



Implementation of Pancasila Social Justice Values in Forming Student Civility at State Middle School 7 Batanghari

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ABSTRACT:

This study aims to analyze the implementation of social justice values on civic virtues among students at SMPN 7 Batanghari. The research employs a qualitative approach with a case study design. Data collection techniques include observation, interviews, and documentation with informants consisting of students, Civics Education teachers, and the vice principal for student affairs. Data analysis uses the Miles and Huberman interactive model. The results show that the implementation of social justice values on civic virtues is reflected in three main indicators: (1) attitudes toward justice and equality showing positive tendencies, although there is still a small number of students who feel their group is superior; (2) ethics and civility in interaction that have been implemented through polite and inclusive communication habits; (3) awareness of law and rules at a moderate level with an understanding that rules are made for collective order. The implementation of social justice values is influenced by the role of teachers as role models, school culture, and consistency in rule enforcement.

Keywords: *Implementation, Social Justice Values, Pancasila, Student Civility, Character Education*

ABSTRACT:

Penelitian ini bertujuan untuk menganalisis implementasi nilai-nilai keadilan sosial terhadap kesopanan warga negara pada siswa SMPN 7 Batanghari. Penelitian ini menggunakan pendekatan kualitatif dengan tipe studi kasus. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi dengan informan siswa, guru PPKn, dan wakil kepala sekolah bidang kesiswaan. Analisis data menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa implementasi nilai-nilai keadilan sosial terhadap kesopanan warga negara tercermin dalam tiga indikator utama: (1) sikap terhadap keadilan dan kesetaraan yang menunjukkan kecenderungan positif meskipun masih ada sedikit siswa yang merasa kelompoknya superior; (2) etika dan kesopanan dalam interaksi yang telah diimplementasikan melalui kebiasaan komunikasi yang sopan dan inklusif; (3) kesadaran terhadap hukum dan peraturan yang berada dalam kategori cukup dengan pemahaman bahwa peraturan dibuat untuk ketertiban bersama. Implementasi nilai-nilai keadilan sosial dipengaruhi oleh peran guru sebagai panutan, budaya sekolah, dan konsistensi dalam menegakkan peraturan.

Kata kunci: Implementasi, Nilai Nilai Keadilan Sosial, Pancasila, Kesopanan Siswa, Pendidikan Karakter.

A. INTRODUCTION

Education is a fundamental aspect in shaping the character and personality of the nation. In Indonesia, education aims not only to produce individuals skilled in various fields of study, but also to shape a younger generation with good morals, civility, and character in accordance with the values of Pancasila (Muthi'ah & Yakobus, 2024).

As the foundation of the state, Pancasila plays a central role in shaping the character of the Indonesian nation. One principle that is highly relevant to character development among the younger generation is the fifth principle of Pancasila, namely Social Justice for All Indonesian People. This value of social justice teaches that every individual has the right to equal rights, without discrimination, and has an obligation to respect each other and cooperate for the common good (Gultom et al., 2024).

The value of social justice in the fifth principle of Pancasila is not only interpreted as equal distribution of economic prosperity, but also encompasses fairness in treatment, opportunity, and respect for human dignity. Social justice demands a balance between the rights and obligations of every citizen in social life. In the context of education, this value affirms that every student has the same right to fair treatment, a sense of security, and the opportunity to develop without discrimination (Ardhani et al., 2022).

Furthermore, the value of social justice serves as the foundation for developing civilized citizens, especially the younger generation. Civility is reflected not only in compliance with regulations but also in empathy, tolerance, and a willingness to respect differences. When the value of social justice is properly internalized, students will be able to build healthy social relationships, uphold equality, and reject all forms of actions that harm others, such as bullying

and discrimination (Nurhalisyah et al., 2024).

The application of social justice values in students' daily lives can be demonstrated through simple behaviors, such as respecting the opinions of peers, being fair in group work, obeying school rules, and using polite language in interactions. Schools, as the second social environment after the family, play a strategic role in instilling these values through teacher role models, school culture, and contextual Pancasila and Citizenship Education (PPKn) instruction (Damayanti et al., 2023).

