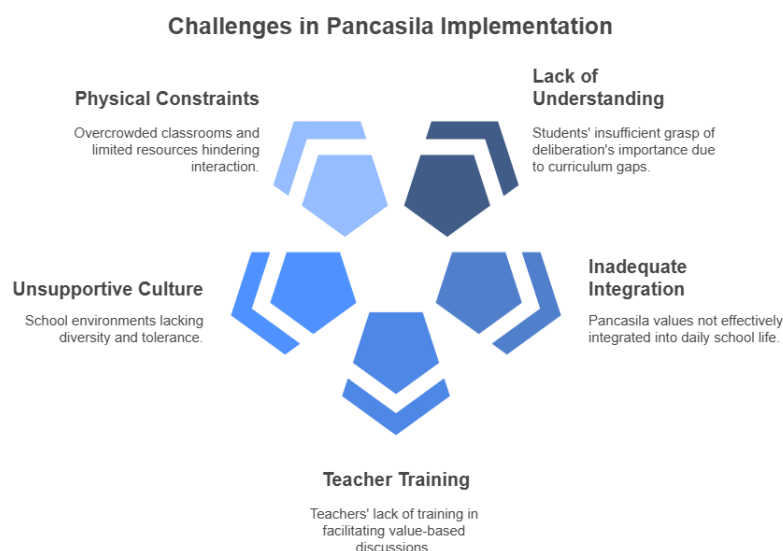


Figure 4. Challenges in Pancasila Implementation

Based on Figure 4, the diagram summarizes the main challenges in implementing Pancasila deliberative values, emphasizing that student understanding, teacher preparedness, school culture, and resource availability interact to influence the effectiveness of musyawarah practices. The figure

demonstrates that overcoming these obstacles requires a holistic approach involving curriculum enrichment, teacher training, cultural development, and resource allocation, all aimed at fostering a sustainable deliberative culture in schools.

Table 1. Implementation of the Practical Value of Pancasila (Deliberation) in Primary Schools

Aspect	Indicators/Findings	Implications
Principal's Leadership Role	<ol style="list-style-type: none"> Creates inclusive spaces for discussion. Acts as facilitator and mediator in decision-making. Encourages shared vision and school mission. 	Promotes collaborative school culture and increases stakeholder ownership in decision-making processes.
Teacher Behavior	<ol style="list-style-type: none"> Models honesty and integrity. Uses fair assessment practices. Encourages open communication with students and parents Facilitates classroom discussion 	Strengthens student character education and enhances students' democratic skills through active engagement.
Challenges in Implementation	<ol style="list-style-type: none"> Students lack deep understanding of <i>musyawarah</i>. Limited teacher training on value-based education. School culture not yet supportive of diversity and dialogue. 	Reduces effectiveness of civic education and limits realization of Pancasila values in daily school life.

Table 1 summarizes the implementation of the practical value of Pancasila, specifically deliberation, in primary schools within Muara Tiga Subdistrict. The findings indicate that principals play a pivotal role by creating inclusive discussion spaces, acting as facilitators and mediators, and promoting a shared vision and school mission, which collectively foster a collaborative school culture and enhance stakeholder ownership. Teachers reinforce these values by modeling honesty and integrity, implementing fair assessments, encouraging open communication with students and parents, and facilitating classroom discussions, thereby strengthening students' character education and democratic skills. Despite these positive practices, several challenges persist, including students' limited understanding of *musyawarah*, insufficient

teacher training in value-based education, and school cultures that have not fully embraced diversity and dialogue. These challenges reduce the overall effectiveness of civic education and limit the practical realization of Pancasila values in everyday school life, highlighting the need for targeted interventions to build capacity and sustain a participatory, value-driven school environment.

The table above illustrates the key findings of the study regarding the implementation of the practical value of *musyawarah* (deliberation) as part of Pancasila education in primary schools. It highlights the principal's leadership role in fostering a participatory school environment and facilitating collaborative decision-making processes, which help build a democratic school culture. It also emphasizes the importance of teacher behavior in modeling

honesty and transparency, encouraging open communication, and facilitating inclusive classroom discussions that nurture students' understanding of deliberation. Furthermore, the table identifies several challenges, including students' limited comprehension of musyawarah, inadequate teacher training in value-based education, and school cultures that are not yet conducive to dialogue and diversity. These obstacles hinder the effective internalization of Pancasila values in the daily life of the school community.

