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Integration of Pancasila Values in the Higher Education Curriculum in the Globalization Era

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ABSTRACT

The primary goal of Pancasila education, which is a required course in universities, is to help students comprehend the Pancasila concept. The significance of Pancasila education in preserving local knowledge and national identity in the face of global information flow is emphasized in this essay. The research approach examines the Pancasila values teaching strategy through a survey of the literature. Maintaining Indonesian identity and morals in the face of several challenges posed by globalization and its associated cultural norms depends heavily on Pancasila teaching in universities. In order to incorporate Pancasila values into a contemporary setting, the curriculum must be modified to accommodate technological advancements. The findings demonstrate that, in addition to being a required course, Pancasila education plays a significant role in developing identity awareness and in establishing national values and a solid moral foundation in the current digital age.

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1. INTRODUCTION

In higher education, Pancasila Education is required. The Pancasila Education course aims to provide a belief system as well as a map and direction of the goals of society and government (Freedan, 1998) so that it can respond to changes in the times, such as in the era of globalization. It is based on Article 35, Paragraph 5 of Law No. 12 of 2012 concerning Higher Education, with the goal of aiding students in understanding and appreciating the Indonesian ideology. According to Soekarno, ideology is a leitstar (Latif, 2012), which is a guide. So that, in the face of globalization and the deluge of information that can obfuscate understanding of the nation's identity, the Pancasila Education course in higher education can become a part of the student's identity. The development of a civilization derived from the national culture is what gives Indonesians their identity. This is consistent with Law Number 5 of 2017 concerning the Advancement of Culture, which states that the diversity of Indonesian culture would be included into the national civilization after it is extracted from the country itself. Therefore, it is crucial that students comprehend their own culture. Pancasila Education aims to teach them about the history of their country and how its cultural values—often referred to as local wisdom values—become ingrained in the identity and ethics of the Indonesian people. Therefore, Pancasila education plays a significant role in the identity, ethics, and civilization of the Indonesian people in the age of globalization, as they continue to be defined and modeled by Pancasila values.

The world has no borders in the age of globalization, particularly when it comes to information transformation, since people can communicate and exchange information directly with one another without having to move locations thanks to information networks like the internet. This condition may pose a threat to the current generation of youth because of the vast amount of information that is flowing in, which may make them more familiar with foreign cultures than their own. Another issue is that when literacy about the country, including its culture and customs, is low or nonexistent in comparison to information from other nations, this generation will become more familiar with the culture and customs of other countries due to a lack of knowledge about their own.

2. METHOD

The research methodology employed is a literature review, which is a methodical process that includes locating, assessing, and combining data from multiple sources to offer a more profound comprehension of a specific subject. It includes several crucial components, including source identification, data collection, critical evaluation, and information synthesis (Fink, 2019).

3. RESULTS AND DISCUSSION

3.1 Globalization Challenges to Pancasila Education

Because the globalization era presents challenges, such as the entry of foreign cultures that can influence the original values of Indonesian culture, Pancasila Education

values serve as a state ideology that helps shape character and maintain unity in the face of globalization (Nurohmah & Dewi, 2022). As a result, Pancasila contributes to the strengthening of the Indonesian nation's national identity. In order for the younger generation and the nation's descendants who receive Pancasila education to play a significant role, it is crucial that a variety of fields, including education, social work, and politics, incorporate Pancasila values into everyday practices. For example, this includes incorporating them into the curriculum and extracurricular activities in the field of education, so that as the younger generation and successors of the nation who receive Pancasila Education, they can play an important role, namely in practicing and deeply appreciating the values of Pancasila.

Education in Indonesia has been significantly impacted by globalization; one of the challenges is how Indonesians can preserve their national identity and local values while also using education as a form of resistance to foreign cultures. To this end, they prioritize education that is grounded in local wisdom-based values (Winarno, 2013). In order to promote national values, Pancasila education materials are formally regulated, according to the Indonesian Ministry of Education and Culture (www.kemdikbud.go.id, 2020). In the current era of globalization, which can lead to a crisis in national identity, this demonstrates how education—particularly Pancasila education—is a part of the process of strengthening the identity of the Indonesian nation. Pancasila education is an effective tool to deal with foreign influences and ensure that students continue to be aware of the identity of the Indonesian nation.

