

Strengthening Global Diversity Character through Pancasila Education Learning at Makassar City State Senior High Schools

Adim Isral Ayubi^{1*}, Firman Umar², Bakhtiar³

^{1,2,3} Makassar State University, Indonesia

Corresponding Author's e-mail : 240002301051@student.unm.ac.id



e-ISSN: 2964-0962

SEIKAT: Jurnal Ilmu Sosial, Politik dan Hukum

<https://ejournal.45mataram.ac.id/index.php/seikat>

Vol. 5, No. 4, Agustus 2026

Page: 1533 - 1548

Available at:

<https://ejournal.45mataram.ac.id/index.php/seikat/article/view/3419>

DOI:

<https://doi.org/10.55681/seikat.v5i4.3419>

Article History:

Received: 14-07-2026

Revised: 04-08-2026

Accepted: 04-08-2026

Abstract : *This study aims to determine: (1) The relevance of the Pancasila Education learning program to the formation of global diversity character in Makassar City State Senior High Schools; (2) teacher strategies in strengthening global diversity character through Pancasila Education learning; and (3) factors that support and inhibit in strengthening global diversity character through Pancasila Education learning in Makassar City State Senior High Schools. This study uses a qualitative approach with a descriptive research type. This research was conducted at Makassar State Senior High School 1 and Makassar State Senior High School 4. Research informants included the principal, Pancasila Education teachers, and students. The types of data used in this study were primary data and secondary data. Data collection techniques were interviews, observation, and documentation. Data validity testing used source triangulation, technical triangulation, and time triangulation. Data analysis techniques used the Miles and Huberman model which included data reduction, data presentation, as well as drawing conclusions and verification. The results of this study indicate that (1) The Pancasila Education learning program has a very strong relevance to the formation of global diversity character which includes aspects of knowing and appreciating culture, the ability to communicate interculturally and interact with others, as well as reflection and responsibility for diversity experiences. (2) Teacher strategies in strengthening global diversity character through Pancasila Education learning are integrated through learning planning and implementation. (3) Factors that support the strengthening of global diversity character through Pancasila Education learning include school support, facilities and infrastructure, and the diversity of student backgrounds. The factors that inhibit the strengthening of global diversity character through Pancasila Education learning include students' lack of understanding of the concept of global diversity, the influence of social media, and parenting patterns from the family environment.*

Keywords: *Strengthening Character, Global Diversity, Pancasila Education*

Abstrak : Penelitian ini bertujuan untuk mengetahui: (1) Relevansi program pembelajaran Pendidikan Pancasila dengan pembentukan karakter kebinekaan global di SMA Negeri Kota Makassar; (2) strategi guru dalam penguatan karakter kebinekaan global melalui pembelajaran Pendidikan Pancasila; dan (3) faktor-faktor yang menjadi pendukung dan penghambat dalam penguatan karakter kebinekaan global melalui pembelajaran Pendidikan Pancasila di SMA Negeri Kota Makassar. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Penelitian ini dilaksanakan di SMA Negeri 1 Makassar dan SMA Negeri 4 Makassar. Informan penelitian meliputi kepala sekolah, guru Pendidikan Pancasila, dan peserta didik. Jenis data yang digunakan dalam penelitian ini yaitu data primer dan data

sekunder. Teknik pengumpulan data yaitu wawancara, observasi, dan dokumentasi. Uji keabsahan data menggunakan triangulasi sumber, triangulasi teknik, dan triangulasi waktu. Teknik analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian ini menunjukkan bahwa (1) Program pembelajaran Pendidikan Pancasila memiliki relevansi yang sangat kuat dengan pembentukan karakter kebinekaan global yang mencakup aspek mengenal dan menghargai budaya, kemampuan berkomunikasi interkultural dan berinteraksi dengan sesama, dan refleksi dan bertanggung jawab terhadap pengalaman kebinekaan. (2) Strategi guru dalam penguatan karakter kebinekaan global melalui pembelajaran Pendidikan Pancasila diintegrasikan melalui perencanaan dan penerapan pembelajaran. (3) Faktor-faktor yang menjadi pendukung dalam penguatan karakter kebinekaan global melalui pembelajaran Pendidikan Pancasila meliputi dukungan pihak sekolah, sarana dan prasarana, dan keberagaman latar belakang peserta didik. Adapun faktor-faktor yang menjadi penghambat dalam penguatan karakter kebinekaan global melalui pembelajaran Pendidikan Pancasila meliputi kurangnya pemahaman peserta didik tentang konsep kebinekaan global, pengaruh media sosial, dan pola asuh dari lingkungan keluarga.

