



Exploring the Challenges of Pancasila Education Learning: An Exploration of Strategies to Nurture Cultural Appreciation among Indonesian Elementary Students

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ABSTRACT

Pancasila education in elementary schools plays an important role in creating the next generation who love their homeland and can instill Pancasila values in their daily lives. This study aims to analyze the inhibiting factors in the learning process of Pancasila Education in elementary school students to increase the value of love for Indonesian culture. This research method was conducted descriptively qualitatively with data collection through observation, interviews, and documentation. Students experienced difficulties in the form of a lack of interest in cultural diversity in Indonesia and difficulty understanding cultural materials. The results of this study indicate that the approach used by teachers to overcome the inhibiting factors in the learning process of Pancasila Education in students by: 1) involving a combination of visuals, 2) interactive learning, and 3) involving direct experience. Supporting activities to foster a sense of love for Indonesian culture in students at school include: 1) storytelling, 2) visiting botanical gardens, 3) wearing traditional clothing, and 4) dancing regional dances.

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Education is a conscious and planned effort to create an environment and learning process that enables students to actively develop their potential. This enables them to acquire spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves and society (Rahman et al., 2022). Education not only provides knowledge and skills but also fosters attitudes, values, and character traits that are useful for living in society. Education is also a strategic tool for improving the quality of human resources, which drives progress in society and the nation. Education is crucial for human life, especially for children. This demonstrates the Indonesian people's right to education and their hope for progress. Education can generally be defined as a lifelong process that helps everyone develop themselves to survive and sustain life (Rahayu & Dellarosa, 2025). One of the essential components of human life is education. This means that education is used to shape a person's personality, develop their potential, and prepare them to face life's challenges.

The elements of education consist of many interconnected parts, including: 1) Students are the main subjects in education because they are beings who grow mentally and physically, and require guidance regardless of their age. 2) Educators or teachers are the people responsible for implementing education in accordance with the goals of the students. Educators can play a role in educating children, whether from families, schools, or the community. 3) Educational interaction, or reciprocal communication between educators and students, is how the educational process takes place. This interaction is intended to use appropriate materials, techniques, and tools to achieve educational goals. 4) Educational goals themselves are the goals to be achieved. These goals can be considered general and ideal, but must be realized concretely according to the situation, place, time, and available resources. 5) Educational materials are teaching materials used during the learning process. The curriculum combines educational materials with core materials and local content to support the achievement of these goals. 6) Educational tools and methods such as computers, textbooks, and other learning media are used as means and methods of delivering material. 7) The educational environment is a place where the learning process takes place, consisting of family, school, and community, each of which functions as three educational centers to support student growth (Rahman, et al., 2022).

Pancasila consists of two Sanskrit words: "panca," meaning five, and "sila," meaning principle or foundation. Thus, Pancasila consists of five principles. Notonegoro stated that Pancasila is the philosophical foundation of the Indonesian state (Sari & Fatma, 2022). Philosophically, Pancasila is considered the deepest thought or deepest thought of the Indonesian people. Indonesians consider Pancasila to be the best, wisest, fairest, most true, and most appropriate reality (norms, values). To prevent the fundamental values of Pancasila from disappearing from society, the nation's children must be educated about the importance of Pancasila (Akhyar & Dewi, 2022). Pancasila education aims to instill and develop Pancasila values in students so that they have character, a sense of nationalism, and the ability to behave and act in accordance with the foundations of the Indonesian state.

Character education is an educational process that plays a role in fostering and shaping individual personality through ethical education. Character education also teaches students good habits so they can act in accordance with Indonesian character values (Pebriyanti & Irwan Badilla, 2023). Pancasila education and character education are interrelated because the values contained

in Pancasila serve as a foundation for character formation in children, such as prayer and tolerance, caring and justice, maintaining togetherness, respecting the opinions of others, and sharing and helping one another. Therefore, Pancasila education helps cultivate positive character in children from an early age.

