

## PROJECT BASED PANCASILA ECONOMIC LEARNING FOR STUDENTS OF ELEMENTARY SCHOOL

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**Abstract:** *Pancasila economy is an economic system imposing a joint venture based on kinship and cooperation to symbolize Indonesian identity which is not possessed by another country. Besides, the Pancasila economy is the philosophical foundation and the 1945 constitution (UUD 45) is the constitutional foundation of Indonesia. This research aimed to describe how the implementation of Project-Based Pancasila Economic Learning through the Experiential Learning method. Project-based done, of course, adjusts to students who are still elementary school age. This research used an action research approach in Public Elementary School Blitar, Indonesia, the research subject was 70 elementary students. Data collection was conducted by interview, questionnaire, and Forum Grup Discussion (FGD). The research finding showed that the students were able to interpret that economic learning could be conducted outside the class. By experiential learning method, the students were expected to be more understand the purpose of Pancasila Economic learning. In addition, based on the learning mentioned, the students could understand and implement the form of Pancasila Economic, especially practicing the precepts in everyday life.*

**Keyword:** *Project Based, Pancasila Economic, Elementary School*

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## INTRODUCTION

Pancasila is a basic foundation and philosophy which must be used as a life guide for Indonesian people (Mardiono et al., 2017). Pancasila is the result of the dialectic of indigenous Indonesian culture (Rochmat, 2018). Pancasila must be ingrained in the life of the Indonesian nation-state (Abdulkarim et al., 2020). There are 5 (five) items whose values are the result of customs crystallization that must be possessed by Indonesian people. Pancasila contains the philosophy of ideal values as the basis of Indonesia's ideology (Pesurnay, 2018). Pancasila, as a life compass of Indonesia, must be used as a reference for everyday life, so there will be people who are religious, humanist, nationalist, democratist, and people who have the spirit of justice (Siswoyo, 2013). Pancasila is the basis and way of life of the nation. Therefore, there is the reason why Pancasila is important; 1) Pancasila is value systematic its implementation must be implemented in daily life, 2) the implementation of Pancasila can be undertaken in various ways, for example, it can be implied through education, 3) items of Pancasila which have been socialized to the society can be used as nation's identity (Sumardjoko & Musyiam, 2018). Internalization of Pancasila values can be undertaken through various applications of innovative, creative, and contextual learning on its whole. In addition, it can be conducted through education of value and morale, environment approach, integrated, exemplary, and school culture which have the character of Pancasila (Sumardjoko & Musyiam, 2018). Education of Pancasila is expected to be the spirit in building students' identity. It is more focused on giving guidance and students' appreciation of the ideology of the Indonesian people.

As the next generation, the students have to be able to carry national life among various ideologies that existed in this world, which can erase the existence of Pancasila values (Eny Kusdarini, Sunarso,

2020). The values contained in Pancasila must be preserved to salvage them from the destruction of globalization. Moreover, it has the role of an as transcendental anchor, to prevent them from drifting away in the flow of globalization (Mardiono et al., 2017). Early inculcation of Pancasila values is an important thing that must be conducted. The identity of the Indonesian nation will fade away if people are unable to understand the meaning of the Pancasila values (MS et al., 2017). In addition, Pancasila could be a basis for an economic system based on the values of Pancasila. The values of Pancasila in the economy are; care, comradery, nationalism, and economic justice (Agussalim et al., 2021). According to (Mubyarto, 2003), Pancasila economic is an economic system that is different from the capitalist economic system or communist economic system. Pancasila's economic system is an economic system imbued by the ideology of Pancasila. It applies cooperation based on kinship and cooperation, which is the identity owned by Indonesia.

