

FOSTERING THE CHARACTER OF PANCASILA STUDENTS IN THE DIGITAL ERA

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ABSTRAK

Era digital telah menciptakan paradoks dalam dunia pendidikan: di satu sisi membuka akses belajar tanpa batas, di sisi lain menghadirkan tantangan kompleks bagi pembentukan karakter pelajar. Penelitian ini bertujuan menganalisis strategi menumbuhkan karakter Pelajar Pancasila yang kontekstual dengan tantangan era digital. menggunakan metode kualitatif dengan pendekatan studi kepustakaan ini bertujuan untuk menganalisis strategi menumbuhkan karakter Pelajar Pancasila yang kontekstual dengan tantangan era digital. Temuan penelitian mengungkap tiga tantangan utama: (1) paparan informasi berlebih dan krisis literasi digital, (2) degradasi interaksi sosial dan kemampuan empati, serta (3) adiksi teknologi yang mengganggu proses belajar. Profil Pelajar Pancasila dengan enam dimensinya terbukti relevan sebagai kerangka solutif, dimana setiap dimensi berfungsi sebagai penangkal spesifik terhadap tantangan digital. Strategi penguatan karakter yang direkomendasikan meliputi : pembelajaran berbasis proyek digital, pendidikan literasi digital komprehensif, optimalisasi Projek Penguatan Profil Pelajar Pancasila (P5), keteladanan digital guru dan orang tua, serta sinergi tripartit sekolah-keluarga-masyarakat. Implementasi strategi ini secara sistematis dan berkelanjutan dapat mengubah tantangan digital menjadi peluang untuk menumbuhkan generasi Indonesia yang tidak hanya cakap teknologi tetapi juga berkarakter Pancasila yang kuat, mampu bersaing di tingkat global tanpa kehilangan jati diri bangsa.

Kata Kunci : Karakter, Pelajar Pancasila, Era Digital

ABSTRACT

The digital era has created a paradox in the world of education: on the one hand, it opens up unlimited access to learning, on the other hand presents complex challenges for the formation of students' character. This research aims to find out how to cultivate the character of Pancasila students. Using a qualitative method with a literature study approach, this aims to analyze strategies to cultivate the character of Pancasila Students that are contextual with the challenges of the digital era. The findings of the study reveal three

main challenges: (1) information overload and digital literacy crisis, (2) degradation of social interaction and empathy skills, and (3) technology addiction that disrupts the learning process. The Pancasila Student Profile with its six dimensions has proven to be relevant as a solution framework, where each dimension functions as a specific antidote to digital challenges. The recommended character strengthening strategies include: digital project-based learning, comprehensive digital literacy education, optimization of the Pancasila Student Profile Strengthening Project (P5), digital role models of teachers and parents, and school-family-community tripartite synergy. The systematic and sustainable implementation of this strategy can turn digital challenges into opportunities to grow an Indonesian generation that is not only technologically capable but also has a strong Pancasila character, able to compete at the global level without losing the nation's identity.

Keywords: *Character, Pancasila Students, Digital Era*

INTRODUCTION

The 21st century has marked a new chapter in human civilization with a digital revolution that transforms almost every aspect of life. Indonesia, as a developing country with a significant young population, faces an inevitable wave of technological disruption. The latest data shows that more than 73% of Indonesia's population is connected to the internet, with the 15-24 year old age group being the most active users (APJII 2023). This phenomenon creates a *generation of digital natives* – those who were born and grew up in an environment that has been fully digitized (Prensky 2001).

Digital transformation in the world of education in Indonesia is increasingly evident after the COVID-19 pandemic. Distance learning, which was initially seen as an emergency solution, has now evolved into a permanent hybrid education model (Ministry of Education and Culture 2022). Unfortunately, adaptation to technology often only touches on instrumental aspects without being balanced with the deepening of character values. A survey by the Indonesian Internet Service Providers Association (APJII) revealed that 68% of students spend more than 5 hours a day in front of a screen of a device, while 45% of them admitted to having received negative content in cyberspace (APJII 2023).

