


The Interconnection of Huma Betang Values with the Philosophy of Pancasila in the Framework of Islamic Education at the Primary School Level at the Primary School Level

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ABSTRACT

Background: Islamic education at the primary school level in Indonesia faces the challenge of integrating local cultural values with national ideology to build students' character and social awareness. *Aim:* This study aimed to analyze the interconnection between Huma Betang values, rooted in Dayak culture, and the philosophy of Pancasila, and to explore how these values converge in the Islamic education curriculum to foster a generation with strong character and moderation. *Method:* Using a descriptive qualitative method, the research adopted an exploratory design with a systematic literature review. Relevant literature, including academic books, journal articles, and policy documents, was identified, selected based on defined criteria, and categorized into thematic groups. Data were analyzed through thematic analysis, enabling the identification, coding, and interpretation of recurring themes related to the integration of Huma Betang and Pancasila values in education. The findings revealed a significant convergence between Huma Betang principles—such as mutual cooperation, respect for diversity, and communal harmony—and the core values of Pancasila, including unity, humanity, and social justice. These values were embedded in the Islamic education curriculum through teaching materials, pedagogical strategies, and school activities like discussions, storytelling, and community-based learning. The integration of these values enriched the learning experience, cultivated social responsibility, and promoted tolerance among students, ultimately shaping individuals who are both academically competent and socially conscious. Despite the positive impacts, challenges remain, including limited resources, the need for teacher training, and translating philosophical concepts into practical curriculum implementation. Nonetheless, this integration holds considerable potential for strengthening national identity, preventing radicalization, and fostering an inclusive and harmonious society. *Conclusion:* the study underscores the importance of systematically incorporating both local and national values into Islamic education curricula at the primary school level to produce graduates with strong moral character and the capacity for social cohesion in a diverse society.

Keywords: Huma Betang Values, Philosophy of Pancasila, Islamic Education at The Primary School Level



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INTRODUCTION

In the social context of Indonesian society, the collaboration between the values of Huma Betang, which emphasize togetherness and mutual cooperation, is crucial to strengthening social bonds. In Dayak culture, Huma Betang serves as a symbol of a shared space that prioritizes harmony among individuals within the community. As a social phenomenon, it is important to explore how these values can be integrated with Pancasila—which also functions as the foundation of the state and the national worldview. This study is crucial considering that Indonesia is a country with cultural, ethnic, and religious diversity, which is required to live harmoniously according to the principles of Pancasila, particularly the third principle regarding unity (Haqiem & Nawawi, 2023; Wardana et al., 2021).

The importance of this research for the broader intellectual and practical issues lies in its ability to bridge local values with national ideology. Pancasila functions as the fundamental norm that guides social interaction and the educational system in Indonesia, focusing on the creation of social justice and equality, (Arsy, 2024). In the context of Islamic education, the integration of Huma Betang values with Pancasila is expected to create a generation with a strong understanding of national identity and empathy toward the diversity within society, (Qisthi et al., 2024).

The fundamental issue to be addressed here is the increasing complexity of the challenges faced by the younger generation amidst social and technological changes. The wave of modernization often shifts existing traditional values.

Therefore, efforts to build and understand the interconnection between the values of Huma Betang and Pancasila are essential to create a collective identity among the youth that is virtuous and morally upright, (Syahnaz, 2021). The researcher aims to explore the meaning and application of these two values in the context of Islamic education, as well as their connection to broader social issues.

The scope of this study is focused on the depiction and analysis of the convergence of Huma Betang values in the Islamic Education at the Primary School Level curriculum in Indonesia, as well as their potential in strengthening students' character. This research views Huma Betang and Pancasila as two complementary forces that can produce individuals who are not only academically educated but also possess strong character and a high sense of social, (Suriyati & Lubis, 2023).

Through this research, it is hoped that an educational model can be found that fosters collective awareness of the importance of respecting differences and equality among students. When Huma Betang is integrated with Pancasila, it is expected to raise awareness of the democratic values and justice essential for the progress of the nation, while also strengthening the existing social structure, (Wardana et al., 2021). This is in line with the view that character education based on national values can build a more harmonious and just society, (Syafitri & Dewi, 2022).

With an interdisciplinary approach, this research encourages dialogue between local and national values in education. An Islamic Education at the Primary School Level curriculum that integrates these interconnected aspects could become an important innovation in strengthening the character and morals of future generations, as well as creating a productive space for discussion among students about the relationship between local and national identities, (Riantika, 2022; Yokotani & Satrio, 2019). This is increasingly relevant in the context of globalization, which sometimes marginalizes traditional values.

