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Implementation of Pancasila Education in Shaping the Character of Students in the Digital Era

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ABSTRACT

The development of digital technology has brought significant changes to people's lives, including in the world of education. The ease of access to information and the use of digital media provides many benefits for the learning process, but also presents various challenges to the formation of students' character, such as declining communication ethics, the spread of incorrect information, intolerant behavior, and low responsibility in the use of social media. In this context, Pancasila Education has a strategic role as a means to instill moral, national, and civic values that are able to shape the character of students in accordance with the values of Pancasila. This research aims to analyze the implementation of Pancasila Education in shaping the character of students in the digital era and identify the factors that support and hinder its implementation. The research uses a qualitative approach with the literature study method. Data were obtained from various scientific books, journal articles, education policy documents, and relevant academic sources. Data analysis is carried out through the stages of data reduction, data presentation, and descriptive-analytical conclusions. The results of the study show that the implementation of Pancasila Education that is integrated in the learning process, school culture, co-curricular activities, and wise use of digital media is able to strengthen the character of students, especially in the aspects of religion, integrity, responsibility, tolerance, mutual cooperation, and nationalism. The success of the implementation is influenced by teacher competence, family support, school environment, and the use of educational digital technology. Thus, Pancasila Education needs to continue to be developed through innovative and contextual learning strategies in order to be able to form students with character, have digital skills, and be able to face the challenges of life in the digital era without abandoning the values of Pancasila.

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1. INTRODUCTION

Education is one of the main instruments in building the quality of human resources and shaping the nation's character. In addition to functioning as a means of knowledge transfer, education also has the responsibility to instill moral, ethical, and national values in students. In the Indonesian context, the purpose of national education as stated in Law Number 20 of 2003 concerning the National Education System emphasizes that education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, democratic, and responsible. Therefore, character formation is an integral part of the educational process, including through the subject of Pancasila Education (Suwartini, 2017).

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Pancasila education has a strategic role in forming citizens who understand their rights and obligations, have a sense of love for the homeland, uphold human values, and are able to practice Pancasila values in daily life. The values of God, Humanity, Unity, People, and Social Justice contained in Pancasila are the moral foundation in shaping the character of students. Pancasila education is not only oriented to the mastery of knowledge (*civic knowledge*), but also to the formation of civic *skills* and civic character (*civic disposition*). Thus, the success of Pancasila Education learning is not only measured by the academic achievements of students, but also by their ability to apply these values in the life of society, nation, and state (Winataputra, 2020).

The development of information and communication technology has brought major changes in various aspects of life, including the world of education. The digital era is characterized by the increasing use of the internet, social media, artificial intelligence, and various digital learning platforms that provide ease of access to information. Digital technology has opened up opportunities for students to acquire knowledge more broadly, quickly, and interactively. Teachers also have the opportunity to develop more innovative learning methods through the use of digital media. However, behind these various benefits, the digital era also presents increasingly complex challenges to the formation of the character of the younger generation (Lestari & Kurnia, 2022).

The ease of access to information is often not balanced with the ability of students to select the information received. The spread of fake news (*hoaxes*), hate speech, cyberbullying, digital radicalism, and low ethics in social media are phenomena that are increasingly found among students. In addition, the high intensity of gadget use also has the potential to reduce direct social interaction, reduce concern for the surrounding environment, and affect students' attitudes of discipline, responsibility, and empathy. This condition shows that technological developments not only bring positive impacts, but also give rise to various problems that require serious attention from the world of education (Setiawan & Suyanto, 2021).

In facing these challenges, Pancasila Education has a very important position as a vehicle for strengthening students' character. Through learning that is oriented towards internalizing Pancasila values, students are expected to be able to have the ability to think critically, be tolerant, respect diversity, be responsible in using digital technology, and have a commitment to democratic and national values. Pancasila education not only provides a conceptual understanding of state ideology, but also forms habits and behaviors that are in accordance with the noble values of the Indonesian nation (Komalasari & Saripudin, 2018).

