

## **COUNSELING OF THE PILLARS OF DEMOCRACY IN INDONESIA IN THE FRAMEWORK OF THE PROJECT TO STRENGTHEN THE PROFILE OF PANCASILA STUDENTS (P5) PHASE F AT SMAN 1 KADIPATEN**

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### **ABSTRACT**

The pillars of democracy are an important foundation in the life of the nation and state that must be understood by the younger generation, especially high school students. This service activity was carried out in the form of counseling on the pillars of Indonesian democracy to students of SMAN 1 Kadipaten, as part of the implementation of the Pancasila Student Profile Strengthening Project (P5) in Phase F. The main purpose of this activity is to foster students' critical awareness of the importance of democratic values in daily life and instill an active attitude as a responsible citizen. The methods used in this activity include material presentations, group discussions, and participant reflections. The results of the activity showed an increase in students' understanding of democratic principles, as well as the emergence of student initiatives in conveying aspirations and opinions in an orderly manner. This activity is a concrete step in instilling contextual and applicable national values in the educational environment.

Keywords: Democracy, P5, SMAN 1 Kadipaten

### **INTRODUCTION**

Democracy is a system of government that places the highest sovereignty in the hands of the people. In the Indonesian context, the democratic system implemented is not only procedural, but also contains noble values rooted in the nation's culture, such as deliberation, mutual cooperation, and social justice. Indonesia's democracy stands firmly on important pillars, including people's sovereignty, honest and fair elections, protection of human rights, and the rule of law and the existence of people's representative institutions. However, in the era of globalization and the rapid development of information technology, democratic values are often ignored by the younger generation due to the lack of understanding and lack of real practice space in their environment. The unstoppable flow of information, the rise of hate speech, intolerance, and the tendency of young people to only be digitally active without critical awareness of the democratic system, are challenges in building a politically conscious and socially responsible generation.

Responding to these challenges, the government through the Ministry of Education, Culture, Research and Technology has developed an Independent Curriculum that focuses on character development through the Pancasila Student Profile Strengthening Project (P5). P5 aims to produce a young generation who are not only academically intelligent, but also have the values of virtue, national spirit, and responsibility as Indonesian citizens. One of the important themes in P5 is "The Voice of Democracy," which is very relevant in shaping students to become individuals who are able to think critically, be open to differences, and be active in democratic life.

SMAN 1 Kadipaten as one of the secondary education institutions that has implemented the Independent Curriculum has a strategic role in internalizing democratic values in students' daily lives. As part of Phase F (grades XI and XII), students have entered the development stage of abstract thinking and are able to discuss socio-political concepts, including democracy. Therefore, the implementation of counseling activities on the pillars of democracy is very relevant and urgent as part of the process of strengthening their character. This counseling is also intended to fill the gap between the theoretical knowledge that students gain from textbooks and an applicative and contextual understanding. Many students understand democracy only as a political concept or something far removed from their lives. In fact, democratic practices can be carried out in a small scope such as student organizations, class deliberations, the election of student council presidents, and extracurricular activities.

Through this community service activity, students will be invited to recognize and understand the pillars of Indonesian democracy in a more concrete and relevant way to their lives. With an interactive approach, case discussion, and reflection, it is hoped that students can foster a participatory, tolerant, and responsible attitude in their social lives. Therefore, this counseling is expected to be a sustainable first step in the formation of a culture of democracy in the school environment. Therefore, this research took the title "Counseling of the Pillars of Democracy in Indonesia in the Context of the Pancasila Student Profile Strengthening (P5) Phase F Project at SMAN 1 Kadipaten."

## **METHOD**

The methods used in this counseling activity are educational and participatory methods. The activity was carried out in the form of a face-to-face session in the school hall, with a duration of one day. The stages of implementing the activity are as follows:

1. Preparation of Activities:

Coordination is carried out with the school to determine the time, place, and target of participants. The counseling material was prepared by the implementation team by adjusting the learning outcomes of Phase F in the Independent Curriculum, especially on the theme "The Voice of Democracy."

2. Implementation of Counseling:

The delivery of material is carried out in an interactive approach, covering topics such as:

- a. Definition and history of democracy in Indonesia
- b. Basic principles of democracy
- c. The role of students in democratic life
- d. Case study of the application of democracy in the school environment

3. Group Discussions:

Students are divided into small groups to discuss case studies on the implementation of democracy in the school environment. They were asked to express their opinions, criticisms, and democratic solutions.

