



Character Education Learning Strategy Based On Pancawaluya Values (A Qualitative Descriptive Study at SMP Negeri 52, Bandung City)

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ABSTRACT

This study aims to describe the learning strategy of character education based on Panca Waluya values and its implications for the character formation of students at SMP Negeri 52 Bandung City. The study used a qualitative approach with a descriptive qualitative type. The research subjects included the principal, subject teachers, homeroom teachers, and students. Data collection techniques were carried out through in-depth interviews, learning observations, and documentation studies. Data analysis was carried out using an interactive model that includes data reduction, data presentation, and drawing conclusions, with data validity maintained through triangulation of sources and techniques. The results of the study indicate that character education based on Panca Waluya values (cageur, bageur, bener, pinter, and singer) is implemented in an integrated manner in the learning process and school culture. The dominant learning strategies used are group discussions and learning projects, which encourage active student involvement and strengthen character values. The values of honesty and responsibility are the values most frequently reinforced and show the highest level of mastery in students, while the value of environmental concern still requires further strengthening. Supporting factors for implementation include teacher commitment and a conducive school culture, while limited learning time and external environmental influences are inhibiting factors. This study concludes that the Panca Waluya values, as Sundanese local wisdom, have strong relevance and potential as a foundation for character education in junior high schools. Implementing these values through contextual and consistent learning strategies contributes to the holistic and sustainable development of students' character.

Keywords: character education, Panca Waluya, learning strategies, local wisdom, qualitative studies

INTRODUCTION

Character education is a fundamental aspect of education, oriented toward the holistic development of students' personalities. Schools serve not only as institutions for developing academic skills but also as social spaces that play a role in the internalization of moral, ethical, and cultural values. In the context of rapid social change and the complexity of global challenges, character education has become increasingly relevant in equipping students with critical thinking skills, a sense of responsibility, and social sensitivity aligned with the noble values of society. Various educational studies confirm that effective character education cannot be separated from the social and cultural context of students. Character values are more easily understood and internalized when they are rooted in local wisdom that is lived and practiced in everyday life. Local wisdom functions not only as a cultural identity but also as a source of pedagogical values that enrich the meaning of learning. This approach aligns with the view that character education ideally encompasses the cognitive, affective, and behavioral dimensions in an integrated manner, so that the values learned are not limited to knowledge but are manifested in concrete actions.

In the West Java context, strengthening character education is developed through the concept of Panca Waluya or the Panca Waluya Gate, which is rooted in Sundanese culture. This concept represents the ideal human being who lives in balance between physical and spiritual health (*cageur*), morality and politeness (*bageur*), honesty and integrity (*bener*), intellectual intelligence (*pinter*), and sensitivity, creativity, and social skills (*singer*). These values are closely linked to national education goals, particularly in developing students with character, competitiveness, and culture.

Theoretically, local value-based character education positions learning as a social process that enables the internalization of values through interaction, role modeling, and habituation. Teachers act not only as transmitters of material but also as value models and facilitators of meaningful learning. Learning strategies such as role modeling, contextual learning, reflective discussions, and reinforcement of positive behavior are considered effective in instilling character values because they actively engage students in the process of thinking and acting. Within this framework, the Panca Waluya values are not positioned as normative content taught separately, but rather integrated into learning objectives, materials, activities, and evaluations.

Several previous studies have shown that character education integrated into school learning and culture can positively impact students' attitudes of discipline, honesty, responsibility, and social awareness. However, most research focuses on universal character values or on conceptual policy, while empirical studies specifically examining Panca Waluya-based character education learning strategies at the junior high school level are relatively limited. Furthermore, few studies have in-depth described the relationship between teacher learning

strategies and the manifestation of student character behavior in everyday learning contexts.

Based on these conditions, there is a need for a comprehensive study of how Panca Waluya values are implemented through learning strategies in schools. SMP Negeri 52 Bandung City is one school that strives to integrate Panca Waluya values into the learning process and school culture. This study aims to describe the Panca Waluya-based character education learning strategies implemented at the school, identify supporting and inhibiting factors for their implementation, and analyze their implications for student character development. The research results are expected to provide theoretical contributions in the development of character education studies based on local wisdom, as well as being a practical reference for educators and policy makers in optimizing the strengthening of character education in schools.

METHODOLOGY

This research employed a qualitative, descriptive approach. This approach was chosen because the research aimed to gain a deeper understanding of the Panca Waluya-based character education learning strategy within the natural context of the school. Through a qualitative approach, researchers were able to explore the meaning, process, and dynamics of character value implementation that occur in learning practices, social interactions, and school culture.