In conclusion, this study emphasizes that the importance of the interconnection between the values of Huma Betang and Pancasila is not only relevant for Islamic Education at the Primary School Level but also for shaping a more inclusive and harmonious society. In an increasingly interconnected world, understanding and implementing these values has become more important than ever, not only for individual well-being but also for the greater social good, (Luthfiyani & Sirozi, 2023). This research is expected to make a tangible contribution to the development of education in Indonesia, particularly in building a generation that is academically and socially intelligent.

In the literature analysis regarding the interconnection between the values of Huma Betang and the philosophy of Pancasila in the context of Islamic education, several trends can be identified. First, the research shows an increasing recognition of the importance of Pancasila as a philosophical foundation in education in Indonesia. Pambudi et al. emphasize

that the philosophical system of Pancasila is the result of deep reflection by the Indonesian people and is highly relevant in primary education to shape students' character, (Pambudi et al., 2023). By integrating Pancasila into the curriculum, education not only serves to transfer knowledge but also reinforces the values of humanity, solidarity, and justice.

Second, the research shows a pattern that highlights the role of ethical values in Pancasila as a guide for law and public policy. In this context, Susanto and Puryanto state that Pancasila should be the primary reference in the enforcement of law and the justice system in Indonesia, with an emphasis on social justice, (Susanto & Puryanto, 2022). Awareness of Pancasila's role in the law is expected to help prevent ethnic conflicts and promote equality in heterogeneous societies, such as in Central Kalimantan. However, this study falls short in providing solutions related to the practical application of these values in concrete legal practices.

Third, there is a connection between Pancasila, character education, and human development. A study by Hasbi et al. shows that the values of Pancasila absorbed in character education can enhance social justice for all citizens, (Hasbi et al., 2023). Emphasis on character development based on Pancasila values is considered crucial in creating individuals who are not only academically intelligent but also possess moral integrity. However, the lack of clear evaluation methods to assess the success of Pancasila-based character education programs is one of the shortcomings of this study that needs to be addressed.

Fourth, the integration of local culture and national values is also a focus of the study. For example, research conducted by Karliani et al. shows how the values of Huma Betang can serve as a model for resolving ethnic conflicts and strengthening solidarity within society, (Karliani et al., 2018). The lack of solid application of these values in the context of education and community development is a challenge that needs to be addressed.

Finally, the evaluation focuses on the lack of connection between these findings in shaping a concrete curriculum structure. Many studies remain at the conceptual level without providing practical guidelines for actual implementation in the field. This highlights the need for collaboration between academics, policymakers, and society to encourage the effective integration of Huma Betang values and Pancasila in the context of Islamic Education at the Primary School Level in Indonesia.

In conclusion, the existing literature shows an increasing awareness of the importance of integrating the values of Huma Betang with Pancasila in education, although challenges related to practical implementation remain. Further research is needed to identify an effective model for applying these values in the context of Islamic Education at the Primary School Level and to address the complexities faced by a diverse society.

The research on "The Interconnection of Huma Betang Values with the Philosophy of Pancasila in the Context of Islamic Education" is an important effort to explore the synergy between local culture and national ideology within education. This study has the potential to strengthen religious moderation and enhance national identity among the younger generation, particularly in addressing the challenges of radicalization that often threaten social integration, (Hidayati et al., 2022). Furthermore, by integrating local wisdom values into curriculum development, this research can make a significant contribution to creating an inclusive learning environment and strengthening the national character, (Farid Haluti et al., 2024; Sihotang & Karliani, 2024). Therefore, the synergy between Huma Betang values and Pancasila is not only philosophically relevant but also practically significant in efforts to build a harmonious and sustainable society in Indonesia.

Based on the background above, the aim of this study is to analyze the interconnection between the values of Huma Betang and the philosophy of Pancasila in Islamic education, as well as to examine how both can be applied in the Islamic Education at the Primary School Level curriculum to create a generation with strong character and moderation. The objectives outlined above are expected to contribute to the development of Islamic Education at the Primary School Level based on national values and local wisdom, while also enhancing the understanding of the importance of integrating social and cultural values in education.

METHOD

The research method used in this study is descriptive qualitative, aimed at providing a comprehensive overview of the interconnection between the values of Huma Betang and the philosophy of Pancasila within the framework of Islamic education. The research design was exploratory, utilizing a literature study approach to explore various references relevant to the research topic. The primary data sources are academic literature, articles, and documents related to both values and the context of Islamic education, (Heriyanto, 2018). Data collection is conducted through a literature study, which includes systematically searching for written sources concerning the values of Huma Betang, Pancasila, and their implementation in Islamic education, (Rosdiar, 2023; Sari et al., 2022).

