

Integration of Pancasila Values in Learning to Build Students' Character in the Digital Era

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Abstract: This research aims to analyze the integration of Pancasila values in learning and its impact on the formation of student character in the digital era in SMAN and MAN in West Lombok Regency. The research background is based on the increasing challenges of globalization and technological developments that have implications for the moral degradation of students, such as low tolerance, increased bullying, and weak social responsibility. This study uses a qualitative approach with a case study design through observation, interview, and documentation techniques, and is analyzed using the Miles and Huberman interactive model. The results of the study show that the integration of Pancasila values is carried out through contextual learning, project-based learning, and reflective discussions. This strategy is able to increase student engagement and provide a more meaningful learning experience. The impact can be seen in increasing tolerance, social responsibility, national and state awareness, and students' ability to think critically about social issues. This shows that Pancasila education plays a role in forming character holistically, not only cognitive, but also affective and behavioral aspects. However, implementation still faces obstacles in the form of limited teacher competence, the negative influence of social media, and a lack of environmental support. Therefore, it is necessary to strengthen teacher capacity, digital literacy, and collaboration between schools, families, and the community.

Keywords: *Contextual learning, Project-based learning, Digital era, Student character*

INTRODUCTION

Pancasila education has a strategic role in shaping the character of the Indonesian nation, especially in facing the dynamics of social change in the digital era. As the basis of the state, Pancasila not only functions as an ideology, but also as a value system that directs individual behavior in the life of society, nation, and state. In the context of education, Pancasila values are the main foundation in building the character of the younger generation with integrity, tolerance, and responsibility (Furnamasari et al., 2024; Juita, 2024). However, reality shows that the internalization of these values still faces serious challenges, especially due to the influence of globalization and the development of digital technology (Widana et al, 2023).

The digital era has significantly changed the patterns of social interaction and the way of thinking of the younger generation. Unlimited access to information through social media often brings values that are not in harmony with Pancasila, such as individualism, intolerance, and radicalism (Rahman et al., 2023; Parwati & Suastra, 2024). International research shows that uncontrolled exposure to digital media can affect adolescents' moral development and decrease social empathy (Twenge et al., 2018; Odgers & Jensen, 2020). In addition, other studies confirm

that intense digital interaction without strengthening values can weaken students' social character and citizenship (OECD, 2021; Baruh et al., 2017).

The phenomenon of moral degradation among students further strengthens the urgency of strengthening Pancasila-based character education. Cases of bullying, intolerance, and low social concern are indicators that education has not fully succeeded in instilling national values in depth (Yorman et al., 2024; Gumilar et al., 2024). Other research has also shown that weak character reinforcement in schools contributes to the increase in deviant behavior among students (Berkowitz & Bier, 2014; Lickona, 2013). In the Indonesian context, this challenge is increasingly complex due to the existence of social and cultural diversity that requires an inclusive and value-based approach to education (Good & Lavigne, 2017; Tilaar, 2015, Yorman et al., 2025).

In practice, Pancasila Education learning still tends to be cognitive and memorization-oriented. Teachers often only emphasize the knowledge aspect without providing real experience to students in implementing these values in daily life (Saqujuddin et al., 2025; Fitriana, 2024). This is in line with the findings of international research that states that overly theoretical learning approaches tend to be less effective in shaping students' character (Darling-Hammond et al., 2020; Killen & Smetana, 2013; Yorman, 2025). Therefore, a more contextual and applicative learning approach is needed (Yorman, 2025).

The experiential learning and project-based learning approaches are considered to be able to be solutions in increasing the internalization of Pancasila values. This learning model provides students with the opportunity to learn through hands-on experience and active involvement in social activities (Amini & Wiyani, 2024; Rahman et al., 2023). International studies show that project-based learning can significantly improve students' social skills, empathy, and responsibility (Bell, 2010; Thomas, 2017; Krajcik & Blumenfeld, 2006; Harrison & Laco, 2022).