Ideally, economic learning at various education levels refers to the characteristic of the Pancasila economy and article 33 of the 1945 constitution. Economic learning which can instill the understanding of economic knowledge and concepts in both theoretical and practical contexts gives some abilities to the students manage the resources they have. In addition, they can internalize economic attitudes and behaviors reflecting the values of rationality, morality, and loyalty to the nation's economic ideology. However, providing economic education which has been going on so far, starting from elementary to middle level is still far from expectations. Based on its substance, many competencies are not included in the curriculum, which should ideally be needed by students. Meanwhile, the competencies which are less important for the idealized economic agent formation are still listed. Hence, it should be omitted because it does

not have any relation to other competencies.

School-age children are in a period where they start to think critically and start to question new things. Children begin to be realistic in looking at new things at this age. There is one characteristic that can be used to provide a new understanding, like the emergence of interest in special lessons. Pancasila economics may be too complicated for students of that age, teachers need to develop an appropriate learning plan so that students can be interested in understanding what Pancasila

economics is. The most appropriate modification so that Pancasila economics can be taught to elementary school-aged students is a modification of the illustrations, problems, and terms used in conveying the essence of Pancasila economics. Teaching Pancasila economics to elementary school students certainly has to be modified so that the material becomes simpler and easier for students to understand. The following modifications were made in teaching Pancasila economics to elementary school students:

**Table 1** Modification of Material

| No | Material                                   | Modified   | Media                 |
|----|--|--|-----------------------|
| 1. | The benefits of cooperatives for society.  | Describes a cooperative as an organization that undertakes joint efforts for profit.   | Picture               |
| 2. | There is a commitment to equity            | Students are asked to work together in groups and each group member will get results according to the role they play in the group. | Instructions<br>Cards |
| 3. | The birth of a nationalist economic policy | Gives a smaller picture such as student living conditions  | Picture               |
| 4. | Centralized planning                       | Gives an illustration of a father who gives pocket money to his three children for different nominal reasons.                      | Graphic               |
| 5. | Implementation in a decentralized manner   | The reasons why the allowance given to children must be reported.  | Picture               |

Another important thing that must be considered by teachers when teaching Pancasila economics is the use of instructions that must be following the abilities of their students. It is very unlikely that elementary students are given complex instructions. Simple instructions are very important to make the class run well instead of instructions that seem good but take a long time to make students understand. The ability to create learning connections through the application of teacher-made instructional materials is the skill through which children develop new combinations and relationships in organizing ideas, symbols, objects, and words (Charlesworth, 1996). In giving proper instruction the teacher must pay attention to the background of the students, the level of complexity of the material, and the objectives of the instruction.

The importance of the national economy should be arranged as joint ventures based on kinship (Witjaksono, 2013). This principle of togetherness is the realization of human idea stating that human being, basically, as social being within the society, lives to fulfill their life necessities and maintains their life which needs other people around them. Therefore, human is called social beings or it can be said that people's life cannot be separated from other people. Therefore, the relationship among people is an objective need.

An appropriate learning method to teach a concept such as Pancasila economics to elementary school students must be determined according to their conditions. One of the learning methods that can be chosen is project-based learning because this method can maximize collaboration between students. Project-

based learning is a comprehensive approach designed to involve the students in response to a problem (Blumenfeld et al., 2011). Moreover, Project-based learning is learning centered on the students, collaborative, and integrated with problems and practice in the real world (Chiang & Lee, 2016). The research finding (Lattimer & Riordan, 2011) showed that project-based learning becomes an effective way of involving and motivating the students in learning. In addition, Project-based learning is an innovation of the learning approach in the 21<sup>st</sup> century (Bell, 2010). The positive effect obtained by the students after experiencing project-based learning is having the ability in solving problems (Gülbahar & Tinmaz, 2014).

Project-based learning is a strategy in learning developed based on constructivist learning belief demanding the students to arrange, by themselves, their knowledge acquired from the activities they have done. Project-based learning is contextual cooperative learning designed in five main phases, they are; 1) choosing, 2) project planning, 3) information finding regarding the project topic, 4) developing and implementing the plan to finish the project, 5) presenting and evaluating project output and the student's effort in solving problems (Gai Mali, 2016). "Experience is a good education, so assimilation and accommodation process will occur which can create intellectual development from the activity mentioned" (Hergenhahn & Olson., 2012). In creating a good education, the teacher as an educator needs to apply basic theory, i.e. constructivist theory providing freedom for the students to construct their knowledge.

