

The Role of Pancasila and Citizenship Education in Shaping Students' Moderate Religious Attitudes

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ABSTRACT

This study examines the role of Pancasila and Citizenship Education (PPKn) in shaping students' moderate religious attitudes at MI Bongas II. The research is based on the growing need to instill tolerance and respect for diversity from an early age, particularly in religious-based elementary schools that are vulnerable to the influence of extreme ideas. This study uses a descriptive qualitative approach to explore how religious moderation values are integrated into PPKn learning. Data were collected through classroom observations, teacher interviews, and student interviews, then analyzed through data reduction, presentation, and conclusion drawing. The findings indicate that PPKn plays a strategic role in fostering moderate religious attitudes by integrating Pancasila values such as tolerance, justice, mutual cooperation, and respect for differences into classroom learning activities. Teachers apply discussion, deliberation, group work, and habituation methods to encourage students to practice respectful communication, cooperation, and emotional control. Religious values such as honesty, responsibility, and mutual respect are also incorporated into PPKn material, strengthening the alignment between national and religious principles. As a result, students demonstrate improved behavior, including reduced teasing, increased empathy, and better cooperation in school activities. However, challenges remain, particularly the influence of family and social environments outside school and limited instructional time. Therefore, collaboration between teachers, parents, and the community is essential to consistently reinforce moderate attitudes. This study concludes that PPKn learning serves as an effective medium for building students' moderate religious character and promoting tolerance and harmony in the madrasah environment.

Keywords: Pancasila And Citizenship Education, Religious Moderation, Tolerance Education

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INTRODUCTION

Education is crucial in shaping the nation's character through religious values and mutual respect (Arifin & Huda, 2024). Religious, ethnic, and cultural diversity needs to instill a moderate attitude in children from an early age (Rivai & Mana, 2025). Madrasah Ibtidaiyah (MI) as a basic educational facility that has Islamic-based values

is also the main key in shaping students' perspectives on these differences. In addition to providing religious learning, MI also plays a role in instilling national values and tolerance among educators. However, in this case, extreme ideas and attitudes that reject differences often arise in society that can affect the world of education if not addressed appropriately. Therefore, directed and structured educational efforts are needed to fortify students from extreme views. Pancasila and citizenship education teaches Pancasila values as the basis for forming moderate religious attitudes and respect for differences (Alhafizh & Setiawan, 2025) .

Although Pancasila and Citizenship Education (PPKn) is theoretically designed to foster national values, tolerance, and unity, its implementation in religious-based educational institutions such as Madrasah Ibtidaiyah has not been studied in depth (Mahfuda, 2025) . Previous studies generally focused on the effectiveness of PPKn learning in general or examined the issues of radicalism and intolerance at the secondary and tertiary levels (Albana, 2023) . In this regard, studies specifically examining the role of PPKn in shaping moderate religious attitudes in elementary school students (Fadilah et al., 2025) , especially in MI environments, are still limited. Furthermore, there is little research that reveals teacher strategies, obstacles in learning, and supporting factors in instilling the value of religious moderation through PPKn (Al Aluf et al., 2024) . The limitations of this study indicate a research gap that needs to be filled so that PPKn learning in MI is not only based on rules, but also relevant and practical.

