



## **THE ESSENTIALISM OF ISLAMIC RELIGIOUS EDUCATION IN SHAPING THE CHARACTER OF PANCASILA STUDENTS**

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### **Abstract**

*This study aims to analyze the effectiveness of essentialism approach in Islamic religious education towards character building of Pancasila students in Indonesian schools. Using qualitative methods, this study explores teachers' perceptions and practices in integrating Pancasila values in Islamic religious education materials. Data were collected through in-depth interviews, classroom observation, and analysis of educational documents in several high schools. The results showed that teachers effectively implemented the values of Pancasila through an essentialism approach, which not only increased students' understanding of religious values but also nationality. The research also identified challenges such as under-resources and the need for more in-depth teacher training. Based on these findings, the study recommends the development of more comprehensive educational resources and teacher training to optimize the application of Pancasila values in Islamic religious education. This research provides new insights into the application of character education in the context of Indonesian national education, emphasizing the importance of integrating Pancasila values in the religious education curriculum to shape the holistic character of students.*

**Keywords:** Essentialism, Islamic Religious Education, Pancasila Student Character.

## INTRODUCTION

Within the framework of Indonesian national education, the integration of Pancasila values in Islamic religious education plays a strategic role in the formation of student character in accordance with the nation's ideology. Islamic Religious Education (PAI) not only teaches religious aspects but is also seen as an effective medium to instill national values as reflected in Pancasila. Essentialism, which emphasizes the importance of core educational material that learners must master, is a relevant approach in this context because it supports the effective and systematic inculcation of basic values.

Recent research shows that the application of essentialism in religious education can help students internalize the values of Pancasila, which is the basis of the nation's ideology and ethics (Rodhiyana, 2023; Irawati et al., 2022). In addition, strengthening the profile of Pancasila students through religious education is also strengthened by the implementation of educational policies such as 'Merdeka Belajar' which is oriented towards independence and adaptation to the digital era and globalization (Firdaus Syafi, 2021; Utami et al., 2022).

This study aims to explore how essentialism in the Islamic religious education curriculum in Indonesian schools can effectively support the character building of Pancasila students. Through a qualitative approach, this study will collect data from various schools in Indonesia, focusing on the perception and implementation of PAI teachers on the integration of Pancasila values in their teaching materials. The results of this study are expected to provide new insights into best practices in integrating Pancasila values in Islamic religious education and provide recommendations for curriculum developers and education policy makers in Indonesia.

In addition, the integration of Pancasila values in Islamic religious education also reflects the need to respond to the social and cultural dynamics that develop in Indonesia. In an era of rapid globalization and digitalization, Islamic religious education must be able to adapt and modify its approach to ensure that essential values remain relevant and meaningful to the younger generation. As expressed by Sulastri et al. (2022), character education through Pancasila student profiles is important to strengthen national identity while supporting students' global competencies.

The methodology to be used in this study involves case studies in several schools that have implemented essentialism-based curricula in Islamic religious education. Data collection will be conducted through in-depth interviews with PAI teachers, class observation, and analysis of documents and teaching materials used. This is intended to gain a comprehensive understanding of how Pancasila values are integrated in the learning process and how this affects the formation of student character. The initial conclusion expected from this study is to show that the essentialism approach in Islamic religious education can be effective in instilling the values of Pancasila as the basis for the formation of the nation's character. Through this research, it is also expected to identify challenges and opportunities that exist in the implementation of this curriculum and provide recommendations for further development.

## RESEARCH METHODOLOGY

This study uses a qualitative approach to explore how essentialism in Islamic religious education contributes to the formation of the character of Pancasila students. The qualitative approach was chosen because it allows an in-depth exploration of participants' perceptions, experiences, and subjective interpretations regarding the implementation of Pancasila values in Islamic religious education in Indonesian schools.

### Research Design

This research is designed as a case study, where several schools that implement essentialism curriculum in Islamic religious education will be used as research locations. These case studies enable contextual analysis of specific educational practices and interactions between elements in a real educational environment.

### Population and Sample

The population in this study is Islamic religious education teachers and students in high schools who implement an essentialism curriculum oriented to Pancasila values. Samples will be selected using purposive sampling techniques, where participants who have relevant and significant experience related to the research focus will be selected to be interviewed.

#### 1. Data Collection

Data will be collected through several methods:

- a) **In-depth Interviews:** Interviews will be conducted with PAI teachers and students to gain a broader understanding of how they perceive and implement the values of Pancasila in religious education.
- b) **Observation:** Observations in classrooms that implement the essentialism curriculum will help identify teaching and interaction practices that demonstrate the application of Pancasila values.
- c) **Document and Content Analysis:** Learning materials, lesson plans, and other school documents related to the Islamic religious education curriculum will be analyzed to evaluate the integration and emphasis on Pancasila values.