Constructivism in learning is a philosophy coming from the idea of individual knowledge formation which is the result of the experience process (Berlia, 2011). Constructivist theory is a theory conveyed by Piaget in which this theory is based on the premise that learning action is based on the process of connecting new knowledge and existing knowledge

(Dennick, 2016). Learning which emphasizes the experience can be achieved through the Experiential Learning method (Miettinen, 2010). Experiential Learning is a learning expansion connecting experience, perception, cognition, and behavior (Enong, 2012). They will pull up their knowledge after practicing some things (Sepdanius et al., 2018). Learning based on experience has played a central role in the education field, it can be applied as a suitable educational foundation in the 21<sup>st</sup> century (Giac et al., 2017). For elementary school students, experiential learning must be adjusted to the abilities and background knowledge they have. The goal is for students to be involved in the process without feeling that the process is a way for them to understand a concept like Pancasila Economics.

Experiential learning can build social skills, work ethic, practical expertise, a deeper understanding of the subject, building capacity for critical thinking, and being ability to apply the knowledge in a complex situation (Baker & Robinson, 2016). Furthermore, Experiential learning is oriented on personal learning experience and capacity development (Lee, 2014). Learning based on experience only produces positive results when there are changes in the emotions, knowledge, and learning abilities of students through the lives they have done. It means that there are changes that happened to the student's both knowledge and behavior (Giac et al., 2017). The Experiential learning characteristics are as follows (Mak et al., 2017); 1) developed, applied, evaluated, and conducted in tight collaboration with the community, 2) responding to the problems identified by the community, 3) trying to balance between the purpose and result of the learning, 4) improving the curriculum by expanding the learning outside the class and giving chance to the students to apply what they have learned in the real world (Leal-Rodríguez & Albort-Morant, 2018).

## **METHODOLOGY**

This research is action research. The research subject was 70 students of Public Elementary School in Blitar District, East Java, Indonesia. The determination of the research subject was based on the necessary analysis, which means it needed a school that has never held or undertaken Pancasila economics. In addition, economic learning becomes a part of Social Science learning, so there had been no specific learning that discusses what the Pancasila economy is. The research instruments used were interview sheets and questionnaires. The interview sheets were used to collect the data concerning necessary analysis. Meanwhile, the questionnaire contained some questions that have to be filled by the participant. Furthermore, Forum Group Discussion (FGD) was used as a research instrument. The data analysis was conducted qualitative and quantitative. The first stage conducted is observation to observe the matters in the field. Additionally, the qualitative research analysis is conducted by; (1) reducing the data by summarizing field report; (2) arranging the data system according to certain categories; (3) creating data display according to certain categories and classification; (4) creating data display in the table to make the relationship among data clear and intact; (5) conducting deep analysis by comparing and analyzing the data; and (6) presenting the findings, making conclusion and general implication for its application.

## **RESEARCH RESULTS AND DISCUSSION**

Factual conditions in the field are obtained if the economic learning implementation is given to the students since they are in grade IV. The economy is not a single subject in the course, yet it is included in the Social Science group. The economic learning tool in grade IV is still dominated by capitalist thought; it has not included Economic Pancasila learning yet. Based on the result of the interview

conducted with the students, the information obtained was that the learning has not been variative yet; the teacher only uses conventional ways. For example, after the teachers explain the subject, the students work on a student worksheet (LKS). Besides, the learning activities were only conducted in the class. The learning process in the class was usually conducted in a group with a seatmate. Economic learning has not yet instilled the explanation values of the Pancasila and the 1945 constitution on Article 33. It happened because the teacher only gave an explanation regarding the economy based on the textbook. Based on the explanation above, implementation of Pancasila Economic and the 1945 constitution in article 33 was needed to give the students early education concerning Pancasila Economic. On top of that, early education would create a strong impression and it could be the foundation for children to know better the values of the Pancasila Economic.