4. Reflection and Evaluation:

Participants were given the opportunity to convey their impressions, messages, and understandings gained through reflection sessions. Evaluation was also carried out through a short questionnaire to determine the improvement of student understanding.

## **RESULTS and DISCUSSION**

The counseling activity carried out at SMAN 1 Kadipaten succeeded in attracting the active participation of 80 grade XI students who were participating in the Pancasila Student Profile Strengthening Project (P5) with the theme "Voice of Democracy". This activity lasted for a full day, consisting of four main sessions: material delivery, interactive discussions, group case studies, and joint reflections. Based on the results of observations, documentation, and evaluation questionnaires distributed to participants, a number of findings were obtained that described the successes and challenges of this activity.

### **1. Increasing Students' Understanding of Democracy**

Before the activity took place, participants were given a short pre-test to measure their initial understanding of the basic principles of democracy. The pre-test results showed that most students (around 58%) still had a limited understanding of democracy in the Indonesian context. Many of them associate democracy with elections and freedom of speech, without a deeper understanding of principles such as the rule of law, people's sovereignty, community participation, and the importance of active participation.

After participating in the entire series of counseling, a post-test was carried out with similar questions. The results showed a significant improvement: more than 85% of students were able to correctly answer questions about the characteristics of democracy, the difference between procedural and substantial democracy, and the application of democratic values in daily life. This shows that this counseling has succeeded in instilling a broader and deeper understanding in the students.



Figure 1



Figure 2

## 2. Enthusiasm and Active Participation in Discussions

During the discussion sessions and case studies, the students' enthusiasm was seen very high. They actively express opinions, ask questions, and even debate healthily about issues related to democracy in the school environment. One of the case studies discussed was about the election of student council presidents that did not involve all students fairly, which gave rise to an interesting discussion about the importance of transparency and openness in the democratic process.

Some students also associate counseling materials with real events, such as class deliberations that do not consider minority voices, or the formation of study groups dominated by certain students only. This discussion shows that students begin to understand that democratic values apply not only in the political space of the state, but also in their daily social lives.



Figure 3



Figure 4

### 3. The Emergence of Critical Awareness and Democratic Attitudes

From the results of the written reflections collected at the end of the activity, it can be seen that students are beginning to show critical awareness of undemocratic practices in their environment. Some students wrote that they had previously not realized the importance of respecting the opinions of others, or that leaders should be chosen based on deliberation rather than popularity alone. In fact, there are students who say they want to be more actively involved in student council activities and student forums to bring positive change.

This activity also has an impact on the growth of tolerance and openness in the participants. During discussions, students are invited to express their opinions without blaming each other, and listen to other friends' arguments with empathy. This is a practical exercise in instilling a culture of democracy from an early age.



Figure 5



Figure 6

#### 4. Challenges in Implementation

Although in general the activity went smoothly, there were several challenges that became evaluation material for future implementation. First, the implementation time of only one day feels insufficient to dig deeper into every aspect of democracy. Some students said they would like to have follow-up sessions that address more specific topics such as digital democracy, human rights, and how to convey aspirations constitutionally.

Second, not all students have the courage to speak in public, especially at the beginning of a session. This shows the importance of public communication training as part of democracy education. The facilitator team should encourage a safe and comfortable atmosphere so that all students feel valued when speaking.

#### 5. Short-Term Impact and Long-Term Potential

The short-term impact seen is the increasing interest of students to understand more about the system of government, law, and socio-political dynamics in Indonesia. Some teachers said that after counseling, students became more critical in responding to social issues during PPKn and history lessons.

The long-term potential of this activity is the formation of a young generation that has a healthy political awareness and is able to actively contribute to democratic life. If similar activities are carried out in a

sustainable manner and synergized with other school activities, then democratic values can be firmly embedded in the school culture.

## **CONCLUSION**

Counseling on the pillars of democracy in the framework of the Pancasila Student Profile Strengthening Project (P5) Phase F at SMAN 1 Kadipaten has been carried out well and has had a positive impact on students' understanding and attitudes towards democratic values. This activity not only enriches students' knowledge, but also fosters awareness to apply democratic principles in daily life, especially in the school environment.

From the implementation of this activity, it can be concluded that:

Students have high enthusiasm for learning applicable democracy.

Discussion-based counseling and case studies have proven effective in shaping critical understanding and democratic attitudes.

This activity is a form of good collaboration between schools and higher education institutions in realizing the goals of character education through the Merdeka curriculum.

In the future, similar activities could be expanded to a lower level or focused on more specific democratic issues such as human rights, freedom of opinion, and participation in decision-making.

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