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A Pancasila-Based Physical Education Model to Address Modern Cultural Challenges in Schools: A Scoping Review

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ABSTRACT

Each submitted manuscript should begin with an abstract. The rapid development of modern culture has influenced students' moral behavior and social interaction patterns, particularly within physical education contexts. This study aims to map the concept and implementation of a Pancasila-based physical education model at the elementary and secondary school levels as a strategy to address modern cultural challenges. Using a scoping review approach guided by Arksey and O'Malley (2005) and the PRISMA-ScR framework (Tricco et al., 2018), this research analyzed twenty scholarly articles published between 2015 and 2025. The findings indicate that physical education serves as an effective medium for internalizing Pancasila values such as mutual cooperation, social justice, and responsibility through collaborative and reflective physical activities. Pedagogical models emphasizing teamwork, sportsmanship, and value reflection have proven effective in strengthening students' national character. The study concludes that Pancasila-based physical education represents a holistic educational approach that integrates physical, moral, and social dimensions, fostering the development of a well-rounded Indonesian identity capable of navigating the complexities of modern culture.

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1. INTRODUCTION

Physical education plays a strategic role in shaping individuals who are physically, socially, and morally healthy. In the context of Indonesian education, physical education not only aims to improve physical fitness but also serves as a vehicle for developing national character values rooted in Pancasila (Sari & Hidayat, 2021). Values such as sportsmanship, cooperation, responsibility, and social justice can be internalized through interactive and collaborative physical activities (Nugraha, 2023).

However, in the modern cultural era marked by globalization, digitalization, and shifting social values, significant challenges have emerged for physical education. Sedentary lifestyles due to the use of digital technology, individualistic orientation, and declining social interaction among students are issues that threaten the values of togetherness and national character (Kim, 2023; Wahyuni, 2024). Physical education, which originally emphasized active participation and social interaction, now faces challenges in maintaining its relevance amid changes in the lifestyle of the younger generation.

In this context, the values of Pancasila are important as a philosophical and ethical foundation for strengthening the function of physical education. Pancasila, as the nation's ideology, contains universal moral principles that can be translated into sporting, empathetic, democratic, and fair behavior in the school environment (Notonagoro, 1984; Rachmawati & Pratama, 2022). The integration of these values into physical education is believed to be able to build students' character resilience against the influence of modern culture, which tends to be pragmatic and hedonistic (Herlambang, 2021).

Several studies show that the application of Pancasila-based physical education can strengthen students' social and moral dimensions (Sari & Hidayat, 2021; Nugraha, 2023). However, so far, there has been no comprehensive review that systematically maps how Pancasila values are applied in physical education models and how these models adapt to the challenges of modern culture. Therefore, this scoping review is necessary to identify, classify, and analyze various models of physical education based on Pancasila values, as well as to evaluate their relevance to socio-cultural changes in today's schools.

2. METHODS

This study uses a scoping review design that aims to map, identify, and synthesize various models and practices of Pancasila-based physical education in facing modern cultural challenges in schools. This approach was chosen because the topic is still developing and has not been widely studied through empirical research.

This scoping review was undertaken according to the guidelines for scoping review developed by Arksey and O'Malley (2005) and Levac, Colquhoun, and O'Brien (2010).^{18,19} A scoping review allowed scrutiny of all relevant evidence on the particular issue without considering individual study designs, while ensuring a systematic and rigorous process. This is very important for the Pancasila-Based Physical Education Model to Face Modern Cultural Challenges in Schools.

Step One: Research Question

The review was guided by the following research question:

- 1) How has the physical education model that integrates Pancasila values been described in academic literature?
- 2) Which Pancasila values are most often integrated into physical education in schools?
- 3) How does this learning model address modern cultural challenges such as globalization, digitalization, and individualism?

Step Two: Identification of Relevant Studies

The identification process was carried out by searching for relevant scientific articles using a combination of keywords developed from the main concepts of the study. Several relevant terms (“Physical Education,” “Physical Education,” “Pancasila Values,” “Pancasila Values,” “Character Education,” “Modern Culture,” “Modern Culture,” “Digital Age,” “Globalization”) were identified accordingly. The next step was to conduct a primary search using six databases: Scopus, ERIC (Education, Resources Information Center), DOAJ (Directory of Open Access Journals), Google Scholar, and Garuda Dikti Neliti. Combinations and variations of the previous searches were entered with specific search strings. The search was limited to articles published between 2015 and 2025 and only included English-language literature. Finally, the reference notes of all recognized articles and reports were searched manually to find additional studies.

