

Strong Character From The East: Traces Of Pancasila and Papuan Culture in Student Sports

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Abstract : *This study examines the role of Pancasila values and local Papuan culture in shaping the character of sports students at Cenderawasih University, particularly in strengthening moral, social, and cultural integrity amid globalization challenges. A descriptive quantitative approach was employed, involving 29 students from the Sports Education Study Program selected through purposive sampling. Data were collected using a four-point Likert scale questionnaire covering indicators of Pancasila values (belief in God, humanity, unity, democracy, and justice) and Papuan cultural values (solidarity, togetherness, respect for customs, and collective courage). Data analysis utilized percentage techniques with descriptive classification criteria. The findings reveal that all indicators fall within the outstanding category, with average scores ranging from 84% to 92%. These results indicate that students have successfully internalized values such as religiosity, empathy, cooperation, sportsmanship, fairness, and respect for tradition in both academic and athletic contexts. The study confirms that integrating Pancasila and Papuan cultural values significantly contributes to the development of resilient, ethical, and identity-driven sports students. Therefore, higher education institutions are encouraged to systematically embed these values into curricula, instructional strategies, and extracurricular programs to produce graduates who are not only academically and physically competent but also morally grounded and socially responsible in a globalized world.*

Keyword : *Pancasila; Papuan culture; Student character; Sports education*

INTRODUCTION

Higher education is not only oriented towards academic achievement, but also towards the formation of a student's character. This is important because a person's success is not solely determined by intellectual competence and technical skills, but also by the moral integrity, ethics, and social responsibility inherent in that person. In line with this, character is the primary foundation for producing superior human resources (Khairiyah & Dewinda, 2022), integrity (Hasibuan et al., 2024), and competitiveness (Dewi et al., 2024). Strong character not only reflects moral attitudes (Iksal et al., 2024), ethics (Ruhaina et al., 2025), and social responsibility (Handoko, 2023), but also manifests in facing social dynamics (Paramita et al., 2024), professionalism (Andini, 2025), and nationality (Nur et al., 2023). Therefore, the need for strong character development is becoming increasingly relevant in the world of education (Iksal et al., 2024), especially in the field

of sports in higher education. The goal is for students to be not only academically competent but also morally and socially mature (Zuhri *et al.*, 2024).

However, the facts on the ground show that character development for sports students at Candrawasih University is still often focused on technical and physical disciplines, resulting in a lack of exploration of values rooted in national ideology and local culture. Furthermore, the challenges of globalization and the current instant cultural flow have caused a shift in values among the younger generation, especially within the university environment, particularly in Papua. In fact, Papua, as a region with a substantial cultural wealth, has extraordinary potential in shaping student character through local values such as solidarity (Widya *et al.*, 2025), courage (Suripatty *et al.*, 2024), respect for customs (Adi *et al.*, 2025), and collective spirit (Tekege & Rahanra, 2022). These values are, in fact, very much in line with the values of Pancasila as the foundation of the State, such as cooperation (Aisyah *et al.*, 2025), social justice (Marzuki *et al.*, 2025), and respect for humanity (Soraya & Muslim, 2025). The process of character formation of students, especially in the field of sports, cannot be separated from efforts to strengthen national identity through internalization of Pancasila values.

These values should be the guiding spirit of every academic and non-academic activity related to the implementation of physical education and sports. Purba *et al.* (2024) proposes that this character building can be implemented formally, particularly in higher education institutions, where it is incorporated into the curriculum. In the context of sports itself, Umami & Hafizi (2025) proposes that Pancasila can serve as the primary foundation for sports training, organization, and reporting. These efforts will be more meaningful if combined with a vibrant and respected local cultural approach in students' daily lives. Thus, character building is not merely normative or instructional, but also contextual and rooted in the students' own social and cultural realities. Therefore, this study presents a relatively new approach, namely an in-depth examination of the role of Pancasila values and local Papuan culture in the character-building process of sports students, a process that has not been the focus of much integrated study.

METHOD

This study uses a descriptive quantitative approach to describe the phenomena in the field. The variables that serve as benchmarks in the implementation of this study are the internalization of Pancasila values, Papuan local culture, and the character of sports students. The primary focus of this study is the Sports Education students at Candrawasih University, comprising 29 individuals selected using a purposive sampling approach. The instrument used is a questionnaire with a 4-point scale, specifically Strongly Disagree (SD) with a score of 1, Disagree (D) with a score of 2, Agree (A) with a score of 3, and Strongly Agree (SA) with a score of 4. The instrument also incorporates the Internalization of Pancasila values, comprising the Godhead, humanity, unity, democracy, and social justice. Internalization of Papuan Culture includes solidarity, togetherness, respect for customs, and collective courage. Furthermore, the data collection technique in the implementation of this study used a Google form. The data analysis technique used in the implementation of this study employed a percentage approach, calculating the score for each respondent's answer and then classifying it into specific categories based on the analysis criteria table, compiled using class intervals ranging from the smallest to the most considerable percentage value. For more information, please refer to the table below.