The local context also has an important role in the success of Pancasila education. The integration of local values in learning can strengthen students' relevance and understanding of these values (Juita, 2024; Rusmulyani, 2024). In West Lombok Regency, which has strong cultural diversity and local wisdom, Pancasila education has great potential to be developed through a local culture-based approach. However, implementation in SMAN and MAN in these areas still faces various obstacles, such as limited learning innovations and lack of integration of values in daily learning practices.

There is an urgent need to strengthen Pancasila-based character education in the midst of the challenges of the digital era. Data shows that the increase in social media use among Indonesian adolescents reaches more than 90%, which has the potential to affect their mindset and behavior (APJII, 2023). Without adequate reinforcement of values, this condition can accelerate moral degradation and weaken national identity. Therefore, a learning model is needed that is able to effectively integrate Pancasila values in today's digital and social context.

Empirical research that specifically examines the integration of Pancasila values in learning at the high school level, especially in areas such as West Lombok Regency. Most of the previous research still focused on basic education or conceptual in nature, so it has not provided a comprehensive picture of implementation at the high school and MA levels (Widana et al., 2024; Rusmulyani, 2024). In addition, research that combines innovative learning approaches with local contexts is still limited, although this is very important to increase the effectiveness of character education.

Meanwhile, the development of a model for integrating Pancasila values based on contextual learning and project-based learning that is tailored to the characteristics of students in the digital era and the local context of West Lombok Regency. This research also integrates local sociocultural approaches with modern learning strategies, so that it is expected to produce more relevant, adaptive, and effective learning models. In addition, this research provides empirical contributions through field data in SMAN and MAN, which have been minimal in the academic literature.

Thus, this research not only has a theoretical contribution in the development of Pancasila education, but also a practical contribution in designing learning strategies that are able to answer the challenges of the times. It is hoped that the results of this research can be a reference for the development of education policies and learning practices in Indonesia, especially in an effort to build a young generation with character, integrity, and based on Pancasila values.

METHODS

This research uses a qualitative approach with a case study design to gain an in-depth understanding of the process of integrating Pancasila Education values in learning and its implications for the formation of student character. The qualitative approach was chosen because this study focuses on social phenomena that are contextual, complex, and cannot be measured quantitatively. The case study design allows researchers to intensively explore learning practices that take place in the school environment, so that a comprehensive picture of the dynamics of the implementation of Pancasila values in a real context is obtained.

The research locations were carried out in several State High Schools (SMAN) and State Aliyah Madrasah (MAN) in West Lombok Regency, West Nusa Tenggara Province. The selection of this location is based on consideration of the heterogeneous socio-cultural characteristics of the community and the need to strengthen character education based on local and national values. In addition, these schools represent the real conditions of the implementation of Pancasila Education at the high school level, both in the context of public and religious-based schools.

The research subjects consisted of Pancasila Education teachers and grade XI students. Teachers are chosen because they play a role as the main actors in the learning process and value integration, while students are chosen as subjects who directly experience the process of internalizing values in learning. The selection of subjects was carried out by purposive sampling by considering their active involvement in Pancasila Education learning activities.

The data collection technique in this study was carried out through three main methods, namely observation, interview, and documentation. Observation is carried out directly in the classroom to observe the learning process of Pancasila Education, including the methods used by teachers, interactions between teachers and students, and students' responses to the material presented. This observation is passive participatory, where the researcher is present in the classroom without being directly involved in the learning process, so that objective data can be obtained about the situation that occurs.

In-depth interviews were conducted with teachers and students to explore their experiences, perceptions, and understandings related to the integration of Pancasila values in learning. Interviews with teachers are focused on learning strategies, obstacles faced, and efforts made in instilling character values in students. Meanwhile, the interviews with students aimed to find out the extent to which they understood and internalized the values of Pancasila in their daily lives. Interviews are conducted in a semi-structured manner to remain flexible and allow for broader data exploration.