The research was conducted at SMP Negeri 52 in Bandung City, which was purposively selected based on the consideration that the school had implemented character education reinforcement based on Sundanese local wisdom values, specifically Panca Waluya. The study subjects included the principal, subject teachers (Civics, Islamic Religious Education, and Physical Education), homeroom teachers, and students. Subject selection was conducted using purposive sampling, based on the informants' direct involvement in the planning and implementation of character education learning.

Data collection techniques included in-depth interviews, observation, and documentation studies. Semi-structured interviews were used to obtain information regarding the planning, implementation, and evaluation of the Panca Waluya-based character education learning strategy. Direct observations were conducted of classroom learning processes and school activities to observe the internalization of the values of *cageur*, *bageur*, *bener*, *pinter*, and *singer* in teacher-student interactions. Documentation studies included analysis of learning materials, school programs, student attitude records, and other supporting documents relevant to character education.

Data analysis was conducted qualitatively using an interactive analysis model, encompassing the stages of data reduction, data presentation, and conclusion drawing and verification. Data reduction involved sorting and focusing data according to the research objectives. The reduced data was then presented in a

systematic, descriptive narrative to facilitate interpretation. Conclusions were drawn continuously from the beginning of data collection until the end of the study, paying attention to the consistency and interconnectedness of findings.

Data validity was maintained through several techniques, namely source triangulation, technical triangulation, observational persistence, and member checking. Source triangulation was conducted by comparing data obtained from the principal, teachers, and students. Technical triangulation involved comparing the results of interviews, observations, and documentation. Member checking was conducted by reconfirming the research findings with informants to ensure consistency of meaning and enhance the credibility of the research results.

RESULT AND DISCUSSION

Results

Character Education Learning Strategies Based on Panca Waluya Values. Observations of ten teachers indicate that Panca Waluya-based character education at SMP Negeri 52 Bandung City is implemented through various learning strategies integrated into teaching and learning activities. The strategies used are participatory and contextual, enabling students to actively participate in the process of internalizing character values.

Table 1
Character Education Learning Strategies Used by Teachers

No	Learning Strategies	Number of Teachers	Percentage
1	Interactive lectures	6	60%
2	Group discussions	8	80%
3	Case studies	4	40%
4	Role plays/simulations	5	50%
5	Real-world projects or assignments	7	70%

Table 1 shows that group discussions were the most dominant strategy used by teachers (80%). This strategy was deemed effective in fostering the values of mutual cooperation, responsibility, and mutual respect. The use of real-life assignments or projects (70%) demonstrated teachers' efforts to connect learning to students' direct experiences, thus supporting the reinforcement of the values of "pinter" and "singer." Meanwhile, case studies were used relatively less (40%) because they required more time and required greater student readiness.

The implementation of the Panca Waluya values is evident in the reinforcement of character values carried out by teachers throughout the learning process. Character values are not taught explicitly as stand-alone material, but are internalized through interaction, habituation, and assignments.

Table 2.
Frequency of Character Value Reinforcement by Teachers

No	Character Values	Empowering Teacher	Percentage
1	Honesty	9 out of 10	90%
2	Responsibility	8 out of 10	80%
3	Mutual Cooperation	7 out of 10	70%
4	Discipline	6 out of 10	60%
5	Care for the Environment	5 out of 10	50%

Table 2 shows that honesty is the value most frequently reinforced by teachers (90%), particularly in the context of assignments and learning evaluations. Responsibility and mutual cooperation are also quite dominant, in line with the use of discussion and group work strategies. Conversely, environmental awareness remains relatively low (50%), indicating the need for additional learning strategies through environment-based activities and out-of-class practices.

In addition to primary strategies, teachers also use various forms of reinforcement to instill character values sustainably.

Table 3.
Character Education Reinforcement Practices in Learning

No	Character Building Methods	Percentage of Teachers
1	Contextual stories or experiences	70%
2	Visual media (posters, motivational videos)	60%
3	Daily reflections/student character journals	50%

Table 3 shows that most teachers use stories or real-life experiences to reinforce character values, as they are considered easy for students to understand. The use of visual media is also quite dominant in increasing student engagement. However, the use of daily reflections or character journals is still limited, despite these strategies having significant potential in building students' self-awareness of their behavior. The impact of the Panca Waluya-based character education learning strategy is reflected in the level of character value mastery by students.

Table 4.
Percentage of Students Demonstrating Mastery of Character Values

No	Character Values	Percentage of Students
1	Honesty	90%
2	Responsibility	80%
3	Mutual Cooperation	70%
4	Discipline	60%
5	Care for the Environment	50%

Table 4 shows that honesty and responsibility are the values most commonly mastered by students. This aligns with the teachers' focus on strengthening these values during learning. Conversely, the value of environmental stewardship still requires further attention due to the relatively low percentage of student mastery.