The role of teachers is closely related to character education because teachers not only teach but also serve as role models. Teachers help students practice and internalize character values in their daily lives through their attitudes, guidance, and example. Teachers are a crucial part of the educational process; without them, education will inevitably produce poor results. Furthermore, the learning process must be effective and involve high participation from various stakeholders, especially educators, students, parents, and educational administrators, for education to be highly effective (Bhughe, 2022). The role of educators or teachers (external) is crucial because of their influence on students; they are expected to demonstrate exemplary behavior (akhlakul karimah) in their daily lives (Pebriyanti & Irwan Badilla, 2023). In addition to imparting knowledge, teachers instill attitudes, values, and skills so that students grow holistically, intellectually, emotionally, socially, and spiritually. Teachers also shape a generation that is intelligent, virtuous, and ready to face life's challenges.

It is crucial for teachers to foster a sense of patriotism by teaching national values through lessons, role models, and practical activities. Teachers can teach national history, introduce local culture, instill respect for national symbols, and even encourage students to participate in national activities. Students can grow into a proud, caring generation, and be ready to contribute to the nation and state through the example and guidance of teachers. Therefore, educators must be able to harness their potential and instill a sense of pride in their homeland. Love of the homeland is an attitude based on love, willingness to sacrifice, and readiness to defend the homeland, nation, and state. This is similar to the struggle against colonialism, which was based on a noble spirit and deep love for the homeland and state. Ultimately, this struggle leads to the achievement of independence as the nation's ideal (Daud & Triadi, 2021). Individuals who love their country will fight with all their might to protect and safeguard its sovereignty, honor, and everything it possesses. The feeling of love for the country encourages everyone to develop their country with enthusiasm so that the goals of living together can be achieved, and the feeling of love for the country must be fostered in the soul of every citizen or nation (Salsabila et al., 2021).

Cultural diversity is closely related to patriotism, as loving one's nation means appreciating and preserving its rich cultural heritage. Pride in a diverse yet unified national identity fosters patriotism through understanding and accepting differences in ethnicity, language, religion, and customs. Globalization has brought nations around the world closer together, creating both challenges and opportunities for intercultural relations. One of the greatest challenges is building a strong understanding of cultural diversity, which is fundamental to peace and cooperation among nations. Teaching multicultural concepts to young children presents both challenges and opportunities. Building relationships, understanding diversity, overcoming stereotypes, and short attention spans are all challenges in teaching these concepts. Educators also face the challenge of creating a safe environment where students can speak honestly about their experiences and backgrounds without feeling marginalized if their experiences differ from others (Dellarosa et al., 2024). In schools, cultural education is very important to introduce students to the diversity of

Indonesian culture and teach them important life skills to build character and develop their potential (Minsih et al., 2024).

Education plays a crucial role in creating a multicultural environment where people can understand and acknowledge each other. Culture is a way of life that develops and is passed down from generation to generation among a particular group of people. Religion, customs, politics, language, buildings, clothing, and artwork are the systems that shape this culture. Multiculturalism is an effort to create, guarantee, and encourage public spaces where diverse communities can grow and develop in their own ways (Khairiah & A. Walid, 2020). From an early age, cultural diversity is crucial because it teaches tolerance, mutual respect, a sense of unity, and national pride.

In a study conducted at a public elementary school in an urban area of East Java, the authors identified factors inhibiting the learning process of Pancasila Education, particularly in cultural topics. Students often struggle to understand diverse social and cultural values, complex concepts such as religious beliefs and convictions, and social norms, primarily due to a lack of interest and the abstract nature of the material. These difficulties are compounded when educators fail to connect cultural topics to students' lived experiences, leading them to perceive lessons as less relevant to the real world. Indonesia is a dynamic country with a wealth of cultural experiences to explore. Indonesia's culture and geography are diverse, encompassing ethnicity, language, religion, geography, cultural practices, and historical impacts (Dellarosa et al., 2024). However, understanding cultural diversity is crucial for fostering tolerance, mutual respect, and a love for Indonesian culture.

With these problems, the author is interested in conducting research related to "Exploring the Barriers to Learning Pancasila Education: Strategies to Increase the Value of Love for Indonesian Culture for Elementary School Students" because it is based on problems found in the field, low student interest in understanding cultural diversity, and their difficulties in internalizing abstract values such as social beliefs, religion, and social values. In this title, the researcher wants to learn more about the various obstacles that arise during the learning process of Pancasila Education. These obstacles come from students, educators, learning methods, learning media and the learning environment, which ultimately contribute to the development of a sense of love for Indonesian culture that is less than optimal. This research is expected to help find solutions and learning strategies that are better, contextual, and relevant to the real lives of students. This will help achieve the main goal of Pancasila Education, namely, forming a generation with character, love for the homeland, and pride in the nation's culture.

