


Implementation Of Pancasila Ideology Development And Pancasila Ideology Development Policy Regulation And Training Policies

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Article Info	ABSTRACT
<p>Keywords: Implementation of educational regulations, Training for the development of Pancasila ideology. Agency for the Development of Pancasila Ideology.</p>	<p>The true essence of Pancasila is not only knowing and memorizing the precepts in Pancasila, but Pancasila needs to be actualized in the moral attitudes and behavior of all Indonesian citizens. Every citizen needs to realize that in society, nation and state, every citizen has human nature, that every human being is both an individual creature and a social creature. This research uses a descriptive qualitative approach. The data used in this research is divided into two types, namely primary data and secondary data. The informants in this study were 11 people. Data analysis that has been developed by Miles and Huberman uses an interactive model with three procedures, namely: Data Reduction, Data Presentation and Conclusion Drawing. research results and discussion: The implementation of educational regulations and training for Pancasila ideology development seen from the productivity dimension is currently not optimal because the Pancasila Ideology Development Agency (BPIP) does not have office representatives in the regions and seems to work alone and is unable to reach the needs of the target group. Meanwhile, within the internal scope, BPIP has not yet fully realized the mandate of Presidential Regulation Number 7 of 2018.</p>
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INTRODUCTION

Ideology has at its core a comprehensive and deep set of norms or basic values that are owned and held by a society or nation as an insight or outlook on life. The basic values that are connected or united into one system, such as Pancasila as the basis of the state, the state ideology, and the nation's philosophy of life by the nation's founders, must be fought for continuously so that they become a reality in all areas of social, national and state life.

Pancasila is a formulation of the nation's ideology that is extracted from the values of life of the Indonesian people since ancient times which were born on June 1, 1945. These values are crystallized into 5 (five) main points of Pancasila which reflect the characteristics of the life of the Indonesian nation, namely: (1) Belief in God. Almighty; (2) Just and civilized humanity; (3) Indonesian Unity; (4) Democracy led by wisdom in deliberation/representation (5) Social justice for all Indonesian people.

Article 3 of Presidential Regulation Number 7 of 2018 mandates that BPIP has the task of assisting the President in formulating policy directions for the development of the Pancasila ideology, carrying out coordination, synchronization and control of the development of the Pancasila ideology in a comprehensive and sustainable manner, and implementing the preparation of standardization of education and training, organizing education and training and providing recommendations based on studies of policies or regulations that conflict with Pancasila to state institutions, ministries/institutions, regional governments, socio-political organizations and other components of society.

According to Kaelan The foundation of Pancasila education consists of a historical basis, a cultural basis, a juridical basis and a philosophical basis. Historical foundation means that the values of Pancasila before they were formulated and ratified as the basis of the state were objectively historically owned by the Indonesian people. Cultural foundation means that the state and social values contained in the Pancasila principles are not just a conceptual result of someone but the work of the Indonesian people themselves. Juridical foundation means the national education system is based on Pancasila. Citizenship education based on Pancasila as the philosophy of the Indonesian nation and state. The philosophical basis means that the Indonesian people in their life in society and state are based on the values in Pancasila. Pancasila is a source of values in the implementation of statehood both in national development, economics, politics, law, socio-culture as well as defense and security.

Article 35 of Presidential Regulation Number 7 of 2018 mandates the Deputy for Education and Training to carry out functions: preparing plans and programs, preparing standardization and curriculum, organizing education and training to develop the Pancasila ideology for state officials, members of socio-political organizations and other components of society. Since the promulgation of Presidential Regulation Number 7 of 2018, it has been deemed inadequate to address the challenges of the need to instill Pancasila values which must be implemented by all Indonesian people.

This policy can only accommodate the implementation of education and training at the internal level of BPIP and cannot yet reach ministries, institutions, central and regional governments. Ideally, the substance of Pancasila becomes a joint government program at both the central and regional levels. Ministries, Institutions, Central Government and Regional Governments should also be able to create Pancasila ideology development programs by referring to BPIP as an institution mandated by the President to carry out Pancasila ideology development.

Setara Institute conducted a survey in 2019 and noted that of 171 student respondents in Jakarta, Bogor, Depok, Tangerang and Bekasi, around 5.8% agreed that Pancasila should be replaced by another ideology. 2020, Center for Strategic and International Studies (CSIS) noted in his survey, 10% of the millennial generation or students stated that Pancasila was no longer relevant to current developments and agreed to be replaced. The Ministry of State Apparatus Empowerment, Bureaucratic Reform (KemenpanRB) explained that every month they fire an average of 30-40 State Civil Apparatus (ASN) for various

violations, including joining banned organizations and not recognizing Pancasila and the 1945 Constitution of the Republic of Indonesia.