In this study, data were collected through a systematic literature review, in which relevant references—including academic books, journal articles, and official documents—were identified, selected, and critically reviewed to extract information related to Huma Betang values, the philosophy of Pancasila, and their application in Islamic education. The data collection procedure involved defining search keywords, determining inclusion and exclusion criteria, and organizing the selected literature into thematic categories. Subsequently, the data were analyzed using thematic analysis, which enabled the researcher to identify, code, and interpret recurring patterns

and themes across the collected data sources, (Mohammed, 2022). The thematic analysis aimed to explore the relationships between the studied values and to uncover deeper meanings from their interconnections, thereby providing valuable insights for implementing these values in Islamic education in Indonesia, (Melinda et al., 2023). This method was expected to yield findings that are valid and applicable, contributing to a stronger understanding of the significance of integrating local and national cultural values within the context of Islamic education.

RESULTS AND DISCUSSION

Results

The results of this study showed a significant interconnection between the values of Huma Betang and the philosophy of Pancasila within the context of Islamic education, demonstrating that local cultural principles could be integrated with national ideology to shape harmonious character traits in Indonesian society. Specifically, the convergence of Huma Betang values into the Islamic education curriculum was reflected in the inclusion of principles such as mutual cooperation (*gotong royong*), respect for diversity, and communal harmony as core components of character education. These values were embedded into learning materials, teaching methods, and school activities, for example through classroom discussions, storytelling, thematic lessons, and extracurricular programs promoting solidarity and tolerance. In a study on character value development in early childhood education, it was found that the application of local values instilled social responsibility and discipline among students, (Hidayati et al., 2022). This indicated that integrating Huma Betang values into the Islamic education curriculum not only enriched the learning experience but also produced a generation more sensitive to humanitarian values and better prepared to live harmoniously in a multicultural society.

Secondly, the study also showed that the implementation of multicultural education in schools strengthens cultural diversity, including the practice of Huma Betang values in the learning environment, (Hasanah et al., 2024). This means that by integrating traditional values into the educational system, students not only learn about tolerance but also gain a deeper understanding of the cultural differences around them. Therefore, these results contribute to efforts to create a more harmonious social climate and nurture a generation that values culture and Indonesian national values.

Furthermore, the results of this study emphasize how the values of Huma Betang and the philosophy of Pancasila can be integrated into the Islamic Education at the Primary School Level curriculum to create a generation with character and moderation. First, the analysis shows that the development of the Islamic Education at the Primary School Level curriculum in Indonesia, which includes regulations from various educational levels, provides a solid foundation for the integration of local values. As explained in research on

curriculum development policies, there are four categories of regulations that include adjustments to the Islamic Education at the Primary School Level curriculum to align with applicable laws, including the National Education Law and the Pesantren Law, (Selamet et al., 2022). This indicates that the existing legal framework supports the implementation of local and national wisdom values in education.

Secondly, data from the research on the implementation of Huma Betang values shows that when local cultural values are integrated into the curriculum, it will shape a character that is caring and responsible among students, (Sihotang & Karliani, 2024). For example, education that emphasizes the principles of mutual cooperation and respect is not only found in the subjects but also in the daily practices at school. This proves that teaching that is rich in local values can enhance students' social awareness.

Furthermore, the results of implementing character education in several pesantren show that the strategy of integrating academics and daily activities at Ma'had 'Aly has been successful in instilling moderate character among the students, (Baisuki & Ta'rif, 2017). The emphasis on the intensive use of ushul fiqh in teaching serves as an effective tool to uphold the principles of moderation and tolerance, values that are in line with Pancasila.

Overall, these findings are useful for formulating Islamic Education at the Primary School Level curriculum policies that not only incorporate academic aspects but also local wisdom and the values of Pancasila, so that students can grow into individuals with strong and moderate character, ready to face the complexities of an increasingly diverse society. The implication of this research is the urgent need for collaboration between educators, policymakers, and the community to realize an inclusive education system that is oriented towards national values, (Anggraini et al., 2023; Aprily, 2019).

Finally, the results of this study are useful in formulating more inclusive education policies based on local values, as well as serving as a guide for the development of curricula that can effectively incorporate the values of Pancasila and local wisdom in Islamic education, ensuring that the learning process focuses not only on academics but also on the holistic character development of students, (Astari et al., 2024; Saputro, 2024). Thus, this study not only offers findings and responsive actions but also encourages collaboration among educational stakeholders in realizing a holistic education vision.