Kata Kunci : Penguatan Karakter, Kebinekaan Global, Pendidikan Pancasila

INTRODUCTION

Education is a very important tool in forming a generation with character, broad knowledge, and able to face the challenges of the world. In Indonesia, education not only functions as a means to instill knowledge, but also plays a role in fostering various values, attitudes, and national character based on Pancasila and the 1945 Constitution. This is in line with Law Number 20 of 2003 Article 3 concerning the National Education System which states that "national education functions to develop the abilities and character, as well as a dignified national civilization in order to educate the life of the nation, aims to develop the potential of students to become quality human beings with the characteristics of faith and piety to God Almighty, noble character, healthy, faithful, capable, creative, independent, and democratic, and responsible".

The development of modern technology today is important for instilling character education at an early age, especially among the current millennial generation who need systematic, gradual and continuous education (Yudha & Aulia, 2023). Furthermore, rapid change can negatively impact the younger generation's sense of pride and concern for their nation and country, as their mindsets can be influenced by widely disseminated information, leading to a loss of nationalism, tolerance, and character. Currently, the government is integrating the topic of character building and character formation in the educational environment into all subjects taught in schools.

Pancasila education is one of the main aspects in developing the character of students in Indonesia (Sugiyarti & Patmisari, 2024). This character formation is very important, as per the special directive of the President of the Republic of Indonesia to the Ministry of Education and Culture which aims to strengthen the character within students (Sumiati et al., 2024). Presidential Decree No. 87 of 2017 concerning Strengthening Character Education states that the goal of strengthening character education is to shape and equip students as Indonesia's "golden generation" in 2045 with the spirit of Pancasila and good character development. The development of character and an open attitude of the nation's successors must be based on the application of Pancasila values in the nation and state (Sabanil et al., 2022).

Character education plays a significant role in the Independent Curriculum through the Pancasila Student Profile program (Iskandar et al., 2023). The Pancasila Student Profile program has been explicitly regulated in the Minister of Education and Culture Regulation Number 22 of 2020 (Siregar et al., 2025). The Pancasila Student Profile Program aims to improve the quality of education by prioritizing the development of students' character and morals, as well as producing a generation that is critical, creative, independent, and has a global perspective (Dewi & Widyartono, 2024). The aim of this program is to help Indonesian students become lifelong learners

who are balanced with global capabilities and behave in accordance with the values of Pancasila (Sabanil et al., 2022).

Pancasila as a state ideology has various diversities including ethnicities, religions and cultures, making this one of the main characteristics of the Pancasila Student Profile in the world of education (Afriansyah et al., 2024). The purpose of this description is to demonstrate how students apply the values of Pancasila in their daily lives, both inside and outside of school. This way, students can understand global diversity and develop mutual respect and respect for each culture, while remaining open to global cultural developments (Khoeratunisa et al., 2023).

In the Pancasila Student Profile, there are six characteristics of Pancasila students, one of which is global diversity (Fernanda & Wahyuni, 2024; Kusdiani & Tirtoni, 2025; Sabanil et al., 2022). Global diversity is a form of character that is expected of Indonesian students to preserve their local noble culture and identity, and have a very broad perspective when interacting with other cultures, so that they can build an attitude of mutual respect and participate in forming positive noble cultures, and not conflict with the noble culture of their nation (Afriansyah et al., 2024; Haniifah et al., 2024). In addition, the global diversity indicator contains three key elements: knowing and appreciating culture, the ability to communicate interculturality in interactions with others, and reflecting on and taking responsibility for experiences of diversity (Nisa) (Fernanda & Wahyuni, 2024; Istiningsih et al., 2021; Kusdiani & Tirtoni, 2025; Yudha & Aulia, 2023; Zuriah & Sunaryo, 2022).

In this modern era, students must be able to evaluate various foreign perspectives and not simply accept them without critical thought. However, many Indonesian students seem to have lost their character and identity as a nation (Afriansyah et al., 2024). If a nation fails to preserve its national identity, chaos will ensue, making it difficult to achieve shared goals. Under these conditions, a nation will be easily manipulated by other nations, making preserving national identity crucial for maintaining a nation's security and stability (Maghfirani & Romelah, 2023).