3.2 Pancasila Values Teaching Strategy

A Pancasila values teaching technique is desperately needed, particularly in the face of globalization; the lecture format must be able to keep up with the times' quick changes. According to (Permatasari et al., 2023), the pedagogical approach must adapt to the current developments. This means that, of course, the internalization strategy uses digital media as the primary media, whether it be in the form of podcasts, discussion videos, movies, miniseries, ads, images, or infographics. These tasks can be completed by using accessible services like YouTube to upload and view media directly.

Furthermore, today's generation requires role models to serve as examples in order to build their character because they are exposed to a variety of media at a young age as part of their everyday existence (Akhwani et al., 2021). Beyond reading and informational content, digital entertainment has become an element of consumption for both adults and children. Korean Pop (K-POP) fever, which is very popular and loved by teenagers in Indonesia and brings values and culture from abroad that can influence the culture and identity of the Indonesians, is one example of the entertainment shows and media that the current generation prefers but which unintentionally can eliminate knowledge and awareness of their own national identity.

In light of this, the digital technology of the globalization period has elevated civilization to a new level, thus the area of Pancasila education needs to be able to adapt and adopt or use digital technology for its own good. Keeping Pancasila values relevant for today's globally linked youth is one of the challenges facing Pancasila education in an increasingly interconnected world (Mihit, 2023). Using technology and information media is essential to keeping up with the speed at which information is being produced in this day and age. As a result, instructors are under pressure to become proficient in technology so that their teaching strategies can keep up with the rapid of the times. One effort to use technology is the addition of learning media such as E-Learning in the learning process (Juwandi, 2020). Expanding the learning medium can aid in incorporating different educational resources, such films, which can increase students' interest in learning. During the COVID-19 epidemic, the usage of e-learning materials proved to be successful, leading to the adoption of internet-based online learning in the current educational system. Because they have firsthand experience with a variety of digital devices, students are more able to adjust to the new teaching approach.

3.3 Strengthening Character Through Pancasila Education

The principles found in Pancasila—such as faith in the Almighty God, human justice and civilization, Indonesian unity, democracy guided by the wisdom of representatives and deliberation, and social justice for all Indonesians—all contribute to the development of the national character of Indonesia. recognized for their varied cultures, ethnicities, races, and faiths, Indonesians are recognized to uphold these ideals (Lestari & Kurnia, 2022). In the age of globalization, preserving Indonesian native wisdom values can help us combat the risks posed by innovation. Ideas and beliefs from foreign cultures that conflict with the principles of Pancasila can emerge due to the rapid pace of globalization. This can potentially affect the values of Pancasila. Pancasila education must be able to implement the values of Pancasila in the daily lives of students so that in conflict situations, Pancasila can be the unifier of the nation. Pancasila is considered as the soul of all Indonesian people, which contains a view of life, personality, and is the basis of the state for all Indonesian people according to MPR Decree No. II/MPR/1978. In the life of the nation and state, Pancasila as the basis of the state is unquestionable, because every rule in Pancasila is based on the direction, ideals, and dreams that have been steadfast since independence. In Indonesia, education is the most fundamental effort that can be made (Hayqal & Najicha, 2023).

Unquestionably, Pancasila education has contributed significantly to the development of students' character. Pancasila education offers a perspective on the significance of character education grounded in Pancasila ideals in order to generate ethical and integrated students, as Pancasila is not only a source of law but also ethics (Winarno, 2016). The Pancasila values-based ethical source is in line with what Indonesians require. The values of Pancasila can also be viewed as an outlook on the existence of the Indonesian in the creation of the nation's identity, which comes from the nation itself, in accordance with the principles and norms of Indonesian culture. Therefore, the five Pancasila values are the application of the Indonesian perspective on life, which is encapsulated in the Pancasila principles, in the role of character educator.

Afterwards, the university's academic atmosphere will be built on Pancasila values after they have been incorporated.

3.4 Pancasila Education and Multiculturalism

In the age of globalization, Pancasila education enhances Indonesia's already existing multiculturalism; whereas in the past the cultural distinctions were limited to Indonesia, they now also arise as a result of the introduction of foreign cultures through a variety of media. Being a flexible ideology, Pancasila must be able to adapt to the times without compromising its core principles. Cooperation, togetherness, tolerance, solidarity, mutual respect, and respect for various cultures and religions are among the Pancasila ideals that are regarded as the primary tenets of communal life. These values are important because they must be internalized by people before they can be used in daily life (Sukmawati et al., 2024). It is envisioned that Pancasila Education can create a generation that values diversity and fosters harmony and collaboration in a multicultural society by using an inclusive approach and debate. With an awareness of Pancasila values, education may reinforce the principles of equality, pluralism, and cultural variety. Students are also able to acknowledge and honor human rights and other social distinctions. In general, Pancasila education is anticipated to contribute to the development of a peaceful, pluralistic society in the multicultural era, when tolerance and respect for difference serve as the cornerstones of a just and peaceful existence (Saputra et al., 2023).

