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Integrating Pancasila Values into Civic Education Curriculum through Technology to Strengthen National Identity and Unity

Laros Tuhuteru[1](*),Danan Wuryanto Pramono[2]
[1] UIN Siber Syekh Nurjati Cirebon
[2] Universitas Gajayana Malang

Abstract

This study explores the integration of Pancasila values into the civic education curriculum through technology to strengthen national identity and unity. The research addresses the gap in effectively teaching Pancasila amidst rapid technological advancements. Using a library research methodology, the study analyzes relevant literature, including books, journals, and previous research. Findings reveal that traditional methods have failed to deeply instill Pancasila values, while technology offers an innovative solution to enhance engagement and understanding. The study contributes to the theoretical framework of civic education and provides practical recommendations integrating technology into the curriculum to foster national identity. Limitations include reliance on secondary data, suggesting the need for future empirical research.

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INTRODUCTION

In this rapidly advancing era of globalization, the challenge of maintaining national values and identity in Indonesia has become increasingly difficult. One significant factor contributing to this challenge is the shifting values among the younger generation, who are often more exposed to foreign cultures through technology(Chen & Nasir, 2025). This phenomenon can potentially lead to a decline in national pride and weaken the understanding of Pancasila as the foundation of the state, which is crucial in building national identity. While civic education serves as one pathway to shape the character of the nation, the integration of Pancasila values into the curriculum is still perceived as insufficiently effective in strengthening national identity and unity, particularly among the youth, who are more connected to the digital world.

According to several previous studies, there is ample literature emphasizing the importance of character education in forming national identity, yet few have comprehensively examined how the integration of Pancasila values into civic education can be addressed effectively through the use of technology. Some theories suggest that civic education based on constructivism and technology-enhanced learning can optimize the delivery of Pancasila values(Inglehart, 2020). However, despite technology's vast potential to facilitate more interactive and engaging learning, not all existing theories and methods have successfully

addressed the challenges in teaching national values. This reveals a gap between the theoretical frameworks and the reality faced on the ground, particularly in how technology can be used effectively to integrate Pancasila values into the civic education curriculum.

This study aims to explore how the integration of Pancasila values into the civic education curriculum can be facilitated through the use of technology, with the goal of strengthening nationalism and national unity(Asih et al., 2024). In this research, technology is not only seen as a tool to aid learning but as a means to enhance the understanding and internalization of Pancasila values among students. By utilizing technology, the learning process is expected to become more interactive, engaging, and effective in instilling a deep and lasting understanding of the state ideology among Indonesia's younger generation.

Based on the facts presented, this study is deemed important as it may provide solutions to the challenges faced by civic education in strengthening national identity and unity amidst the rapid development of technology. This research argues that integrating Pancasila values through technology-based learning will not only enrich the civic education curriculum but also have a positive impact on strengthening students' character and national pride. Therefore, this study is expected to contribute significantly to formulating new strategies for civic education that are more relevant to the current social, cultural, and technological context(Ahmed, 2023).

METHODS

Research Object

The object of this research focuses on the integration of Pancasila values into the civic education curriculum through technology, with an emphasis on how this integration can strengthen national identity and unity(Утеева et al., 2025). This study specifically examines the phenomenon of how the younger generation, especially students, are increasingly exposed to foreign cultures through technology and how this exposure impacts their understanding and practice of national values, particularly Pancasila. The study identifies the gap in the effective implementation of Pancasila within the civic education curriculum, which is further exacerbated by the rapid development and pervasive nature of technology. Therefore, the research problem addresses how technology can be effectively utilized to overcome these challenges and integrate Pancasila values into the educational framework to foster stronger national identity and unity among students.

Research Type

This study adopts a library research type, which involves an extensive review of primary and secondary data from relevant literature sources. Primary data in this context refers to firsthand sources such as books, journal articles, and research studies directly related to the research problem, particularly those discussing the integration of Pancasila values into civic education and the role of technology in this process. Secondary data includes broader literature that provides contextual information on Pancasila, civic education, nationalism, and

the use of technology in education. These secondary sources help to construct a comprehensive understanding of the subject matter and support the development of the research's framework(Danugroho, 2024). The sources used include academic books, peer-reviewed journals, prior research, official reports, and other scholarly articles pertinent to the keywords of this study.