Currently, the era of globalization is a serious challenge for the Indonesian nation in forming the character of students who embody the values of Pancasila, especially in the context of global diversity (Haniifah et al., 2024). If the people of a country, especially students who will become the nation's future leaders, do not possess character values that align with their national identity and fail to maintain them, then the country will be vulnerable to instability and easily influenced by the challenges of the times in the future (Afriansyah et al., 2024). Currently, many countries are facing various problems and conflicts in the international arena in the fields of education, social and cultural, economic, and political, such as bullying, violence, and so on (Kusniawati & Asari, 2024; Maghfirani & Romelah, 2023).

One aspect of the character of Pancasila Students that plays an important role in overcoming the impact of globalization is the character of global diversity (Lestari & Hermawati, 2023; Setiyawati et al., 2024). According to Nurgiansah, global diversity is a sense of mutual respect for differences and tolerance for linguistic and ethnic diversity (Afriansyah et al., 2024; Bahri et al., 2025; Kusniawati & Asari, 2024; Wijayanti & Muthali'in, 2023). This is certainly not easy in reality, conflicts still often occur when we try to foster tolerance in everyday life, including conflicts that occur in the world of education today due to increasing intolerance among students (Afriansyah et al., 2024). In addition, with the global diversity dimension, especially the Pancasila Student Profile, it is hoped that it will produce Indonesian students who are able to uphold and preserve identity, locality, and noble culture, and always be open when interacting with other cultures, thereby fostering tolerance and preventing division (Lestari & Hermawati, 2023; Wijayanti & Muthali'in, 2023).

Global diversity is defined as the act of respecting diversity, being able to build a spirit of diversity, and appreciating differences in the surrounding environment (Yustitia, 2023). According to Muslich's opinion in (Setiyawati *et al.*, 2024). Global diversity plays a crucial role in shaping students' character. The better students' diversity in schools, the greater their awareness of each other. Insight into global diversity can be shaped into strong character if integrated through the delivery of knowledge about differences, including in civics (PPKn) learning in schools (Aprilia *et al.*, 2024). Pancasila and Citizenship Education is a subject that emphasizes various aspects of self-development, starting from religion, language, and ethnicity, which form intelligent and noble citizens (Novianti *et al.*, 2021). Pancasila and Citizenship Education is considered a compulsory subject that includes moral, social, legal, and ethical education to develop citizens who are intelligent, skilled, democratic, have good morals and good character (Yuliani *et al.*, 2024).

Several previous studies have focused on strengthening the character of global diversity through Pancasila education in schools. The first study was conducted by (Firdayani *et al.*, 2024). shows that the values taught by PPKn teachers to students include love of the homeland, responsibility, tolerance, social justice, open-mindedness, and compassion. To build the global diversity dimension in the Pancasila Student Profile, Civic Education teachers use various strategies, such as curriculum analysis related to global diversity through learning modules, preparing teaching materials, using problem-based learning models, and utilizing learning media that support the development of the global diversity dimension, applying habituation, and providing examples, as well as learning evaluations that include affective aspects related to the global diversity dimension.

Another similar study conducted by (Setiyawati *et al.*, 2024) shows that schools implement strategies to strengthen the character of global diversity in implementing the Pancasila Student Profile, namely: 1) teachers integrate various strategies in learning activities, 2) invite students to solve problems through discussion, 3) collaborate with each other, 4) project-based activities to strengthen the Pancasila Student Profile, 5) out-of-class learning activities to historical sites, and 6) foreign language learning activities. Meanwhile, similar research was also conducted by (Yuliani *et al.*, 2024). This study demonstrates that global diversity character education through civics (PPKn) learning has been implemented to foster moral values among elementary school students. However, its implementation has not been deemed successful due to the complex challenges faced by the education sector, as well as two factors influencing its success: internal and external factors.

Research on strengthening the character of global diversity through Pancasila Education learning in Makassar City State Senior High Schools is necessary because the social, cultural, religious, and background diversity of students in the school environment, both in the city center and suburban areas in Makassar City requires strengthening attitudes of mutual respect, tolerance, and the ability to interact inclusively. In addition, the development of globalization and current technological advances bring opportunities as well as challenges to students, such as the emergence of intolerance, stereotypes and prejudices, as well as a lack of understanding of diversity. Pancasila Education learning has a strategic role in the formation of global diversity character through Pancasila values, but its implementation is still not optimal. Therefore, this research is important to analyze the relevance of the Pancasila Education learning program to the formation of global diversity character, teacher strategies in integrating global diversity values, as well as factors that support and inhibit in strengthening global diversity character through Pancasila Education learning in Makassar City State Senior High Schools.