The implementation of project-based Pancasila economics was conducted by giving the students introduction to the Pancasila economic subject. It aimed to lead the perception equation regarding Pancasila economics. Besides, it was used to ensure that all students understood the meaning of Pancasila economics. The implementation of the project-based Pancasila economics was conducted outside the classroom. The setting of learning was made like "lesehan" or it could be said as sitting on the floor or ground without a bench/chair. There were three philosophies in the use of "lesehan" in the learning process such as 1) "lesehan" was used as a tool, in which, through "lesehan" the participants were considered to have the same rights and obligations, 2) "lesehan" as a forum, in which it had a function to accommodate communication in the learning process. It meant the students would hold a discussion to reach a consensus and apply the kinship principle in the learning process, and 3) "lesehan" as

a medium was used to be an intermediary to convey the opinion of each student.

Teaching elementary school students abstract concepts such as Pancasila economics is certainly a difficult thing. Modifications must be made to suit the abilities of the majority of students in the class. Simplification of the material and the use of learning media is the most likely option. These two things were done by researchers to achieve learning targets, namely, students were able to understand and practice Pancasila simply in their daily lives. Researchers decided to use terms that are easily understood by students and use interesting pictures as learning media. The target of students to understand as well as implicate the Pancasila economy is to be faster and at the same time be able to

survive in students' minds as long as possible. It can be said that this is a kind of starting a new habit that will be useful to them in the future.

Experiential learning activity was conducted by the students by taking one of the activities conducted in everyday life. For example, through cooking activity, the students will have experience regarding that activity, so it would be easy to be practiced. After the students were divided into five groups of which each group contained six students, they were given a project to cook with the kitchen as an instrument. In addition, the menu was determined by group agreement. Moreover, it needs to be highlighted that the students were not allowed to buy ingredients and equipment used in the cooking project.

| Theoretical Study   | Empirical Study   |
|---|---|
| Stratum 1 :<br>Eating and Drinking as a reference to basic needs              | Make use of all existing economic resources as a preparation for eating and drinking choices conducted by providing chances for all members of the group to give an opinion regarding the menu.   |
| Stratum 2<br>The implementation in optimizing the existing economic resources | The basis for optimization and rationality of economic resources<br>Compatibility of the menu for all group members<br>Adequacy of available economic resources<br>There is equality regarding the tasks contribution and provides the opportunity to be able to process and enjoy food and beverages |

In this section, students are asked to discuss what is selected through the food menu. The teacher explains before the students choose what they will choose in simple language. This action serves to provide an overview/reference to students before choosing food and drinks. After that, only students can choose while expressing opinions about their choices. The researcher found interesting answers such as the reasons why a student did not choose food and why did they choose it. From the variations of these answers, several answers containing Pancasila economics can be found such as: "The price is according to the money I bring" where this answer shows that students will buy according to their economic ability, "I buy the cheapest one so that there is leftover for other needs" where this answer shows that students already know about which should be a priority. It is an effective way to teach

children that we must buy daily necessities according to our abilities. The word "economic reality" clearly does not need to be conveyed and is replaced with "money owned".

### The Analysis of Learning Activity

Based on the conducted activity, there were behavior changes in both individuals and groups. Both individually and in the group, they can interpret and understand the connection principle which becomes the purpose of the activity from Pancasila economic and the 1945 constitution, especially in Article 33. Moreover, the kinship principle is the core competence in implementing the activity as the basis of the implementation of Pancasila in daily life. Based on the project activity mentioned before, it can be seen that each group thought that they, together, must be able to make the existing sources sufficient

for the lives of many people. They are not allowed to prioritize their egos, because they are unity in which they should cooperate to achieve their goal, which is justice and prosperity for all group members. Therefore, the implementation result of Pancasila realized from project-based learning framed to accommodate all attitudes, the thought, and skills of the student which its arrangement was not arranged separately but was arranged as unity to achieve prosperity of the members by using existing sources. The culture of the kinship principle systematically supports the activities mentioned before, and these activities have been able to change the attitudes, knowledge, and skills of the students. Moreover, they can together solve the problems through the experience they get directly from the activity conducted for experiential learning.

