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Strengthening Character and Pancasila Values Through Dance Education for Elementary School Students in Inpres Cengkong, Tabbinjai Village

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Abstract

Character education based on Pancasila values is a priority to address the lack of positive expression platforms and rising individualism among elementary school students. The objective of this community service project was to internalize the five principles of Pancasila through traditional and modern dance activities for students at SD Inpres Cengkong. The implementation method involved intensive training, peer mentoring, and a final performance, where each session was designed principle of Democracy was implemented through role selection by consensus; and the principle of Social Justice was applied through a policy ensuring equal access without financial discrimination. This activity led to a significant increase in students' self-confidence, discipline, and collaboration skills, receiving positive responses from teachers and the community, thereby effectively strengthening the students' Pancasila character from an early age.

Introduction

Character education is one of the priorities in Indonesia's national education system, especially in efforts to form a generation that has a personality based on Pancasila values. The degradation of Pancasila values among students emerged at the same time as globalization and the domination of foreign popular culture which eroded the attention and sense of nationality of elementary school age children (Nurhidayati, 2021). This phenomenon not only threatens the sustainability of local culture but also weakens the function of traditional art as a medium for character development from an early age. Research shows that this shift in values has an impact on reducing religious attitudes, responsibility, mutual cooperation and love of the country, which are important components of the Pancasila student profile (Syurawahyuni et al., 2025). Elementary schools as formal educational institutions have a strategic role in instilling character values from an early age. At elementary school age (6-12 years), children are at a very crucial stage of moral development where character formation and internalization of values can be carried out optimally (Faizah et al., 2023). However, conventional approaches to character education which tend to be instructive and cognitive are often less effective in instilling values deeply in students. Therefore, an alternative approach is needed that is more contextual, meaningful, and involves students' direct experiences in the learning process (Deviv & others, 2024). Traditional dance offers a learning experience that integrates cognitive, affective and psychomotor aspects so that it becomes an effective vehicle for instilling holistic character values in elementary school age children. As part of local wisdom, traditional dance represents symbols of social values such as cooperation, responsibility and respect between community members which are relevant to the Pancasila values (Alfiyanti et al., 2023). Through the dance learning process which involves practice, teamwork and performance, students not only

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learn dance techniques but also experience the process of internalizing the moral and social values contained in every movement and dance philosophy. Integrating traditional dance arts into the basic education curriculum can strengthen students' character and foster a sense of love for local culture, which is very important in facing the challenges of globalization (Anasta, 2021). SD Inpres Cengkong, located in Tabbinjai Village, is an educational institution located in an area rich in local wisdom and traditional culture. This potential can be utilized as an authentic and meaningful learning medium for students. However, like many other elementary schools in Indonesia, SD Inpres Cengkong faces challenges in implementing effective character education amidst the influence of globalization and modernization. The development of the Pancasila internalization program through dance arts based on local wisdom promises two double benefits, namely strengthening the character of students and preserving local cultural heritage. Through this approach, it is hoped that students will not only develop strong character, but also increase their sense of pride in their local culture and identity (Jati, 2025).

Methods

Research Approach

This research employed a Service-Learning (SL) approach as the main methodological framework. Service-Learning is an experiential learning model that integrates academic objectives with community-based service activities aimed at addressing real social needs (Zunaidi, 2024). This approach was selected because it provides opportunities for students to gain meaningful learning experiences while simultaneously contributing to community development.

In the context of KKN-THEMATIC INASS ANG. VII**,** Service-Learning functions not only as a learning strategy but also as a framework for character development, social responsibility, collaboration, and community engagement. Through this approach, participants are encouraged to develop conceptual understanding, practical skills, and awareness of their social roles. The implementation of Service-Learning is also aligned with the INASS Thematic KKN model in Kunciopao District, which emphasizes collaborative governance involving students, village governments, schools, and communities in strengthening educational, social, economic, and religious capacities in rural areas (Jihad, 2025).

Research Site and Participants

The research was conducted at SD Inpres Cengkong as the partner institution in the implementation of the Service-Learning program. The participants involved in this activity consisted of elementary school students who participated in traditional dance learning activities, along with teachers and parents who supported the implementation process.

The school was selected as the research site because it provided a relevant context for implementing cultural-based learning activities through traditional dance. The program was designed to utilize dance as an educational medium to strengthen students' character values, particularly the values of cooperation, discipline, responsibility, and appreciation of local culture.

