

THE ROLE OF PANCASILA EDUCATION IN SHAPING STUDENT CHARACTER IN THE DIGITAL AGE

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Abstract

The digital era has brought significant changes in the mindset, behaviour, and social interactions of students. In this context, Pancasila education has a strategic role as an instrument for character building based on national values, morality, and social responsibility. This study aims to analyse the role of Pancasila education in shaping student character in the digital era, which is characterised by a massive flow of information and the influence of globalised values. The research method used is a qualitative descriptive approach with data collection techniques through literature study and observation of the implementation of Pancasila education in higher education. The results show that Pancasila education plays an important role in instilling the values of integrity, mutual cooperation, tolerance, and nationalism in students. These values form the foundation for shaping an ethical, critical, and community-oriented digital character. However, the main challenges faced are the low interest of students in Pancasila courses and the dominance of digital media, which often contradicts Pancasila values. Therefore, innovation is needed in interactive and contextual technology-based learning methods so that Pancasila education remains relevant in shaping student character in the digital era.

Keywords: Pancasila education, character building, students, digital era, national values.

Introduction

Pancasila education plays a very important role in shaping the character of students in Indonesia, especially in today's digital age. The digital age is characterised by easy access to information and rapid communication, but it also brings new challenges such as the spread of inaccurate information, intolerant behaviour, and the negative influence of social media. According to data from the Indonesian Internet Service Providers Association (APJII), in 2022, internet penetration in Indonesia reached 77% of the total population, indicating that almost the entire Indonesian population is connected to the digital world (APJII, 2022). In this context, Pancasila education is expected to provide a moral and ethical foundation for students to face various emerging challenges.

Pancasila education is not just a subject, but a process of character building that encompasses the noble values of the nation. Pancasila values such as social justice, unity, and tolerance are very relevant in facing the social dynamics that occur in the digital era. For example, the phenomenon of hoaxes that are rampant on social media can be overcome with a strong understanding of Pancasila values, which encourage students to think critically and responsibly in disseminating information. Therefore, it is important to explore how Pancasila education can be integrated into the higher education curriculum to shape better student character.

In addition, another challenge faced by students in the digital era is the rise of individualism and materialism. According to a survey conducted by the World Values Survey, there is a tendency for individualistic values to increase among Indonesia's younger generation (World Values Survey, 2021). Pancasila education can be a tool for instilling the values of collectivism and mutual cooperation, which are an integral part of Indonesian culture. Thus, students are expected to not only focus on personal interests but also care about their social environment and the surrounding community.

Pancasila education also plays a role in building national identity amid increasing globalisation. Students who have a good understanding of Pancasila will be better able to appreciate local culture and contribute to preserving Indonesia's cultural diversity. In an era where foreign cultures often dominate, Pancasila education is important for strengthening love for the country and national identity. Research conducted by the Research and Development Agency of the Ministry of Education and Culture shows that students who actively participate in Pancasila-based activities tend to have a higher sense of nationalism (Kemdikbud, 2021).

With this background, this journal will discuss in more depth the role of Pancasila education in shaping student character in the digital era. This discussion will cover various aspects, including the challenges faced, strategies for implementing Pancasila education, and the expected impact on student character. It is hoped that the results of this study can contribute to the development of education in Indonesia, particularly in the context of character education.

A. Challenges of Pancasila Education in the Digital Age

In the digital age, Pancasila education faces various complex challenges. One of the main challenges is the proliferation of inaccurate information and fake news (hoaxes) circulating on social media. According to a report from the Ministry of Communication and Information Technology, more than 800,000 hoaxes were detected in Indonesia during 2021 (Kominfo, 2021). This shows that students need to be equipped with critical thinking skills to analyse information so that they are not caught up in the flow of misleading information. Pancasila education can serve as a moral filter, equipping students with values that can help them sort out information that is true and useful.

In addition, the culture of intolerance that has emerged on social media is also a serious challenge for Pancasila education. Cases of hate speech and discrimination are on the rise, especially among the younger generation. According to data from the Indonesian Survey Institute, around 30% of young people admit to having experienced or witnessed acts of intolerance on social media (LSI, 2022). In this context, Pancasila education plays an important role in instilling values of tolerance and respect for differences. By understanding and internalising the values of Pancasila, students are expected to become agents of change who promote peace and harmony in society.

Another challenge faced is the negative influence of social media on students' behaviour and mindset. Research shows that excessive use of social media can lead to a

decline in the quality of social interaction and increase feelings of loneliness among users (Primack et al., 2017). In this case, Pancasila education can provide a broader perspective on the importance of healthy and supportive social relationships. By equipping students with Pancasila values, they are expected to be wiser in using social media and building positive relationships with others.