Based on the description above, the author's desire to conduct research entitled "Strengthening Global Diversity Character through Pancasila Education Learning in Makassar City State Senior High Schools".

RESEARCH METHODS

This study used a qualitative approach with a descriptive research type. Qualitative research is data collection conducted in a natural setting, using natural methods, and conducted by individuals or researchers with a natural interest in the subject being studied (Moleong, 2018).

This approach is used to describe in depth the relevance of the Pancasila Education learning program to the formation of global diversity character, teacher strategies in strengthening global diversity character, and factors that support and inhibit strengthening global diversity character through Pancasila Education learning in Makassar City State Senior High Schools.

This research was conducted at SMA Negeri 1 Makassar and SMA Negeri 4 Makassar. The selection of these research locations indicates that both schools have implemented Pancasila Education, which integrates global diversity values throughout the learning process.

The subjects of this study were school principals, Pancasila Education teachers, and students. The data types used in this study were primary and secondary data. Data collection techniques included interviews, observation, and documentation. Data validity was verified using source triangulation, technical triangulation, and time triangulation. The data analysis technique used the Miles and Huberman model, which includes data reduction, data presentation, and drawing conclusions and verification.

RESULTS AND DISCUSSION

A. The relevance of the Pancasila Education learning program to the formation of global diversity character

The Pancasila Education learning program has a very strong relevance to the formation of global diversity character in Makassar City State Senior High Schools which includes aspects of knowing and appreciating culture, the ability to communicate interculturally and interact with others, and reflection and responsibility for diversity experiences as follows:

a. Recognizing and appreciating culture

Knowing and appreciating culture is the first step in developing global diversity and creating a more diverse world (Aziz & Abdulkarim, 2023; Fitriyani *et al.*, 2023). In strengthening the character of global diversity, especially the aspect of recognizing and appreciating culture, this includes participation in cultural competitions, P5 projects, and Pancasila Education in learning (Fernanda & Wahyuni, 2024). Pancasila Education learning can encourage students to be able to understand, recognize, and appreciate the culture of various cultural diversities, such as ethnicities, religions, cultures, traditions/customs, and languages, both in Indonesia and around the world. This is in line with Banks' statement that this learning emphasizes the importance of diversity education to provide knowledge and understanding of the culture, traditions, customs, and cultural values of each ethnic group, religion, and tribe in Indonesia (Aziza & Aulia, 2024; Fernanda & Wahyuni, 2024). Civics education plays a crucial role in shaping globally diverse citizens. It goes beyond simply teaching citizens their rights and responsibilities, but rather is a broader and more comprehensive process aimed at fostering a global society (Wijayanti & Muthali'in, 2023).

In addition, the Pancasila Education subject is one of the most supportive efforts, where students can discuss various issues related to nationalism, tolerance and cultural differences (Aulia *et al.*, 2025). Teachers integrate Pancasila values, particularly *Bhinneka Tunggal Ika* (Unity in

Diversity), unity, tolerance, and mutual cooperation through classroom discussions, group presentations, case studies, video screenings, and project-based assignments that involve local, national, and global cultural diversity. This is in line with (Wijayanti & Muthali'in, 2023). In this material, students are expected to recognize and develop an awareness that Indonesia is a large country with diverse identities, and to demonstrate their appreciation for this diversity both within Indonesia and globally. Therefore, students can learn to accept and appreciate diversity by understanding cultural differences, ultimately fostering an inclusive attitude and respect for differences in social life (Aulia et al., 2025).

One of the goals of knowing and appreciating culture is to help students gain a comprehensive understanding of the diverse cultures in the world, both domestically and globally (Afriansyah et al., 2024). This can help students recognize their identity as a national asset, respect and appreciate differences in ethnicity, religion, tradition, and culture at local, national, and global levels, demonstrate empathy and be open to differences, and foster moral awareness and a commitment to upholding the values of national unity amidst diversity, so that they can apply them in their daily lives. This is in line with (Agustina et al., 2023; Fitriyani et al., 2023; Nursalam & Suardi, 2022; Rifqyansya et al., 2023). Students recognize, identify, and explain various groups based on their behavior, gender, communication style, and culture, and describe the formation of self-identity and group identity, and analyze the importance of being part of a social group at the local, regional, national, and global levels. In this way, students will understand diversity, respect, and preserve each culture, and remain open to the possibility of global cultural development (Khoeratunisa et al., 2023).

b. The ability to communicate interculturally and interact with others

The second key to global diversity is intercultural ability to interact with others (Afriansyah et al., 2024). Pancasila Education learning can encourage students to communicate and interact positively with peers and culturally diverse backgrounds through heterogeneous group discussions, cross-cultural presentations, case studies, and project-based assignments on global diversity. This is in line with (Nuraini et al., 2025). During the learning process, the teacher divides students into heterogeneous study groups and asks them to present the results of their discussions to the entire class. Furthermore, to achieve happiness, well-being, and survival in the world, these interactions must be conducted with respect and equality (Hasbullah et al., 2024). This can be seen from the students' ability to appreciate differences without feeling judged or better than other groups or people (Haniifah et al., 2024).

