

## Increasing the development of national ideological values from an early age through family education

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### Abstract

This research aims to determine the role of the family in training the application of Pancasila values in early childhood. The researchers used a literature review method to determine the role played by families in training young children to apply Pancasila values in everyday life. This research used Google Scholar and Scopus databases to search for relevant articles and conduct a more in-depth analysis. The research stage began with identifying previously determined keywords, screening by reading the abstract and research results and finding relevant articles to study. In analysis, the researcher conducted an analysis based on the context of the study of the selected articles until new themes emerged, which became the focus of the research. The theme was the role of family education in training Pancasila values from an early age. The results of the research showed that efforts to practice Pancasila values could be made by practising belief in God the Almighty, worshipping, respecting each other, praying, taking advantage of God's blessings, respecting older people, loving the environment, working together, respecting opinions, and being fair.

**Keywords:** early age; family education; Pancasila values

### Introduction

Education becomes the principal capital for forming human character. One type of education in Indonesia is informal education, the first education experienced and received by



each individual through the environment and family (Dewi et al., 2020). Education can improve a person's life with a good job (Murshed, 2024). The implementation of educational policy has created strategies to facilitate the exchange of educational practices and national policy reform (Volante & Ritzen, 2016). Education is needed to open up new experience opportunities (Yomantas, 2021).

Family is the first and most important centre of education because, since the emergence of human civilization, family life has significantly influenced development. Milner (2022) states that family structure encourages or facilitates participation in developed family work actions. Family takes advantage of various opportunities for experiential learning that appear to benefit student learning (Langlais, 2018). Experiences and understanding of parents involved in family literacy programs (Swain et al., 2014). The family has a very important role and contribution in cultivating a society with character, identity and culture in the nation and state. This family resilience is the essential capital for a country, whether the country is strong enough to give birth to a generation of qualified, demanding people with an identity.

The first thing that can be done is to train character values from an early age following the values of Pancasila and the norms that apply in the community. Important character values are instilled from an early age as a bulwark to avoid negative things and shape national identity. Indeed, this includes morals, character, nationalism, patriotism and national insight (Poskota News, 2019). It is in line with Barni's opinion that in the digital era, children need to be strengthened with character education because, through a solid moral foundation, children can differentiate between good and bad, and this is what can guarantee the future of Indonesia's young generation (Barni, 2019).

Pancasila belongs to all Indonesians who are not identified with any particular group (Ali, 2009). The efforts to instil Pancasila values are essential in Indonesian national life, especially in the family environment, starting with providing an understanding of the correct history of Pancasila. One of the most important things to provide education and instil excellent and correct Pancasila values can be started by the family. According to Afriansyah (2019), strengthening Pancasila values is often imposed in education and schooling, even though training and bringing out Pancasila values are essential to apply in everyday life, namely in the family environment.

Every parent is obliged not only to care for and raise their children but also to shape their children's personalities and educate them until they reach adulthood (Arr iani, 2019). Children can show positive behaviour in both educational and academic aspects and social, emotional and career dimensions in adulthood (Ruf, 2021). Child care is often understood about its impact on the next generation (Ayoub et al., 2019). The expected education is education that can build good relationships with society, build national and state character and values, and realize unity and integrity of the nation. Through the noble values of Pancasila, the young generation can become citizens who are aware of and understand their rights and obligations, as well as understand the ideology in its entirety and become good, intelligent, skilled citizens with character and morals following Pancasila and the 1945 Constitution (Ruslan, 2020).

Early age is the right time to instil moral education. Shih (2022) stated that early childhood's development and growth period is rapid despite having different physical, psychological and social abilities. Children have a high level of flexibility and imitation ability at this stage. Moral education considers concerns about indoctrination, considering the controversies that arise in various ethical issues (Copp, 2016). Young children have a high curiosity and usually tend to act according to their wishes without paying attention to the consequences they will get. It is essential to train Pancasila values from an early age so that every child's behaviour and actions can be guided to apply Pancasila values early in life (Ruslan, 2020). Besides, young children also have a high curiosity, so they often ask questions and sometimes annoy their parents. In that context, parents must answer patiently and based on Pancasila values in their answers to these questions.

While research related to family education has been conducted, the role of family education in instilling Pancasila values is a topic that has been largely overlooked. This is evident from the results of researchers' searches on Google Scholar and Scopus databases, which show that the majority of articles focus on the role of parents in instilling Pancasila values in early childhood, such as the research conducted by Ariani (2019) at PAUD institutions, and the efforts to instil Pancasila and national values by Prasetyoningsih and Mujiyana (2022). These four articles are just a few examples of the many articles obtained by researchers. When viewed from a broader context, efforts to instil Pancasila values are predominantly carried out in the school environment, while efforts to instil these values from an early age through family education are still relatively scarce. This underscores the need for more research in this area.