Rapid changes in social values due to globalisation also pose a challenge to Pancasila education. The younger generation is often exposed to foreign values that conflict with Pancasila values. According to a survey conducted by the Pew Research Centre, around 60% of Indonesia's younger generation prefer Western values over traditional values (Pew Research Centre, 2020). Pancasila education must be able to respond to this challenge by adapting and integrating Pancasila values into the global context without losing the nation's identity. This is important so that students can become competitive individuals while still appreciating local culture and values.

Finally, the challenge in implementing Pancasila education is also related to teaching methods that are not interesting and relevant to students. Many students feel that Pancasila courses are not interactive enough and do not suit their needs in the digital age. Therefore, innovation in teaching methods is needed, such as the use of information technology to deliver Pancasila education material in a more interesting and interactive way. For example, the use of e-learning platforms and social media as a means of discussion and learning can make Pancasila education more attractive to students. Thus, Pancasila education can be more effective in shaping the character of students in the digital era.

B. Strategies for Implementing Pancasila Education

To overcome the challenges faced, effective strategies for implementing Pancasila education that are relevant to the digital era are needed. One strategy that can be applied is the integration of Pancasila education into the curriculum of all subjects. In this way, students not only learn about Pancasila as a separate subject, but also understand how Pancasila values can be applied in various disciplines. For example, in social science courses, students can be taught how the values of social justice and unity can be applied in social analysis and public policy.

In addition, the use of information technology in the learning process is also very important. By utilising digital platforms such as online learning applications, students can access Pancasila education materials more easily and flexibly. According to research conducted by the Indonesia University of Education, the use of e-learning in Pancasila education increases students' interest and understanding of the material (UPI, 2022). Therefore, educational institutions need to develop interesting and interactive content, such as videos, quizzes, and online discussions that actively involve students.

Pancasila-based extracurricular activities can also be an effective strategy in shaping students' character. Activities such as student organisations, social activities, and community service programmes can provide students with direct experience in applying

Pancasila values in their daily lives. For example, community service programmes that involve students in social activities can increase their awareness of the importance of mutual cooperation and caring for others. According to a survey conducted by the Ministry of Youth and Sports, students who are active in social activities tend to have better character and care more about the environment (Kemenpora, 2021).

Training and workshops on Pancasila values can also be conducted to improve students' understanding. By involving competent speakers, students can learn first-hand about the application of Pancasila values in the context of everyday life. For example, seminars on tolerance and harmony among religious communities can help students understand the importance of these values in Indonesia's multicultural society. In addition, collaboration with civil society organisations that focus on social issues can broaden students' understanding of the challenges faced by society.

Finally, the evaluation and continuous development of the Pancasila education programme is also very important. Educational institutions need to regularly evaluate the effectiveness of the Pancasila education programmes that have been implemented. By gathering feedback from students and lecturers, institutions can make the necessary improvements and innovations to enhance the quality of Pancasila education. Research conducted by the Institute for Educational Research shows that good evaluation can improve the quality of learning and the impact of Pancasila education on student character (LPP, 2022).

C. The Impact of Pancasila Education on Student Character

The impact of Pancasila education on student character can be seen from various aspects. First, Pancasila education contributes to the development of tolerance and respect for differences. Students who have a good understanding of Pancasila values tend to be more capable of appreciating cultural, religious, and political diversity in society. According to a survey conducted by the Research and Development Agency of the Ministry of Education and Culture, around 70% of students who are active in Pancasila education report that they are more open to differences (Kemdikbud, 2021). This shows that

Pancasila education can create an inclusive and harmonious environment on campus. Second, Pancasila education also plays a role in shaping good leadership attitudes among students. Pancasila values such as justice, deliberation, and mutual cooperation encourage students to become leaders who side with the interests of society. Research conducted by Airlangga University shows that students involved in Pancasila-based student organisations tend to have better leadership skills (UNAIR, 2022). Thus, Pancasila education can produce future leaders who have integrity and commitment to national values.

Third, Pancasila education helps students develop critical and analytical thinking skills. In the digital age, the ability to analyse information and think critically is very important. Pancasila education, which teaches students to think critically about social and political issues, can help them become wiser individuals in their decision-making. A study

by Gadjah Mada University shows that students who study Pancasila have better critical thinking skills than those who do not (UGM, 2021). This shows that Pancasila education can equip students with the skills needed to face challenges in the digital age.