However, the development of globalization and digital technology also presents unique challenges to the practice of social justice values. Today's young generation is faced with a rapid flow of information, an individualistic culture, and increasingly digital social interactions. These conditions have the potential to weaken students' social sensitivity if not balanced with strong character education based on Pancasila values, particularly the principle of social justice (Nanggala, 2023).

When social justice values are not fully understood, various deviant behaviors will emerge, reflecting a lack of civility among young citizens. Actions such as bullying, violations of rules, dishonesty, and unethical communication demonstrate a gap between students' normative understanding of Pancasila and their actual practices in their daily lives. This indicates that the internalization of social justice values has not been optimal (Syawang et al., 2024).

Therefore, strengthening social justice values is an urgent need in the character development of the younger generation. Education is not only required to transfer knowledge but also to instill values and foster civilized attitudes. By consistently integrating social justice values into learning

and school culture, it is hoped that students will grow as just, ethical, and responsible citizens in their daily lives, both within the school environment and in the wider community (Gultom et al., 2024).....

However, various social problems emerging among today's youth reflect a values crisis in everyday life. Phenomena such as bullying, low discipline, and a lack of ethical communication demonstrate that the values of social justice embodied in Pancasila are not yet fully understood and practiced by the younger generation (Syawang et al., 2024).

Based on initial observations at SMPN 7 Batanghari, students' characters were found to be highly diverse. Some students displayed positive traits, but many also displayed negative traits such as disobeying school rules, using rude language, and being disrespectful to teachers.

This study aims to analyze how the implementation of social justice values affects the civility of citizens in students of SMPN 7 Batanghari.

B. RESEARCH METHOD

This research uses a qualitative approach with a case study research type carried out at SMPN 7 Batanghari and allows researchers to focus attention on one or several case units such as students at SMPN 7 Batanghari so that they can provide a better understanding of how social justice values are applied in the world of school (Agustin & Najicha, 2024).

The research informants consisted of students as the main informant, PPKn teachers as key informants, and the vice principal for student affairs as additional informants. Data collection techniques included observation, interviews, and documentation. Data validity was tested through triangulation of sources, techniques, and time.

Data analysis uses the Miles and Huberman interactive model which includes data reduction, data presentation, and drawing conclusions. The indicators of citizen civility used refer to Trevino et al (2016) including: (1) attitudes towards justice and equality, (2) ethics and civility in interactions, and (3) awareness of law and rules. This research uses a qualitative approach with a case study research type carried out at SMPN 7 Batanghari.

C. RESULTS AND DISCUSSION

The development of the social environment and school education plays a crucial role in shaping the attitudes, behavior, and civility of students as young citizens. Schools serve as the primary learning environment for students to apply the values of justice, ethical interactions, legal awareness, and mutual respect in their daily lives. Based on research findings, the implementation of social justice values in civic civility among students at SMPN 7 Batanghari can be described through the following three indicators:

1. Attitudes towards Justice and Equality

Attitudes toward justice and equality are key indicators in assessing the civility of young citizens, as they reflect the extent to which students understand and respect the rights and obligations of each individual without discrimination. From the perspective of the fifth principle of Pancasila, social justice demands equal treatment for all citizens, including in the school environment, which is the first social space for students to practice these values (Ardhani et al., 2022).

Based on interviews and observations, the attitudes of students at Batanghari 7 Junior High School (SMPN 7) toward justice and equality generally show a positive trend. Most students are able to work together regardless of economic background,

ethnicity, or gender. This is evident in group learning activities and student participation in various inclusive school activities. These findings align with the view of Trevino et al. (2016), who stated that civility of citizens is reflected in an individual's ability to treat others fairly and equally in various social contexts.

Interviews with students indicated that they understand the concept of human rights and the importance of justice in communal life. Most informants stated that they strive to treat their peers equally and reject discriminatory behavior. One informant's statement, "It doesn't matter what your background is, because we have to work together," reflects students' normative awareness of applying the principle of equality in everyday interactions.