Theoretical Framework

The theoretical foundation of this research draws from several key theories that underpin the concepts of civic education, national identity, and the integration of technology in education. One primary theory is Vygotsky's Social Constructivism (Ambya et al., 2025), which emphasizes the role of social interaction and cultural context in the development of knowledge. According to Vygotsky, learning is an active process in which learners construct new knowledge based on their experiences and interactions within a social environment. This theory is relevant in understanding how technology can facilitate the internalization of Pancasila values in students, allowing them to actively engage with these values in a way that is contextually meaningful. Additionally, the research draws on the Theory of Technology-Enhanced Learning (TEL), which advocates the use of technological tools to create more interactive and engaging learning environments, aligning with the goal of integrating Pancasila into the curriculum through innovative teaching methods(Murniati & Bazla, 2025).

Data Collection Process

The data collection process in this study primarily involves the review of existing literature. This includes a comprehensive examination of books, journals, research papers, articles, reports, and other written sources related to the research topic. The method used is document analysis, where relevant texts are scrutinized to extract information concerning the integration of Pancasila values into civic education, the role of technology in education, and the challenges in strengthening national identity. The selected literature is carefully reviewed to ensure that it is directly applicable to the study's objectives and provides valuable insights into the research questions. The process of gathering these materials is conducted systematically to ensure that all relevant sources are considered for analysis.

Data Analysis Technique

The data analysis technique used in this research is content analysis, which involves studying and interpreting the collected literature to identify key patterns, relationships, and significant information related to the research topic. This technique allows for the systematic categorization and examination of the content from various sources to uncover underlying themes and connections between technology, civic education, and the strengthening of national identity through the integration of Pancasila values. The content analysis process involves coding and organizing data into meaningful categories, followed by an interpretation of the findings to draw conclusions. This technique ensures that the research is based on a thorough and objective analysis of the literature, providing a clear understanding of how Pancasila can be effectively integrated into the civic education curriculum

through the use of technology.

RESULTS & DISCUSSION

A key aspect of this research is the integration of Pancasila values into the civic education curriculum. According to various sources, Pancasila is considered the foundation of Indonesian national identity, and its values are expected to be instilled in students through the education system. Literature on the subject reveals that while Pancasila has been a central part of the Indonesian education system for decades, its effective integration into the curriculum remains a challenge(Rosa, 2020). Numerous studies highlight that there is a significant gap in how well the values of Pancasila are taught, often due to the lack of innovative methods and engagement in educational practices.

The literature suggests that the failure to effectively integrate Pancasila values can be attributed to several factors, including outdated teaching methodologies and limited teacher training. Moreover, despite the presence of Pancasila in the curriculum, there is insufficient focus on its practical application, especially in the context of an increasingly digital and globalized world. This disconnect has led to a lack of deep understanding of Pancasila among students, who often view it as a theoretical concept rather than a set of values that should guide their daily lives. Additionally, the role of technology in enhancing this integration is still underdeveloped, with traditional approaches dominating the civic education curriculum(Thelma, 2024).

The findings from the literature review emphasize that the core issue in the integration of Pancasila values lies in the insufficient methodological approach and the lack of engagement, particularly in the digital age. This resonates with the research problem, which highlights the need for innovative approaches to teaching Pancasila. The data underscores the challenge of adapting the civic education curriculum to incorporate technology effectively, a key factor that could engage students and promote a deeper understanding of Pancasila(Prihatin et al., 2024). The current methods have not been sufficient in addressing the problem of fostering a strong national identity in students, which is the central concern of this research.

The second key term in this research is Technology in Education. The literature reveals a significant body of research discussing the role of technology in enhancing educational outcomes. Studies indicate that digital tools, including interactive platforms and multimedia resources, can facilitate active learning, engage students, and help them better understand complex concepts(Wahyuni, 2024). In the context of civic education, technology is seen as a means to present Pancasila values in a more dynamic and relevant manner, allowing students to explore these values beyond traditional textbooks and lectures. Educational technology has the potential to create more personalized and immersive learning experiences, which could lead to a deeper connection with the subject matter.