Table 1. Descriptive Analysis Criteria

No	Percentage Range	Criteria
1	>81.25% - 100%	Very good
2	>62.25% - 81.25%	Good
3	>43.75% - 62.25%	Not good
4	25% - 43.75%	Very Bad

Source: Sugiyono (2020)

RESULTS AND DISCUSSION

Results

To understand the character formation process of sports students, this study used several indicators that represent the values of Pancasila, local Papuan culture, and the character of sports students. The Pancasila variable encompasses aspects of divinity, humanity, unity, community, and justice. Local Papuan culture itself includes the values of solidarity, togetherness, respect for tradition, and collective courage. Each indicator was measured through statements reflecting students' attitudes, behaviours, and habits in both academic and sports activities. The results of the indicator analysis are summarized in the following table.

Values in the Aspect of Divinity

Student character development through sports is inextricably linked to the internalization of Pancasila values, particularly the aspect of divinity. This aspect emphasizes the importance of faith in God, self-control in accordance with religious teachings, and mutual respect for differences in beliefs within the sports environment. To illustrate this, the following presents the results of an analysis related to the internalization of Pancasila values in the divinity aspect.

Table 2. Pancasila Values in the Aspect of Divinity

No	Statement	%	Category
1	I believe that God is the source of value in every action I take.	95%	Very good
2	I maintain my behavior in accordance with religious teachings in sports activities.	90%	Very good
3	I appreciate friends who have different beliefs about one sports team.	91%	Very good
Average		92%	Very good

The analysis revealed that sports students demonstrated an excellent internalization of divine values. An average score of 92% confirmed students' belief that God is the source of value in all their actions, maintaining behavior in accordance with religious teachings, and being able to respect differences in beliefs within the sports team.

Internalization of Pancasila Values in Humanitarian Aspects

In addition to the divine aspect, the internalization of Pancasila values is also reflected in the humanitarian aspect. This aspect emphasizes respect for others without discrimination, empathy in helping others, and efforts to maintain behavior to avoid violence and unfair treatment in sports activities. The results of the analysis related to the humanitarian aspect are presented in the following table.

Table 3. Pancasila Values in the Humanitarian Aspect

No	Statement	%	Category
1	I respect everyone in the team regardless of their background.	89%	Very good
2	I am willing to help teammates who are having difficulties.	91%	Very good
3	I refrain from engaging in any abusive or discriminatory actions against anyone in a sports environment.	88%	Very good
Average		89%	Very good

In the humanitarian aspect, the average score of 89% is considered excellent. This reflects students' ability to appreciate differences in background, show concern for helping colleagues in need, and avoid discriminatory and abusive behavior in the sports environment.

Internalization of Pancasila Values in the Aspect of Unity

The value of unity in Pancasila is also a crucial foundation for character development in sports students. Unity is reflected in pride in team identity, the ability to collaborate across cultures, and upholding togetherness in all sporting activities. The results of the unity measurement are shown in the following table.

Table 4. Pancasila Values in the Unity Aspect

No	Statement	%	Category
1	I feel proud to be part of my college sports team.	91%	Very good
2	I still collaborate with my teammates even though they come from different cultures.	93%	Very good
3	I strive to maintain a sense of togetherness in every match.	86%	Very good
Average		90%	Very good

The average achievement for the unity aspect reached 90%, categorized as very good. This data indicates that students feel proud to be part of a team, can foster cross-cultural collaboration, and uphold togetherness in competitions and team activities.

Internalization of Pancasila Values in Social Aspects

Social values emphasize the importance of togetherness, deliberation, and acceptance of collective decisions in both organizational life and sports activities. Through mutual listening, deliberation, and respect for team decisions, sports students learn to internalize democratic values aligned with Pancasila. The results of the social aspect measurements are presented in the following table.

Table 5. Pancasila Values in Social Aspects

No	Statement	%	Category
1	I Always Listen to My Friends' Opinions When Discussing in a Team	86%	Very good
2	I Believe That Team Decisions Should Be Made Through Deliberation	84%	Very good
3	I'm accustomed to accepting joint decisions, even if they differ from my own wishes.	86%	Very good
Average		85%	Very good

An average score of 85%, categorized as very good, indicates that students have internalized democratic attitudes within the team. They are accustomed to listening to opinions, making decisions through deliberation, and accepting collective decisions, even if they differ from their personal preferences.

Internalization of Pancasila Values in the Aspect of Justice

The value of fairness reflects an attitude of upholding equality, avoiding preferential treatment, and maintaining equal rights and obligations for all team members. In the context of sports, implementing this value is essential to creating a harmonious, sportsmanlike atmosphere

and mutual respect. The results of the fairness aspect measurement are shown in the following table.