The role of teachers, particularly Pancasila and Citizenship Education teachers, is also significant in instilling the value of social justice. Teachers strive to foster an understanding that there is no difference in rights between men and women and provide role models by treating all students fairly. School efforts to instill the value of justice are carried out through the integration of human rights material into Civics (PPKn) lessons and the implementation of school regulations governing sanctions for violations of students' rights and dignity.

However, research results also indicate that students' understanding of justice and equality tends to remain at the normative level. In practice, behaviors reflecting inequality are still found, such as teasing peers, bullying, and choosing friends based on certain backgrounds. The bullying behaviors observed, both verbal and nonverbal, indicate an unequal power relationship that contradicts the principles of equality and respect for human dignity (Azzahra et al., 2019). This condition aligns

with the findings of Syawang et al (2024) stated that the gap between understanding values and actual practice remains a problem among adolescents.

Furthermore, indifference to injustice experienced by peers is also an indicator of low social sensitivity among some students. Some students choose to remain silent when witnessing unfair acts, indicating a lack of moral courage to stand up for what is right. However, courage to defend vulnerable groups is a concrete manifestation of the internalization of the values of social justice and civic decency (Trevino et al., 2016).

School environmental factors also influence the formation of students' attitudes toward justice and equality. Teachers' role models, school culture, and consistency in enforcing rules play a crucial role in shaping students' perceptions of justice. When rules are applied inconsistently, students have the potential to internalize the misconception that unfair treatment is justified (Hendri, 2020). Therefore, strengthening attitudes toward justice and equality needs to be systematically implemented through contextualized Civics (PPKn) learning and embedded within school life so that the values of social justice are truly realized in students' daily behavior (Gultom et al., 2024).

2. Ethics and Civility in Interaction

Ethics and politeness in interactions are crucial aspects of civilized citizenship, as they reflect the quality of social relationships between individuals. From the perspective of the Pancasila principle of social justice, ethical interactions relate not only to polite language but also to respect for the rights, opinions, and feelings of others as equal citizens (Nancy, 2024). Therefore, the school environment is a strategic space for fostering ethical and just interaction patterns for students.

Research results indicate that students at Batanghari 7 Junior High School generally apply basic ethics in their daily interactions. This is evident in their habits of speaking politely to teachers, respecting their peers, and practicing the words "sorry," "please," and "thank you." Most students stated that they always strive to maintain politeness in their interactions, both with teachers and with their peers. This finding indicates the internalization of politeness values as part of the school culture.

The development of ethical and polite practices is inseparable from the school's role in building a positive culture. Schools accustom students to polite communication through teacher role models, the 5S (smiling, greeting, saying hello, being polite, and friendly), character-building activities, group work, and the enforcement of rules that emphasize mutual respect and appreciation for differences. This aligns with Putri et al (2023) opinion, which states that character education through strengthening school culture plays a crucial role in sustainably shaping students' behavior, ethics, and character.

Pancasila and Civics Education teachers and school management also serve as role models in fostering polite and inclusive communication patterns. Teachers' exemplary speech, fairness, and respect for differences serve as concrete examples for students in developing ethical and civilized interactions. The Vice Principal for Student Affairs emphasized that the success of instilling mutual respect is supported by the synergy between teacher role models, a positive school culture, good communication, and collaboration between the school, parents, and the surrounding community.

However, observations also indicate that some students still exhibit impolite behavior in interactions, such as using rude language,

talking while the teacher is explaining, and teasing their peers. Furthermore, during class discussions, students are still found interrupting, ridiculing peers' opinions, or otherwise lacking the ability to manage differing views. This situation indicates that the values of social justice have not been fully internalized in students' communication patterns (Nurhalisyah et al., 2024).

Student communication behavior is also influenced by internal and external factors. Internal factors include self-confidence, emotional control, and personal motivation, while external factors stem from the family environment, social circles, and digital culture. The habit of communicating freely and uncontrolled on social media often carries over into face-to-face interactions at school, resulting in a decline in students' communication ethics (Susanto et al., 2024). This demonstrates that fostering communication ethics is not solely the responsibility of schools but also requires the active participation of families and the community.