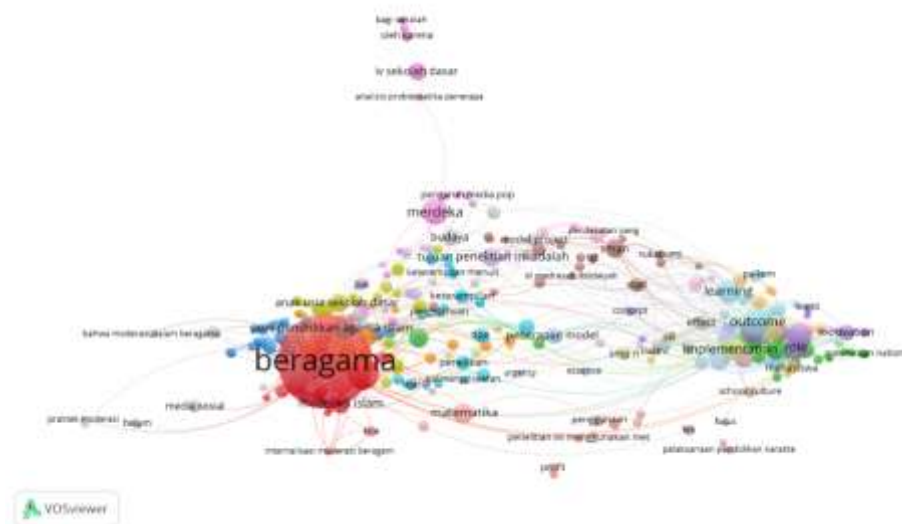


Figure 1. VOviewer Analysis Results

The urgency of this research lies in its focus on the application of Pancasila and Citizenship Education (PKN) in shaping students' moderate religious attitudes in Islamic elementary schools, particularly at MI Bongas II. This study examines in detail how the values of religious moderation are integrated into PPKn learning in a madrasa environment with strong religious characteristics. Furthermore, this study analyzes the relationship between the national PPKn curriculum and the madrasa's religious culture in shaping students' attitudes (Saleh et al., 2025) . Another novelty lies in the explanation of social and cultural barriers that arise in madrasa environments, especially in rural areas, which have rarely been the focus of research. In this way, this study is expected to provide a more appropriate overview of the role of PPKn in Madrasah Ibtidaiyah.

Thus, this study aims to (1) Analyze and explain learning in the PPKn subject in an effort to form moderate religious attitudes in students at MI Bongas II; (2) Explain the learning methods used by PPKn teachers in instilling the values of religious tolerance and moderation in students; and (3) Examine the supporting factors and obstacles faced in the process of forming moderate religious attitudes in the madrasah environment. In addition, this study is expected to determine the extent to which PPKn learning helps in forming student attitudes that are not only obedient, but also respect and honor differences so that it can be used as a reference material in the development of PPKn learning in Madrasah Ibtidaiyah.

METHOD

This study uses a descriptive qualitative approach because it is considered most suitable for describing the authentic PPKn learning process in the classroom, especially in instilling the value of religious moderation in students. A qualitative approach allows researchers to understand the process, interactions, and behavior of students in detail during the learning activities. This method is widely used in PPKn research because it is able to understand the meaning behind students' attitudes and reactions in learning. In addition, a qualitative approach is in accordance with educational research that focuses on character formation in students. Character education encourages direct understanding of students' actual attitudes in activities at school.

Data collection was conducted through learning observations, teacher interviews, and student interviews. These observations were used to directly observe how teachers integrate the values of mutual respect, cooperation, and appreciation into PPKn learning. Interviews with teachers aimed to obtain information on the learning strategies implemented, such as discussions, habituation, and activities that are appropriate to those found in the field. Interviews with students were conducted to determine their understanding and experiences regarding tolerance, respect for opinions, and cooperation in the school environment. The data obtained were then analyzed through stages of data simplification, data presentation, and conclusions. The resulting picture of the formation of an attitude of religious moderation through PPKn learning aligns with the qualitative analysis model commonly used in educational research.

RESULT AND DISCUSSION

RESULT

Interview results show that teachers consider the Pancasila and Citizenship Education (PPKn) subject as an important tool that can shape students' character, especially in being tolerant, honest, and respecting differences (Alhafizh & Setiawan, 2025). According to teachers, PPKn not only aims to provide knowledge material, but also to instill moral values that students need in everyday life. PPKn learning is focused on cultivating an attitude of mutual respect, both in speaking and in behaving towards friends who have different opinions (Fadilah et al., 2025).