The meaning of kinship which becomes the philosophy of Pancasila can also bind the students by the project planning activity using the existing sources to replenish the livelihoods of many people (all members of the group) which has been conducted together by emancipatory participant principle, and through task contribution to each member of a group according to the capabilities of the resources they have. The impact of the activity mentioned which was felt by the participants was; that there is an improvement in group cooperation which has unified various points of view of all the members. In addition, there is additional knowledge, insight, and experience regarding how the activity of the Pancasila economy felt through the management of

limited existing sources. They can also interpret how the description of economics based on Pancasila and Article 33 of the 1945 constitution implicated in daily life by conducting project-based activity through the kitchen as an instrument (cooking together).

The way the students convey their understanding of Pancasila economics is of course appropriate for their age. They do not need to know that what they are studying is Pancasila economics. For example, Pancasila economics provides opportunities to help others; it doesn't need to be explained widely. The teacher simply conveys that if there are friends who are in financial difficulty and we can help, they will be helped as much as possible. In the practice of cooking, students who can only contribute a little nominal should not be distinguished but still must be assisted and given the same opportunity in learning. The modification of the material carried out by the researcher here is to reduce the level of the material to be related to the age and condition of the students per group.

### **Knowledge Assessment**

Knowledge assessment was conducted by the researcher by observing the learning process involving the activeness of the students and the interaction among the students in completing project tasks. The elements which will be assessed included planning, implementation, and project report. In detail, the researcher assessed using the following rubric.

**Table 3** Knowledge Results of the Students Obtained from Project Work Process Started from Planning, Implementation, to Project Report

| No | Assessment Aspect                        | Skor Max | Group |    |    |    |    |
|----|--|----------|-------|----|----|----|----|
|    |  |          | 1     | 2  | 3  | 4  | 5  |
| 1  | Planning                                 |          |       |    |    |    |    |
|    | a. Preparation                           | 15       | 15    | 15 | 10 | 15 | 15 |
| 2  | Implementation                           |          |       |    |    |    |    |
|    | a. Writing System                        | 5        | 5     | 3  | 3  | 5  | 4  |
|    | b. Data Source Accuracy/<br>Information. | 5        | 5     | 4  | 4  | 4  | 4  |
|    | c. Data Analysis                         |          |       |    |    |    |    |
|    | Section Analysis                         | 15       | 15    | 10 | 10 | 10 | 15 |
|    | Relationship Analysis                    | 15       | 15    | 13 | 13 | 10 | 15 |
|    | System and Structure Analysis            | 15       | 15    | 15 | 10 | 15 |    |
|    | d. Conclusion                            | 15       | 11    | 10 | 15 | 15 | 15 |
| 3  | PROJECT REPORT                           |          |       |    |    |    |    |
|    | a. Neatness                              | 5        | 5     | 4  | 4  | 5  | 5  |
|    | b. Completeness of Information           | 10       | 10    | 8  | 8  | 10 | 8  |
|    | TOTAL                                    | 100      | 96    | 76 | 87 | 89 | 91 |
|    | PERCENTAGE                               | 100      | 96    | 76 | 87 | 89 | 91 |

The knowledge that students have obtained about Pancasila economics can be categorized as good according to the predetermined learning targets. This simplification can make students understand the essence of Pancasila economics. At the preparation stage, students can prepare well for learning needs, especially in the role play section where students get different roles. The stage of providing data which was 100% prepared by the teacher also went well. At this stage, the teacher must be able to choose data that is not complicated because it must make students familiar with new things. The implementation of students' new knowledge also appears when students practice what they have just learned. Not only that, based on a small interview, it is known that some students have implemented Pancasila economics in their daily lives but they did not know the concept beforehand. The project report reported by students is an evaluation of what they have done previously in the form of simple questions.