In addition, documentation techniques are used to complement and reinforce data obtained through observation and interviews. The documents analyzed include learning tools such as Learning Implementation Plans (RPP), teaching modules, teaching materials, and other documents relevant to the implementation of Pancasila Education in schools. This documentation analysis aims to identify the extent to which Pancasila values have been integrated in learning planning.

The data that has been collected is then analyzed using an interactive analysis model proposed by Miles and Huberman, which includes three main stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by filtering, selecting, and focusing data that is relevant to the research objectives, so that meaningful information is obtained. The presentation of data is carried out in the form of a systematic descriptive narrative, making it easier for researchers to understand patterns and relationships between data. Furthermore, conclusions are drawn in stages by interpreting the data that has been analyzed to obtain valid and accountable research findings.

To maintain the validity of the data, this study uses source triangulation techniques and method triangulation. Source triangulation is carried out by comparing data obtained from teachers and students, while method triangulation is carried out by comparing the results of observations, interviews, and documentation. In addition, the researcher also conducts a member check by asking for confirmation from the informant on the data that has been collected, to ensure that the interpretation carried out is in accordance with the reality in the field.

By using these approaches and techniques, this research is expected to be able to produce valid, in-depth, and contextual findings regarding the integration of Pancasila values in learning at

SMAN and MAN in West Lombok Regency, as well as contribute to the development of character education practices in Indonesia.

RESULTS AND DISCUSSION

1. Strategy for Integrating Pancasila Values in Learning

The results of research at SMAN and MAN in West Lombok Regency show that the integration of Pancasila values in learning is not carried out separately as a purely normative material, but has begun to be pursued through a more contextual, participatory, and reflective approach. Pancasila Education teachers play the role of facilitators who not only transfer knowledge, but also guide students in understanding and internalizing these values in daily life. Based on the results of observations and interviews, there are three main strategies used in the learning process, namely contextual learning, project-based learning, and reflective discussion.

a. Contextual Learning

Contextual learning is one of the main strategies applied by teachers in integrating Pancasila values. In practice, teachers not only convey concepts theoretically, but relate the material to social realities that are close to students' lives. For example, when discussing the value of tolerance in the first and third precepts of Pancasila, the teacher invites students to discuss the diversity of religions and cultures in the school environment and the people of West Lombok.

This approach has proven to be effective in improving students' understanding because they can see firsthand the relevance of Pancasila values in real life. Students no longer view Pancasila as an abstract concept, but as a guideline for life that can be applied in daily social interaction. In addition, contextual learning also encourages students to think critically about social phenomena that occur in their environment, such as social conflict, discrimination, and intolerance.

However, the implementation of contextual learning still faces several obstacles, such as limited learning time and lack of contextual learning resources. Some teachers also admit that they still need training to develop learning methods that are more innovative and relevant to students' conditions.

Table 1. Implementation of Contextual Learning in the Integration of Pancasila Values

Aspects	Research Findings	Impact on Students
Learning materials	Associated with everyday life	More concrete understanding
Method	Social discussions and local case studies	Improves critical thinking
Value instilled	Tolerance, unity, justice	Mutual respect is increasing
Constraints	Limited time, lack of contextual resources	Implementation has not been maximized

b. Project-Based Learning

The second strategy found in this study is the application of project-based learning. In this approach, students are given the task of carrying out real activities that reflect the values of Pancasila. In some schools, students are involved in activities such as social service, anti-bullying campaigns, and mutual cooperation activities in the school and community environment.

Through these activities, students not only understand the values of Pancasila cognitively, but also experience them directly. For example, in social service activities, students learn about human values and social justice, while in mutual cooperation activities, they internalize the values of unity and cooperation. This shows that project-based learning has great potential in shaping student character holistically.

In addition, project-based learning also enhances 21st-century skills, such as teamwork, communication, and leadership. Students become more active and responsible for their learning process. However, the challenges faced in the implementation of this strategy are limited facilities, coordination between schools, and the time needed for project implementation.