The researcher attempted to conduct a literature review related to family education efforts to train Pancasila values from an early age, with the focus of the study being the implementation of Pancasila values. The reason the researcher chose the focus of this study was because research related to the application of Pancasila values from an early age in previous research had not been widely discussed. Besides, efforts to train the application of Pancasila values have not been included in previous research. This research is essential to carry out to enrich and contribute to developing educational and scientific studies in formal education and the family environment.

## Method

The literature review is research those reviews, critiques, and syntheses representative literature on a topic in an integrated manner so that new frameworks and perspectives are produced (Torraco, 2005).

### 1. Identification

There were important terms that emerge from the research questions, namely family education efforts, practicing Pancasila values, and early childhood. To complete these terms, the researchers looked for synonyms using the Publish or Perish software application using the keywords the role of family education, Pancasila values, national values, early childhood, education, and the role of parents.

Furthermore, the researchers also asked for expert opinions regarding the relevant terms and variations used. Search functions are also used such as code functions, punctuation, phrase search, synonyms to process combinations of these terms.

Table 1.

*Search methods user for the literature review process*

Application/Software	Databases	Keywords
Publish or Perish	Scopus	Family Education, Early Childhood, Parenting
	Google Scholar	The role of family education, Pancasila values, national values, early childhood, early childhood, education, and the role of parents

### 2. Filtering

In this process, the articles were separated based on certain criteria. The first step was to separate the articles based on their types, including articles, proceedings, reviews, book chapters and citations.

Furthermore, this review limited the screening process to articles published between 2010-2022. This publication period was chosen because the number of published studies was

sufficient to be reviewed in a representative manner, and a total of 112 articles were found for further processing.

Table 2.  
*Article filtering criteria*

Criteria	Chosen	Excluded/Removed
Data	Articles and books	Proceedings, reviews, book chapters, and citations
Article Type	Relevant research articles and books	The article is not relevant based on context
Time/Year	Between 2010-2022	Before 2010

### 3. Appropriateness

The researchers analyzed articles in detail to determine the suitability of articles for further review by selecting types of research articles and books that were relevant to the context of the study. This was done by reading the abstract, methods and research results.

### 4. Selected articles

Based on the feasibility results, 10 data were found, namely 9 articles and 1 book which were selected to be reviewed using a literature review. This data mostly discussed efforts to instill Pancasila values in early childhood. The author uses the Scopus and Google Scholar databases because the nature and quality of these articles and books are better, so they can provide relevant data and information.

## Result and Discussion

Pancasila, the foundation of the Republic of Indonesia, was formulated to be the basis of the country's independence (Darmodiharjo & Shidarta, 1999). Its presence in the preamble to the 1945 Constitution of the Republic of Indonesia is a concrete manifestation of its importance in national and state life. Serving as the foundation of the state and a guide for social, national, and state life, Pancasila plays a crucial role in shaping Indonesian society. It not only influences but also provides a space for the diversity that enriches the life of the Indonesian nation, making the audience feel included and valued. This unique ability of Pancasila is a testament to its significance in the Indonesian context.

Furthermore, values are interpreted as determinants or measuring tools to consider whether something is good or bad, and values are used as a basis, reason or encouragement to "do" or "not to do something". The values of Pancasila must always be used as the primary basis for thinking and acting, requiring Indonesians to realize the values of Pancasila in good attitudes and behaviour in society, nation and state (Ruslan, 2020). Pancasila value includes fundamental values in the form of values that are fixed and cannot change, the formulation of which is contained in paragraph IV of the Preamble to the 1945 Constitution in the form of divine, humanitarian, unity, people's and justice values which are also the essence of Pancasila, emphasizing the depth of its significance. It also includes instrumental values in the form of directions, policies, strategies, means, and efforts that can be adapted to situations, conditions, and developments over time. Pancasila values also include psychic values implemented and practised in concrete life. Pancasila values must be instilled in children, especially from an early age, underscoring the audience's responsibility and commitment to the future of the nation. Pancasila values, in the concept of Darmodiharjo & Shidarta (1999), can be described as follows.