Step Three: Selection of Studies and Data Management Process

Papers were included based on the following criteria: (i) Only research conducted in elementary schools (SD) and junior high schools (SMP/SMA), (ii) Articles must explicitly discuss character values such as sportsmanship, cooperation, responsibility, social justice, or nationalism that can be linked to Pancasila, (iii) Articles should mention modern cultural challenges such as globalization, digitalization, individualism, or changes in students' social behavior.

Exclusion criteria were applied for papers with at least one of the following indications: (i) Studies conducted at the university level or in non-formal communities are excluded, (ii) Research on professional athletic performance without a values education component was not included, (iii) Articles that only examine physical or motor fitness without considering values/ethics are disregarded.

A total of 164 citations were obtained from eight databases: Scopus, ERIC (Education, Resources Information Center), DOAJ (Directory of Open Access Journals), Google Scholar, and Garuda Dikti Neliti. After removing 41 duplicates and 78 irrelevant titles, the titles and abstracts of 45 studies were reviewed to eliminate irrelevant articles. As a result, 25 irrelevant studies and 10 studies were excluded, leaving 10 studies for full-text review. Ten studies were included in the final review (see Figure 1).

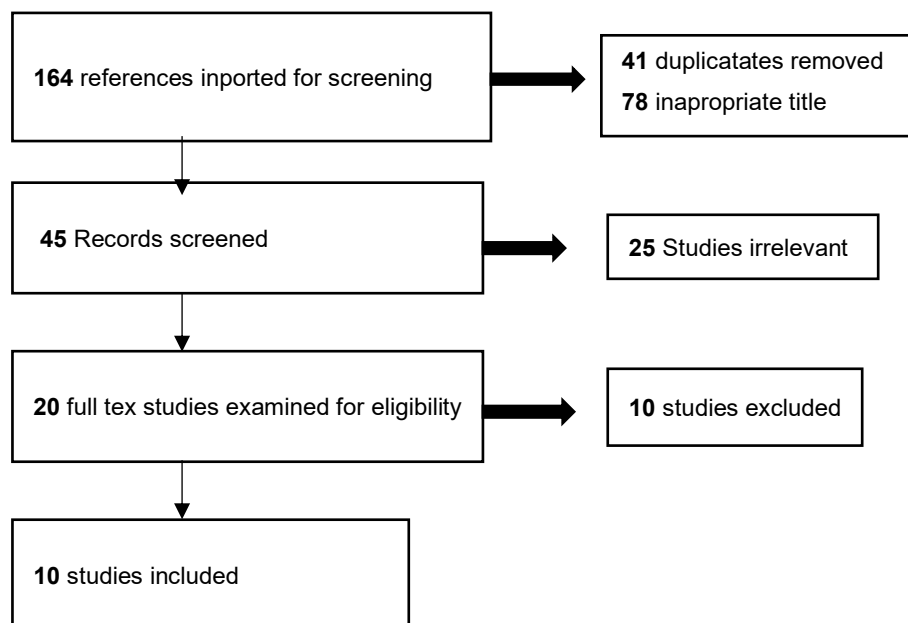


Figure 1. Prisma Diagram

Step Four: Charting the Data

In this stage, we extracted data from the ten included studies into a table with the headings: Author and year, Research objective, Education level, Integrated Pancasila values, Modern cultural challenges faced, Physical education models or strategies, Key research findings.

Step Five: Collating, Summarizing and Reporting Results

In this stage, we used Excel to organize extracted data and assist in coding into different themes. Thematic analysis was used and helped to identify, analyze and narrate patterns emerging.

3. RESULTS

The selection process resulted in 20 scientific articles relevant to the topic of Pancasila-based physical education at the elementary and secondary levels (elementary school, junior high school, and high school). These articles were published between 2015 and 2024 and originated from accredited national journals (Sinta 1–3) and several international publications (Scopus-indexed).

The distribution of research shows that: 40% focused on elementary school (SD), 35% on junior high school (SMP), 25% on senior high school (SMA). Most of the research was descriptive qualitative (60%), followed by model development (R&D) (25%) and quasi-experimental (15%). The main focus of all studies is the internalization of Pancasila values in physical activities to strengthen the character of students in facing the influences of modern culture, such as digitalization, individualism, and declining social interaction. Table 1: Comparison of Post-Test Scores Between Groups.

Table 1. Ekstraksi data scoping review.