Teachers also explain how to implement the value of tolerance by incorporating it into learning activities, such as class discussions, deliberations, and group work (Nisa et al., 2025). Furthermore, teachers also incorporate religious values, such as honesty, trustworthiness, and mutual respect, into PPKn materials so that these values

can be instilled. These values can be understood and applied by students (Sholeh, 2025) . The teacher stated that after the learning process, there was visible improvement in students' behavior, such as a decrease in teasing friends, an increase in emotional control, and the emergence of a caring attitude. However, it does not rule out the possibility that each task always presents challenges, such as influences from the environment outside the school and limited learning time, so that reinforcement of values needs to be carried out continuously.

Interviews revealed that through Civics lessons, they learned the importance of tolerance, mutual respect, and cooperation. They understood that teasing a classmate, even when they have differing opinions, is inappropriate and should be avoided. Several students also shared their experiences participating in collaborative activities, such as classroom cleaning and community service, which they said created a more harmonious and comfortable classroom atmosphere.

Students also mentioned that teachers frequently reminded them of the importance of respecting others' opinions and following agreed-upon classroom rules. In general, students understood tolerance as respecting peers, not imposing one's will, and being willing to cooperate in school activities. This understanding demonstrates that the values taught in Civics (PPKn) are well-received and understood by students.

Table 1. Summary of Interview Findings

Focus Questions	Teacher's Findings	Student Findings
The Role of PPKn	Instilling tolerance & morals	Learning about tolerance
Respecting differences	Discussion & deliberation exercises	Don't tease your friends
Value reinforcement method	Discussion, habituation, games	Following class rules
Integration of religious values	Honest, trustworthy, mutual respect	Mentioning good behavior
Supporting activities	Mutual cooperation, group work	Have done community service together

Based on Table 1, it can be concluded that Pancasila and Citizenship Education learning helps develop religious moderation in students. Teachers instill the values of tolerance, justice, and mutual respect through discussion methods, habituation, and mutual cooperation activities (Alwan et al., 2024) . In this case, students can demonstrate their understanding of the importance of respecting differences by not teasing friends, and are able to cooperate in school activities (Nurdaeni et al., 2024) . Based on the results of this study, Pancasila and Citizenship Education learning has a significant impact on the formation of religious moderation attitudes in students in the madrasah environment.

Implications of Civic Education Learning for Religious Moderation

Pancasila and Citizenship Education (PPKn) learning plays a crucial role in shaping students' religious moderation at MI Bongas II. By instilling Pancasila values such as tolerance, justice, and mutual cooperation, PPKn helps students understand how to coexist peacefully in diversity (Haris & Mufidah, 2025) . These values are not only conveyed through material explanations but also implemented in learning activities that encourage mutual respect. Thus, PPKn serves as a means of character building for students, encouraging them to develop moderate religious attitudes from an early age.

The implications of PPKn learning are also evident in changes in students' attitudes in their daily lives at school (Madani & Kurnia, 2023). Based on observations and interviews, students began to exhibit positive behaviors, such as not teasing friends, being able to respect differences of opinion, and being willing to cooperate in group activities, such as mutual cooperation and maintaining classroom cleanliness. Learning activities such as group discussions, deliberations, and the instilling of moral values helped students learn to be fair and moderate in responding to differences (Suryaningsih et al., 2025). This shows that PPKn not only impacts students' understanding but also their actual behavior.

Furthermore, PPKn learning has implications for strengthening the relationship between religious and national values (Belwawin & Abineno, 2023). Religious values such as honesty, trustworthiness, and mutual respect are integrated into PPKn material, enabling students to understand that religious teachings align with the values of Pancasila. This understanding helps students realize that religious moderation is not contrary to religious beliefs but rather supports the creation of a harmonious and harmonious social life. Thus, PPKn learning can be an important tool in fostering tolerance and preventing the emergence of intolerance from an early age.