Table 3.  
*Pancasila Values*

Points	Elements of Value
1. Belief in the one supreme God	a. Belief and devotion to God Almighty according to their respective religions and beliefs; b. Not to force a religion or belief on other parties;

Points	Elements of Value
	<ul style="list-style-type: none"> <li>c. Avoid extremist, radical and exclusive attitudes by developing an open and balanced attitude;</li> <li>d. Respect religious differences and national cultural values;</li> <li>e. Have a tolerant attitude and upholding the nation's customs and culture as a form of practicing religious values and beliefs;</li> <li>f. Mutual respect between followers of religions and beliefs;</li> <li>g. Mutual respect for religious beliefs and beliefs held by other parties;</li> <li>h. Respect other's freedom to practice worship in accordance with their religion and beliefs;</li> <li>i. When carrying out worship, not to disturb public peace and order.</li> </ul>
2. Justice and civilized humanity	<ul style="list-style-type: none"> <li>a. Respect human nature, honor and dignity;</li> <li>b. Respect human freedom in expressing aspirations and opinions;</li> <li>c. Uphold human values;</li> <li>d. Love each other as humans;</li> <li>e. Treat fellow human beings fairly and civilized as treating oneself;</li> <li>f. Not to be mean to other people;</li> <li>g. Have a helpful attitude;</li> <li>h. Appreciate the work of others;</li> <li>i. Develop an attitude of living in harmony, justice and civility in the family environment.</li> </ul>
3. The unity of Indonesia	<ul style="list-style-type: none"> <li>a. Love of the homeland;</li> <li>b. Willing to sacrifice for the interests of the nation and state;</li> <li>c. Proud as an Indonesian nation whose homeland is Indonesia;</li> <li>d. Have a spirit of willingness to sacrifice for the sake of his nation and homeland;</li> <li>e. Foster unity and integrity between fellow ethnic groups in Indonesia;</li> <li>f. Maintain the integrity of the Republic of Indonesia and have an attitude of defending the country;</li> <li>g. Love domestic products.</li> </ul>
4. Democracy led by wisdom in deliberative/representative house	<ul style="list-style-type: none"> <li>a. Have elements of values, including making decisions for the common good, prioritizing deliberation to reach consensus within the family;</li> <li>b. Find out solutions together and not based on the majority vote but on the goals to be achieved for the good of the family;</li> <li>c. Not to implement authoritarian systems and principles in the family environment;</li> <li>d. Realize togetherness, not egoism and individualism.</li> </ul>
5. Social justice for all citizens of Indonesia	<ul style="list-style-type: none"> <li>a. Realize a sense of justice in the family environment;</li> <li>b. Create a balance between rights and obligations in the environment in a fair manner;</li> <li>c. Like to work hard to realize social justice;</li> <li>d. Strive together to realize progress that is equitable and socially just.</li> </ul>

As the first educators, parents play a crucial role in shaping their children's character. They set an example for their children, and the first education a child receives is from their parents. Training the application of Pancasila values early in the family environment is highly important. In this context, children can learn and develop in their environment. When parents

successfully train their children to apply Pancasila values (Nabila et al., 2021). Character can be formed through various means and methods (Aksinudin et al., 2022).

The following are several efforts that families can make to train Pancasila values from an early age to children, including:

1. Training children's belief in God; this can be done by teaching children to believe in God's existence – that He exists. This effort is included in principle 1 of Pancasila.
2. Teaching children to respect their elders is a significant effort that families, especially parents can make. This can be done by instilling the value of politeness and courtesy, encouraging children to use soft and gentle words when communicating. This effort is included in principle 2 of Pancasila.
3. Families, especially parents, play a key role in training children to work together in good things. This can be achieved by encouraging children to do activities together at home, such as cleaning the house. This effort is included in the 3rd principle of Pancasila.
4. Train children to be able to respect other people's opinions. Families, especially parents, can teach children to listen to the opinions of other family members when communicating at home. This effort is included in the fourth principle of Pancasila.
5. Train children to be fair. The family, especially parents, can set an example of fairness in the family environment; for example, paying attention to each family member should not be directed towards just one person. This effort is included in the fifth principle of Pancasila.

If children are trained to familiarize themselves with Pancasila values daily, this will be an entrenched routine and a characteristic in forming attitudes among family members. A good family is a family that can have control and exemplary functions in implementing the noble values of Pancasila. Therefore, humans will be realized as members of the Pancasila family by applying Pancasila values in their daily lives (Ariani, 2019).

## Conclusion

Efforts to train Pancasila values from an early age are highly appropriate because from an early age children store and remember more of what they learn. The hope is that when they grow up, children will be trained and accustomed to changing attitudes and behavior in accordance with Pancasila values. In this case, the family is the child's first home for learning, and the role of parents is highly important to assist children practice attitudes and behavior in accordance with Pancasila values in their daily lives. It is hoped that children will be able to have knowledge and grow with noble and moral character in accordance with the values of Pancasila. Further research is suggested to explore more about the implementation of concrete programs that families can use to increase the development of national ideological values from an early age.

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