Discussion

In this discussion section, the research findings related to the integration of the values of Huma Betang with the philosophy of Pancasila in Islamic Education at the Primary School Level are summarized and analyzed in depth. The study emphasizes that the integration of these two value systems in the curriculum can create a generation with moderate and responsible character. Huma Betang, which reflects a sense of togetherness in diversity, has great potential to strengthen the

inclusive aspects of character, (Loi et al., 2023). This approach fosters better social awareness among students, demonstrating that the application of local values can contribute to the formation of positive character.

Furthermore, when a reflective analysis was conducted on education that emphasizes local wisdom values, it was found that educational policies supporting the integration of character based on local values can reduce the potential for conflict in a diverse society. This is consistent with other findings that show that instilling values such as mutual cooperation and respect can make students more capable of facing differences with a tolerant attitude, while learning modules based on local wisdom are able to respond to the challenges of globalization, which often erodes cultural identity, (Islami et al., 2024). These results align with educational models that demonstrate that the introduction of local wisdom in the curriculum not only enhances academic understanding but also enriches students' learning experiences, producing individuals who are more socially conscious, (Syafuruddin et al., 2022).

The contribution of this research is the importance of making the integration of local values the foundation in the development of the Islamic Education at the Primary School Level curriculum. The recommended action plan includes: (1) the development of a curriculum that is more responsive to the local socio-cultural context, with an emphasis on the values of Huma Betang and Pancasila; and (2) teacher training in implementing holistic and inclusive teaching methods, so that it can shape a moderate and collaborative character among students, (Istianah et al., 2024). With these steps, it is hoped that education will not only function as a place for knowledge transfer, but also as a medium for shaping the character of future generations based on local and national wisdom.

An in-depth study of the results of this research shows that the integration of the values of Huma Betang and the philosophy of Pancasila in the Islamic Education at the Primary School Level curriculum is not just theoretical, but also yields real impacts on the development of students' character. The data obtained underscores the importance of adjusting educational policies and implementing an inclusive curriculum based on local wisdom. There is recognition that active participation from the community and education stakeholders in formulating the curriculum is a key factor that can enhance students' commitment to the values being taught, (Jannah, 2023). In this context, understanding and integrating the voices and experiences of both teachers and students can significantly contribute to achieving more holistic and open educational goals, (Natheem Hendricks & Kaylianne Aploon-Zokufa, 2021).

Furthermore, the analysis of various teaching models that involve these values can help teachers and educators in formulating effective methods for teaching moderate character among students. A comparison between conventional approaches and those based on local wisdom shows that methods emphasizing interaction and contextual learning experiences are more effective in creating a learning

environment that supports tolerance and mutual respect. However, further research is needed to validate these findings in a broader context, (Bratland & El Ghami, 2023). In other words, an education approach based on local culture not only enriches the teaching material but also facilitates students' active involvement in the learning process and helps them understand the social complexities surrounding them.

Thus, the contribution of this study can be outlined as an idea to formulate a more dynamic, responsive, and inclusive education curriculum that emphasizes the values of Huma Betang and Pancasila. It is expected that with these steps, the education system in Indonesia will be optimized to not only produce graduates who are academically intelligent but also individuals with noble character and moderate attitudes. The proposed action plan includes strengthening training and capacity development for educators in implementing a curriculum based on local values, as well as enhancing collaboration between schools, parents, and the community in supporting character education, (Mo & Chan, 2023).

CONCLUSION

The conclusion of this study summarizes significant findings regarding the integration of the values of Huma Betang and the philosophy of Pancasila into the Islamic Education at the Primary School Level curriculum and its implications for the formation of a moderate character among students. First, this study has shown that the values of Huma Betang, such as mutual cooperation, respect, and togetherness, can be effectively integrated into the framework of Islamic Education at the Primary School Level based on Pancasila. This is evidenced by data showing an increase in tolerance and social responsibility among students when these values are applied in the curriculum.

Secondly, this study also emphasizes the importance of the curriculum's role in creating a generation with character and moderation. The implementation of learning methods based on local wisdom has shown significant improvement in the development of students' character. Learning that integrates the values of Huma Betang with Pancasila has proven effective in shaping individuals who are more sensitive to differences and better able to interact with others in a multicultural society. Therefore, it is concluded that education based on local and national values not only enhances students' academic understanding but also shapes their character as individuals who are moderate and committed to social harmony.

Based on the research findings, it is recommended that the development of the Islamic Education at the Primary School Level curriculum should be more focused on the integration of relevant values of Huma Betang and Pancasila. Collaboration between educators, curriculum developers, and society needs to be strengthened to ensure that the educational process not only produces graduates who are academically intelligent but also possess noble character and a

moderate disposition. These steps are expected to make the education system in Indonesia more inclusive and competitive in the current era of globalization.

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