METHODS

The method used in this research is a qualitative descriptive study. Qualitative descriptive research (QD) is typically used in social phenomenology and employs a simple inductive flow qualitative approach. In qualitative research, data is analyzed before, during, and after completion (Yuliani, 2018). This study aims to analyze the inhibiting factors in Pancasila Education learning, particularly in the subject of cultural diversity, at a public elementary school in an urban area of East Java in an effort to instill a love of Indonesian culture in students.

This study uses a qualitative descriptive approach that focuses on collecting data in the form of words, descriptions, and real-world experiences to gain a deep understanding of the inhibiting factors in learning Pancasila Education in instilling the value of love for Indonesian culture. The subject in this study is a fourth-grade teacher at a Public Elementary School located in an urban area of East Java. To maintain research ethics, the informant's real identity is disguised with the name Mrs. Sasa. She is a teacher who has dedicated herself since 2004 until now, with a regular teaching schedule every day from 07.00 to 12.10 WIB. In-depth interviews were conducted in July 2025. The researcher has known Mrs. Sasa since February 2025 when the researcher participated in a teaching program from the campus at the school. The good relationship that has been established since then helps the process of collecting information through interviews to be more open, intimate, and detailed.

In this study, researchers conducted observations, interviews, and documentation to collect data for the study (Subadi, 2011). Observations were conducted directly at school and in the classroom to observe Pancasila Education learning activities, interactions between educators and students, and how a love of Indonesian culture was instilled in the learning process. Furthermore, an interview was conducted with Mrs. Sasa from a Public Elementary School in an urban area of East Java who has 21 years of teaching experience, with the aim of gaining more in-depth information regarding the obstacles faced during the learning process. The interviews were conducted semi-structured, where the researcher had a guideline for questions, but still gave the teacher the opportunity to explain flexibly and more broadly based on her experience (Adhabi & Anozie, 2017). After that, documentation was used as supporting data, in the form of photos of learning activities and photos of activities outside the classroom, so that the information obtained was more complete and its validity could be tested. The data obtained were analyzed using the stages of data reduction, data presentation, and drawing conclusions, to produce a clear picture of the inhibiting factors and strategies used to overcome these in elementary school Pancasila Education learning in instilling a love for Indonesian culture in students.

RESULTS AND DISCUSSION

Inhibiting Factors

In the data collection analysis process using observation, interview, and documentation methods on students at Public Elementary Schools in urban areas of East Java, inhibiting factors were obtained in the learning process of Pancasila Education to increase the value of love for Indonesian culture, namely internal factors and external factors.

Internal Factors

Factors originating from within the student are also known as internal factors, and these factors relate to physical (physiological) and psychological factors (Parni, 2017). Internal factors that hinder the classroom learning process include low student interest in learning, difficulty understanding abstract concepts, and students' lack of direct experience with local culture. Based on the results

of observations and interviews with teachers, internal factors were found that hindered cultural learning in students.

Researcher: "Do students seem to have difficulty understanding cultural material? If so, in what areas?"

Ms. Sasa: "Yes, students can have difficulty understanding cultural material, especially in abstract parts such as understanding diverse social cultural values, complex concepts such as religious values and beliefs, or when the material is not relevant to their experiences."

Researcher: "What media or learning resources are usually used in learning cultural material?"

Ms. Sasa: "In addition to textbooks and supporting books, the use of interactive media such as YouTube and social media can be used in learning cultural material."

These internal factors include: (1) Low student interest in learning materials. Students consider cultural lessons unimportant or irrelevant to their daily lives. As a result, they tend to be passive when learning. (2) Difficulty in understanding abstract concepts. Students tend to have thoughts that are dominated by concrete and visual things, so abstract concepts are often difficult to understand without supporting media. (3) Lack of direct experience of students with local culture. Students mostly only learn about culture through books or pictures, which limits their understanding. These internal factors contribute to reducing students' active involvement in the learning process and stopping the growth of love for Indonesian culture in them.

External Factors

External factors are all factors outside the student's personal environment that influence their activities and desired learning outcomes. These factors include environmental and instrumental factors (Parni, 2017). Observations and interviews revealed external factors that hinder the learning process of Pancasila Education with a cultural focus.