Needs Assessment and Initial Observation

The initial stage of the program involved identifying school needs and available local assets through participatory observation. Field observations were conducted to examine

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students' interest in dance activities, available learning facilities, teacher support, and parental involvement. This stage aimed to ensure that the Service-Learning program was designed based on the actual conditions of the school environment. The findings from the observation process became the foundation for determining the type of dance activities, training intensity, and learning strategies appropriate for elementary school students. Previous research indicates that extracurricular dance activities at the elementary school level contribute significantly to character development by strengthening values such as discipline, cooperation, and responsibility (Lestari et al., 2016).

Program Planning and Design

Based on the results of the needs assessment, the program was collaboratively designed by involving teachers, students, and parents. The planning stage focused on determining learning objectives, selecting appropriate traditional or creative dance forms, preparing training schedules, and identifying character values to be integrated into dance activities.

The dance learning design emphasized the integration of Pancasila student values, particularly mutual cooperation, responsibility, independence, and appreciation of cultural diversity. The choreography was adapted to the abilities and developmental characteristics of elementary school students to ensure that learning activities remained enjoyable, meaningful, and accessible.

Implementation of Service-Learning Activities

The implementation stage followed a collaborative and reflective Service-Learning cycle consisting of preparation, action, reflection, and community presentation.

The activity began with participatory discussions involving teachers, students, and parents to establish shared goals and determine the values to be developed through dance learning. The training process was conducted gradually, beginning with physical warming activities, introduction to basic dance movements, movement coordination exercises, and the development of simple choreography.

During the practice sessions, students were encouraged to work collaboratively in groups. The process of creating and performing dance movements became a medium for practicing Pancasila values, particularly mutual cooperation, which was demonstrated through teamwork, responsibility in completing assigned roles, and respect for other group members (Syahla & Muthi, 2025).

After completing the training sessions, students participated in reflection activities through guided discussions and short written reflections. These activities encouraged students to connect their dance experiences with the moral and social values developed during the learning process. The program concluded with a dance performance presented to peers, teachers, and the surrounding community as a form of cultural appreciation and social contribution.

Data Collection Techniques

Data were collected using qualitative techniques, including participant observation, documentation, and reflective activities**.** Participant observation was conducted throughout the program implementation to record student engagement, collaboration patterns, learning enthusiasm, and the development of character values during dance activities.

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Documentation included photographs, activity records, and field notes describing the implementation process. Reflection activities conducted after training sessions were also used to identify students' understanding of the relationship between dance activities and Pancasila values.

Data Analysis and Evaluation

The collected qualitative data were analyzed using a descriptive qualitative approach. Observation results, documentation, and student reflections were organized and interpreted to identify patterns related to student participation, learning experiences, and character development.

The evaluation focused on three main aspects of the Service-Learning implementation: (1) students' involvement and enthusiasm during dance activities, (2) the effectiveness of dance learning in strengthening Pancasila values, and (3) the contribution of the program to collaboration between schools and the surrounding community.

Through this evaluation process, the Service-Learning approach was assessed not only as a method for teaching traditional dance but also as an educational strategy that integrates cultural learning, community engagement, and character formation. This approach supports previous Service-Learning research emphasizing that direct experience, community involvement, and structured reflection are essential components in developing meaningful learning outcomes.

Superior Program

This flagship program in Thematic KKN is focused on developing the character and creativity of Inpres Cengkong Elementary School students in Tabbinjai Village through Dance as a Media for Internalizing Pancasila Values. This activity provides direct benefits for students as a group because they are actively involved in structured dance practice, starting from warming up, mastering basic movements, to composing simple choreography. This program not only emphasizes mastery of dance techniques, but also internalizes moral values such as mutual cooperation, discipline, responsibility and self-confidence through a fun learning experience. Dance practice is carried out regularly after school hours, so that students can learn actively, express creativity, and interact with peers positively. Each stage of training is designed to reflect Pancasila values; Cooperation is reflected in the coordination of group movements, discipline is seen in the accuracy of the rhythm, and responsibility arises when students lead the group or adapt to other friends. Photos of INASS ANG.VII 3 KKN-THEMATIC teaching activities can be placed in this section to document the student development process. The highlight of this superior program is a dance performance at a friendly event in the Village Office Hall, which involves peers and the community around Tabbinjai Village.

Results

The implementation of dance activities at SD Inpres Cengkong stems from concerns about the lack of a platform that can help students express themselves positively while strengthening moral values in everyday life. Children in Tabbinjai Village need a learning space that is fun, creative, and has a direct impact on their character development. Therefore, traditional and modern dance training activities are designed not only as artistic activities, but as a medium for internalizing Pancasila values through direct experience. During the activity, students showed high enthusiasm and active involvement, both in practice sessions and in appearances at village friendly events. Photos of the training process and student performances are concrete evidence of how dance activities provide space for character formation through creative activities.