CONCLUSION

This study demonstrates that the role of school principals in internalizing the practical values of Pancasila, particularly deliberation (musyawarah), is pivotal in shaping a participatory and collaborative school culture in elementary schools of Muara Tiga Subdistrict, Pidie Regency. Principals act as facilitators and mediators, lead collaborative decision-making processes, communicate effectively, model democratic behavior, and encourage active teacher involvement in deliberative forums. Teachers complement this leadership by facilitating inclusive learning, applying fair and transparent assessments, modeling ethical behavior, maintaining open communication, and integrating musyawarah into classroom instruction. The findings also reveal several challenges that hinder the full implementation of deliberation, including students' limited understanding of deliberative practices, insufficient teacher training, and school environments lacking supportive infrastructure and cultural foundations. Addressing these challenges requires systematic capacity-building efforts for both teachers and principals to strengthen the internalization of Pancasila values and promote a sustainable culture of democratic engagement within the school.

ACKNOWLEDGMENTS

The author sincerely thanks the principals, teachers, and staff of SD Negeri Glee Cut and SD Negeri Blang Raya for their cooperation and participation in this research. Special appreciation is extended to the local education authorities of Muara Tiga Subdistrict, Pidie Regency, for providing access and supporting the research process. The author also values the constructive feedback from colleagues and reviewers, which has significantly enhanced the quality and clarity of this work.

REFERENCES

- [1] Munawaroh, *Budaya Religius: Basis Pembentukan Kepribadian Religius*. Universitas KH. A. Wahab Hasbullah, 2019.
- [2] A. Alfianto, 'Manajemen Pemasaran Jasa Pendidikan Berbasis Budaya Religius', *Adaara: Jurnal Manajemen Pendidikan Islam*, vol. 10, no. 1, pp. 53–62, Feb. 2020, doi: 10.35673/ajmpi.v10i1.867.
- [3] Ansari, 'Peran Kepemimpinan Kepala Sekolah dalam Mengembangkan Budaya Mutu Sekolah', *Cakrawala: Jurnal Kajian Studi Manajemen Pendidikan Islam dan Studi Sosial*, 2022.
- [4] Supardi, *Sekolah Efektif: Konsep Dasar dan Praktikanya*. Jakarta: Raja Grafindo Persada, 2015.
- [5] Daryanto and M. Farid, *Manajemen Pendidikan di Sekolah*. Yogyakarta: Gava Media, 2013.
- [6] Z. Zulkarnaen, Y. Supriyati, and I. K. R. Sudiarditha, 'Pengaruh budaya sekolah, gaya kepemimpinan transformasional, dan motivasi kerja terhadap kinerja guru SMK', *Jurnal Akuntabilitas Manajemen Pendidikan*, vol. 8, no. 2, pp. 175–185, 2020, doi: 10.21831/jamp.v8i2.33867.
- [7] A. Darmawan, 'Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Budaya Sekolah terhadap Kinerja Guru', *Jurnal Mandiri: Ilmu Pengetahuan, Seni, dan Teknologi*, vol. 3, no. 2, pp. 244–256, 2019, doi: 10.33753/mandiri.v3i2.85.
- [8] A. R. Ahmad, F. P. Chew, H. Zulnaidi, K. M. Sobri, and Alfitri, 'Influence of school culture and classroom environment in improving soft skills amongst secondary schoolers', *International Journal of Instruction*, vol. 12, no. 2, pp. 259–274, 2019, doi: 10.29333/iji.2019.12217a.
- [9] J. Juliana, Z. Zarkasih, and J. Warsihna, 'Implementation of Character Education in Learning Quality Through School Culture in Pangkalan Kerinci', *JURNAL PAJAR (Pendidikan dan Pengajaran)*, vol. 7, no. 5, p. 1012, 2023, doi: 10.33578/pjr.v7i5.9493.
- [10] S. Sutarman and P. Parjiman, 'The Students' Character Values Education Based on Ismuba Values and It's Impact toward Students in Muhammadiyah School Yogyakarta of Pandemic Covid 19 Era', *Istawa: Jurnal Pendidikan Islam*, vol. 6, no. 2, pp. 92–108, 2021, doi: 10.24269/ijpi.v6i1.4076.
- [11] M. Q. Shihab, *Pancasila: Sebagai Panduan Kehidupan Bermasyarakat dan Bernegara*. Mizan, 2023.
- [12] B. Winarto, R. I. Pertiwi, R. NOVITASARI, and N. W. Damayanti, 'Penerapan Metode Taktil Dalam Pembelajaran Matematika Berbasis Nilai Nilai Pancasila Pada Siswa Tunanetra', *Science Jurnal Inovasi Pendidikan Matematika Dan Ipa*, vol. 4, no. 4, pp. 353–360, 2024, doi: 10.51878/science.v4i4.3495.
- [13] M. H. Nasrudin, D. A. Dewi, and M. I. Adriansyah, 'Implementasi Nilai-Nilai Pancasila Dalam Membentuk Karakter Anak Sekolah Dasar', *PRIMER: Jurnal Ilmiah Multidisiplin*, vol. 2, no. 1, pp. 9–15, 2024, doi: 10.55681/primer.v2i1.270.
- [14] C. Denissa, D. A. Pusparini, S. M. Mulyani, and D. Prasetyo, 'Dampak Cyber Bullying Terhadap Kesehatan Mental Remaja Serta Implementasi Nilai-nilai Pancasila Sebagai Upaya Pencegahan Cyber Bullying', *Empathy: Jurnal Fakultas Psikologi*, vol. 5, no. 1, p. 30, 2022, doi: 10.12928/empathy.v5i1.22610.
- [15] E. D. Riyanti, F. T. Astuti, P. J. Rahmah, and H. Ayatina, 'The Role of Pancasila Education in Shaping Youth's Character Towards Golden