Researcher: "What obstacles or challenges do you face when teaching cultural material that includes the diversity of traditional clothing, traditional houses, traditional dances, traditional ceremonies, traditional musical instruments, traditional foods, and traditional weapons in Indonesia?"

Ms. Sasa: "These challenges include the young generation's lack of interest in culture, the dominance of foreign cultures, limited resources, lack of knowledge, and difficulty in conveying information in an interesting way."

Researcher: "To what extent do visual or digital-based learning media play a role in increasing the interest and understanding of students in your class?"

Ms. Sasa: "Visual and digital learning media play a crucial role in increasing student interest and understanding. Using these media can make learning materials more

engaging, easier to understand, and relevant to the real world, thus motivating students to learn more actively and deeply."

External factors that hinder cultural learning include: (1) Dominance of foreign culture. The existence of social media, television, films, and digital games is one of the biggest challenges. Globalization tends to influence the character formation of children in elementary schools in the modern era. This is shown by their behavioral patterns that experience a decline in individual character values (Irmayati, 2016). Children are more interested in modern culture, such as music, fashion, and trends from abroad than learning local culture. This causes Indonesian cultural values to become less clear in the daily lives of students. Therefore, as educators, teachers must instill in children that culture must be preserved at all times. If foreign culture is not filtered properly, local culture will be left behind and eventually forgotten (Sebayang et al., 2024). (2) Limited cultural resources and learning media. Limited educational resources that can help learn culture more interesting, such as limited media or cultural teaching materials and teachers who are only fixated on textbooks during the learning process. This often makes students feel bored and uninterested in the lesson. In addition, the lack of facilities and funding makes it challenging for teachers to provide life experiences such as dance performances, traditional music, or traditional activities in the classroom. (3) Challenges in delivering material. Difficulty in delivering cultural material in a way that is relevant to the development and personality of today's children. The material presented is often text-based and not interactive, making it difficult to attract the attention of students who are more accustomed to visual and digital media. These external factors limit students' understanding of Indonesia's cultural diversity and prevent their love for Indonesian culture from fully developing.

Teacher Strategy

In the results of interviews with teachers, several strategies were found that teachers used to face various obstacles that occurred due to internal and external factors. Teachers provided several relevant, innovative and strategic solutions to overcome these obstacles.

Activity 1: Using Interactive Learning Media

Interactive learning media helps educators and students interact with each other and creates a dynamic and participatory learning environment (Fitria et al., 2023). The use of interactive learning media in elementary education can be considered a progressive step in response to the rapid development of technology. It is also a way to maximize the use of media to improve the quality of education (Siregar et al., 2021). In reality, teachers use interactive learning media related to children's daily lives, striving to make classes engaging. Videos about traditional dances, folktales, and introductions to Indonesian traditional clothing on platforms like YouTube, TikTok, and Instagram are considered educational content that can attract students' interest. Educational games and icebreakers are also integrated into the learning process. The goal is to prevent students from getting bored, keep them active, and be more engaged in understanding cultural material.

Activity 2: Using Visual and Digital Media

Digital learning media refers to tools and resources powered by digital technology to support the learning process. Digital learning media provides opportunities for elementary school-aged children to participate in the learning process and enables learning tailored to each student's needs (Alga et al., 2024). In the learning process, teachers use videos, animations, and simulation applications to teach abstract topics such as the meaning of symbols in traditional houses and the values embodied in traditional ceremonies, as shown in **Figure 1**. For example, animations of Tongkonan houses can demonstrate the function of pillars and carvings. Furthermore, gamelan videos can help students understand the sounds of traditional musical instruments, which may be difficult for them to hear in person. Digital media makes Indonesian culture more tangible and easier to understand than text in textbooks.



Figure 1.Using Visual and Digital Based Media

Activity 3: Using New Media that Suits Student Characters

The use of learning media can aid students' learning process. This makes them more actively involved in the learning process, easier to understand the material, and more motivated (Wardani et al., 2024). Using learning media that suits students' needs in the classroom can facilitate learning. For teachers, relevant learning media can concretize ideas or reflections and encourage dynamic individual learning. For students, this media can be an important extension of their thinking and actions (Husna & Supriyadi, 2023). In this regard, teachers encourage the creation of new learning media. Examples include comics that teach children traditional Indonesian dances, picture cards depicting traditional regional foods, or colorful and interactive cultural quiz apps. These media are suited to the nature of elementary school students who enjoy visual elements and simple games. For example, students can learn about traditional foods by playing cards and matching food images with their places of origin. Cultural material becomes more memorable in this way because it is presented in a fun format.