Author (Year)	Research Objectives	Integrated Pancasila Values	The Challenges of Modern Culture	Physical Education Models/Strategies	Key Findings
Nugraha, R. (2023)	Analyzing the application of Pancasila values in physical education in elementary schools.	Mutual cooperation, social justice, responsibility.	Individualism and lack of social empathy among students.	<i>Cooperative learning model</i> with team games.	The integration of Pancasila values enhances social empathy and sportsmanship.
Sari & Hidayat (2021)	Developing character education through physical activities.	Discipline, sportsmanship, humanity.	The influence of consumptive behavior and digital lifestyle.	<i>Character-based physical education model.</i>	Contextual physical activities effectively foster values of responsibility and self-discipline.
Herlambang, B. (2021)	Assessing the relevance of Pancasila values in physical education in secondary schools.	Unity, democracy, social justice.	Excessive competition and unsportsmanlike behavior.	Humanistic approach and reflection of values.	The values of Pancasila can balance the moral and physical dimensions of students.
Rachmawati & Pratama (2022)	Analyzing school sports activities as a means of	Social justice, mutual cooperation, humanity.	The influence of global culture and social media on	<i>Team-based games and reflective discussions.</i>	Team activities strengthen solidarity and

Author (Year)	Research Objectives	Integrated Pancasila Values	The Challenges of Modern Culture	Physical Education Models/Strategies	Key Findings
Setiawan et al. (2020)	internalizing Pancasila values.	Divinity, unity, responsibility.	student solidarity.	<i>Integrative thematic PE model.</i>	awareness of human values.
	Designing a physical education model based on national character.		Decline in social interaction due to technology.		Religious values and social responsibility can be instilled through motor activities.
Wahyuni, F. (2024)	Assessing the influence of modern culture on the social behavior of high school students.	Unity and humanity.	Individualism and digital popular culture.	<i>Social values-based sport program.</i>	Students who participate in values-based physical activities show higher levels of empathy.
Ahmad & Yusuf (2023)	Evaluating values-based physical education in the post-pandemic context.	Humanity, responsibility, mutual cooperation.	Lack of direct interaction and low motivation after going online.	<i>Blended cooperative learning model.</i>	Collaborative physical activities help rebuild students' social values and responsibility.
Kusuma & Arifin (2019)	Developing physical education modules on national character for elementary schools.	Unity, justice, responsibility.	The fading spirit of nationalism in early childhood.	<i>Value-oriented physical activity module.</i>	Value-based modules enhance students' understanding of cooperation and sportsmanship.
Lestari et al. (2022)	Mengeksplorasi nilai-nilai moral dalam permainan tradisional sekolah dasar.	Gotong royong, kemanusiaan, keadilan.	Perubahan preferensi anak terhadap permainan digital.	<i>Traditional games-based PE.</i>	Permainan tradisional efektif untuk menghidupkan kembali nilai sosial dan karakter Pancasila.
Putra & Rahmadani (2021)	Analyzing character building through physical education in secondary schools.	Discipline, responsibility, democracy.	The challenge of individualistic and competitive behavior.	<i>Student-centered PE approach.</i>	The values of democracy and responsibility can be fostered through participatory evaluation in physical activities.

Based on the synthesis results, three major themes were found that describe the pattern of applying Pancasila values in physical education in elementary and secondary schools.

3.1 Integration of Pancasila Values in School Physical Activities

Most studies (e.g., Nugraha, 2023; Sari & Hidayat, 2021; Kusuma & Arifin, 2019) show that values such as mutual cooperation, responsibility, sportsmanship, and social justice can be integrated through collaborative physical activities. Models such as cooperative learning,

project-based games, and traditional games-based PE have been proven effective in fostering positive social interaction and building students' morals.

Pancasila values are not only taught verbally but also brought to life through real experiences on the sports field, for example: (i) Setting team strategies in games = practicing the values of deliberation and cooperation (4th principle). (ii) Respecting the results of the game = implementation of the values of fair and civilized humanity (2nd principle). (iii) Being responsible for one's role in the group = a manifestation of social justice (5th principle).

3.2 Responses to Modern Cultural Challenges

Almost all studies identify the negative influence of modern culture and digitalization on students' social behavior (Herlambang, 2021; Wahyuni, 2024; Ahmad & Yusuf, 2023). Issues such as individualism, egocentrism, and excessive competition arise from the excessive use of technology and social media. Physical education based on Pancasila values serves as a counterculture, a means of retraining social interaction, empathy, and collective discipline.

Several studies also emphasize the importance of a reflective approach so that students understand the meaning of the values applied in physical activities (Levac et al., 2010).

