

Pancasila in National Curriculum: Political Education or Doctrination?

Case Study: Indonesian School of The Hague

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Abstract

This academic discussion examines Pancasila ideology's implementation in Sekolah Indonesia Den Haag (SIDH), located in The Hague, Netherlands. Utilizing qualitative data analysis, interviews, and observations, the study reveals challenges and opportunities in the process. SIDH students and teachers display limited comprehension, relying on rote memorization and prescribed textbooks. The Hague's diverse and liberal discourse complicates integrating Indonesian and Dutch cultural values, leading to identity conflicts. However, fostering critical thinking, open dialogue, and interdisciplinary exploration can promote authentic understanding. Investing in teacher professional development facilitates meaningful instruction beyond nationalistic symbolism. Acknowledging study limitations, researchers contextualize findings, strive for methodological refinement, and enhance external validity through broader sampling and bias awareness.

The implementation of Pancasila in SIDH is a dynamic process, emphasizing culturally relevant education and critical engagement to empower students and foster a deep understanding of Indonesia's cultural heritage and national identity.

Keywords : *Pancasila; Ideology; Education; State Doctrination*