According to the opinion of (Firdayani et al., 2024) the character of global diversity is not only about developing an understanding of diversity, but also about building character and the ability to communicate and interact across cultures as a foundation for living amidst diversity. This can help students develop an attitude of mutual tolerance, respect differences or the opinions of others, collaborate with people from diverse backgrounds, demonstrate empathy and an open attitude toward differences, and maintain harmony without judging those differences at school. This is in line with Liliweri's point of view (Haniifah et al., 2024). Intercultural communication is a process of sharing information, ideas, or feelings between those from different backgrounds. Communicating equally with cultures different from one's own by accepting, understanding, and embracing each culture, as well as appreciating the uniqueness of each culture as a diverse perspective, builds understanding and empathy for others (Fitriyani et al., 2023; Nursalam & Suardi, 2022).

c. Reflection and responsibility for the experience of diversity

Pancasila education functions as a space to assess various social problems and seek solutions

based on national values (Pratiwi & Suharno, 2025). In learning Pancasila Education, students can be encouraged to reflect and be responsible for Diversity experiences are integrated at the end of each lesson through reflective activities in the form of written or oral tests, discussions, group presentations, case studies and project-based assignments, as well as students' real-life experiences related to socio-cultural and global issues concerning global diversity. This is in line with (Afriansyah *et al.*, 2024). Reflection and responsibility for the experience of global diversity includes evaluating one's attitude towards one's own country's culture, namely by preserving cultural richness and traditions so that they do not fade with time and changing times.

According to Juliani & Bastian, global diversity is a sense of tolerance towards differences and an attitude of mutual respect for diversity (Istiqomah *et al.*, 2023; Wachidiyah & Sukmawati, 2025). Therefore, through effective Pancasila Education learning in schools, it can help students understand diversity, respect and appreciate differences, foster an attitude of tolerance, be able to evaluate their experiences and maintain harmony with differences, be able to avoid and eliminate prejudice, and increase moral awareness and social responsibility in everyday life at school. This is in line with according to (Fitriyani *et al.*, 2023; Hasbullah *et al.*, 2024). Students reflect on using their awareness and experiences of diversity to prevent prejudice and stereotypes against different cultural differences, including bullying, intolerance, and violence by studying cultural diversity and gaining experience in diversity.

According to Trisnawati in (Agustina *et al.*, 2023) that the sub-elements of reflection and responsibility for the experience of diversity include: 1) reflection on the experience of diversity; 2) eliminating stereotypes and prejudice; and harmonizing cultural differences. With this understanding, they can be more sensitive to potential problems that may arise from diversity and better prepared to develop a sense of tolerance, mutual respect, and cooperation in dealing with differences in society (Diko *et al.*, 2025).

B. Teacher strategies in strengthening the character of global diversity through Pancasila Education learning

In strengthening the character of global diversity through Pancasila Education learning at Makassar City State Senior High Schools, teachers have strategies that include planning and implementing learning as follows:

a. Planning

Learning planning to strengthen the character of global diversity through Pancasila Education in schools is carried out in accordance with school policies. Teachers first analyze the characteristics of students in the school, then choose collaborative and project-based learning models, and use media and learning materials about the diversity of ethnicities, religions, traditions, and cultures in Indonesia and around the world. This is in line with (Pratiwi & Suharno, 2025) the planning is reflected in the school's vision and policies. The materials developed not only address cognitive aspects of cultural, linguistic, and religious diversity but also aim to foster students' social awareness (Nuraini *et al.*, 2025).