The implementation of Pancasila values, which serve as guidelines for national and state life, is currently starting to move away from ideal conditions. This is caused by various conditions and challenges of contemporary development which erode the existence of values such as: globalization, exclusivism, socio-economic disparities and the threat of social exclusion. This condition was then formulated as an issue in the development of the current Pancasila ideology, namely the lack of understanding of Pancasila.

This is in line with what was conveyed by Yudi Latif as an academic at Paramadina University at the event Socialization of Police Regulation Number 1 of 2021 concerning Community Policing on February 21 2022. The phenomenon of globalization brings two consequences, namely first, take away globalization which attracts nations to be united in international influence through telematics technology which reaches various regions and even remote corners of the world. Second, globalization is push down in nature which pushes the nation and state downward so that Indonesia, which has a pluralistic society, faces the reality of external and internal pluralization. The flow of globalization is putting very serious pressure on state order and security.

The issue of juvenile delinquency is important to study from the perspective of education and the character of Pancasila. The problem of juvenile delinquency is considered to be a psychological and social problem that occurs in the school environment and social environment. Several things that cause juvenile delinquency include a lack of love and attention from parents, parents' upbringing patterns that are too harsh on children or conversely parents who are too pampering and give everything the child asks for.

Based on the data presented above, this is only the data recorded by KPAI and it is possible that there is still a lot of data that has not been reported. This can be seen from every day in online news and on television crime cases are broadcast that do not reflect the values of Pancasila. Therefore, citizens and state officials must provide role models that uphold ethical norms, legal norms and religious norms as well as character education that is in accordance with the values of Pancasila. Apart from that, in the period from 2020 to 2045, Indonesia will be the Golden 100 years of Indonesia's independence by facing a population demographic bonus, namely 70% of Indonesia's population is in the productive age (15-64 years), while the remaining 30% is the unproductive population (age under 14 years and over 65 years).

According to Mahfud MD, in national and state life in Indonesia, Pancasila is an awareness of legal philosophy and a source for national and state awareness. Pancasila is an ideology that unites amidst the dangers of radicalism and division in the current era of globalization. Lack of understanding of Pancasila, which should be understood as the foundation of national and state life, makes young people vulnerable to being divided. Therefore, it is deemed necessary to reintroduce the values of purity and wisdom of Pancasila among young people to strengthen the spirit of unity again.

METHOD

Research design

This research uses a descriptive qualitative approach. According to Whitney in Nazir, descriptive research is a study to find facts through correct interpretation. A qualitative approach was chosen based on two reasons. First, the problem studied in this research concerns educational policy regulations and Pancasila development training which requires actual field data. Second, this selection is based on the relationship between the problem being studied and a number of primary data from research subjects which cannot be separated from their natural background.

Research Conceptual Framework

Table 1 Conceptual Framework of Research

Title	Variable	Dimensions	Indicator
Implementation of Education and Training Regulatory Policies for the Development of Pancasila Ideology	Policy Implementation (Hamdi, 2013)	Productivity	Policy Goals and Policy Objectives.
		Linearity	Procedures, Time, Costs, Place and Implementation.
		Efficiency	Executor, Assets, Funds; and Technology

Source: Processed by researchers based on Hamdi's concept (2013)

Necessary data

The data used in this research is divided into two types, namely primary data and secondary data. According to Sinulingga Primary data is data obtained from informant sources and then collected directly from the source by the researcher himself. Secondary data is data obtained or collected and processed by other parties so that researchers do not need to search for it but only collect it.

Informants/Respondents and How to Determine Them

According to Bungin There are two ways to obtain research informants, namely snowball sampling and key person. The snowball sampling method is used if the researcher does not know who understands the research object information, while the key person method is used if the researcher already understands initial information about the research object or research informants, so a key person is needed to start conducting interviews or observations. A key person is a formal or informal figure.

Data collection technique

According to Creswell Data collection procedures in qualitative research involve 4 (four) types of strategies, namely: Observation, Interview, Documentation, Audio and visual materials

Research Instrument

The instrument that the researcher used for the data collection method using interviews was an interview guide that was broadly adapted to the research topic, the data collection method through observation was an observation sheet.