Table 2. Implementation of Project-Based Learning in Pancasila Education

Aspects	Research Findings	Impact on Students
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Types of activities	Social Activism, Anti-Bullying Campaign, Mutual Cooperation	A True Experience of Pancasila
Value instilled	Humanity, social justice, unity	Empathy and care increased
Skills	Cooperation, communication, leadership	Soft skills develop
Constraints	Limited facilities, time, coordination	Implementation has not been even

c. Reflective Discussion

The third strategy used is reflective discussion, where teachers encourage students to reflect on Pancasila values through the analysis of case studies and actual problems. In this activity, students are invited to express their opinions, discuss, and evaluate their own attitudes and behaviors based on the values of Pancasila.

Reflective discussions have been proven to be able to increase students' moral awareness and critical thinking skills. They not only understand what is right and wrong, but are also able to provide rational and value-based reasons in every decision made. For example, in discussing cases of bullying at school, students are invited to analyze the causes, impacts, and solutions that are in accordance with the values of humanity and justice.

However, the effectiveness of reflective discussions relies heavily on teachers' ability to facilitate discussions and create an open and inclusive atmosphere. Some students still feel less confident to express their opinions, so participation is not evenly distributed. Therefore, strategies are needed to increase student involvement actively in discussions.

Table 3. Implementation of Reflective Discussion in Pancasila Learning

Aspects	Research Findings	Impact on Students
Method	Case discussions and value reflections	Increased moral awareness
Learning focus	Actual problems (bullying, intolerance)	High relevance to student life
Skills	Critical thinking, argumentation	Improved analytical capabilities
Constraints	Uneven participation, low student confidence	Discussion is not optimal

Overall, the three strategies show that the integration of Pancasila values in learning can be done effectively through an active, contextual, and participatory approach. The combination of contextual learning, project-based learning, and reflective discussion provides a more meaningful learning experience for students, so as to strengthen the internalization of Pancasila values in daily life. However, the success of the implementation of this strategy is highly dependent on teacher competence, school support, and students' readiness to follow a more active and reflective learning process.

2. Impact on Student Character Formation

The results of research at SMAN and MAN in West Lombok Regency show that the implementation of learning based on Pancasila values has a significant impact on the formation of students' character. This impact can not only be seen in the improvement of students' cognitive understanding of the concept of Pancasila, but also in changes in attitudes (affective) and real behavior (psychomotor) in daily life. This indicates that a learning approach that integrates values in a contextual, participatory, and reflective manner is able to encourage the internalization of values more deeply.

One of the main impacts identified is the increase in tolerance between students. In the context of schools that have diverse social, cultural, and religious backgrounds, learning Pancasila

Education that emphasizes the value of diversity and unity is able to form an attitude of mutual respect. Students show changes in the way they interact, such as being more respectful of dissent, not discriminating, and being able to work together with friends from different backgrounds. This can be seen from the results of observations that show a reduction in minor conflicts between students and an increase in harmonious social interaction.

In addition, the growth of a sense of social responsibility is also an important impact of the implementation of Pancasila value-based learning. Through learning activities involving social projects and collaborative activities, students become more sensitive to the surrounding environment. They show concern for social issues, such as the cleanliness of the school environment, solidarity with friends who are experiencing difficulties, and active participation in social activities. This sense of responsibility is not only limited to the school environment, but also begins to be seen in their lives in the community.

Another impact is the increase in awareness of the nation and state. Students show a better understanding of the importance of maintaining unity, respecting the symbols of the state, and playing an active role as good citizens. This awareness is reflected in the attitude of discipline, compliance with school rules, and participation in activities related to national values. In some cases, students are also able to relate national issues to Pancasila values, thus showing a deeper level of understanding.

In addition to affective and social aspects, Pancasila value-based learning also has an impact on the development of students' critical thinking skills on social issues. Through reflective discussions and case study analysis, students are trained to identify problems, analyze causes, and provide solutions based on Pancasila values. This ability is very important in facing the challenges of the digital era, where students are exposed to a variety of information that requires critical literacy skills. Students not only receive information passively, but are able to evaluate and filter information based on the values adhered to.