Activity 4: Encouraging Active Learning

Active learning is a type of learning that allows students to actively participate in the learning process, both through interactions between students and educators and throughout the entire learning process (Hidayati et al., 2022). Active learning results in significant improvements in students' critical thinking skills in elementary schools (Fajra et al., 2023). In its activities as shown in **Figure 2**, students can discuss, role-play, or actively participate through activities that connect

culture to real life. In this way, students not only learn about culture but also feel proud to be part of a diverse nation thanks to the direct connection between cultural materials and their real lives.



Figure 2. Active Learning

Student Activities in an Effort to Cultivate a Love of Culture

A love of one's country must be instilled from childhood so that every human being can become a good person and achieve their nation's goals. Instilling a love of one's country in schools is crucial because it provides children with a sense of belonging, compassion, sustainability, and progress (Nova et al., 2024). Observations at a public elementary school in an urban area of East Java revealed several supporting activities that can foster a love of Indonesian culture among all students at the school, including:

Activity 1: Storytelling

In the storytelling activity, students previously participated in a literacy program held regularly once a week like other subjects as shown in **Figure 3**. This literacy activity includes various activities, such as reading, writing, observing, and storytelling, thus providing opportunities for students to develop language and communication skills. From this series of activities, teachers then select students who demonstrate high learning outcomes and have an interest and potential in the field of storytelling. Selected students are then given special training in storytelling, paying attention to intonation, expression, and understanding of the story's content. After going through the training process, students present the story in the schoolyard as an open performance witnessed by the entire school community. This activity not only increases self-confidence and public speaking skills, but also introduces Indonesian folklore rich in moral values, teachings of goodness, and local wisdom.



Figure 3.Storytelling

One effective way to instill moral values in early childhood is through storytelling. This also helps instill local cultural values through traditional stories (Gusmayanti & Dimyati, 2021). Thus, storytelling is not only a means to hone students' literacy skills but also a concrete effort to foster a love of Indonesian culture. Through folklore, students can learn about and appreciate the nation's cultural heritage, which has been passed down through generations.

Activity 2: Visiting the Botanical Gardens

In the Mid-Semester Activities (KTS) at public elementary schools in urban areas of East Java, in addition to conducting exams, schools also organize visits to educational sites as part of the student learning process. One of the objectives of these visits is to botanical gardens in urban areas of East Java, as shown in **Figure 4**, which serve not only as recreational facilities but also as contextual learning media. Through these activities, students are invited to learn about various types of Indonesian flora, understand the importance of protecting the environment, and foster a sense of awe and pride in the nation's natural wealth. Visits to botanical gardens also instill noble cultural values, such as concern for nature and togetherness in preserving environmental heritage.



Figure 4. Visiting the Botanical Gardens

The term "biodiversity" refers to life on Earth and encompasses all life on Earth, including humans, microorganisms, microscopic matter, plants, animals, and so on (Rachmawati et al., 2024). Therefore, this activity is not merely an educational tour, but also part of the process of instilling a love for Indonesian culture and biodiversity, as nature and the environment are an inseparable part of the nation's identity and culture that must be protected and preserved by the younger generation.

Activity 3: Wearing Traditional Clothes on Kartini Day

In commemoration of Kartini Day, in addition to holding a joint ceremony, this public elementary school in an urban area of East Java also required all school members to wear traditional attire, as shown in **Figure 5**. The use of traditional attire in this commemoration is a tangible manifestation of respect for the cultural diversity of the Indonesian nation. Through this activity, students are encouraged to understand that each region in Indonesia has its own characteristics, identity, and cultural heritage that deserve to be appreciated and preserved. By wearing traditional attire, students are not only introduced to the beauty, patterns, and philosophical meaning of traditional clothing, but also foster a sense of pride in the nation's culture. Furthermore, the commemoration of Kartini Day associated with the use of traditional attire conveys a symbolic message that the

struggle of Indonesian women in fighting for education and equality is always in line with efforts to preserve cultural values.