In addition, teachers also designed Pancasila Education learning methods through group discussions, presentations, case studies, and projects so that students could understand and internalize the values of global diversity in everyday life. Learning methods such as group discussions were chosen to strengthen students' understanding of diversity (Pratiwi & Suharno, 2025). After that, teachers develop learning tools such as teaching modules or lesson plans tailored to the learning outcomes of Pancasila Education by incorporating learning objectives and indicators to emphasize tolerance, mutual respect for differences, inclusive communication skills, and social responsibility among students at school. In the planning stage, Civics teachers create teaching

modules that integrate multicultural character content into every aspect of learning, including outcomes, materials, methods, and evaluation (Nuraini et al., 2025).

b. Implementation of Learning

In the application of learning in strengthening the character of global diversity through Pancasila Education learning to students in schools, teachers integrate learning materials related to the values of Pancasila, Bhinneka Tunggal Ika, the values of unity and nationality which are carried out through heterogeneous group discussions, cross-cultural presentations, questions and answers, case studies and project-based assignments, as well as providing videos about diversity in terms of ethnicity, religion, tradition, or local, national and global culture so that students not only understand theoretically, but can also apply the values of global diversity in everyday life. This is in line with (Kusdiani & Tirtoni, 2025) which states that teachers continue to link learning to Pancasila values, such as cooperation in group activities and mutual respect during discussions. This way, students can share experiences, empathize with one another, and think critically about social issues related to diversity (Pratiwi & Suharno, 2025).

Teachers play an important role in shaping the character of global diversity (Siregar et al., 2025). Global diversity can also be understood as a form of tolerance or respect for existing differences, where everyone respects their own culture and remains open to foreign influences (Patria & Abduh, 2023). According to (Setiyawati et al., 2024) strategies to strengthen the character of global diversity in developing the Pancasila Student Profile in schools include: (a) teachers applying various concepts to learning activities, (b) routinely conducting discussion-based problem solving, (c) collaboration, (d) project-based activities to strengthen the Pancasila Student Profile, (e) field study activities to historical sites, and (f) foreign language learning activities.

One of the materials in Pancasila Education learning, namely recognizing, realizing, and appreciating identity is carried out by teachers developing learning through PPT, watching videos, heterogeneous discussions, group presentations, and questions and answers about national diversity so that it can help students to understand the diversity of national identity and respect other cultures, be able to accept and respect differences of opinion in class, be able to cooperate with each other from different backgrounds, and increase empathy and be open to differences without division. This is in line with according to (Bahri et al., 2025; Budimansyah, 2024; Jamaludin et al., 2022; Sari et al., 2022; Wachidiyah & Sukmawati, 2025) with the global dimension of diversity, Indonesian students are expected to preserve their noble culture, local traditions, and identity, while remaining open to other cultures, respecting each other, and encouraging the emergence of positive expressions that are in harmony with the nation's noble culture.

According to Pedersen in (Rofiqi, 2023; Wachidiyah & Sukmawati, 2025) Indonesia as a diverse country encompassing various ethnicities, races, religions, customs, languages, and cultures that are diverse constitute a national identity so it is very important to raise awareness of diversity to prevent potential conflicts triggered by sentiments of difference. With its implementation, students are directed to recognize and appreciate their own identity and the various groups that make up the national identity, communicate and interact effectively amid cultural differences, foster respect for differences in opinion, perspective, and cultural practices, and foster empathy to understand and feel the experiences of others (Yahya et al., 2026). In addition, students with this character encourage an appreciation for diversity, foster empathy for others, and develop a sense of tolerance and openness in interacting across different cultures to address global issues and build a safer and more peaceful future (Aprilasyarma & Kumalasani, 2025; Wachidiyah & Sukmawati, 2025).

Then, in Pancasila Education learning, teachers also develop material on Pancasila as a unifying force for the nation, which is carried out using group discussion methods, case studies, and problem-based learning or projects so that students can learn to appreciate different perspectives, and are able to understand differences, internalize, and apply the values of Pancasila to maintain national unity and integrity amidst diversity. This is in line with according to (Pratiwi & Suharno, 2025) which states that teachers should use discussion activities, case studies, and project-based learning to strengthen students' understanding of diversity. In this material, students are expected to explain the meaning of identity, provide examples of various forms of identity, and relate the concept of identity they are learning to Pancasila (Wijayanti & Muthali'in, 2023). This allows students to learn and understand Indonesian culture, thereby fostering a sense of love and nationalism in preserving and appreciating the nation's diversity (Kusdiani & Tirtoni, 2025).