The implementation of Pancasila Education in the digital era is not enough to be done through the delivery of materials conventionally. Changes in the characteristics of students who are the digital generation require teachers to implement more innovative, interactive, and contextual learning strategies. The use of technology-based learning media, case-based discussions, *project-based learning*, collaborative learning, and the use of digital platforms can be alternatives in instilling Pancasila values more effectively. With this approach, students not only understand the concepts of citizenship, but are also able to implement these values in real life, both in the school environment and in the digital space (Nurgiansah, 2022; Wahab & Yorman, 2025).

The success of the implementation of Pancasila Education is also influenced by the synergy between schools, families, and communities. Schools play a role as a formal environment that develops positive culture through teacher examples, habituation of disciplined behavior, respect for diversity, and co-curricular and extracurricular activities

that support character building. On the other hand, the family is the first environment that instills moral and ethical values in children. Meanwhile, society functions as a social space where students practice civic values in daily life. The collaboration of these three environments is an important factor in shaping the character of students in a sustainable manner (Suriansyah, 2019).

The Indonesian government also pays great attention to strengthening character education through various policies. One of them is the implementation of the Pancasila Student Profile in the Independent Curriculum which emphasizes six main dimensions, namely faith, fear of God Almighty, and noble character; global diversity; cooperation; independence; critical reasoning; and creative. These six dimensions are closely related to the goals of Pancasila Education as an effort to form students who are not only academically superior, but also have strong character in facing global challenges and technological developments (Rachmadtullah et al., 2022).

However, the implementation of Pancasila Education in shaping students' character still faces various obstacles. Some learning is still oriented towards achieving cognitive aspects, while affective and behavioral aspects have not received optimal attention. In addition, uneven teachers' digital competence, limited technological facilities and infrastructure in some schools, and low supervision of the use of digital media by students are challenges that need to be overcome. These conditions show that strengthening character in the digital era requires learning innovation supported by increasing teacher capacity, strengthening school culture, and collaboration with parents (Hidayat & Khotimah, 2023; Yorman & Sadam, 2025).

Various previous studies have discussed character education, the implementation of Pancasila values, and the use of technology in learning. However, studies are still needed that specifically integrate the implementation of Pancasila Education with the challenges of character formation of students in the digital era. This research seeks to fill this space by analyzing how Pancasila Education is implemented in the learning process and how Pancasila values can be internalized to form the character of students who are able to face the dynamics of technological developments without losing their national identity (Sutrisno & Dewi, 2023).

Based on this description, this study aims to analyze the implementation of Pancasila Education in shaping the character of students in the digital era, identify factors that support and hinder its implementation, and formulate learning strategies that are relevant to the needs of students in the digital transformation era. The results of the research are expected to contribute to the development of Pancasila Education learning, strengthen the implementation of character education in schools, and become a reference for educators and policymakers in realizing a generation that has character, is digitally capable, and is based on Pancasila values (Nurgiansah & Widyastuti, 2023).

2. METHODS

This study uses a qualitative approach with the library research method to analyze the implementation of Pancasila Education in shaping the character of students in the digital era. The qualitative approach was chosen because the research aims to deeply understand the concepts, strategies, and implementation of Pancasila values in the learning process, as well as identify factors that support and hinder the formation of students' character in the midst of the development of digital technology. Through literature studies, the research examines various theories, research results, and policies related to Pancasila Education, character education, and the use of technology in learning.

The data sources in this study consist of primary data and secondary data. Primary data is obtained from various regulations and official documents, such as Law Number 20 of 2003 concerning the National Education System, Regulation of the Minister of Education, Culture, Research, and Technology regarding the Independent Curriculum, as well as policy documents related to the Pancasila Student Profile. Secondary data is obtained from articles in Indonesian scientific journals that have DOIs, academic books, previous research results, proceedings, and scientific publications that discuss Pancasila Education, character education, digital literacy, and learning in the digital era.