However, the level of impact produced is not completely evenly distributed to all students. Some students show significant changes, while others are still in the early stages of internalizing grades. This is influenced by various factors, such as family background, social environment, and the intensity of involvement in learning activities. Therefore, a more sustainable and systematic approach is needed to ensure that all students can benefit from Pancasila value-based learning.

Overall, the findings of this study show that Pancasila education has great potential in shaping students' character holistically. The integration of values in learning not only improves cognitive aspects, but is also able to form attitudes and behaviors in accordance with the values of Pancasila. This emphasizes that Pancasila education must be seen as a sustainable character formation process, not just a transfer of knowledge.

Table 4. The Impact of Pancasila Value-Based Learning on Student Character

Aspects	Research Findings	Impact on Students
Tolerance	Students value differences in religion, culture, and opinion more	More harmonious social interaction
Social responsibility	Students are active in social activities and care for the environment	Social care is increasing
National consciousness	Students understand the importance of unity and the role of citizens	Nationalism is on the rise
Critical thinking	Students are able to analyze social issues reflectively	Improved analytical and literacy skills
Affective & behavioral aspects	There is a real change in attitudes and actions	Student character develops holistically
Constraints	Differences in background and student participation	Uneven impact

Thus, it can be concluded that the implementation of Pancasila value-based learning makes a real contribution to the formation of student character in SMAN and MAN West Lombok Regency. This success is an indicator that the right learning approach can make Pancasila Education the main instrument in building a young generation with character, critical, and integrity.

3. Implementation Challenges in the Digital Era

The results of research at SMAN and MAN in West Lombok Regency show that although the integration of Pancasila values in learning has begun to be implemented through various innovative strategies, its implementation still faces a number of quite complex challenges. These challenges not only come from internal school factors, but are also influenced by external dynamics, especially the development of digital technology and social changes in society. In general, there are three main obstacles identified in this study, namely teacher competence, the influence of social media, and lack of environmental support.

a. Teacher Competence

One of the main challenges in the implementation of Pancasila education is the limited competence of teachers in integrating Pancasila values innovatively and contextually. Based on the results of the interviews, some teachers still tend to use conventional learning approaches that are oriented towards delivering material theoretically. This causes learning to be less able to touch the affective and behavioral aspects of students in depth.

In addition, not all teachers have an adequate understanding of value-based learning strategies, such as contextual learning, project-based learning, and reflective discussions. Lack of training and professional development are the main factors affecting this condition. Teachers also face limitations in developing learning tools that are able to systematically integrate Pancasila values in each stage of learning.

On the other hand, the demands of a dense curriculum are also an obstacle. Teachers are often more focused on achieving material targets than strengthening values, so the integration of Pancasila values has not become a top priority in learning practices. This condition shows that improving teacher competence, both from pedagogic and professional aspects, is an urgent need in supporting the success of Pancasila education.

Table 5. Challenges of Teacher Competence in Integrating Pancasila Values

Aspects	Research Findings	Impact on Students
Learning methods	Still conventional and theoretical	Internalization of suboptimal values
Teacher's understanding	Limited to concept, less on implementation	Value is not deeply integrated
Training	Lack of training in learning innovations	Teachers are less creative
Curriculum load	Focus on academic material	Character reinforcement is neglected

b. Influence of Social Media

The development of social media is a big challenge in the implementation of Pancasila education in the digital era. Based on the results of observations and interviews, students at SMAN and MAN in West Lombok Regency have a fairly high intensity of social media use. This has an impact on changing their mindset and behavior, which tends to be more individualistic and less socially empathetic.

Social media is often an unfiltered source of information, so students are easily exposed to negative content, such as hate speech, hoaxes, and unethical behavior. This condition has the potential to be contrary to the values of Pancasila which emphasizes unity, humanity, and social justice. In addition, the instant culture that develops on social media also affects students' learning patterns, which tend to be less in-depth and reflective.

