



# Internalization Assistance of Islamic and Pancasila Values in Character Education of Students in Vocational High Schools

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## ABSTRAK

This community service program was motivated by the ongoing issue of student behaviors at SMK Muhammadiyah 3 Boyolali that do not reflect positive character traits aligned with Islamic and Pancasila values in their daily conduct. Although the school already implements moral development programs and routine religious activities, many students still exhibit a lack of discipline, low social awareness, and weak responsibility and ethics in social interactions. To address this issue, a character education workshop was conducted, integrating Islamic and Pancasila values using a participatory-educational and experiential learning approach. The program was carried out in five stages: program coordination, pre-assessment, implementation of the workshop in three sessions (value reflection, moral dilemma simulation, and social action project), post-assessment, and follow-up. The results showed a significant improvement in students' understanding and application of character values. Responsibility increased from 58% to 85%, social concern from 61% to 84%, discipline and ethics from 65% to 88%, and national awareness from 54% to 79%. In addition, student-initiated activities such as "Monday Greeting and Smiling Movement" emerged, indicating a positive behavioral change after the workshop. This program proves that character development is more effective when conducted through reflective, contextual, and experience-based methods. The workshop serves as an applicable solution that encourages students not only to understand but also to internalize and practice Islamic and Pancasila values in their everyday lives.

**Keywords:** Character Education, Islamic Values, Pancasila, Internalization, Workshop

## 1. Introduction

Character education is a fundamental aspect in shaping the personality of students, especially amidst increasingly complex socio-cultural dynamics (Rasyid, 2024). Noble values derived from religion and state ideology are the main foundation in building national character, as emphasized in the Merdeka Curriculum which integrates the Pancasila student profile and Islamic values in the learning process (Amalia, 2025). Character education is also an important foundation in producing a young generation who are not only intellectually intelligent, but also morally and spiritually mature. However, in reality, based on data from the Indonesian Child Protection Commission (KPAI), data released in 2023 showed that there were 2,883 cases of underage adolescents who became perpetrators of delinquency and faced the law (Tasya Lutfiana, 2024).

The data above shows that delinquency and violence involving adolescents in Indonesia are still a serious problem. The high rate of violence, both in the family and school environment, as well as the involvement of adolescents in criminal acts, emphasizes the importance of comprehensive prevention and handling efforts. Character education programs that integrate Islamic and Pancasila values can be a strategic solution to shape positive behavior and prevent juvenile delinquency (Wini Widarini & Suterji, 2023). In the Indonesian context, character building of students ideally comes from two main pillars: Islamic values as a religious foundation and Pancasila values as the ideological foundation of the nation (Sumardjoko, 2015). Both not only complement each other, but also form a solid unity in fostering an attitude of tolerance, responsibility, discipline, and love for the country.

SMK Muhammadiyah 3 Boyolali, as an Islamic-based vocational school, has great potential in instilling these values in students. However, currently, SMK Muhammadiyah 3

Boyolali faces serious challenges in instilling the character of students completely and consistently. Initial observation results show that even though there are moral development programs and routine religious activities, there are still students who show undisciplined behavior, low social awareness, low social responsibility behavior and noble morals in daily interactions, and weak internalization of Pancasila values in daily life at school. This shows a gap between the designed program and the actual behavior of students. This condition is an indication that the process of internalizing values is not optimal and effective, both inside and outside the classroom (Narimo, 2019).

After reviewing the problems that occurred at SMK Muhammadiyah 3 Boyolali, the next step was to provide assistance in internalizing Islamic and Pancasila values in character education through character education workshop activities. The workshop activities were chosen because the problems reflected the need for a more applicable and personal approach in instilling character values. Internalization of values cannot only rely on cognitive learning alone, but also needs to go through an affective approach and direct experience through habituation, role models, and reflection of values in the real context of students' lives (Inayati & Pratiwi, 2025).