Therefore, fostering ethics and politeness needs to be positioned as an integral part of Pancasila-based character education. Teacher role models, instilling values, enforcing educational rules, and cross-cultural collaboration are key to fostering polite and just interactions. When students are able to interact politely and respect others, they not only demonstrate personal civility, but also contribute to the creation of a harmonious school environment and reflect the values of social justice (Nanggala & Suryadi, 2021).

3. Legal Awareness and Rules

Awareness of laws and regulations is an important indicator in assessing citizen civility, as it reflects an individual's level of compliance with mutually agreed-upon norms. From the perspective of the fifth principle of Pancasila, law is viewed as an

instrument to ensure justice and social order, so that every citizen, including students, has an obligation to obey applicable rules fairly and consistently (Azzahra et al., 2019).

The results of the study indicate that the legal awareness of students at Batanghari 7 Junior High School is at a moderate level. Most students understand that school regulations are designed to create order, comfort, and a sense of community within the school environment. This is evident in students' willingness to politely accept reprimands for minor violations. As one informant expressed, "We think the rules are for the common good, Sis," indicating students' initial awareness of the function of school norms and rules.

This understanding is reinforced through formal education, particularly Pancasila and Civics Education. According to Rozi et al., (2025), legal awareness developed through formal education helps students understand the consequences of their actions, thus encouraging more responsible and ethical behavior. Civics teachers emphasize the importance of understanding basic law so that students know the limits of behavior, understand what is permitted and prohibited, and are able to avoid violating rules and laws.

However, observations also indicate that students' legal awareness has not been fully internalized. Various violations of school rules are still found, such as arriving late, not completing assignments, cheating, and causing disturbances in class. This behavior indicates that some students still view rules as a burden or coercion, rather than a form of shared justice that must be upheld (Hendri, 2020). Cheating and academic dishonesty, for example, not only violate school rules but also violate the principle of justice by harming other students who are honest (Damayanti et al., 2023).

The low level of compliance among some students is also influenced by a weak understanding of the consequences of rule violations. This is exacerbated by inconsistent implementation of sanctions, sanctions that are too lenient, or uneven application of rules to all students. When students only obey rules out of fear of punishment, the resulting compliance is superficial and not based on moral awareness. This aligns with the view of Trevino et al., (2016). who stated that true civic civility is reflected in adherence to rules even without supervision.

The family and school environments play a significant role in shaping students' legal awareness. Inconsistent enforcement of rules, both at home and at school, can weaken students' understanding of the law's function as a tool of justice. Therefore, synergy between schools, parents, and the community is needed to continuously instill discipline based on Pancasila values (Sihombing et al., 2020).

In general, the application of social justice values toward civilized citizenship at SMPN 7 Batanghari is evident in students' behavior, which demonstrates mutual respect, polite communication, non-discrimination against peers based on background, and cooperation in learning activities. The value of social justice is also reflected in providing students with relatively equal opportunities to express their opinions, participate in school activities, and resolve conflicts peacefully with teacher guidance.

Thus, increasing students' legal awareness needs to be directed at fostering a sense of values, not merely formal compliance with regulations. Through civics (PPKn) learning that emphasizes the meaning of social justice in every regulation and the consistent and educational application of discipline, students are

expected to understand that obeying the law is a form of moral responsibility as civilized citizens (Gultom et al., 2024).

D. CONCLUSION

Implementation mark justice social to civility inhabitant country on students of SMPN 7 Batanghari are reflected in three aspect main . First , attitude to justice And equality show trend positive with part big student capable Work The same without discriminate background behind , although Still there is part small students who feel his group more superior . Second , ethics And civility in interaction has implemented through habituation communication polite , use polite language , as well as attitude each other appreciate what is formed through teacher's exemplary behavior and culture school . Third, legal and regulatory awareness is considered adequate, with an understanding that rules are made for public order, although more consistent and firm enforcement of sanctions is still needed. The implementation of these social justice values is supported by the role of teachers as role models, a positive school culture, and consistent enforcement of school rules and regulations.

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