Figure 5. Wearing Traditional Clothes on Kartini Day

Traditional clothing is worn by every region in Indonesia as a representation of its region. The shape, color, and type of fabric used in traditional clothing have unique meanings (Astini et al., 2023). Therefore, this activity is not only ceremonial but also serves as a means of character and cultural education, instilling a love of tradition and national identity in students from an early age.

Activity 4: Dancing Regional Dances

Every Friday, this public elementary school in an urban area of East Java holds routine activities that include regional dances, gymnastics, and clean Fridays, as shown in **Figure 6**. Of these activities, one that specifically instills a love of culture is the traditional dance activity, namely the Remo Dance. This activity is performed together in the school yard, led by two students who stand in front as guides, while the other students follow the dance enthusiastically. The Remo Dance was chosen because it is a traditional dance that has historical and philosophical value, and illustrates the richness of regional culture. Through this activity, students not only learn dance movements, but also are trained to understand the meaning and values contained within, such as courage, agility, and the beauty of cultural expression. In addition, the implementation of this mass dance fosters a sense of togetherness, solidarity, and discipline, because each student must follow the movements in an orderly manner according to the guide's instructions.



Figure 6. Dancing Regional Dances

Dance is an integral part of Indonesia's cultural diversity. Besides its aesthetic value, dance also possesses moral, social, and spiritual values (Aisara et al., 2020). Therefore, Remo Dance

activities in schools are not merely artistic practices but also effective ways to instill pride and love for Indonesian culture.

Activity 5: Ramadhan Islamic Boarding School

During Ramadan, this East Java State Elementary School conducts a Ramadan Islamic boarding school (pesantren) program as a form of religious guidance and character education for students as shown in **Figure 7**. Throughout the month, students participate in various Ramadan Islamic boarding school activities, including reading the Quran, Islamic studies, and congregational prayers under the guidance of rotating teachers. As a form of discipline and respect for religious culture, all students are required to wear Muslim attire every day during Ramadan. At this school, religious activities are focused entirely on Islam, as the majority of students are Muslim. Due to the relatively small number of students who practice other religions, other religious celebrations are not held.



Figure 7.Ramadhan Islamic Boarding School

Instilling Islamic values in students through simple yet important classroom practices, such as greeting, singing religious songs, and reciting the Quran, serves as a way to introduce basic Islamic concepts and shape students' daily lives in accordance with religious values (Dellarosa, 2022). Thus, students not only broaden their understanding of Islam but also foster a love of Indonesian culture. Cultural values are reflected in the use of Muslim attire, which demonstrates religious identity as part of Indonesian culture, as well as attitudes of mutual respect, togetherness, and collaboration in various activities. Therefore, the Ramadhan Islamic boarding school at this public elementary school in East Java instills cultural values and strengthens students' identities from an early age.

Based on this description, it can be concluded that several activities, such as storytelling, visiting botanical gardens, wearing traditional attire on Kartini Day, practicing regional dances, and Ramadan Islamic boarding schools, play a vital role in instilling a love of culture in students. Through these activities, children are encouraged to recognize, understand, appreciate, and preserve the nation's cultural values in their daily lives. Therefore, cultural education occurs not only in the classroom but also through real-life experiences. These experiences shape the character and identity of students as the nation's future generation.

CONCLUSION

In this study, Pancasila Education learning in fostering a love of Indonesian culture in Public Elementary Schools in urban areas of East Java still faces internal obstacles in the form of low interest in learning, difficulty understanding abstract concepts, and lack of direct experience, as well as external obstacles such as the dominance of foreign cultures, limited resources, and challenges for teachers in delivering materials. To overcome these obstacles, teachers use interactive learning media, present visual and digital media, develop media according to student characteristics, and encourage active learning to be more interesting and meaningful. Other supporting activities to instill a love of Indonesian culture include storytelling activities, visits to botanical gardens, wearing traditional clothing on Kartini Day, and dancing local dances.

This study is expected to serve as a reference for readers in understanding the inhibiting factors and solutions in culture-based Pancasila Education learning, as well as encouraging the creation of new, more creative strategies in instilling a love of Indonesian culture in students. This study still has limitations, so it requires further research. Future research is recommended to expand the scope of the subject, not only focusing on one school, this is intended to obtain a more comprehensive picture of the inhibiting factors and solutions in Pancasila Education learning, especially on cultural materials.

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