Digital disruption is a feature of the globalization era. People's lifestyles have been directly altered by a number of technology advancements, and Indonesian society is inextricably linked to these developments, making the difficulties associated with digitalization ever more complicated. To overcome these obstacles, Pancasila Education needs to be flexible and evolving. The disruptive era is a reflection of an innovative era that introduces many important improvements in a variety of disciplines, including education, by replacing the outdated system with a new one. In this disruptive age, Pancasila—the state's intellectual underpinning—is essential for directing educational programs. Nonetheless, a number of obstacles must be addressed, such as updating the curriculum to reflect current trends, enhancing the abilities of educators to apply Pancasila values, and incorporating these values into the digital age. The primary factor in extending and strengthening Pancasila character education is technological innovation. Technology enables teachers to deliver more engaging and pertinent instruction, which can enhance students' educational experiences and deepen their comprehension of Pancasila's admirable ideals (Abidah et al., 2023). Education in Pancasila must incorporate national identity and cultural values; technological innovation must be aligned with Pancasila principles in line with the country's founders' goal of making Pancasila a model nation.

The challenges of globalization to national culture and identity can be faced by increasing cultural literacy, collaboration with various parties, and utilization of

information technology. Thus, Pancasila education is not only a compulsory course, but also a foundation for building strong national character and identity.

Pancasila education plays a pivotal role in promoting multiculturalism in Indonesia, serving as a framework for fostering respect, tolerance, and harmony among its diverse population. As the state ideology, Pancasila provides values that encourage unity in diversity, ensuring that individuals from various ethnic, cultural, and religious backgrounds coexist peacefully. By incorporating Pancasila into the educational system, students are not only taught the principles of democracy, justice, and human rights but also the importance of embracing differences and living together in a pluralistic society. This education helps cultivate a sense of belonging to a nation that values cultural diversity while upholding shared values. Furthermore, Pancasila education empowers students to appreciate multiculturalism as an asset, promoting social cohesion and reducing conflicts. It also fosters the development of critical thinking, enabling students to engage with the complexities of a multicultural world while maintaining their national identity. In conclusion, Pancasila education is instrumental in nurturing a society that values multiculturalism, preparing students to contribute positively to the nation's unity and global peace.

4. CONCLUSION

In the age of globalization and digital disruption, Pancasila education—one of the educational systems that instills character traits—is extremely important in helping Indonesia's youth develop moral principles and values. One of the difficulties in putting Pancasila values into practice is curricular adaptation to the large and quick growth of digital information flows. One way to promote the noble principles of Pancasila is through the use of technical innovation; however, this usage must be in line with the values of indigenous knowledge and Indonesian identity as a means of fortifying Indonesian character in the face of foreign cultural influence. Pancasila education has the potential to create a generation that values diversity, fosters harmony, and fosters collaboration in a multicultural society by utilizing an inclusive approach and conversation. In light of the present globalization trend, Pancasila education serves as the cornerstone for developing a robust national character and identity in addition to bolstering national values.

The integration of Pancasila values into the higher education curriculum in the era of globalization is a crucial step in shaping the character and identity of students in Indonesia. Pancasila, as the state ideology, provides a foundation for fostering national unity, moral integrity, and social responsibility. In the context of globalization, where diverse cultural values and rapid technological advancements prevail, it is essential to embed Pancasila values within academic frameworks to ensure that students not only acquire knowledge but also uphold principles of democracy, justice, and respect for human rights. The integration of these values can help students navigate global challenges while maintaining a strong sense of Indonesian identity and ethical responsibility. Moreover, incorporating Pancasila into the curriculum enables students to develop a balanced perspective that harmonizes global thinking with local wisdom. This approach can produce graduates who are not only academically competent but also ethically grounded and capable of contributing to both national and global

development. Therefore, embedding Pancasila in higher education is not only a matter of preserving cultural values but also of preparing students to thrive in an interconnected world.

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