



## THE ROLE OF PANCASILA AS THE NATION'S IDEOLOGY IN DEVELOPING EDUCATION IN FAVOR OF STUDENTS

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### ABSTRACT

*This study aims to analyze the function of Pancasila ideology as the identity and entity of the nation and its role in creating education that favors students in the 21st century. The research method is a literature study of 30 journal articles relevant to the research. The results of the study show that 21st-century education not only develops academic aspects, but also character and morality. The Pancasila Student Profile is the foundation for character strengthening in the current learning process, implemented through the integration of Pancasila values in the daily life of students. Concrete efforts in curriculum design and learning processes that favor students demand critical, collaborative, and innovative thinking skills that prioritize Pancasila values. Thus, education that favors students not only creates academically superior generations, but also forms nationalist citizens who think globally while still prioritizing Pancasila values.*

**Keywords:** Pancasila, Character Education, Student



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## 1. INTRODUCTION

Pancasila is one of the national ideologies of the Indonesian nation. The values that grow in this ideology come from the noble philosophical framework of the Indonesian nation which makes it the basis for community behavior in the life of the nation and state (Dewantara et al., 2019). One of the programs to strengthen character education based on Pancasila is implemented in the field of education. At present, Indonesia implements education units through a curriculum policy known as the independent curriculum (Hamdi et al., 2022).

The ideology of the Indonesian nation exists as a manifestation of noble values that developed from the great thoughts of the founding fathers (Maulida et al., 2023). Pancasila in its role certainly has an identity and entity that distinguishes itself from other ideologies that exist in other countries. Each country has its own uniqueness and values that cannot be equated with one another which makes Pancasila unique with all the values that grow in it.

Pancasila as the national ideology of the Indonesian nation, has an important role in shaping the character and identity of the nation (Agustari et al., 2022). The values contained in Pancasila come from the noble philosophy of the Indonesian nation, which is the basis for community behavior in the life of the nation and state (Pais & Costa, 2020). In the context of education, Pancasila is used as the basis for strengthening the character education of students.

In 2023 and the current era, Indonesia implemented an independent curriculum that emphasizes strengthening the character education of students (Pertiwi et al., 2022). One of the programs implemented is the Pancasila Student Profile as one of the character education that favors students (Nur'Inayah, 2021). This program is a manifestation of the noble values of Pancasila implemented in education to create learning activities that favor students in the 21st century.

The challenge faced in the implementation of this program is how to effectively integrate the values of Pancasila in the learning process in favor of students, as well as how this program can shape the character of students (Kiersch & Gullekson, 2021). Therefore, this study aims to evaluate the role of Pancasila identity and entity in strengthening character in the 21st century to realize learner-centred learning.

Thus, this research is expected to provide a deeper understanding of how Pancasila values can be integrated in the learning process in favor of students to form a strong character based on Pancasila values. In addition, this research is also expected to provide a new academic study point of view to provide an understanding of the profile of Pancasila students in the context of globally oriented education.

## **2. RESEARCH METHODE**

The research conducted in this article uses a literature study approach to relevant articles on Pancasila as the ideology of the nation and the concept of education that favors students. There are 30 (thirty) national and international journal articles collected referring to various reputable scientific sources that are used as guidelines for the preparation of articles.

The next stage after conducting the selection of research articles is data collection through the process of coding and interpretation of concepts from several articles collected through the systematic literature review (SLR) process (Walters et al., 2019) relating to the concept of Pancasila ideology as the identity and entity of the nation and education that favors students and their role in shaping character in 21st century learning.

The results of the review carried out are presented in the findings and discussion section with reference to the guidelines and in-depth reviews. So that it can be used as a

benchmark for the findings of the research on aspects of Pancasila ideology and education that favors students.

### 3. RESULT AND ANALYSIS

#### **The Challenge of Living Pancasila as the Entity and Identity of the Indonesian Nation**

Pancasila as the entity and identity of the Indonesian nation is something that must be implemented and related to realizing education in favor of students. As the basis of the state and ideology of the nation, Pancasila has an important role to shape character and moral values in society, in this case in schools (Rohmah & Fuadi, 2022). There are several challenges that need to be resolved in instilling an understanding of Pancasila in the context of education (Giroux, 2021). The first challenge is to provide a deep understanding for the community to apply Pancasila in everyday life and it is important to realize that education is a process that is carried out to create a great generation through the values reflected (Rocmiyati et al., 2022).

The second challenge from the context of Pancasila integration in Indonesia's national identity is in the context of education. Pancasila is taught not just to understand concepts, but must be used as a practice that can be integrated to create learning independence and independence in attitudes and behavior in everyday life (Utari & Afendi, 2022). National identity is developed firmly and synergized with the right educational strategy, this can encourage students to implement Pancasila values in learning activities (Setiyani et al., 2022). Being actively involved in the community, educational institutions and government is one way that can make Pancasila applicable in various aspects of life.