This reality shows the paradox of technological advancement. On the one hand, the ease of access to information and the expansion of social networks open

up unlimited learning opportunities. But on the other hand, the onslaught of unfiltered information, the rise of *cyberbullying*, gadget addiction, and the degradation of social interaction directly threaten the development of students' character. ^{5]} Threats are increasingly complex with the spread of hoaxes, digital radicalism, and the erosion of national values that infiltrate through various social media platforms (Santoso 2022).

In response to this challenge, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) launched the Independent Curriculum with the Pancasila Student Profile as the main orientation (Kemendikbudristek 2022). This concept was formulated as a response to the demands of the era as well as an effort to preserve the nation's identity. The six dimensions of Pancasila students – noble character, global diversity, cooperation, independence, critical reasoning, and creative – are seen as the foundation of relevant character to face the complexities of the digital age (Fadli 2023).

However, the implementation of this concept faces structural challenges that are not simple. The digital gap between urban and rural areas, the diverse capacity of teachers in mastering technology, and the lack of synergy between the three educational centers (schools, families, and communities) are the main obstacles in the internalization of Pancasila values in the digital era (UNESCO 2022).

Based on the description above, this manuscript is here to analyze strategies for growing the character of Pancasila Students that are contextual with the challenges of the digital era. Through a comprehensive and integrative approach, it is hoped that a character education model can be formulated that is able to empower students as active, critical, and responsible subjects in the digital space, without losing their identity as the next generation of the nation.

According to Bogdan and Taylor in Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors (Moleong, 2019). This paper uses a descriptive qualitative research method with a library research approach. The data collection technique is carried out by examining and analyzing relevant secondary sources. The collected data is then analyzed qualitatively through the process of data reduction, data presentation, and conclusion drawn. The analysis is carried out

by describing findings from various sources, relating them to the current context, and synthesizing them into a comprehensive understanding and applicable strategic recommendations.

DISCUSSION

Challenges of Character Building in the Digital Era

The digital era has brought paradigmatic changes in people's lives, including in the world of education. Although it offers a variety of conveniences and opportunities, the digital era also presents a number of complex challenges that can affect the development of students' character. These challenges are multidimensional and interconnected, creating a complex environment for the formation of learners' character.

1. Exposure to Information Overload and the Digital Literacy Crisis

Students are currently faced with the phenomenon of *information overload* or the flood of information from various digital platforms. According to research, the average internet user receives the equivalent of 174 newspapers every day (Bawden & Robinson 2020). This condition results in:

- Difficulty filtering and verifying information
- Vulnerability to misinformation and disinformation
- Massive and fast spread of hoaxes
- The appearance of *information anxiety* or information anxiety

The digital literacy crisis experienced by most Indonesian students has exacerbated this situation. The survey shows that only 38% of learners are able to critically analyze the credibility of information sources (UNESCO 2023).

2. Degradation of Direct Social Interaction and Empathy Skills. The shift in social interaction to the virtual world has led to:

- The decrease in the quality of face-to-face communication is 47% according to observations in the school environment (Indonesian Educational Research Center 2023).
- Weakened ability to read nonverbal expressions

- Reduced opportunities to develop *emotional intelligence*
- Inhibition of the development of basic social skills

Turkle's research (2017) revealed that the younger generation is increasingly experiencing difficulties in building deep and meaningful relationships.

3. Technology Addiction and Learning Process Disorders. Addiction to gadgets and social media has become a new epidemic with the impact:

- Sleep pattern disorders in 67% of adolescents who are active users of social media (Levenson 2016)
- Inability to *focus deeply*

The Relevance of Pancasila Student Profiles in the Context of the Digital Era

The Pancasila Student Profile is a framework of character and competencies designed to answer educational challenges in the 21st century. In the context of the digital era, these six dimensions of profile are not only relevant but increasingly critical to ensure that Indonesian students can develop optimally in the midst of technological disruption. Pancasila Student Profiles include:

- Faith, fear of God Almighty, and noble character, teach students to have good morals in their relationship with God. The main elements in this dimension include religious morality, personal morality, morality to humans, morality to nature, and state morality.
- Global Diversity teaches the importance of maintaining Indonesia's noble culture, locality, and identity, while remaining open-minded in interacting with other cultures. Intercultural communication skills and reflection on the experience of diversity are important elements in this dimension.
- Independent teaches students to become independent learners, responsible for the learning process and outcomes. Self-awareness and the situation faced as well as self-regulation are key elements in this dimension.