In implementing civics learning, teachers not only focus on transferring knowledge, but also building character through consistent examples and exemplary attitudes (Nuraini *et al.*, 2025). In addition, teachers also always instill and habituate an attitude of tolerance to students by providing examples of behavior in the classroom, as well as creating an inclusive learning culture through Pancasila Education learning in schools so that students are able to develop an attitude of mutual respect for differences, respect differences of opinion in discussions, and are able to work together harmoniously with friends from different backgrounds, as well as apply the values of global diversity in everyday life. Role models and instilling habits are very decisive elements in shaping a child's character (Aprilia *et al.*, 2024). This is in line with what Nunzairina said in (Khoiriah *et al.*, 2023) Teacher attitudes that can be emulated by students include the way teachers communicate, behave, and appear, as well as their level of tolerance and other behaviors that influence the formation of students' character.

To further strengthen the character of global diversity, the role of teachers must be fully implemented (Siregar *et al.*, 2025). At the end of each lesson, teachers conduct evaluations and reflections in the form of oral or written tests, observations, project assessments, and student self-reflections to assess students' progress in understanding and applying the values of global diversity through Pancasila Education learning at school. This is in line with (Rudiawan & Asmaroini, 2022). Teachers must evaluate the learning process to develop students' character. Civics teachers conduct oral and written evaluations at the end of each lesson (Firdayani *et al.*, 2024). In addition, evaluation not only provides a final grade, but also prioritizes the learning process and character building of students, measures the level of student knowledge of the lessons taught, and provides feedback to teachers on how to overcome deficiencies in the learning process (Firdayani *et al.*, 2024; Rahmatica *et al.*, 2025). According to Yanti in (Wachidiyah & Sukmawati, 2025) with Pancasila education, students are expected to be able to build good character and a sense of tolerance that is in accordance with Pancasila values so that they can be applied to everyday life.

c. Factors that support and inhibit the strengthening of global diversity character through Pancasila Education learning

In strengthening the character of global diversity through Pancasila Education learning in Makassar City State Senior High Schools, there are several factors that support strengthening the character of global diversity through Pancasila Education learning including school support, facilities and infrastructure and the diversity of student backgrounds. The school's support in strengthening the character of global diversity through Pancasila Education learning in schools is adjusted to school policies, providing adequate learning facilities and places of worship, asking teachers to include material related to global diversity in learning objectives, holding IHT, allowing teachers or students to participate in training or activities about global diversity, and creating an

inclusive and conducive school environment, as well as implementing program activities in schools including P5 exhibitions and extracurricular activities such as cultural festivals.

According to (Pratiwi & Suharno, 2025) School policies play a crucial role in supporting the implementation of multicultural education. Furthermore, schools strive to foster a fair and welcoming environment for diversity, ensuring that all students are treated equally regardless of their ethnic, religious, or cultural backgrounds (Aulia *et al.*, 2025). Schools play a crucial role in developing a globally diverse character in students. Intracurricular, co-curricular, and extracurricular activities within the school environment can help students develop character and preserve local culture and identity (Haryanti *et al.*, 2025).

Then, facilities and infrastructure can support the learning process in developing a global diversity character (Haryanti *et al.*, 2025). The availability of adequate facilities and infrastructure, such as smartboard TVs, libraries, smart classrooms, comfortable classrooms, places of worship, and adequate internet access through Pancasila Education learning in schools can assist teachers in creating interactive learning and assist students in understanding and actualizing the values of global diversity in everyday life. This is in line with (Rohmah *et al.*, 2023). Schools provide various facilities, such as infrastructure, to encourage and assist teachers in achieving the goal of developing Pancasila values in students. According to Ike Malaya Sinta (Aprilia *et al.*, 2024; Khoeratunisa *et al.*, 2023). The availability of adequate facilities and infrastructure that can be utilized optimally is one of the many factors that can influence the success of an education program.

In addition, in the opinion of (Setiyawati *et al.*, 2024) Global diversity is the ability to understand the existence of various differences. The diversity of student backgrounds, including differences in ethnicity, religion, tradition or culture, language and region, as well as different family environmental conditions, can encourage students to develop an attitude of tolerance, be able to recognize and appreciate differences in culture or opinion, create a conducive learning atmosphere, be able to communicate and interact from different backgrounds, increase moral awareness and be responsible for the experience of diversity, and demonstrate empathy and be open to differences through learning Pancasila Education in schools. This is in line with according to (Haryanti *et al.*, 2025) the diversity of students' religious backgrounds can be seen in the development of a sense of tolerance within the school environment. Students from diverse cultural, religious, and regional backgrounds will foster dynamic and diverse social interactions (Pratiwi & Suharno, 2025).