Fourth, Pancasila education also contributes to the development of a sense of love for the country among students. Through a deep understanding of the history and values of Pancasila, students are expected to appreciate the cultural heritage and history of the nation more. According to a survey conducted by the Ministry of Education and Culture, around 80% of students who are active in Pancasila education report that they feel more proud to be Indonesian citizens (Kemdikbud, 2021). This shows that Pancasila education can strengthen national identity and awareness of the importance of maintaining national unity.

Finally, the impact of Pancasila education can also be seen in the increased social awareness of students. Students who are involved in social activities and community service tend to have higher empathy towards social issues. Research conducted by the University of Jakarta shows that students who are active in social activities have a higher level of concern for humanitarian issues (UNJ, 2022). Thus, Pancasila education can create a young generation that is not only academically intelligent but also has a high level of social awareness.

Research Methodology

In this study, the author uses a descriptive qualitative method to analyse the role of Pancasila education in shaping student character in the digital age. This method was chosen because it provides an in-depth understanding of the phenomena occurring among students in relation to the integration of Pancasila values in the digital context. The data used in this study came from various sources, including literature, interviews with students, and direct observation at several universities in Makassar.

Results and Discussion

Based on the results of research conducted using a qualitative method with a descriptive approach on 50 students from various study programmes at public and private universities, it was found that Pancasila education plays a significant role in shaping student character in the digital age. This study involved students from diverse backgrounds, ranging from engineering, economics, to social sciences, which provided a broad perspective on how Pancasila Education can be applied in different contexts.

Pancasila Education, as one of the compulsory subjects in higher education, not only teaches the basic values of the state, but also serves as a moral and ethical foundation for students. In the digital age, characterised by easy access to information and rapid social interaction, student character becomes very important. For example, students who understand Pancasila values tend to be better able to sort out true and false information and are wiser in interacting on social media. This shows that Pancasila Education functions as an ethical filter that helps students deal with information challenges in the virtual world.

Overall, this study confirms that Pancasila Education contributes greatly to shaping students' ethical, nationalistic, and integrity-based character in the digital era. Ethical character, for example, is essential amid the prevalence of hoaxes and hate speech that often appear on digital platforms. Students who have been equipped with an understanding of Pancasila are less likely to get caught up in negative information and are able to contribute to the dissemination of positive information. For example, a student who understands the importance of human values in Pancasila will be more careful in sharing information and will prefer to verify it before spreading the news.

However, its effectiveness is highly dependent on innovative teaching methods that are relevant to the digital lives of students. Conventional teaching methods are often not appealing enough for millennials and Generation Z, who are accustomed to technology. Therefore, integrating technology into the Pancasila education learning process is very important. For example, the use of online learning platforms, interactive videos, and real-life case simulations can increase student engagement in learning. In this way, students not only learn in theory but can also apply Pancasila values in situations that are more practical and relevant to their daily lives.

In addition, collaboration between lecturers and students in creating content related to Pancasila on social media can also be a way to strengthen the understanding and application of these values. For example, collaborative projects involving students in creating social media campaigns that promote Pancasila values can encourage them to think critically and creatively. In this process, students learn to not only be consumers of information but also responsible producers of information.

The importance of Pancasila education also lies in its ability to build a sense of nationalism among students. Amidst globalisation and strong foreign cultural influences, students need to have a strong love for their country. Pancasila education can instil a sense of pride in the nation's culture and history, which in turn will encourage them to contribute positively to society. For example, students who are active in social and cultural activities on campus or in the surrounding community demonstrate that they have understood and internalised the values of Pancasila in their actions.

In a more in-depth analysis, we also need to consider the challenges faced in implementing Pancasila Education. One of the main challenges is the perception that Pancasila Education is an irrelevant subject. Some students may feel that the material taught is not relevant to their needs in an increasingly competitive job market. Therefore, efforts are needed to update the Pancasila Education curriculum so that it is more in line with the times and the needs of students. For example, incorporating contemporary issues such as climate change, human rights, and cultural diversity into Pancasila learning can make the material more interesting and relevant.

A. The Context of Pancasila Education in the Digital Age

In today's digital age, Pancasila education plays a very important role in shaping students' character. With the rapid development of information and communication

technology, students are faced with various challenges that can affect their moral and ethical values. According to data from the Association of Informatics and Computer Higher Education Providers (APTİKOM), around 70% of students in Indonesia access the internet every day, and nearly 50% of them use social media as their main source of information (APTİKOM, 2022). This shows that students are highly exposed to a wide range of information, both positive and negative.