Previous studies have shown that reflective and collaborative approaches in workshops have been shown to internalize character values more meaningfully. The RECE (Reflective, Engage, Collaborative, Elaborative)-based character learning model in the context of character education has shown success in increasing students' understanding and involvement in practicing the nation's noble values in the school environment (Sarkadi, 2022). In addition, strengthening character education based on Islamic values can be optimized by integrating Pancasila values in active learning and a supportive school environment, including through workshop activities that contain value discussions with students. This strengthens students' motivation to practice noble values

in real life, including mutual cooperation, responsibility, and honesty (Hazyimara, 2024).

Thus, character education workshop activities were chosen as a strategic solution in the community service program at SMK Muhammadiyah 3 Boyolali. The purpose of this community service program is to strengthen the process of internalizing Islamic and Pancasila values in the character education of students at SMK Muhammadiyah 3 Boyolali through workshop activities that are applicative and participatory. Through this activity, students are expected not only to understand the values conceptually, but also to be able to internalize and apply them in real life in everyday behavior, both in the school environment and in society. The benefits of this program include improving the quality of students' character, creating a positive and religious-nationalist school culture, and forming students who have integrity, are tolerant, and are ready to become the next generation of the nation who have noble morals and the spirit of Pancasila.

## 2. Metode

The method of implementing community service activities is carried out through a participatory-educational approach in the form of a workshop to assist in the internalization of Islamic and Pancasila values that is systematically designed and oriented towards the active involvement of students. The stages of the activity begin with initial preparation and coordination with the school, including permits, mapping of student character needs,

and identification of dominant values that are relevant to the context of Islamic-based schools. Furthermore, a pre-assessment is carried out on student understanding and behavior related to character values using questionnaires and direct observation to determine the initial conditions. Based on these results, the community service team prepares workshop materials that integrate Islamic and Pancasila values through a reflective, narrative approach, and social action projects.

The workshop is carried out in stages in several sessions involving interactive lecture methods, group discussions, role simulations, case studies, and value practice activities, such as simple social projects (for example, community service, cleanliness campaigns, or solidarity actions). Each workshop session is followed by a reflection activity guided by a facilitator to help participants deepen the meaning of the values learned and relate them to personal and social experiences. In addition, students are guided to develop a personal action plan to apply the values they have internalized in their daily lives.

The activity ends with a post-assessment and evaluation of changes in students' attitudes and understanding, as well as the preparation of reports and recommendations for strengthening character programs in schools. This implementation flow is designed not only to transfer knowledge, but also to build students' awareness and commitment to practicing Islamic and Pancasila values as part of their identity as religious and nationally aware Indonesian students. The implementation flow is shown in Figure 1.

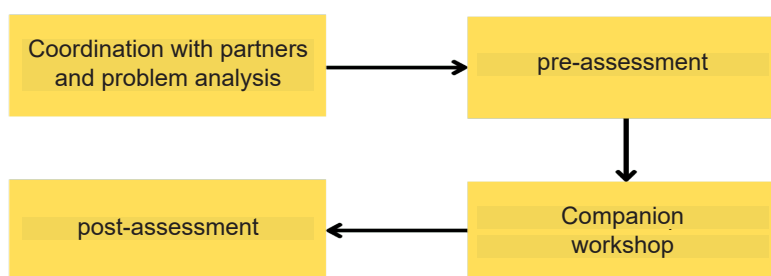


Figure 1. Flow of Community Service Implementation

### 3. Results and Discussion

The implementation of this community service activity was carried out in a structured and sustainable manner for five times, involving students in grades X, XI, and XII of SMK Muhammadiyah 3 Boyolali. The focus of the activity was to accompany students in the process of internalizing Islamic and Pancasila values as part of strengthening character education. The initial problem identified through observations and interviews with the school was the low level of appreciation and practice of character values by students in their daily activities. For example, students tend to show individualistic attitudes, lack discipline, are not used to interacting with politeness that reflects Islamic values, and have minimal awareness of the spirit of nationalism and mutual cooperation.