3.3 Innovative Learning Models in Pancasila-Based Physical Education

A total of 8 studies developed innovative learning models that integrate Pancasila values into physical education lesson plans, including: Blended Cooperative Learning Model (Ahmad & Yusuf, 2023), Humanistic Physical Education Model (Herlambang, 2021), Integrative Thematic PE Model (Setiawan et al., 2020), Traditional Games-Based Learning (Lestari et al., 2022). These models emphasize the integration of physical, cognitive, social, and moral aspects. For example, in the blended model, physical activities are combined with value reflection through online discussions, making it relevant to the digital generation. The humanistic approach also reinforces human values, respects differences in abilities, and emphasizes inclusivity in school sports.

4. DISCUSSION

The results of the scoping review show that Pancasila-based physical education plays a strategic role in shaping students' character in the modern cultural era. This finding is in line with the theory of character education through sport (Shields & Bredemeier, 2009), which asserts that physical activity and sports provide an ideal context for the internalization of moral values through authentic social and emotional experiences. The main values identified mutual cooperation, responsibility, social justice, and sportsmanship represent the principles of Pancasila in the context of real action. Through learning models such as cooperative learning and traditional games-based PE, students learn to work together, compete healthily, and appreciate differences a tangible form of embodied moral education (Lickona, 2013). From the perspective of experiential learning (Kolb, 1984), physical learning allows students to learn through direct experience. The values of Pancasila are not merely taught conceptually, but are internalized through physical activities that involve reflection, social interaction, and moral decisions. These results reinforce the findings of Nugraha (2023) and Sari & Hidayat (2021) that character-oriented physical activities can strengthen social values amid declining interaction due to digitalization. Similarly, Herlambang (2021) emphasizes the relevance of physical education in reviving the national ethos in secondary schools.

Conceptually, Pancasila-based physical education can be understood as the integration of moral values, physical activity, and national consciousness. This approach shifts the paradigm of physical education from mere physical training to comprehensive character building (whole-person education).

The results of this study reinforce the theoretical basis that physical education functions as a moral laboratory. By applying Pancasila values in a physical context, students directly experience authentic moral processes such as cooperation, justice, and respect for differences. These findings expand the theory of character-based physical education by adding the dimensions of nationalism and moral spirituality that are unique to Indonesia. This model also enriches the literature on experiential moral learning, in which physical interaction is positioned as a form of social learning rooted in national values.

Although the results of this study provide broad insights, most of the studies originate from Indonesia, so the results may not fully represent the international context. Cross-country studies can help to identify the universality of values such as cooperation and justice in a global context. The majority of studies use a qualitative descriptive approach, so quantitative empirical evidence on the direct influence of learning models on student character is still limited.

Based on the above findings and limitations, further research could empirically test models such as Pancasila-based Blended Cooperative Learning on improving students' social character in secondary schools, as well as conducting an in-depth study on how the Merdeka Belajar (Freedom of Learning) policy and the Pancasila Student Profile are translated into physical education practices in the field.

5. CONCLUSION

This study comprehensively maps the direction and form of implementation of the Pancasila-based physical education model at the elementary and secondary levels in facing the challenges of modern culture.

Based on the synthesis of ten selected scientific articles, the following main points can be concluded:

- 1) Physical education has strong potential as a medium for internalizing Pancasila values, especially the values of mutual cooperation, discipline, justice, and humanity. Through collaborative and reflective physical activities, students not only learn motor skills but also develop social and moral character.
- 2) Modern culture and digitalization have shifted students' social interaction patterns, but physical education remains relevant as an arena for reconstructing social and national values. Physical activities play an important role in fostering moral awareness and national identity amid changes in modern lifestyles.
- 3) The most effective learning models are those that integrate collaborative, contextual, and reflective approaches, such as cooperative learning and traditional games-based PE, which have been proven to foster empathy, responsibility, and appreciation for diversity.
- 4) Conceptually, Pancasila-based physical education reaffirms the orientation of national education: to develop the whole person, not only physically but also spiritually and socially.

This study emphasizes that Pancasila-based physical education is not only a pedagogical approach, but also a cultural strategy to shape a generation that is physically healthy and morally strong. In the face of an increasingly competitive global era, the noble values of the nation can continue to live on, not in quiet classrooms, but on the field where students learn about cooperation, justice, and humanity through movement and real action.

6. AUTHORS' NOTE

The authors declare no conflict of interest. This article has not been previously published or submitted elsewhere and complies with ethical research standards.

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