The data collection technique is carried out through documentation studies by tracing various relevant scientific sources through academic databases, such as Google Scholar, Garuda, and accredited national journal portals. All sources were selected based on their suitability with the focus of the research, the credibility of the author, and the validity of the information presented. The data collected were then grouped based on themes, including the implementation of Pancasila Education, the formation of students' character, the use of digital technology in learning, and the challenges and opportunities of character education in the digital era.

Data analysis uses an interactive analysis model which includes data reduction, data presentation, and conclusion drawn. In the data reduction stage, the researcher selects information that is relevant to the research objective. Furthermore, the data is presented systematically to facilitate the process of identifying patterns, relationships, and emerging trends. The final stage is carried out through drawing conclusions by interpreting the results of the analysis based on theories and findings of previous research. To increase the validity of the research results, triangulation of sources is carried out through the comparison of various relevant scientific references. With this method, the research is expected to be able to provide a comprehensive overview of the implementation of Pancasila Education in shaping the character of students in the digital era and produce recommendations that can support the strengthening of character education in the school environment.

3. RESULT AND DISCUSSION

The results of the study show that the implementation of Pancasila Education has a very important role in shaping the character of students in the digital era. The development of information technology has changed the way students gain knowledge, communicate, and interact with the social environment. The ease of access to the internet, social media, and various digital platforms provides a great opportunity to improve the quality of learning. However, on the other hand, these developments also raise various challenges, such as the spread of hoaxes, cyberbullying, low ethics in communication, increasing individualism, and reduced social awareness. This condition shows that mastery of technology must be balanced with character strengthening so that students are able to use technology responsibly in accordance with Pancasila values.

The implementation of Pancasila Education in schools is not only realized through the delivery of learning materials in the classroom, but also through the habituation of Pancasila values in all educational activities. Teachers play the role of facilitators as well as role models in instilling a religious, honest, disciplined, tolerant, responsible, and love for the homeland. The results of the study show that the learning process that integrates discussions, case studies, *project-based learning*, and the use of digital media is able to increase students' understanding of Pancasila values. Through this approach, students not only understand the concept theoretically, but are also able to connect Pancasila values

with various real problems they face in daily life, including when interacting in digital space.

The digital era requires a change in the learning strategy of Pancasila Education to be more relevant to the characteristics of the current generation. Students are a generation that is familiar with technology, so the learning process needs to utilize various digital media, such as learning videos, interactive learning applications, online discussion platforms, and educational social media. The results of the study show that the use of appropriately designed digital media can increase learning motivation, expand access to learning resources, and encourage students to think critically about various information obtained from the internet. On the other hand, teachers have the responsibility to guide students in developing digital literacy skills so that they are able to distinguish correct information, avoid spreading fake news, and use digital media ethically and responsibly.

The formation of students' character through Pancasila Education is also carried out through strengthening school culture. Schools that consistently implement a culture of discipline, mutual cooperation, tolerance, honesty, and responsibility are able to create a learning environment that supports the development of students' character. Various activities such as flag ceremonies, community service, class deliberations, social service activities, national holiday commemorations, and extracurricular activities are effective media in internalizing Pancasila values. The results of the study show that character learning will be more effective if it is supported by habituation that is carried out continuously in school life, not only through the delivery of material in the classroom.

The implementation of Pancasila Education in the digital era is also closely related to the strengthening of the Pancasila Student Profile in the Independent Curriculum. The six dimensions of the Pancasila Student Profile, namely faith and fear of God Almighty and noble character, global diversity, cooperation, cooperation, independence, critical reasoning, and creativity, have a close relationship with the goal of forming students' character. The results of the study show that various project-based learning activities are able to provide real experiences to students in applying these values. Through collaborative projects, students learn to work together, respect differences of opinion, solve problems democratically, and take responsibility for the tasks given. This experience contributes to the formation of stronger character than learning that is only oriented to memorizing concepts.