The research further suggests that when technology is incorporated into the learning process, it can bridge the gap between theoretical knowledge and practical application. For example, online simulations, educational games, and virtual discussions can encourage students to engage with Pancasila in ways that are more interactive and relatable to their everyday lives. Furthermore, technology allows for a more flexible and adaptive learning environment, catering to the diverse needs of students. However, despite its potential, the effective use of technology in civic education has been slow, with many educational institutions lacking the resources and infrastructure needed to implement these digital tools on a large scale(Lesmana et al., 2025).

The literature on technology in education highlights the untapped potential of

digital tools to engage students in learning about Pancasila values. This is directly relevant to the research problem, which concerns the need to modernize civic education by incorporating technology. The data suggests that although the integration of technology could address some of the challenges in teaching Pancasila, there are still barriers, including limited access to technology and a lack of teacher preparedness. Therefore, the relationship between technology and the integration of Pancasila values into the curriculum is clear: technology offers a promising avenue to overcome the traditional challenges but requires more focused implementation and support.

The third key term in this research is National Identity. The literature emphasizes the importance of national identity in fostering a sense of belonging and unity among citizens. National identity is shaped by shared values, history, and culture, and in Indonesia, Pancasila plays a central role in this process. Research suggests that a strong national identity is vital for social cohesion and unity, especially in a multicultural society like Indonesia. Pancasila, as the ideological foundation of the state, is viewed as an essential tool in nurturing this sense of national identity among students, helping them understand their role as citizens in a democratic and diverse society.

The concept of national identity in the literature is closely linked to civic education, with studies showing that when students are taught the values of Pancasila, they are more likely to develop a sense of responsibility and belonging to their nation. National identity fosters unity, which is crucial in a diverse society, and Pancasila is seen as a unifying force. However, the literature also reveals that the erosion of traditional values and the influence of globalization have led to a weakening of national identity, particularly among younger generations. This highlights the need for a more robust and contemporary approach to instilling Pancasila values in the youth to ensure that they are prepared to face the challenges of the modern world while maintaining a strong sense of national identity.

Table 1, on the key term "National Identity" as described in your research context:

Aspect	Key Points from Literature	Example/Context in Indonesia	Implications
Definition	National identity involves shared values, history, and culture that foster belonging and unity.	Pancasila as the ideological foundation shaping national identity.	Important for social cohesion and unity in multicultural Indonesia.
Role of Pancasila	Seen as a core tool to nurture national identity through civic education, promoting responsibility and belonging.	Students learn Pancasila values to understand citizenship in a democratic, diverse society.	Enhances student awareness of their national roles and unity.

Aspect	Key Points from Literature	Example/Context in Indonesia	Implications
Challenges	Globalization and erosion of traditional values weaken national identity, especially among youth.	Younger generations show declining adherence to national values.	Indicates a need for innovative approaches to teaching Pancasila.
Social Cohesion and Unity	National identity is crucial for maintaining unity in Indonesia's pluralistic society.	Pancasila promotes unity despite ethnic, religious, and cultural diversity.	Reinforces the importance of national identity for peaceful coexistence.
Educational Implications	Civic education using Pancasila values can strengthen national identity and prepare youth for modern challenges.	Curriculum integration of Pancasila in schools to build civic responsibility.	Suggests updating teaching methods to engage youth effectively.

The relationship between the data on national identity and the research problem is clear: a strong national identity is integral to social cohesion and unity in Indonesia, and Pancasila is the cornerstone of this identity. However, the research also points to the fact that national identity is under threat due to the rapid advancement of technology and globalization. The findings suggest that integrating Pancasila into the curriculum through technology can help address this issue by making the values more accessible and engaging for students. This approach can support the development of a stronger national identity, bridging the gap between traditional education and the modern world.

Innovation in Civic Education Learning
Approaches Relevant to Millennials and Gen Z

In today's digital era, young generations, particularly Millennials and Gen Z, are more familiar with technology and tend to use digital devices in their daily lives. They grow up in highly connected environments with internet, social media, apps, and various other digital platforms. Therefore, traditional learning approaches that rely on conventional methods such as lectures or memorization are no longer effective to capture their attention and facilitate understanding, especially of abstract values like Pancasila.

Innovation in civic education that incorporates technology allows for more interactive and experiential learning. Using technology, learning can be personalized to meet individual student needs, offering opportunities for independent or group study through various flexible and accessible digital learning resources anytime and anywhere. For example, mobile applications, educational videos, podcasts, and interactive infographics that visually explain Pancasila's values provide deeper and easier-to-understand experiences for students.