### Attitude Assessment

Attitude assessment was conducted by the researcher by observing the learning process involving the activeness of the students and their interaction in completing project tasks. The elements which would be observed were; Spirit in Learning, Responsibility, Mutual Cooperation, Democracy, and Self-Confidence. The following are the aspects that are going to be assessed:



**Table 4** Aspects of Attitude Assessment

| No | Assessed Aspects   |
|----|--|
| 1  | <b>Spirit in Learning</b><br>Readiness in responding to any directions<br>Interest in the learning process<br>Persistence in completing tasks<br>Resilience in learning (not easy to discourage)   |
| 2  | <b>Responsibility</b><br>Willingness to carry out the tasks according to an agreement and on time<br>Acceptance of the consequences of actions taken   |
| 3  | <b>Mutual Cooperation</b><br>Active in group work to complete the tasks<br>Willing to help friends in completing tasks<br>Not prioritizing personal interests<br>There is an effort to work together in group activities continuously or consistently  |
| 4  | <b>Democracy</b><br>Do not show an attitude that imposes their will on others<br>Appreciate the opinions of friends participating in completing group assignments by deliberation and consensus<br>There is a willingness to participate in solving problems together<br>Diversity of backgrounds, views, and beliefs<br>Able and willing to cooperate with anyone<br>The emergence of understanding and agreement in deliberation |
| 5  | <b>Self Confidence</b><br>Dare to argue, ask, or answer questions<br>Uttering opinions or doing activities without hesitation<br>Able to make decisions quickly  |

Based on the elaboration of table 4, the explanation of the results is obtained on table 5, which is attitude achievement consisting of 5 indicators gaining a score of 85%. Meanwhile, the indicator regarding the spirit in learning gets a score of 93%, and the indicator concerning responsibility is 96%. Next, the score of 96% is for cooperation spirit, 100% is for democracy, and the last 89% is for self-confidence.

**Table 5** Assessment Result of 5 Attitudes Assessment Implementation

| Indicators         | In Percentage (%) |
|--------------------|-------------------|
| Spirit in Learning | 85                |
| Responsibility     | 93                |
| Mutual Cooperation | 96                |
| Democracy          | 100               |
| Self Confidence    | 89                |

## Skills Assessment

**Table 6** Aspects of Skills Assessment

| No | Assessed Aspects  |
|----|---|
| 1  | <b>Activeness in discussion</b><br>Take part in completing group assignments continuously and consistently<br>Give contribution to answer questions<br>Raise questions if do not understand the explanations given by other groups  |
| 2  | <b>Collaboration skills</b><br>Provide knowledge and information to do group assignments<br>Give response to the opinions of others constructively, without judgment<br>Share the source of the ingredients to be used by the group<br>Accurately describe or summarize the opinions of other group members |
| 3  | <b>Time, Energy, and Mind Management Skills</b><br>Able to use time well<br>The ability of the students to use energy as needed<br>Able to use thoughts as needed   |

Based on the elaboration of table 6, it is obtained skills assessment results, are; 96% is for activeness in the discussion, next, collaboration skills get a score of 89%, and energy management skills gain a score of 96%.

## DISCUSSION

The key to teaching Pancasila economics to children is how to make this complex concept easy for them to understand. It is very difficult for students aged 7 - 12 years to understand what the economics of implementing Pancasila economics is and its benefits for society. Teachers have the most important role in the learning process because generally students of that age in the majority of schools in Indonesia still need to be guided step by step. The first step that must be taken is to simplify the material for Pancasila economics such as the terms, definitions, and definitions contained in it. the next step is to determine the right media to explain these three things. The next preparation is to determine the type of experiment that will be carried out by the students. The teacher needs to record all the

learning steps into a series of learning instruments.

Not only modifying the material but also instructions - instructions are also modified so that students understand what to do. Elementary school students can't express their opinions about aspects of the Pancasila economy. In this section, the researcher replaces it by providing illustrations and asking simple questions such as "is it okay or not?". Researchers found some students who already understood well the instructions that were carried out so that they could facilitate the learning process. The benefits of this modification of instruction are very pronounced, it can make students become more active and feel that each of the students feels they have a role in the group.