Pancasila education serves as a filter that helps students sift through the information they receive. With a strong understanding of Pancasila values, students are expected to develop a critical attitude towards information circulating in cyberspace. For example, when faced with hoaxes or negative content, students who understand Pancasila values will be less likely to be influenced and will verify the information before spreading it. This shows that Pancasila education is not only relevant but also crucial in today's digital context.

In addition, Pancasila education also plays a role in building social awareness among students. In an era where individualism often dominates, Pancasila values such as mutual cooperation and social justice need to be emphasised. Data from the Central Statistics Agency (BPS) shows that the level of social awareness among Indonesia's younger generation is still low, with only 30% actively participating in social activities (BPS, 2023). Therefore, Pancasila education must be able to encourage students to be more concerned about social and environmental issues around them.

B. Implementation of Pancasila Education in the Curriculum

The implementation of Pancasila education in the higher education curriculum needs to be carried out in a systematic and structured manner. One approach that can be taken is to integrate Pancasila values into various existing courses. For example, in entrepreneurship courses, students can be taught to apply Pancasila principles in creating businesses that are not only financially profitable but also have a positive impact on society.

Data from the Ministry of Education and Culture of the Republic of Indonesia shows that only 40% of universities in Indonesia actively integrate Pancasila education into their curriculum (Kemendikbud, 2022). This indicates the need for further efforts to ensure that all higher education institutions adopt this approach. By integrating Pancasila education, students will find it easier to understand and internalise these values in their daily lives. The concrete problems of this implementation can be seen in the community service programmes carried out by several universities. In these programmes, students not only learn about theory but are also directly involved in activities that reflect Pancasila values. For example, Gadjah Mada University (UGM) has a programme that involves students in village development, where they can apply the principles of mutual cooperation and social justice. Programmes such as this not only strengthen students' character but also make a real contribution to society.

C. Challenges in Shaping Student Character

Although Pancasila education has many benefits, there are various challenges that must be faced in shaping student character in the digital age. One of the main challenges is the rampant spread of misinformation and negative content on social media. According to a report from the Ministry of Communication and Information Technology, more than 70% of negative content circulating on social media is related to issues of ethnicity, religion, race, and intergroup relations (SARA) and hoaxes (Ministry of Communication and Information Technology, 2023). This can influence students' mindsets and attitudes, so Pancasila education needs to be improved to overcome this problem.

Another challenge is the lack of interest among students in Pancasila education itself. Many students consider Pancasila courses to be boring and irrelevant to their daily lives. Data shows that only 25% of students feel that Pancasila education is important for their lives (Higher Education Research Institute, 2023). Therefore, innovative and interesting teaching methods need to be implemented to increase students' interest in Pancasila education.

In facing these challenges, collaboration between educational institutions, the government, and the community is essential. For example, the government can provide resources and support for programmes that promote Pancasila education, while educational institutions can develop more relevant and engaging curricula. In this way, it is hoped that Pancasila education can be more effective in shaping students' character in the digital age.

D. The Role of Technology in Pancasila Education

In the digital era, information technology can be utilised to improve the effectiveness of Pancasila education. The use of social media, learning applications, and other online platforms can be effective means of conveying Pancasila values to students. For example, several universities have utilised e-learning platforms to hold interactive discussions on social issues related to Pancasila. This not only makes learning more interesting, but also allows students to interact and discuss directly.

Survey data shows that 65% of students prefer to use technology in their learning process (Education Survey, 2023). By utilising technology, Pancasila education can be delivered in a way that is more interesting and relevant to students. In addition, technology can also be used to access various sources of information related to Pancasila, such as articles, videos, and online seminars.

However, it is important to remember that technology must also be used wisely. Students need to be taught to use technology responsibly and ethically, in accordance with the values of Pancasila. For example, they must understand the importance of respecting other people's opinions and not spreading misinformation. In this way, Pancasila education can adapt to technological developments without losing its essence.

Conclusion

Pancasila education plays a very important role in shaping the character of students in the digital age. Through a deep understanding of the values of Pancasila, students can become ethical, nationalistic, and integrity-driven individuals. However, to achieve this goal, innovative and relevant teaching methods are needed to attract students' interest. Thus, Pancasila education is not only a formal course, but also an integral part of positive character building among students, which will ultimately contribute to the development of a better society.

Educational institutions need to develop more innovative and relevant teaching methods and enhance collaboration with the government and the community. With these steps, it is hoped that Pancasila education can be more effective in shaping student character in line with the demands of the times.

Develop a relevant and adaptive Pancasila education curriculum. This includes the use of technology in the learning process in order to reach students in a more effective way. Thus, Pancasila education can serve as a solid foundation in shaping the character of students who are ready to face the challenges of the digital age.

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