The family is the smallest unit in the social system of society which is important to overcome challenges in the appreciation of Pancasila values (Kertih & Wiratama, 2023). Character building starts from a good family (Muhlizar, 2020). Concrete efforts are needed in synergy between family members to become agents of encouraging goodness in socializing the value of Pancasila to the next generation. Education in the family unit that prioritizes the Pancasila-based system will provide a strong foundation for individuals to understand and apply the values of national ideology in their lives.

The role of Pancasila is also related to the field of education. This is related to education that favors students (Sugiarta et al., 2019). Curriculum issues and learning models must be designed so that they do not only apply knowledge skills, but must provide a deep understanding of practical experience for students (Ar Razi, 2013). Learner-centered education is education that provides opportunities to relate the values of Pancasila in everyday life, think critically, and behave in accordance with the values and spirit of Pancasila that grow from learners (Swalwell & Payne, 2019).

#### **Realization of Pancasila Learner Profile on Learner-Friendly Education in 21st Century Education**

21st century education is education that demands progressive advancement of students in various aspects. In addition to emphasizing high academic intelligence, it also forms students who have the nature of firmly holding the values of Pancasila (Khasri, 2021). According to (Kaelan, 2013), Pancasila education is designed to be able to shape the

character and morality of students. So that in learning in the independent curriculum, 21st century education is implemented through strengthening the Pancasila Learner Profile which not only emphasizes cognitive aspects, but develops other aspects such as affective and psychomotor to produce a generation that has national integrity and good social sensitivity (Abdillah, 2021).

The realization of the Pancasila learner profile is also carried out through the integration of Pancasila values in the daily lives of students. According to (Safitri et al., 2022) this integration can be implemented as a concrete effort to realize attitudes that reflect the spirit of nationalism based on Pancasila values. Education must be able to provide a learning atmosphere that is in favor of students, applicable to actual situations and in accordance with the implemented Pancasila values (Kian et al., 2021).

Learner-centered education is related to the understanding of Pancasila to improve the ability of learners to apply Pancasila values in a broader scope as a global citizen (Tamppuu & Masso, 2019). The learning process in favor of learners according to (O'Dowd, 2020) must emphasize the appreciation of the identity and values of learners who are able to understand their position as global citizens. The era of globalization requires learners to be able to have a global spirit of thinking, and teachers as facilitators are able to provide them with impartial education through respect for universal values to support sustainability and cooperation between nations in the world.

The implementation process of the Pancasila Student Profile requires concrete efforts, especially from the aspect of design and learning process (Islamy, 2021). As (Susilawati et al., 2021) stated that ideal education and liberating learners starts from learning activities that come from strengthening understanding and relevant basic foundations in accordance with the demands of the 21st century. Education that favors learners includes the ability to collaborate, think critically, innovate and these things are adjusted together with the values of Pancasila.

Another aspect of the realization of the Pancasila learner profile in learning activities that favor students is seen in the ability to train students to learn independently, freely, independently and fun. According to (Novera et al., 2021) Pancasila learners have the ability to defend arguments, respect opinions and are also assisted by a supportive learning environment as a means of developing critical thinking as an integrated dimension of the Pancasila learner profile (Suntana et al., 2023).

So that the process of Pancasila as the identity and entity of the nation requires a complex process of completion. The integration of Pancasila values in various aspects of education is something that can be done starting from learning in favor of students, and creating crucial things to bring the young generation of Indonesia who are advanced and accomplished but still based on the ideology of Pancasila. This process is sustainable and must be carried out synergistically from various parties including teachers, schools, policy holders and of course the students themselves.

#### 4. CONCLUSION

Pancasila as the ideology of the Indonesian nation and its relevance in 21st century education has an important role in shaping the character and morality of students. The

identity and entity formed from Pancasila as the state ideology emphasizes students not focusing on one-way education and the development of academic intelligence alone but also strengthening attitudes and character in learning that integrates Pancasila values in it. As implemented in the independent curriculum which emphasizes the realization of the Pancasila Student Profile in the cognitive, affective and psychomotor fields in a balanced manner.

The values of Pancasila as the ideology of the nation can be integrated through the real action of the program. This effort is done by forming attitudes that build nationalism and nationalism in learning activities. Furthermore, education that favors learners must be able to transcend national boundaries and make learners a global citizen. The learning process that respects learners' self-identity and values supports the development of global thinking, in line with the demands of globalization.

The implementation of Pancasila as the entity and identity of the nation is applied in the independent curriculum through the Pancasila Learner Profile approach for 21st century education and this is implemented with concrete efforts, especially in the aspects of the curriculum and learning process. Learner-oriented education includes the ability to collaborate, think critically, and innovate which is built sustainably from qualified teacher competencies. Thus, Pancasila is not only the identity and entity of the nation, but also the main foundation in strengthening the character education of the younger generation to create learning that favors learners.

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