This finding indicates that the success of character education is greatly influenced by the consistency of value reinforcement across various school contexts.

In general, the successful implementation of Panca Waluya-based character education is supported by the commitment of the principal and teachers, a conducive school culture, and support for school programs based on Sundanese local wisdom. Inhibiting factors include the diverse backgrounds of students, environmental influences outside of school, and limited learning time, which impact the consistency of student behavior.

Discussion

The results of this study indicate that the Panca Waluya-based character education learning strategy at SMP Negeri 52 Bandung City was implemented through a participatory and contextual approach. The predominant use of group discussions and learning projects (Table 1) indicates that teachers tend to choose strategies that encourage active student involvement. These findings align with character education theory, which emphasizes that internalization of values is more effective when students are directly involved in the learning process, rather than simply passively receiving information. Through discussions and group work, students not only develop cognitive abilities but also learn to interact, collaborate, and take responsibility, reflecting the values of honesty, integrity, and integrity.

The frequency of character value reinforcement by teachers (Table 2) shows that honesty and responsibility are a primary focus in learning practices. Theoretically, this aligns with the view that character education ideally begins with core values directly related to students' academic behavior and daily lives. The emphasis on honesty and responsibility indicates that teachers view honesty as the primary foundation for character formation. However, the low level of reinforcement of environmental care indicates an imbalance in the implementation of the Panca Waluya values, meaning that not all dimensions of the values are applied equally, as is the ideal concept of Panca Waluya, which emphasizes harmony between humans and their environment.

The practice of reinforcing character education through contextual stories and visual media (Table 3) demonstrates that teachers strive to connect character values to students' real-life experiences. This approach aligns with contextual learning theory, which states that meaningful learning is more easily constructed when students can relate the material to their life situations. Stories and real-life experiences enable students to understand values reflectively, rather than normatively. However, the limited use of daily reflections or character journals indicates that the process of internalizing values is not fully supported by metacognitive strategies that help students recognize and evaluate their own behavior.

Students' mastery of character values (Table 4) shows a fairly linear relationship with the frequency of value reinforcement by teachers. Values frequently emphasized

in learning, such as honesty and responsibility, demonstrated higher levels of mastery than environmental stewardship. Theoretically, these findings support the view that character formation is a process that requires consistency and repetition across various learning contexts. Character values that are only introduced sporadically tend to be less deeply internalized in students' behavior.

The findings of this study also demonstrate that character education based on the Panca Waluya values cannot be separated from contextual supporting and inhibiting factors. Teacher commitment and a conducive school culture play key roles in the successful implementation of character education. This aligns with the ecological theory of education, which positions schools as social systems, where the success of character education is influenced by the interaction between school policies, learning practices, and the students' social environment. Conversely, the influence of the environment outside of school and limited learning time pose challenges in maintaining consistent student character development.

Overall, this discussion demonstrates that the Panca Waluya-based character education learning strategy at SMP Negeri 52 Bandung City reflects the basic principles of character education and contextual learning. However, its implementation still needs to be optimized to ensure the balanced and sustainable application of all Panca Waluya values. Thus, local wisdom-based character education serves not only as a symbol of cultural identity but also as an effective pedagogical approach in shaping students' character holistically.

CONCLUSION

This study concludes that the Panca Waluya values-based character education learning strategy at SMP Negeri 52 Bandung City has been implemented in an integrated manner within the learning process and school culture. The values of *cageur* (behavior), *bageur* (behavior), *bener* (behavior), *pinter* (pinter), and *singer* (singer) are not taught as separate materials, but are internalized through participatory learning strategies, teacher role models, habituation, and reinforcement of positive behaviors in daily learning interactions.

The dominant learning strategies used, such as group discussions and learning projects, have been shown to support active student engagement and facilitate the strengthening of character values, particularly honesty, responsibility, and mutual cooperation. The research findings indicate a correlation between the intensity of value reinforcement by teachers and the level of character value mastery by students, where values that are consistently reinforced in learning tend to be more internalized in student behavior.

However, the implementation of Panca Waluya values-based character education is not yet fully optimal and equitable. Some values, particularly concern for the environment and discipline outside the classroom, still require

more systematic and sustained reinforcement. Supporting factors such as teacher commitment and a conducive school culture play a crucial role in successful implementation, while limited learning time and external environmental influences pose challenges that must be addressed.

Overall, this study confirms that the Panca Waluya values, as Sundanese local wisdom, have strong relevance and potential as a foundation for character education in junior high schools. Implementing these values through contextual and consistent learning strategies can contribute to the holistic development of students' character. These findings imply that strengthening local wisdom-based character education requires support from school policies, innovative learning strategies, and the involvement of the entire school community for effective and sustainable implementation.

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