Table 6. Pancasila Values in the Aspect of Justice

No	Statement	%	Category
1	I don't use my position on the team to get preferential treatment.	82%	Very good
2	I treat all team members fairly in sporting activities.	89%	Very good
3	I feel responsible for maintaining equal rights and obligations for all team members.	89%	Very good
Average		87%	Very good

The fairness aspect measurement averaged 87%, in the excellent category. Students demonstrated an awareness of not abusing their positions, treating colleagues fairly, and maintaining equal rights and obligations for all team members.

Internalization of Papuan Local Cultural Values in the Aspect of Solidarity

Solidarity, a local Papuan cultural value, is reflected in togetherness, caring, and a willingness to sacrifice for the common good. In sports, this value encourages students to support one another, maintain unity, and prioritize the team's interests above personal gain. The results of the solidarity measurement are shown in the following table.

Table 7. Local Papuan Cultural Values in the Aspect of Solidarity

No	Statement	%	Category
1	I am ready to help my teammates when they face difficulties.	86%	Very good
2	I feel happy when my colleagues are successful, even though I haven't succeeded yet.	83%	Very good
3	I am willing to put my personal interests aside for the sake of the team.	84%	Very good
Average		84%	Very good

The solidarity of sports students is reflected in their average score of 84%, which falls into the excellent category. Students demonstrate a willingness to help friends in need, share in their teammates' successes, and are willing to sacrifice personal interests for the good of the team.

Internalization of Papuan Local Cultural Values in the Aspect of Togetherness

Togetherness is a key value in local Papuan culture, emphasizing collective strength over individual interests. In the context of sports, togetherness is reflected in a sense of comfort in working together, participation in decision-making, and the belief that team cohesion will enhance competitive strength. The results of the togetherness aspect measurement are shown in the following table.

Table 8. Local Papuan Cultural Values in the Aspect of Togetherness

No	Statement	%	Category
1	I feel comfortable working with all members of the sports team.	90%	Very good

2	I always involve friends in making decisions in the team.	87%	Very good
3	I feel stronger when I play with a team than alone.	87%	Very good
Average		88%	Very good

In terms of teamwork, students achieved an average score of 88%, categorized as very good. This reflects a sense of comfort in working together, involvement in decision-making, and a belief that the power of the team is greater than the power of the individual

Internalization of Papuan Local Cultural Values in the Aspect of Respect for Customs

Respect for customs is a manifestation of students' respect for the local cultural values, symbols, and traditions that prevail in their environment. In sports activities, this attitude is reflected through respect for customs, support for cultural preservation, and rejection of actions that belittle certain symbols or traditions. The results of the measurement of respect for customs are presented in the following table.

Table 9. Local Papuan Cultural Values in the Aspect of Respect for Customs

No	Statement	%	Category
1	I respect the customs that apply in my environment	90%	Very good
2	I support the preservation of local culture in sports activities.	87%	Very good
3	I am not mocking or belittling any particular cultural symbols or traditions.	86%	Very good
Average		88%	Very good

The average score of 88%, categorized as excellent, demonstrates that students demonstrate a high level of respect for tradition. They support the preservation of local culture and reject any form of disrespect for sports' symbols or traditions.

Internalization of local Papuan cultural values in the aspect of collective courage

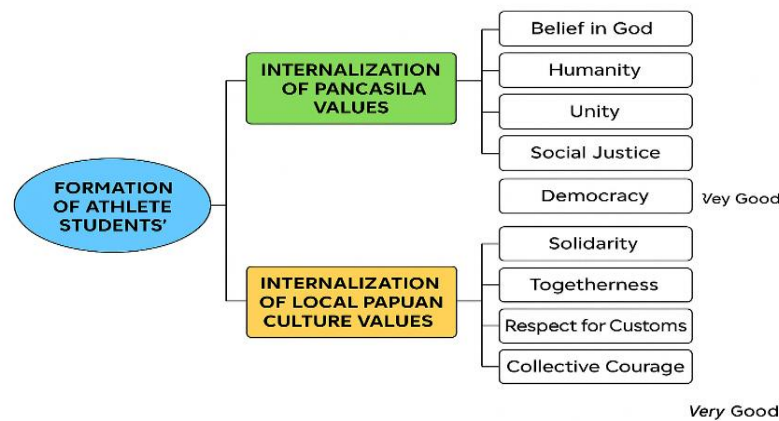
Collective courage reflects the belief that strength and courage are enhanced when exercised as a team. In sports, this value is demonstrated through readiness to face challenges, confidence in the team's strength, and the courage to take risks when supported by teammates. The results of the collective courage measurement are shown in the following table.