Data Validity Techniques

Patton in Affifuddin states that there are 4 (four) types of triangulation as an examination technique to achieve validity, namely: Data Triangulation, Observer Triangulation, Triangulation Theory, Triangulation Method

Data analysis technique

Data analysis was carried out from the beginning until throughout the research process using an inductive method by thinking starting from specific facts or events and then making generalizations of a general nature. According to Wijaya qualitative descriptive analysis by referring to the data analysis model that has been developed by Miles and Huberman using an interactive model with three procedures, namely: Data reduction, Data presentation, Drawing conclusions

Location and Research Schedule

The research location is the place where researchers conduct research to see the situation and look for actual data on the object to be researched. This research took place at the Pancasila Ideology Development Agency of the Republic of Indonesia. The Pancasila Ideology Development Agency of the Republic of Indonesia is an institution that is given the authority to develop the Pancasila ideology for all Indonesian citizens.

RESULTS AND DISCUSSION

Implementation of Education Policy and Training for the Development of Pancasila Ideology

a. Productivity

The productivity of implementing educational policies and training to develop the Pancasila ideology can be seen in the ability of the BPIP Deputy for Education and Training to realize the achievement of previously set target standards. Researchers want to know the implementation of educational policies and training to develop Pancasila ideology at BPIP after 5 (five) years of BPIP's existence.

One of the important achievements of BPIP at this time is the preparation of the Pancasila Main Textbook (BTU) as the main teaching material used in formal education from Early Childhood Education, Elementary School (SD), Middle School (SMP), High School/ Vocational (SMA/K) and Higher Education (PT) under the Ministry of Education, Culture, Research and Technology. Apart from that, BPIP has also conducted studies and reviews of various regulations ranging from regulations at the central level to regional regulations and carried out advocacy and harmonization of regulations that conflict with the Pancasila ideology.

b. Linearity

The standards that have been established as derivative regulations from Presidential Regulation Number 7 of 2018 concerning the Pancasila Ideology Development Agency, namely Regulation of the Pancasila Ideology Development Agency Number 2 of 2020 concerning Education and Training for the Development of Pancasila Ideology, Decree of the Head of BPIP Number 65 of 2023 concerning Guidelines for Accreditation of Education and Training and Decree of the Head of BPIP Number 67 of 2023 concerning Guidelines for Certification of Education and Training Lecturers/Facilitators and Teachers

c. Efficiency

Based on the results of observations made by the researcher, the researcher feels that the number of human resources is not sufficient to carry out education and training as it is currently. Researchers found that the activity committee had to work overtime until morning to check financial administration files such as transportation issued by participants upon arrival and departure. This happens because the financial system at BPIP has not been digitized, so it requires the committee to input one by one to be able to pay the replacement based on the amount and receipt conditions that can be accounted for.

Determinant Factors that Influence the Implementation of Education and Training Policies for the Development of Pancasila Ideology

According to Hamdi, the determinants of public policy implementation show various factors that can influence the success of policy implementation. These determinants relate to policy substance, implementing task behavior, work network interactions, target group participation, and resources. Policy substance concerns the consistency of the derivation of policy content/specifications, and the alignment of policy content with the content of other policies. Executor task behavior includes things such as work motivation, tendencies to deviate or abuse authority, and learning abilities. Network interactions relate to cooperation between implementers and authority relationships between levels of government.

The factors that influence the successful implementation of education and training policies for the development of the Pancasila ideology are the substance of the policy, the behavior of the implementer, work network interactions, target group participation and the resources available at the Deputy for Education and Training at the Pancasila Ideology Development Agency. Researchers analyzed the things that influenced this success and described them as follows:

a. Policy Substance

Presidential Regulation Number 7 of 2018 specifically regulates the development of the Pancasila ideology by BPIP as a leading sector, but synergy and integration of programs is needed between BPIP and various Ministries, Institutions, Central Government and Regional Governments. BPIP continues to improve regulations by establishing several derivative regulations from Presidential Regulation Number 7 of 2018 such as Decree of the Head of BPIP Number 65 of 2023 concerning Guidelines for Accreditation of Education and

Training Implementation and Decree of the Head of BPIP Number 67 of 2023 concerning Guidelines for Certification of Lecturers/Facilitators and Teachers Education and training.

b. Executor's Task Behavior

The research results related to the behavior of implementing tasks are as follows

a) Work motivation

Based on the description above, employees at the Deputy for Education and Training of BPIP have tried their best and are enthusiastic in carrying out their duties in serving education and training participants developing the Pancasila ideology. Based on the observations made by the researcher, the researcher also witnessed how enthusiastic the participants in the Pancasila ideology education and training were when conveying positive impressions and messages to the activity committee.

b) Tendency to Abuse Authority

Researchers conducted interviews to determine employees' tendencies towards abuse of authority at work. The interview was conducted with Informant 10 (i10) and he acted as a participant who took part in the Pancasila ideology development education and training provided by BPIP.