Assessment procedure concerning how is students' performance which has been conducted from start to finish and how is the finishing of the project during project-based learning process through experiential learning method. During the learning process, the students tended to be more active and able to cooperate with each member well and without dispute. It is following the research of (Gülbahar & Tinmaz, 2014). It can be shown through conducted activity percentage of the students during the research. The research included the attitude, knowledge, and skill of the student. Attitude assessment was conducted by the researcher by observing the learning process involving the activeness of the students and their interaction among students in completing project tasks. The elements of the observed assessment were; Spirit of Learning, Responsibility, Mutual Cooperation, Democracy, and Self Confidence.

Based on the conducted activity, there were behavior changes both individually and in groups. Both individually and in the group, they can interpret and understand the kinship principle which becomes the purpose of the activity from Pancasila economic and the 1945 constitution, especially in Article 33.

Moreover, the kinship principle is the core competence in implementing the activity as the basis of the implementation of Pancasila in daily life. Based on the project activity mentioned before, it can be seen that each group thought that they, together, must be able to make the existing sources sufficient for the lives of many people (Susandi et al., 2022). They are not allowed to prioritize their egos, because they are unity in which they should cooperate to achieve their goal, which is justice and prosperity for all group members. Therefore, the implementation result of Pancasila realized from project-based learning framed to accommodate all attitudes, thoughts, and skills of the student which its arrangement was not arranged separately but was arranged as unity to achieve prosperity of the members by using existing sources (Siswoyo, 2013).

The implementation of project-based Pancasila economic learning through the experiential learning method makes the students more active in digging up information from the activities they have done. The reason is this learning leads the students to use the knowledge they had before and the knowledge they just acquired, as well as the relevant abilities to solve real problems (Chiang & Lee, 2016). It is in line with Experiential learning research which can build social skills, work ethic, practical expertise, deeper understanding of the subject, building capacity for critical thinking, and being able to apply the knowledge in the complex situation (Baker & Robinson, 2016; Yang et al., 2021). The most visible weakness in this process is the difficulty of students in giving opinions about what they are doing or have been doing related to Pancasila's economic activities. But, this can be understood because of the age factor that is still a child. Other things such as building cooperation, work ethics, and social skills are visible.

The purpose of "lesehan" usage, except for three philosophies mentioned before, was also used to introduce the explanation of the first precept of Pancasila

which is equality. The meaning of equality in project-based learning was all students who become participants have the same rights and obligations to carry out the learning activity mentioned. Thus, there was no special treatment received among the participants (Pesurnay, 2018). After perceptual equalization regarding the meaning of Pancasila economics and article 33 of the 1945 Constitution, the students discussed how to apply Pancasila economics in daily life. Based on the activity mentioned before, the students have explained the importance of instilling the meaning of kinship in building a joint venture to get an agreement. It was one form of implementing Pancasila economic activity (Mubyarto, 2003). Besides, the existence of group activity will create togetherness and kinship. It is also provided in the fourth percept of Pancasila.

The guidelines in the experiential learning implementation are; 1) every group, in determining the cooking menu, should have a discussion to get an agreement or consensus. The discussion was started by choosing the group leader. 2) The task contribution within the group was undertaken by discussion to get an agreement. The result of Pancasila's implementation of the activity was they conducted a discussion to reach a consensus to solve the problems within their group (Siswoyo, 2013). Group 1 could conduct discussion and consensus activities, yet they were a lack in time management. Groups 2 and 3 were able to conduct the discussion well, but in the case of task contribution, they were not able to equally divide the tasks yet. Group 4 could carry out the discussion and consensus activity, and in the tasks contribution term, they had done it well and fairly. Meanwhile, group 5 conducted a discussion and consensus activity, so they achieved the desired result in the conducted activity. Based on the activities mentioned before, it can be concluded that there is Pancasila implementation in the discussion and consensus activity, which are; 1) each

member of the group can appreciate the opinion of other members, and they are not egoist by forcing individual opinion. 2) They have a sense of responsibility because they have been in the same group. Hence, the difficulties which have been experienced must be solved together. 3) They have the same obligations and responsibilities. 4) They have goals that have been achieved together, walk side by side, and they are neither precedes nor leaves. 5) Tasks contributions were conducted well and fairly through discussion and consensus, so there is no blockage within the group.