On the other hand, uncontrolled use of social media also has an impact on declining direct social interaction. Students interact more virtually than in real interactions, thus reducing their

opportunities to develop social skills and empathy. This is a challenge for teachers in instilling Pancasila values based on social interaction and direct experience.

However, social media also has the potential as a means of learning if used wisely. Therefore, a strategy is needed to integrate digital literacy in Pancasila Education learning, so that students are able to use social media critically and responsibly.

Table 6. Challenges of the Influence of Social Media on Pancasila Education

Aspects	Research Findings	Impact on Students
Intensity of use	High among students	Digital dependency is on the rise
Contents	A lot of negative content (hoaxes, hate speech)	Pancasila values eroded
Interaction patterns	More virtual interactions	Social empathy decreases
Potential	Can be used as a learning medium	The Need for Digital Literacy

c. Lack of Environmental Support

Another challenge that is no less important is the lack of support from the environment, both family and community, in strengthening the values of Pancasila. Based on the results of the research, not all parents have the same awareness of the importance of Pancasila-based character education. This causes a discrepancy between the values taught in school and those applied in the family environment.

In addition, a less conducive social environment can also affect the process of internalizing grades in students. For example, the existence of social conflicts, intolerant behavior, or a lack of role models from society can be an inhibiting factor in the formation of students' character. Students who are in an environment like this tend to have difficulty in applying Pancasila values consistently.

The lack of synergy between schools, families, and the community is also a factor that weakens the effectiveness of Pancasila education. In fact, character formation is a process that requires support from various parties on an ongoing basis. Therefore, collaborative efforts are needed to create an environment that supports the strengthening of Pancasila values, both at school and outside of school.

Table 7. The Challenge of Environmental Support in Pancasila Education

Aspects	Research Findings	Impact on Students
Family environment	Parental awareness is not evenly distributed	Inconsistent values
Community environment	Less conducive to the values of Pancasila	Internalization is hampered
Example	Minimal role models in society	Students have difficulty imitating positive behaviors
Synergy	Weak school-family collaboration	Character education is not optimal

Overall, the challenges of implementing Pancasila education in the digital era show that the success of learning is not only determined by the strategies used in the classroom, but also by external factors that affect students. Therefore, a comprehensive and collaborative approach is needed to overcome these various obstacles, so that Pancasila education can function optimally in shaping the character of the younger generation in the digital era.

CONCLUSION

Based on the results of research conducted at SMAN and MAN in West Lombok Regency, it can be concluded that the integration of Pancasila values in learning has a very strategic role in shaping students' character in the digital era. The application of various learning strategies such as contextual learning, project-based learning, and reflective discussions has proven to be able to

bridge the gap between the normative concept of Pancasila values and the reality of students' daily lives. Through this approach, students not only understand grades cognitively, but are also able to internalize them in real attitudes and behaviors. This shows that learning Pancasila Education that is designed in an innovative and participatory manner can be an effective instrument in strengthening character education that is relevant to the demands of the times.

Furthermore, this study found that the implementation of learning based on Pancasila values has a significant positive impact on the formation of student character. These impacts include increasing tolerance, growing sense of social responsibility, increasing awareness of the nation and state, and developing the ability to think critically on various social issues. This change reflects the success of the process of internalizing values that not only touches on the knowledge aspect, but also the affective and behavioral aspects of students. Thus, Pancasila Education can no longer be seen as a purely theoretical subject, but as a holistic and sustainable character building process.

However, these successes are still faced with various challenges, both from internal and external aspects. The limited competence of teachers in developing value-based learning, the strong influence of social media that tends to erode social values, and the lack of support from the family and community environment are inhibiting factors that need serious attention. Therefore, an integrated and collaborative effort is needed between schools, families, and the community in strengthening the implementation of Pancasila Education. Increasing teacher capacity, strengthening students' digital literacy, and creating an environment conducive to Pancasila values are strategic steps that must be taken in a sustainable manner. Thus, Pancasila Education is expected to be able to give birth to a young generation that is not only intellectually intelligent, but also has a strong character, integrity, and is based on national values.

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