Table 10. Local Papuan Cultural Values in the Aspect of Collective Courage

No	Statement	%	Category
1	I dare to face bigger challenges when I'm part of a team.	84%	Very good
2	I believe that the power of a team is greater than that of an individual.	87%	Very good
3	I feel brave to take risks when supported by my colleagues.	86%	Very good
Average		86%	Very good

The analysis of the collective courage aspect averaged 86%, categorized as very good. Students demonstrated courage in facing challenges, confidence in the strength of their team, and a willingness to take risks when supported by their peers in sports activities.

Figure 1. Flowchart of Character Formation of Sports Students



Discussion

Based on the previous results, all indicators representing Pancasila values (belief in God, humanity, unity, community, justice) and Papuan local cultural values (solidarity, togetherness, respect for customs, collective courage) are in the outstanding category. This is in line with what Holt et al (2016) stated, stating that student involvement in sports activities has the potential to be an effective medium for developing life skills and instilling moral values, such as discipline, responsibility, and sportsmanship, when implemented through a pedagogically structured program and supported by a conducive learning environment. Furthermore, the Grounded Theory of PYD emphasizes that the process of transferring values from sports experiences to other life contexts can only occur if the program is systematically designed, supported by the active role of coaches, and equipped with structured reflection and transfer mechanisms.

Furthermore, the strengthening of Pancasila aspects in the context of physical education is clearly reflected in the study's findings. High scores on the divinity and humanity dimensions indicate the internalization of universal religious and ethical values through sports activities. This aligns with the idea put forward by Fahrezi & Permadi (2022), who stated that physical education is not only oriented towards improving fitness but also serves as a means to instill moral and spiritual values in students. The intentional integration of the Pancasila Student Profile into the physical education curriculum has been shown to strengthen religious character, empathy, and a cooperative attitude. According to Nuraini et al. (2024) and Oktadinata et al. (2025), when teachers design physical education (PJOK) lessons with explicit objectives related to Pancasila values, students' character development becomes more focused, tangible, and measurable. This demonstrates that internalization of values does not occur automatically but requires a pedagogical design that emphasizes an explicit link between sports activities and character goals.

Furthermore, in terms of unity and community, excellent results were achieved, indicating that university sports education serves as a medium for the formation of collective identity, social cohesion, and democratic practices such as deliberation and cooperation. These findings align with research conducted by Balaguer et al. (2023), which suggests that an inclusive social climate within sports teams can foster a sense of togetherness and promote democratic values. Meanwhile,

pedagogically designed sports-based interventions be effective in increasing cross-cultural team cohesion (Kwon, 2024). Fairness and sportsmanship achieved excellent results, indicating that university sports activities contribute to the formation of students' prosocial character. However, previous research conducted by Delcampo *et al.* (2024) emphasized that the internalization of values does not occur automatically, but rather is determined by pedagogical interventions and the team's social environment, which is managed by coaches and sports organizations. Meanwhile, local Papuan cultural values such as solidarity, togetherness, and respect for tradition become a tangible part of an athlete's character when local social culture and traditions are incorporated into campus sports activities. A similar sentiment was expressed by Qomarrullah & Sokoy (2024) and Yambedoan *et al.* (2025), who revealed that local cultural identity plays a strong role as a value that is easily internalized, especially in sports organizations that respect local traditions and integrate them into the team structure.

The analysis of learning mechanisms identified two determinants of value internalization through sport activities. First, the structure of the experience, where sport activities are not solely focused on the physical aspect, but also provide a context for value learning through collaboration on shared tasks, the implementation of responsible roles, and reflection processes. Second, socialization agents, including coaches, senior team members, and campus organizations, actively enforce norms, model behavior, and ensure adherence to ethical rules. These findings underscore the importance of enhancing the capacity of coaches as value educators, designing physical education modules that explicitly incorporate the Pancasila profile and local wisdom, and developing character evaluation mechanisms that extend beyond mere technical assessments.

CONCLUSION

Based on the research results, it can be concluded that the internalization of Pancasila values and local Papuan culture among Cenderawasih University sports students is in the outstanding category. The values of divinity, humanity, unity, deliberation, and justice derived from Pancasila, as well as the values of solidarity, togetherness, respect for customs, and collective courage derived from Papuan culture, have been reflected in the students' daily attitudes and practices. This confirms that sports students develop not only in academic and physical skills, but also in moral, social, and cultural dimensions that shape a strong, religious, empathetic, and just character, upholding national identity and local culture. Therefore, in the implementation of learning, it is necessary to strengthen the curriculum and development programs in higher education that systematically integrate Pancasila values and local culture into learning activities and sports activities. This effort can be realized through the development of teaching materials, culture-based learning methods, and extracurricular activities that emphasize character building, so that the resulting graduates are not only academically and physically superior, but also possess moral maturity, social sensitivity, and a strong national awareness.

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