- Indonesia 2045', 2020, doi: 10.2991/assehr.k.200824.242.
- [16] H. F. Suria Setiawan, 'Pengembangan Kompetensi Profesional Guru oleh Kepala Sekolah Dasar Melalui Penelitian Tindakan Kelas Pada SD Negeri U Gadeng Kabupaten Pidie', *Sosial Humaniora*, vol. 2, no. 2, pp. 69–73, Dec. 2019, doi: 10.47647/jsh.v2i2.202.
- [17] M. Ulfah, 'Gambaran Sanitasi Jamban di Sekolah Dasar Negeri di Wilayah Kecamatan Kikim Timur Tahun 2016', *Husada Mahakam: J. Kesehat.*, vol. 4, no. 5, p. 270, Jan. 2018, doi: 10.35963/hmjk.v4i5.99.
- [18] M. Alzoraiki, A. R. Ahmad, A. Ateeq, and M. Milhem, 'The role of transformational leadership in enhancing school culture and teaching performance in Yemeni public schools', *Front. Educ.*, vol. 9, p. 1413607, Jul. 2024, doi: 10.3389/educ.2024.1413607.
- [19] J. Juliana, Y. Yusrizal, and N. Niswanto, 'Manajemen Pengawas Sekolah Dasar pada Masa Pandemi Covid-19', *Jur.Pend.Teo.Pen.Peng.*, vol. 6, no. 2, p. 261, Feb. 2021, doi: 10.17977/jptpp.v6i2.14465.
- [20] R. Pratiwi, 'Pelatihan Pembuatan Media Pembelajaran Inovatif Spinning Wheel Dan Pop Up Book Bagi Guru SD Negeri Se-Kecamatan Muara Satu', *Mallomo*, vol. 4, no. 2, pp. 262–269, Jun. 2024, doi: 10.55678/mallomo.v4i2.1239.
- [21] S. Sulastri, M. Ar, and N. Usman, 'Manajemen Pembelajaran Guru Sekolah Dasar Islam Terpadu Pada Masa COVID-19', *Jur.Pend.Teo.Pen.Peng.*, vol. 6, no. 2, p. 151, Feb. 2021, doi: 10.17977/jptpp.v6i2.14430.
- [22] M. Rifaldi and Z. Khalid, 'Perancangan Aplikasi Cek Gizi Pangan pada Jajanan Anak Sekolah Dasar di Kabupaten Pidie Berbasis Android', *Sains Riset*, vol. 13, no. 1, pp. 200–209, May 2023, doi: 10.47647/jsr.v13i1.1039.
- [23] U. Nasri, *Menziarahi Filsafat: Sebuah Pengantar Filsafat Umum*. Yogyakarta: Semesta Ilmu, 2016.
- [24] U. Nasri, *Philosophy is Mother of Science's: Pengantar Filsafat*. Lombok: CV. Haramain Lombok, 2020.
- [25] M. N. Al-Suqri and A. S. Al-Aufi, Eds., *Information Seeking Behavior and Technology Adoption: Theories and Trends*. in *Advances in Knowledge Acquisition, Transfer, and Management*. IGI Global, 2015. doi: 10.4018/978-1-4666-8156-9.
- [26] A. Arlina, A. Lestari, A. Putri, A. Rambe, E. A. Elsil, and J. Jamilah, 'Peran Pendidikan Agama Islam dalam Membentuk Karakter Bangsa', *EJPM*, vol. 4, no. 2, pp. 699–709, Jan. 2024, doi: 10.47467/elmujtama.v4i2.999.