FGD (discussion activity to make a plan in processing existing sources) can be said as an interesting, unique, and fun method in the discussion learning based on Pancasila and Article 33 of the 1945 Constitution. Then, it can be concluded that the experience of deliberation made the students able to accommodate other people's opinions to plan the existing source management through discussion to reach an agreement based on kinship and togetherness (Sumardjoko & Musyiam, 2018). Further, in this activity, the students can also have good communication with their friends, and various necessary fulfillments with limited sources, and they can be better at appreciating other people than forcing their interest. Besides, in the project implementation, they can carry out the project well and by the desired goal, they are; 1) they can manage the time, energy, and thought contribution well as desired goals, 2) in carrying on the tasks, they can complete the job effectively and efficiently. It is in line with the research of (Lattimer & Riordan, 2011) which showed that project-based learning can be an effective way of involving and motivating the students in learning. Project-based learning is an the innovation of learning approach in the 21<sup>st</sup> century (Bell, 2010). In addition, the students can develop a positive attitude, for example, they can solve problems, which is a positive effect

got by the students after applying problem-based learning (Gülbahar & Tinmaz, 2014).

Pancasila economics can give benefit the students in both short and long periods. Hence, their way of thinking must be by the values of Pancasila, because most of society's attitudes and actions are based on the complex knowledge consideration in determining economic choice or in making decisions. In other words, knowledge has an enormous influence on the attitude attitudes in someone's economic decision-making (Agussalim et al., 2021). The values contained within Pancasila are not only conceptual but also based on the cultural values of Indonesia (Abdulkarim et al., 2020). The attitude which reflects the moral principles of Pancasila possessed by the students will be one of the indicators of positive attitude in daily life. The research finding of (Ajzen et al., 2011) showed that attitude has played important role in the tendency to behave relatively durable toward objects, events, and symbols. Attitude is also a predictor of someone's behavior, both good and bad behavior. It is moderated by situational, personality traits, and attitude traits factors. It has strengthened the findings that Pancasila's economic character has been proven effective viewed from economic behavior which is based on the Pancasila values. Therefore, knowledge, attitude, and economic behavior are a series that are interrelated. Knowledge will create attitude, while attitude will activate and create behavior. Overall, the culture of kinship principle, which is the values for Pancasila, has been systematically able to change the attitudes, knowledge, and skills for the students. They can together solve the problems through experiential activities that they do directly by the purpose of doing experiential learning.

## CONCLUSION

The whole result which can be obtained was the implementation of project-based Pancasila economic learning through the experiential learning method

can create knowledge change for the participants both individual and group. They interpreted the experience as "spirit in economic arranged together based on the kinship principle to reach justice and welfare". Furthermore, based on the activity, there was a change to solve problems through the thinking ability of the students based on Pancasila and the 1945 Constitution, especially in Article 33 paragraphs 1 to 5. The change of attitude and skill felt by the students through discussion conducting to reach consensus referred to appreciating other people's opinions and did not put the individual ego in the first place, and they could not prioritize individual interests. They also had skills in using time effectively and efficiently regarding how to solve problems. Based on the activity mentioned before, the form of intervention in the case of Pancasila implementation through project-based learning activity and ability to give change toward attitude, knowledge, and skill of the students in practicing the activity in daily life based on Pancasila and the 1945 Constitution, especially in the Article 33 paragraph 1 to 5. Modifying the material and integrating it into the learning method is an important key in teaching Pancasila economics with the project-based method

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