Implementation of Digital and Hybrid Learning

By leveraging technology, civic education can be delivered digitally, allowing online access or through learning apps on mobile devices. Digital learning includes the use of e-learning platforms, enabling students to engage with Pancasila lessons beyond formal classroom hours and providing materials accessible to anyone with a device and internet connection. This is important as not all students can physically attend classes, and this model allows learning anytime and anywhere.

Moreover, hybrid learning—combining face-to-face and online sessions—enables students to use in-person time for discussion and reinforcement of Pancasila values taught through technology. For example, during face-to-face sessions, teachers can use digital tools such as multimedia presentations or educational videos focusing on real-world applications of Pancasila values. This hybrid model offers greater flexibility in accommodating diverse teaching methods and learning styles while enhancing student engagement.

Use of Social Media and Interactive Platforms

Civic education that integrates Pancasila values can also utilize social media and interactive platforms to boost student participation. Platforms like Instagram, YouTube, Twitter, 21 TikTok can be used by teachers to encourage students to collaborate and discuss the application of Pancasila values in real life. For example, students can be assigned to create short videos demonstrating how they apply Pancasila values daily or their view on Pancasila's impact on social life. Through social media, national and unity value discussions can continue beyond the classroom, creating a broader and more inclusive learning community.

Additionally, educational game-based learning can be a very effective method for teaching Pancasila. Digital games themed around diversity, social justice, or cooperation help students understand these concepts in a fun and accessible way. Many educational games focus on nation-building strategies, supporting students in internalizing Pancasila values in the context of healthy competition and peer collaboration.

Project-Based Learning with Technology

Project-Based Learning (PBL) is an innovative approach that can utilize technology to deepen students' understanding of Pancasila values. In PBL, students work on projects or real-world problems that require them to apply Pancasila values as a foundation for problem-solving. Technology enables students to collaborate virtually, share ideas, and produce final products reflecting their comprehension of Pancasila.

For instance, projects involving awareness campaigns on diversity and tolerance on social media help students understand and implement the principles of unity and social justice contained in Pancasila. Students can collaborate using digital tools like Google Docs or other platforms to design presentations, videos, or infographics addressing social issues related to Pancasila, then present their work to a wider audience. Such technology-based projects develop essential 21st-century skills, including collaboration, communication, and problem-solving, while reinforcing their understanding of national values.

CONCLUSION

One of the most surprising findings of this research is the realization that despite the widespread understanding of the importance of Pancasila in shaping national identity, its integration into the civic education curriculum has been largely ineffective, especially in the digital age. While Pancasila values have been a part of the curriculum for decades, they have not been sufficiently internalized by students. The gap between theoretical knowledge and practical application is more pronounced than previously thought. Moreover, the study reveals that the role of technology in facilitating the deeper understanding of Pancasila has been severely underutilized, presenting an unexpected challenge in adapting education to modern times. The research demonstrates a critical need for an innovative approach to integrate Pancasila values effectively through technology.

This research makes significant contributions both theoretically and practically. From a theoretical perspective, it provides new insights into the intersection between civic education, national identity, and technology, particularly in the context of Pancasila. By exploring how technology can be integrated into the teaching of Pancasila values, the study offers a fresh framework for understanding how educational tools can enhance the internalization of national values among students. Practically, the research contributes valuable recommendations for educators and policymakers on how to effectively incorporate technology into the curriculum to strengthen the understanding of Pancasila and foster a deeper sense of national identity. This approach not only revitalizes the teaching of Pancasila but also makes it more relevant to the needs of the younger generation, ensuring that it is both engaging and impactful.

While this study offers important insights, it is not without limitations. One key limitation is the reliance on literature and secondary data, which means that the findings are based on existing research rather than direct empirical observation. This limits the ability to fully assess how these theoretical approaches play out in real-world classroom settings. However, this also presents an exciting opportunity for future research to explore the practical application of integrating technology into the teaching of Pancasila in a more direct and empirical manner. Future studies could investigate the effectiveness of specific technological tools in enhancing the teaching of Pancasila, as well as the long-term impact of these approaches on students' national identity and unity. This could lead to more refined strategies for curriculum development and further enrich the ongoing discourse on the role of education in national cohesion.

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