- Working together teaches students about the importance of the ability to work together and collaborate with others. The ability to share and care for others are elements in this dimension.
- Critical reasoning, which teaches students to objectively process information, analyze, evaluate, and deduce various information accurately. Acquiring and processing information, analyzing reasoning, reflecting thoughts and thought processes, and making decisions are all elements in this dimension.
- Creative teaches students to have the ability to create and produce original, meaningful, and useful works. Producing original ideas as well as original works and actions are important elements in this dimension (Ministry of Education and Culture, Research and Technology 2022).

Strategies for Strengthening the Character of Pancasila Students in the Digital Era

Strengthening the character of Pancasila Students in the digital era requires a comprehensive and multidimensional strategic approach. This strategy must be able to integrate Pancasila values with digital competence, while equipping students with the ability to become responsible citizens in the digital space. As for the strengthening of Pancasila students in the digital era, they include:

- Technology-Based Learning and Project: Shifting the paradigm from passive to active learning through the creation of digital portfolios, educational videos, and multimedia-based projects that hone creativity and collaboration.
- Comprehensive Digital Ethics and Literacy Education: Explicitly teaches about digital footprint awareness, personal data security, *netiquette*, and information verification techniques. This material can be integrated into a variety of subjects.
- Optimization of the Pancasila Student Profile Strengthening Project (P5): Designing the P5 project with contextual themes such as anti-hoax

campaigns, cultural preservation through digital media, or technology-based social entrepreneurship.

- Example from Teachers and Parents: Wise, polite, and responsible behavior in using technology by teachers and parents is the most effective character education.
- The Role of School, Family & Community must be aligned: **Schools** play a role as the epicenter of value cultivation, create a safe, inclusive, and exemplary learning environment, and integrate Pancasila values in all academic and non-academic activities. **The family** serves as the main basis for character building, providing moral guidance, compassionate supervision, and exemplary use of technology and daily social interactions at home. **The community** plays a role in creating supportive social spaces, such as community reading gardens (TBM) that combine traditional and digital literacy, or youth organizations that hold digital skills training oriented to the values of mutual cooperation and social concern. In addition, teachers and parents build intensive communication to harmonize parenting and supervision of the use of gadgets, for example through regular meetings or productive communication groups.
- Digital-Based Extracurricular Development: Forming coding, digital photography, online journalism, or graphic design clubs to channel students' talents and interests in a positive and productive direction.

CONCLUSION

Based on the discussion that has been described, it can be concluded that cultivating the character of Pancasila Students in the digital era is a necessity as well as a complex challenge. The digital age marked by a flood of information, technology addiction, and the degradation of social interaction has created an environment that is vulnerable to the erosion of character values. However, behind these challenges, digital technology actually provides opportunities and effective tools to strengthen the internalization of Pancasila values if used wisely. The Pancasila Student Profile with its six dimensions of Noble Character, Global Diversity, Mutual Cooperation,

Independence, Critical Reasoning, and Creative has proven to be relevant and is a contextual answer in forming students who are not only technologically capable but also have strong character. Each dimension serves as an antidote to specific digital challenges: critical reasoning against misinformation, global diversity facing cultural homogenization, independence in overcoming technology addiction, and so on. The success of this character strengthening depends on the implementation of a comprehensive and integrated strategy, including digital project-based learning, holistic digital literacy education, P5 optimization (Pancasila Student Profile Strengthening Project), digital role models of teachers and parents, and the development of an education ecosystem that is harmonized between schools, families, and communities. This tripartite synergy is the main key in creating a consistent and supportive environment for student character growth. With a systematic and sustainable approach, the digital era does not have to be a threat, but can be transformed into fertile ground to grow a superior Indonesian generation, with Pancasila character, and ready to face the dynamics of the times while maintaining the nation's identity

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