The role of teachers is a very decisive factor in the successful implementation of Pancasila Education. Teachers are not only in charge of delivering material, but also role models in implementing Pancasila values in the school environment. The results of the study show that teachers who are able to use technology creatively, build open communication with students, and create a democratic learning atmosphere have a greater influence on the formation of students' character. On the other hand, *teacher-centered learning* tends to make students passive so that the internalization of Pancasila values does not run optimally.

In addition to school, the family has a very important role in shaping the character of students. Values such as honesty, responsibility, discipline, and social concern are basically instilled in the family environment. The results of the study show that students who receive parental supervision and assistance in using digital technology tend to have more responsible behavior than students who use digital media without supervision. Therefore, the implementation of Pancasila Education will be more effective if there is synergy between schools and families in providing examples and building positive habits in daily life.

However, the research also found several obstacles in the implementation of Pancasila Education in the digital era. One of the main obstacles is that there is still learning that emphasizes cognitive aspects more than the formation of attitudes and behaviors. In addition, teachers' uneven digital literacy skills, limited technological facilities in several schools, and low awareness of some students on social media ethics are obstacles in the learning process. The influence of the social environment and the rapid flow of information on social media also cause students to be more easily exposed to values that are not in line with Pancasila, such as intolerance, hate speech, and consumptive behavior. This condition shows that character formation requires a continuous approach and support from various parties.

Based on the results of the analysis, the implementation of Pancasila Education needs to be carried out in a more contextual manner by utilizing technological developments as a learning medium. Teachers can develop *problem-based learning*, project-based learning, simulations, debates, and case studies related to students' digital lives. This approach encourages students to think critically, make responsible decisions, and apply Pancasila values in dealing with various problems that arise in the digital space. The use of social media as a means of campaigning for the values of tolerance, mutual cooperation, and love for the homeland can also be a learning innovation that is in accordance with the characteristics of the digital generation.

Overall, the results of the study show that the implementation of Pancasila Education makes a significant contribution to shaping the character of students in the digital era. The success of the implementation is influenced by the quality of learning, teacher competence, school culture, family support, and the ability of students to use technology wisely. Pancasila Education not only functions as a subject, but also as a character formation process that is integrated in all educational activities. With innovative learning strategies, collaboration between schools, families, and communities, and positive use of technology, Pancasila Education is able to produce students who have integrity, responsibility, tolerant attitudes, critical thinking skills, and digital skills based on Pancasila values. This is an important capital in preparing the young generation who are able to face global challenges without losing their national identity and Indonesian national character.

4. CONCLUSION

The implementation of Pancasila Education has a very important role in shaping the character of students in the digital era which is marked by the rapid development of information and communication technology. Pancasila education not only functions as a means of conveying knowledge about the basic values of the state, but also as a vehicle to instill character that reflects religious attitudes, honesty, discipline, responsibility, tolerance, mutual cooperation, love for the homeland, and respect for diversity. These values are the moral foundation needed by students to be able to use digital technology wisely, critically, and responsibly in daily life.

The results of the study show that the success of the implementation of Pancasila Education is influenced by various factors, including teachers' competence in developing innovative learning, school culture that supports character habituation, family involvement in student supervision and coaching, and the use of digital media as an educational means of learning. The integration of Pancasila values through intracurricular, cocurricular, extracurricular, and the Pancasila Student Profile Strengthening Project (P5) has proven to be able to strengthen the formation of students' character in a more contextual and sustainable manner.

Nevertheless, the implementation of Pancasila Education still faces challenges in the form of low digital literacy among some students, the negative influence of social media, limited technological facilities in some schools, and learning that is still oriented towards cognitive aspects. Therefore, synergy is needed between schools, families, communities, and the government in creating an educational ecosystem that supports character strengthening. With a learning strategy that is adaptive to technological developments and still based on Pancasila values, education in Indonesia is expected to be able to produce a generation with integrity, democracy, strong character, digital skills, and being able to contribute positively to the life of society, nation, and state.

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