DISCUSSION

The results of this study indicate that Pancasila and Citizenship Education (PPKn) learning at MI Bongas II plays a crucial role in shaping balanced religious attitudes in students. This learning not only focuses on delivering material but also on citizenship, but also serves as a means to instill character values such as tolerance, mutual respect, and acceptance of differences (Wati et al., 2024). Through learning activities involving discussion, deliberation, and the habituation of good attitudes, students are guided to understand that differences in opinion, background, and habits are part of social life that must be respected (Alwan et al., 2024). In this way, students are accustomed from an early age to living in harmony and peace in diversity.

Research findings also indicate that the learning methods used by teachers significantly influence the formation of student attitudes. Activities such as group discussions, collaboration on assignments, and joint decision-making help students learn to express their opinions politely and respect the views of others (Syafii et al., 2025). In this process, students not only learn to speak, but also learn to listen and understand the opinions of their peers. This helps prevent the emergence of imposing attitudes or intolerant behavior. Thus, PPKn learning that involves active student participation has been proven effective in fostering attitudes of tolerance, empathy, and cooperation in the school environment (Haris & Mufidah, 2025).

In addition to learning methods, the integration of religious values into Civics (PPKn) material also has a positive impact on developing moderate attitudes in students (Nurdaeni et al., 2024). Values such as honesty, trustworthiness, mutual cooperation, and mutual respect are understood by students as values not only taught in religion but also aligned with the values of Pancasila. This understanding helps students realize that practicing religious teachings properly does not conflict with living in a diverse society. In fact, a moderate religious attitude encourages students to be peaceful, just, and respectful of others in their daily lives.

However, this study also identified several challenges in fostering moderate religious attitudes in students. The influence of the family environment and social

interactions outside of school remain significant factors influencing students' attitudes and behavior (Hermawan et al., 2020) . Each student also has a unique character and background, so the process of fostering moderate attitudes cannot occur instantly. Therefore, Civics (PPKn) learning in schools requires collaboration between teachers, parents, and the community to ensure the values taught can be consistently reinforced and implemented. Overall, Civics (PPKn) learning at MI Bongas II has significantly contributed to fostering moderate religious attitudes in students and demonstrates that PPKn plays a strategic role in addressing the challenges of diversity in primary education (Surianti et al., 2025) .

CONCLUSION

Based on the results and discussions, it can be concluded that Pancasila and Citizenship Education (PPKn) plays a crucial role in shaping balanced religious attitudes in MI Bongas II students. PPKn not only serves as a subject emphasizing civic knowledge, but also as a means of character building for students from an early age. By instilling Pancasila values such as tolerance, justice, mutual cooperation, and mutual respect, students are guided to intelligently understand and accept differences in religion, opinion, and social background. This learning helps students develop moderate religious attitudes, are able to live peacefully side by side, and appreciate differences as part of social life in Indonesia.

The PPKn learning process implemented at MI Bongas II, including class discussions, group work, deliberation, and positive behavioral practices, has proven effective in fostering tolerance and a sense of caring in students. The integration of religious values such as honesty, responsibility, and mutual respect into the PPKn material further strengthens students' understanding that religious teachings align with the values of Pancasila. This is reflected in changes in students' daily behavior at school, such as refraining from teasing friends, being able to respect differences of opinion, and being willing to cooperate in various group activities. Therefore, PPKn learning not only impacts students' intellectual understanding but also shapes concrete attitudes and behaviors that reflect religious moderation.

However, developing moderate religious attitudes in students still faces several challenges, particularly the influence of the family environment and social interactions outside of school, as well as individual differences in student character. Therefore, continuous and consistent reinforcement of Civics (PPKn) learning, along with support from parents and the community, is necessary. Overall, Civics learning at MI Bongas II has been shown to positively contribute to developing moderate religious attitudes in students and is relevant as a preventative measure instilling the values of tolerance, diversity, and a peaceful life from elementary school.

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