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The first principle, Belief in One Almighty God, is the foundation of religious values and spirituality for students. Theoretically, the implementation of this principle requires an attitude of tolerance and devotion towards God in accordance with one's beliefs (Sarwanto et al., n.d.). These fundamental values are emphasized in service activities.

In dance practice, divine values are internalized through habituation rituals in the form of group prayers which are carried out before and after the session begins. Prayer is led by the instructor and followed by all students as a form of acknowledgment of God's existence and a means of asking for smooth activities.

More than just rituals, religious values are also manifested in social practices. Students are accustomed to fostering mutual respect between friends who have different religious backgrounds or abilities. An empathetic attitude was established when they helped each other memorize the choreography and avoided ridicule if a friend had difficulty. These practices show that dance activities not only shape the body, but also strengthen the foundations of spirituality and social ethics according to the teachings of the first principles.



Figure 1. Students and Instructors Sit Together as a Form of Togetherness

Internalization of the Second Principle, Just and Civilized Humanity, aims to instill ethical values of equality, justice and humanity in students. These values are realized through the implementation of the principles of equality and procedural justice in every dance training session (Ramadani et al., 2023). This concept of fairness is manifested in the activity policy which ensures that all participants are given an inclusive platform, ensuring that every student receives the same opportunity for expression, both when trying out positions in the front row and during movement exploration and participation in determining simple movement variations, regardless of the student's initial abilities.

The process of internalizing the values of civility and humanity is strengthened through a peer mentoring program, where students who master movements more quickly are directed to act as peer tutors, helping friends who are slower. This practice directly teaches about tolerance, empathy, and social responsibility in groups. In addition, the implementation of civilized values can be seen from the emphasis on mutual respect, avoiding teasing, and using constructive language throughout the training session. Dance activities have proven to be an effective medium for internalizing humanistic and ethical character.

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Figure 2. Instructor and Student interaction during practice

The third principle, Indonesian Unity, is a philosophical basis for the formation of collective awareness and solidarity among students. This value of unity is consistently emphasized in citizenship education, which aims to foster a spirit of nationality and solidarity (Miristianti & Dya, 2023). This internalization of the value of unity is clearly visible in the students' solidarity during group practice and dance performances.

Group dance basically demands harmony, unison and good coordination between participants. The implementation of unity can be seen when each student must be able to synchronize steps, rhythm and direction of movement so that the formation remains neatly formed. During the practice process, students learn to suppress individual egos, adjust to each other's rhythms, and work together to produce complete and beautiful choreography. This togetherness is a real form of internalization of unity, as reflected in the spirit of Bhinneka Tunggal Ika, with different abilities but still one in a diverse dance group.



Figure 3. Student Group Performance in the Final Performance (Supporting the Internalization of the Values of Unity, Cohesion and Harmony)

The fourth principle, Democracy Led by Wisdom in Deliberation/Representation is indeed the spirit of Pancasila democracy because it emphasizes that people's power must be exercised through deliberation that is fair, wise and oriented towards common interests. The essence of the practice is joint decision making which is not dominated by one party, but is achieved through dialogue until consensus, then represented and carried out responsibly by representative institutions (Samosir et al., 2023). The internalization of these values is attempted through simple democratic practices during dance practice.

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INASS KKN-THEMATIC ANG.VII 6 The implementation of deliberation can be seen from the decision-making process in the group. For example, when students choose a group leader, determine stage formation, or agree on movement changes in choreography. Deliberation is carried out simply, giving each child the opportunity to express an opinion, then agree on a joint choice without any coercion. In addition, instructors act as role models in making fair and wise decisions, such as when dividing roles or determining rest times. This activity effectively trains students to respect other people's opinions, accept collective decisions, and ultimately, internalize wise democratic values.



Figure 4. Instructor Providing Guidance and Direction on Training Material (Guidance for Wisdom and Deliberation)

The fifth principle, Social Justice for All Indonesian People, contains fundamental values regarding equality of rights, equality of opportunity, and protection for all citizens without discrimination, where these values are the goals of the state and must be realized in social life (Mufida & Khoir, 2025). The internalization of social justice values is sought through the creation of an inclusive and equitable space for expression for all SD Inpres Cengkong students.