Based on observations that researchers made during the implementation of Pancasila ideology development education and training, researchers often found that implementers or committee members asked for direction from the leadership if there were things that needed to be approved by the leadership, such as regarding activity times, resource persons or teachers who would fill in the material or if there were participants. who violate activity rules such as not participating in the learning process for 1 day without notification to the committee.

c) Learning Capabilities

Researchers analyzed the learning abilities and knowledge of employees' standard operational procedures in providing education and training services to develop the Pancasila ideology.

Based on the results of interviews and observations, researchers analyzed post-training that the management of education and training for the development of Pancasila ideology at BPIP still needs improvement, such as providing training certificates. After completing education and training, participants were not immediately given a certificate and this was something that participants complained about. For this reason, researchers conducted interviews regarding community expectations regarding education and training services provided by BPIP.

c. Work Network Interaction

BPIP needs to establish good coordination with other ministries and institutions to implement education and training to develop the Pancasila ideology. Then the researcher made observations of the new regulations mandated by the President to BPIP, namely regarding the Heritage Flag-Raising Troops. The regulation in question is Presidential Regulation Number 51 of 2022 concerning the Heritage Flag Hoisting Troops Program. This regulation will expand BPIP's working network both at the central level and for

implementation at the regional level. Presidential Regulation Number 51 of 2022, part considering letter b, mandates:

that in order to mainstream Pancasila within the framework of the Unitary State of the Republic of Indonesia with Bhinneka Tunggal Ika, it is necessary to develop the ideology of Pancasila in a planned, comprehensive, integrated and sustainable manner for the Heritage Flag Hoisting Troops who are the best sons and daughters of the nation formed with the spirit of defending Pancasila. symbolized in a kendit with the words Pandu Ibu Indonesia Berpancasila.

d. Target Group Participation

Target group participation concerns the level of acceptance of the benefits of the activity and the ability to contribute according to existing procedures. The implementation of ideological development education and training regulations is carried out on 3 (three) target groups, namely 1) the state apparatus consisting of the State Civil Apparatus (ASN), the Indonesian National Army (TNI), and the Indonesian National Police (Polri). 2) Social and Political Organization and 3) Other Components of Society.

The implementation of education and training for the development of Pancasila ideology can be felt by the community in accordance with their respective duties and functions. The most important thing is also felt by teachers who receive education and training in Pancasila ideology development is that they get the same insight and perception about the history of Pancasila and can implement the knowledge gained during training into teaching in the school where they serve.

e. Resource

Based on observations and interviews conducted by researchers with participants in Pancasila ideology development education and training, the majority came from Driving Teachers, even though in the field there were also many participants who wanted to take part in these activities.

In order for information about education and training for Pancasila ideology development to be known by the public at large, BPIP needs to socialize helpdesk services on the BPIP website, while internally BPIP also needs to check and respond to information, input or complaints submitted by the community.

CONCLUSION

Based on the results of the research and discussion, the researcher reached the following conclusion: The implementation of educational regulations and training for Pancasila ideology development seen from the productivity dimension has not been optimal to date because the Pancasila Ideology Development Agency (BPIP) does not have office representatives in the regions and seems to work alone and is unable to reach target group needs. Meanwhile, at the internal level, BPIP has not yet fully realized the mandate of Presidential Regulation Number 7 of 2018. This can be seen from the incomplete formulation of the road map and policy direction for developing the Pancasila ideology. In the linearity dimension, the place where regulations are implemented is still not in accordance with standards because BPIP does not yet have its own training building. If the training is carried

out in hotels, the budget used will be expensive. Therefore, consistent implementation of educational regulations and training for the development of the Pancasila ideology that have been established is needed. A regulatory solution that can be formulated so that the implementation of education and training to develop the Pancasila ideology can be carried out by various stakeholders in Ministries, Institutions at the Central Level, and Regional Governments, namely the formulation of regulations that are higher than Presidential Regulation Number 7 of 2018. These regulations can be in the form of Laws. Laws or in the form of Government Regulations which can mandate that the development of the Pancasila ideology be implemented in various programs in Ministries, Institutions at the Central Level and Regional Governments.

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