In an inclusive educational environment, Indonesian children can understand differences, appreciate various perspectives, and collaborate with others from diverse environments (Rohmah *et al.*, 2023). This diversity of differences is not a challenge, but can become a global strength for the nation to increase harmony, security and prosperity throughout the world, while also contributing to realizing a better and more beautiful world (Rahmatika *et al.*, 2025). Thus, the existence of differences such as ethnicity, cultural values, traditions, language and beliefs will encourage an attitude of tolerance, as well as a sense of responsibility in maintaining unity (Berlianti *et al.*, 2024).

In addition, in strengthening the character of global diversity through Pancasila Education learning in Makassar City State Senior High Schools, a significant obstacle is the lack of understanding of students about the concept of global diversity, the influence of social media, and parenting patterns from the family environment. The lack of understanding of students about the concept of global diversity is caused by the understanding of some students who are still local and theoretical, low literacy or global insight, and the lack of contextual discussions through Pancasila Education learning in schools, causing students to still appear passive in discussions, lack

understanding of tolerance, and low attitudes of respect for differences of opinion, and a tendency to choose friends from the same background. This, according to Fatimah, states that students will find it much easier to interact and calibrate with other students who come from similar backgrounds, and they tend to avoid students of different religions (Haryanti *et al.*, 2025; Nuraini *et al.*, 2025). According to (Haryanti *et al.*, 2025) Students' lack of understanding of the character of global diversity stems from habits that develop in the home and school environment.

The rapid progress of technology today has had various impacts, one of which is the way we view culture (Yuliani *et al.*, 2024). Furthermore, the influence of social media exposes students to intolerant, hoax-like, and provocative content, with a tendency to use offensive language that is inconsistent with Pancasila values, particularly the value of global diversity, as taught through Pancasila Education in schools. This is in line with (Shidiq & Susilo, 2025) Social media and the internet often influence students' character development, especially if the information they obtain conflicts with the values they have learned. According to Setiawan in (Shidiq & Susilo, 2025) this is increasingly important in the digital world, especially because social media makes it easier for students to be exposed to bad influences, and may imitate their behavior, such as speaking rudely when communicating in the real world, instigating fights, habitually lying, and spreading misleading information due to a lack of literacy among students.

One of the main factors is the lack of students' ability to evaluate each piece of information they receive (Setiyawati *et al.*, 2024). Students are not yet fully capable of filtering information well, and teachers have difficulty monitoring students' social media access, which affects students' attitudes and characters at school, such as less respect for differences of opinion, decreased focus on learning, easily imitating foreign cultures, and low respect for teachers, friends, or elders. This is in line with (Rizkiyah & Jamalah, 2023) which states that in addition to moral challenges, social media exacerbates problems such as cyberbullying, defamation, intolerance towards ethnicity, race, gender, and religion, online begging, pornography, and so on. This is evident in students' attitudes toward teachers and elders, both directly and indirectly (Yuliani *et al.*, 2024). In addition, interest in regional culture is also decreasing, so it is important to foster an understanding of cultural differences, both in terms of knowledge and application in everyday life (Wijayanti & Muthali'in, 2023).

Then, the form of parenting patterns applied in the family environment has a significant influence on children's development, especially in terms of their attitudes (Yustitia, 2023). Parenting patterns from the family environment are still lacking due to families that are less harmonious, there are still students who do not receive guidance, supervision, and habituation in instilling global diversity values from the family environment, as well as ineffective communication from parents which causes students to tend to behave naughty, not respect teachers and friends from different backgrounds, and lack empathy, and provide examples of being open to differences at school.. This is in line with (Roza & Ramadan, 2023). The values of tolerance and mutual respect are still not instilled in families and communities. Furthermore, some parents and community members remain indifferent and are not actively involved in supporting their children's learning process at school (Khoeratunisa *et al.*, 2023; Sabanil *et al.*, 2022). According to (Aprilia *et al.*, 2024) in PPKn learning, the family and community environment can hinder the development of global diversity character, because this character requires family and community support to be implemented optimally.

CONCLUSION

Based on the research results and discussions that have been conducted, it can be concluded that the Pancasila Education learning program has a very strong relevance to the formation of

global diversity character in Makassar City State Senior High Schools which includes aspects of knowing and appreciating culture, the ability to communicate interculturally and interact with others, and reflection and responsibility for diversity experiences. In addition, teacher strategies in strengthening global diversity character through Pancasila Education learning are integrated through learning planning and implementation.

Factors supporting the strengthening of global diversity through Pancasila education include school support, facilities and infrastructure, and the diversity of student backgrounds. Inhibiting factors include students' lack of understanding of the concept of global diversity, the influence of social media, and parenting styles within the family environment.

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