The implementation of social justice is reflected through equal opportunities for all students to take part in dance activities, regardless of family background, artistic abilities, or economic conditions. This approach strictly avoids demands for expensive costumes or burdensome fees on parents, thus ensuring that economic factors do not become a barrier to participation. Apart from that, each student is given a proportional role as both a core dancer and a supporter so that there is no gap in space for expression and self-development. This approach shows that artistic activities can be a means of equalizing access to character and courage education, which is the essence of internalizing the values of social justice.

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Figure 5. Student Group Performance in the Final Performance (Supporting the Internalization of the Values of Unity, Cohesion and Harmony)

Internalizing Pancasila values through well-executed activities will produce a significant positive impact for all parties involved. The form of instilling Pancasila values in children at SD Inpres Cengkong, Tabbinjai Village, has been realized effectively through traditional and modern dance programs. By applying the principles of procedural justice KKN-THEMATIC INASS ANG.VII 7, emphasizing team cohesion, and implementing deliberation in each session, students can learn to apply the values of discipline, cooperation and social ethics obtained during training into their daily lives.

The documented final performance shows a significant increase in aspects of students' self-confidence and courage. Teachers and the local community responded positively, assessing that this activity was not only fun, but also had a visible moral impact on students' daily behavior. All of these efforts were carried out with the aim of providing a positive platform and strengthening the Pancasila character of students from an early age, in order to overcome the problem of lack of space for positive self-expression in Tabbinjai Village.

Evaluation And Monitoring Stages

After all the series of stages of internalizing Pancasila values through dance activities have been carried out, the final step that must be taken is to carry out evaluation and monitoring. This evaluation is very important so that the impact of the activities that have been implemented can be measured and become material for improving future work programs to make them better. Apart from that, supervision or monitoring after training activities is also a crucial aspect. This supervision is carried out by building an integrated coordination system between service implementers (Thematic KKN students) and expert tutors (school teachers), so that the results achieved can be maintained. The process of program assessment, or evaluation, is defined as planned data collection and observation activities to assess the impact and effectiveness of objects (Nasihi et al., 2022). This program evaluation uses a process-based method, the focus of which is to review the entire flow of activity implementation and serve as a basis for further improvements to the Thematic KKN program.

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The process-based evaluation method is applied through four main stages, which are adapted to the context of the dance program. The observation phase showed students' high enthusiasm for dance activities, although the team noted that there were obstacles in communication with some of the students' parents. In the preparation phase, the team faced budget limitations, which were overcome by using simple equipment, in line with the principles of Social Justice (5th Principle). Meanwhile, in the implementation phase, supervision of students was considered not optimal due to the large number of participants, thus requiring good management of role distribution among implementing students and intensification of peer mentoring strategies. Next, the post-implementation phase targets that all students can internalize the arts, social sciences and moral values or Pancasila learned during the training process. Finally, monitoring is defined as a procedure for collecting information on an ongoing basis to monitor progress or changes that occur in a subject from time to time (E-issn et al., 2023).

This monitoring is carried out to assess changes in student behavior. Preliminary data indicates behavioral problems such as a lack of cooperative initiative and a tendency toward individualism. After the program is completed, the main hope is that students can implement the learning outcomes of Pancasila values in their daily lives. Therefore, the role of teachers and schools as supervisors of learning outcomes is key, and the service implementation team continues to maintain communication channels to monitor the success of the program.

Conclusion

Based on the results of program implementation and discussion analysis, it can be concluded that dance has proven to be effective as a medium for internalizing Pancasila values for students at SD Inpres Cengkong in Tabbinjai Village. This program has succeeded in bridging the abstract values of Pancasila into real practices that are easily absorbed and put into practice by students through creative activities. This success is marked by facilitating the cultivation of the five principles in a holistic manner starting from the implementation of prayer and peer mentoring (Principles 1 & 2), the demand for team cohesion (Principles 3), the practice of KKN-THEMATIC INASS ANG.VII 8 deliberation and wise guidance (Principles 4), to ensuring equal access and procedural justice (Principles 5). Overall, this activity had a positive impact on significantly increasing students' self-confidence, discipline and cooperation abilities, thereby successfully strengthening their Pancasila character from an early age. Based on the successes and challenges found, several suggestions were made to the school (SD Inpres Cengkong) in hopes of formalizing the dance program into a routine extracurricular activity under the supervision of expert tutors and integrating the values instilled into other formal subjects. Meanwhile, the Regional Government and local communities are advised to provide support for facilities and sustainable funding as well as performance opportunities for students, to ensure that the internalized values can be applied in public spaces. Finally, for researchers and implementers of further service, it is recommended to carry out a comparative analysis with other art media or carry out a long-term impact study (longitudinal study) to measure the retention of Pancasila values after the completion of the program.

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