- [27] I. Dekawati, 'The Principal's Leadership as The Effort to Build Students' Character', *Int. J. Educ. Manag. Innov.*, vol. 1, no. 2, p. 109, Mar. 2020, doi: 10.12928/ijemi.v1i2.1631.
- [28] S. P. Robbins and T. A. Judge, *Organizational Behavior, 18th ed.* Harlow, England: Pearson Education Limited, 2019.
- [29] Ach. Fadlail, 'Demokrasi Pancasila: Landasan Nilai Dan Prinsipnya Dalam Membangun Sistem Dan Etika Politik Indonesia', *JHPIS*, vol. 3, no. 1, pp. 403–413, Mar. 2024, doi: 10.55606/jhpis.v3i1.3995.
- [30] Agustina, T. Eddy, and S. Purnomo, 'Implementation of Pancasila Philosophy on Construction Services in Realizing a Fair and Prosperous Society', *Russian Law Journal*, vol. 11, no. 5, pp. 1506–1516, 2023, doi: 10.52783/rlj.v11i5.2870.
- [31] Fajar Ramdani *et al.*, 'Pentingnya Pendidikan Pancasila Dalam Membangun Kesadaran Identitas Nasional Dan Semangat Cinta Tanah Air Pada Mahasiswa', *Nakula*, vol. 2, no. 3, pp. 282–296, May 2024, doi: 10.61132/nakula.v2i3.858.
- [32] Nuzul Rohmah, Annisa Bella Puspita, Nungky Fitria Widyastuti, Supriyadi, and Amrina Izzatika, 'Peran Guru dalam Membangun Pendidikan Karakter Melalui Nilai-Nilai Pancasila di Era Society 5.0', *IMEIJ*, vol. 5, no. 5, pp. 6556–6566, Oct. 2024, doi: 10.54373/imeij.v5i5.1997.
- [33] C. Supriatna *et al.*, 'Eksistensi Nilai-Nilai Pancasila di Era Society 5.0', *IMEIJ*, vol. 5, no. 2, pp. 2570–2578, May 2024, doi: 10.54373/imeij.v5i2.1085.
- [34] L. Yulia and D. A. Dewi, 'Pengamalan Butir Pancasila: Perwujudan Implementasi Pancasila sebagai Etika dalam Hidup Bermasyarakat', *JK*, vol. 5, no. 1, pp. 201–211, May 2021, doi: 10.31316/jk.v5i1.1449.
- [35] Wiryadi Wiryadi, Arkaan Fadhlurrahman, Muhammad Alif Atasyah, and Muhammad Ardan Aldika, 'Peran Penting Dan Implementasi Empat Pilar Negara Pancasila Dalam Pembangunan Indonesia', *Mandub*, vol. 2, no. 2, pp. 212–222, May 2024, doi: 10.59059/mandub.v2i2.1192.
- [36] U. Nasri, Fahrurrozi, L. F. Haryadi, M. Hajras, and S. Ramdana, 'Integrating classical islamic texts and digital technology revitalization of kutub al-turats in ma'had dār al-qur'ān wa al-ḥadīth NW Anjani Lombok', *Al-MISBAH: Jurnal Islamic Studies*, vol. 13, no. 1, pp. 45–57, 2025, doi: <https://doi.org/10.26555/almisbah.v13i1.13029>.
- [37] U. Nasri, 'Sasak Language in Rituals and Traditions: An Anthropological Analysis of Communication in the Lombok Community', *Sabda*, vol. 19, no. 2, pp. 89–99, Dec. 2024, doi: 10.14710/sabda.19.2.89-99.