The character education workshop model that was developed could also adopt elements from the Pancasila Student Profile Project (P5) model that has been successfully implemented in secondary schools. This approach emphasizes social projects that involve reflection on values, teamwork, and real contributions from students to the school environment and society, so that character is not only taught but also experienced directly (Wini Widarini & Suterji, 2023). In a study in 2021, it was found that the internalization of Pancasila values in Islamic-based schools was carried out effectively through habituation, role models, and repetition of values in various school activities. This method increases students' understanding of values and consistency of behavior in everyday life (Wiratomo, 2021). For this reason, the workshop was chosen as a form of community service program at SMK Muhammadiyah 3 Boyolali.

In implementing community service activities, it is divided into five stages of implementation consisting of 1) coordination and program planning with partner schools, (2) implementation of pre-assessment to map

the initial conditions of student character, (3) implementation of value internalization workshops, (4) post-assessment and impact evaluation, (5) preparation of recommendations and program follow-up. In the initial coordination stage, the community service team held a meeting with the principal, Guidance and Counseling (BK) teacher, and the Vice Principal for Student Affairs. In this meeting, it was determined that the activities would focus on strengthening religious values (such as honesty, responsibility, manners, and the spirit of brotherhood) as well as Pancasila values (mutual cooperation, tolerance, love of the country, and deliberation). Furthermore, a pre-assessment was carried out using a questionnaire instrument and teacher observation sheets to assess character dimensions such as responsibility, discipline, social concern, and national spirit. Based on the pre-assessment results, it was found that only about 50% to 60% of students showed behavioral tendencies in line with these character values.

Several students admitted that they understood the importance of character values, but had difficulty implementing them in their daily lives due to the influence of their friendship environment, the lack of consistent role models, and the absence of activities that helped reflect values in real terms. The next stage was the implementation of a character workshop which was carried out in three main sessions. The first workshop session began with an introduction and reflection of Islamic and Pancasila values by Dr. Triono Ali Mustofa, S.Pd.I, M.Pd.I. The second workshop session consisted of moral dilemma simulation activities, character games, and real case studies guided by Djoko Sri Bimo, S.Pd., M.Pd. The third workshop session guided by Viky Nur Vambudi, S.Pd., M.Pd. contained student activities that designed and implemented simple actions such as cleaning the school environment, creating an honesty value campaign, and helping friends in need as a form of internalizing Islamic and Pancasila values in character education. All sessions in

the workshop activities use an experiential learning approach with an emphasis on discussion, simulation, habituation, and reflection of values that enable students not only to understand values theoretically, but also to feel them in a real-life context (Nurdiah, 2024).

After the workshop, a post-assessment was conducted using the same instruments as the pre-assessment, plus short interviews with several students and teachers. The post-assessment results showed a significant increase in indicators of student attitudes and behavior. For example, the aspect of personal responsibility increased from 58% to 85%, the aspect of social concern increased from 61%

to 84%, the aspect of discipline and ethics in interacting increased from 65% to 88%, and the aspect of national awareness and love for the homeland increased from 54% to 79%. Teachers at SMK Muhammadiyah 3 Boyolali also noted that after the workshop activities held by the community service team, students seemed more active in greeting teachers, helping each other, and showing a more polite attitude in communicating. Several students even initiated the “Monday Sharing Greetings and Smiles” activity and a small discussion on character values during recess.

The following is some documentation when community service activities were carried out at SMK Muhammadiyah 3 Boyolali:



Figure 2. Implementation of Pre-Assessment at Muhammadiyah 3 Vocational School, Boyolali



Figure 3. Implementation of the Workshop at Muhammadiyah 3 Vocational School, Boyolali



Figure 4. Implementation of Post-Assessment at Muhammadiyah 3 Vocational School, Boyolali

#### 4. Conclusion

The community service program has been implemented in the form of a workshop to assist in the internalization of Islamic and Pancasila values in character education for students at SMK Muhammadiyah 3 Boyolali. Through this activity, students are expected to not only understand the values conceptually, but also be able to internalize and apply them in real life in everyday behavior, both in the school environment and in society.

#### 5. Acknowledgment

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