### Data Analysis

Data analysis will be conducted using thematic analysis, where the collected data will be codified and analyzed to identify key emerging themes. This analysis aims to extract patterns and meanings from data related to the implementation of Pancasila values through an essentialism approach in Islamic religious education.

### Data Validation

To ensure the reliability and validity of research results, triangulation techniques will be used, namely by comparing the results of interviews, observations, and document analysis. In addition, the study will involve examination by peer reviewers and feedback from respondents to verify the findings obtained. This methodology is expected to produce a deep and evidence-based understanding of the effectiveness of integrating Pancasila values in Islamic religious education in Indonesia, as well as providing data-based recommendations for education policymakers and practitioners.

## RESULTS AND DISCUSSION

This research explores the implementation of essentialism in Islamic religious education as a tool to shape the character of students in accordance

with the values of Pancasila. Based on observations and interviews in various schools, the results show that Islamic religious education teachers actively integrate the values of Pancasila in their learning materials. Values such as justice, equality, and national unity, which are the core of Pancasila, are considered relevant and important in shaping the holistic and inclusive character of students.

A discussion of the study highlights several key findings:

1. **Deep Understanding of Teachers:** Teachers demonstrate a deep understanding of the values of Pancasila and the importance of these values in the context of religious education. They sought to link the teachings of Islam with the principles of Pancasila, showing that the two value systems could go hand in hand without conflict.
2. **Teaching Methods:** The use of innovative and participatory teaching methods, such as group discussions and class projects, has proven effective in increasing students' understanding and appreciation of Pancasila values. This reflects the results found in previous studies that highlight the importance of active teaching methodologies to strengthen the values of nationalism and Pancasila among the younger generation (Kartini & Anggraeni Dewi, 2021; Maola Sofiatul Putri, 2021).
3. **Challenges and Obstacles:** Despite significant progress, research has also revealed some challenges, such as a lack of resources and consistent teaching materials that fully integrate the values of Pancasila. Some teachers also expressed the need for further training to more effectively implement essentialism approaches in their curricula.
4. **Internalization of Pancasila Values:** Furthermore, the results of this study show that students who follow Islamic religious education with an essentialism approach tend to be better at internalizing Pancasila values. Students not only learn these values as part of the curriculum but also implement them in daily life, which is in accordance with the findings of Nafisah and Dewi (2021) which emphasizes the importance of Pancasila to increase nationalism in the global era.
5. **Community and Parent Support:** The study also found that support from parents and communities has an important role in the successful implementation of Pancasila values in Islamic religious education. Their involvement in school activities and open discussion about these values at home add another dimension to the learning process and strengthen students' character.
6. **Recommendation:** Based on these findings, the study recommends the development of more integrated and comprehensive learning materials, more intensive teacher training, and the establishment of closer partnerships between schools, families, and communities to strengthen the internalization of Pancasila values. This initiative can be supported by educational technology to improve access and quality of learning, given its relevance affirmed by Nuraini, Putri, and Kharissa (2023).  
By implementing these strategies, it is hoped that Islamic religious education will not only succeed in forming a strong religious understanding but also patriotism and integrity of character in line with the ideology of Pancasila, which is very important in facing various challenges in the era of globalization and multiculturalism.

## **CONCLUSION**

This study evaluates the effectiveness of the application of essentialism in Islamic religious education on the character building of Pancasila students in Indonesian schools. The results showed that the essentialism approach in the Islamic religious education curriculum succeeded in integrating the values of Pancasila effectively, which not only strengthened religious understanding but also fostered national values which are the core of Pancasila. Teachers show creativity and dedication in integrating Pancasila values in religious education materials, using teaching methods that involve students actively in the learning process. It helps students not only understand but also apply those values in their daily lives, which demonstrates the effectiveness of the essentialism approach in shaping the holistic character of students. However, the study also identified some challenges, such as the need for better resources and more intensive teacher training. Support from families and communities is also needed to strengthen the implementation of Pancasila values in the educational environment. From this research, further development of teaching materials and methods oriented to Pancasila values is recommended, as well as closer cooperation between schools, families, and communities. The involvement of educational technology can also be the key to expanding the range and depth of learning Pancasila values in today's globalization and multicultural era. This research makes an important contribution to the literature on Islamic religious education and character education in Indonesia, highlighting how essentialism can be used as an effective tool in instilling national values and desirable character in the context of modern education.

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