



INTERNALIZATION OF PANCASILA VALUES IN STUDENT CHARACTER EDUCATION IN THE MODERN ERA

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ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi metode dan strategi yang dapat diterapkan dalam menginternalisasi nilai-nilai Pancasila di era modern. Dengan menggunakan pendekatan kualitatif, penelitian ini akan menggali praktik-praktik baik yang telah dilakukan di berbagai institusi pendidikan serta tantangan yang dihadapi dalam proses tersebut. Kesimpulan menemukan bahwa proses internalisasi nilai-nilai Pancasila dalam pendidikan karakter peserta didik di era modern memerlukan pendekatan yang holistik dan inovatif. Dengan memanfaatkan metode pembelajaran yang relevan, dukungan dari berbagai pihak, serta peningkatan pemahaman di kalangan pendidik, proses ini dapat berjalan dengan efektif. Diharapkan, melalui upaya bersama ini, generasi muda dapat tumbuh menjadi individu yang tidak hanya cerdas, tetapi juga memiliki karakter yang kuat dan berlandaskan pada nilai-nilai Pancasila.

Kata kunci: Nilai Pancasila, Pendidikan Karakter, Modern.

ABSTRACT

This research aims to explore methods and strategies that can be applied to internalize the values of Pancasila in the modern era. Using a qualitative approach, this study will examine best practices implemented in various educational institutions as well as the challenges faced in the process. The conclusion indicates that the internalization of Pancasila values in the character education of students in the modern era requires a holistic and innovative approach. By utilizing relevant learning methods, support from various stakeholders, and enhancing understanding among educators, this process can be effectively carried out. It is hoped that through these collective efforts, the younger generation can grow into individuals who are not only intelligent but also possess strong character based on Pancasila values.

Keywords: Pancasila Values, Character Education, Modern.

INTRODUCTION

In the era of increasingly sophisticated globalization, of course, it has an impact on a country including Indonesia, both positive and negative. However, not all citizens respond well to the negative impacts of globalization. One of them is a decline in the quality of the nation's morals, this decline can be seen as many cases that emerge that are not in accordance with the values of the norms that live in Indonesian society. Therefore, we can try to rebuild the nation's morals (Fadhilah, E. A., & Dewi, 2022)

The challenges to character education are increasingly complex. The younger generation is now exposed to various values and cultures from outside that often conflict with local values. (Maliki et al., 2022) In this context, Pancasila as the foundation of the state and the outlook on life of the Indonesian nation has an important role in shaping the character of students. The internality of Pancasila values in character education is very relevant to maintaining national identity amidst the rapid flow of change. (Rhemrev, E. A., Carsnelly, E., Saputra, L. K., & Prianto, 2023) stated that this

development has an impact on the emergence of individualism.

The fact proves that the younger generation in Indonesia currently tends to worry about their behavior for the continuation of the future of this nation. (Maliki, 2023) This can be seen from the many cases that occur in the younger generation, including cases of drugs, crime, promiscuity and so on (Handitya, 2019). (Ramadhan, M. A., Syaifi, S. R. A., Arsalan, F. N., & Fitriyono, 2022) in their research stated that currently many young generations have damaged morals due to the influence of globalization. Such as the influence of increasingly sophisticated technology that makes young people addicted, friends, drugs, alcohol, and so on. According to (Vania, A. S., Dewi, D. A., Robi'ah, F., Nugraha, I. F. C., & Furnamasari, 2021), in this modern era or the globalization of the industrial revolution 4.0 era, many Indonesian people do not and do not even know the meaning of our ideology, namely Pancasila

Pancasila as the foundation of the Indonesian state plays an important role in responding to the era that will continue to develop rapidly considering that the characteristics contained in Pancasila can be used along with the existence of the Indonesian state. So that the Indonesian people really need to understand Pancasila to be applied in everyday life (Ramadhan, M. A., Syaifi, S. R. A., Arsalan, F. N., & Fitriyono, 2022). The values of Pancasila, which include social justice, unity, and respect for humanity, offer a moral framework that can be used as a reference in education. The process of internalizing these values not only serves to strengthen the sense of nationalism, but also to form positive attitudes and behaviors in students. In the context of education, this is a must so that the younger generation can grow into responsible individuals with integrity. Basically (Malini, S., & Dewi, 2022) state that Pancasila is the national identity of the Indonesian nation. The national identity that already exists and is united with the noble values and hopes of the nation.

According to Zaim Elmubarak, (2008) in (Malini, S., & Dewi, 2022) that the Minister of National Education named M. Nuh once said that character education should start at an early age, namely starting from elementary school level, at this level, students reach approximately 60% of other school levels. However, the implementation of internalization of Pancasila values in character education faces various challenges. One of them is the lack of understanding and appreciation of Pancasila among educators and students. In addition, various external influences, such as social media and foreign cultures, often shift the noble values contained in Pancasila. Therefore, an effective and innovative approach is needed to overcome these obstacles.

This study aims to explore methods and strategies that can be applied in internalizing Pancasila values in the modern era. Using a qualitative approach, this study will explore good practices that have been carried out in various educational institutions and the challenges faced in the process.

The novelty of this study is the use of in-depth qualitative methods to understand the real experiences of educators and learners. By relying on relevant documents and research results, this study seeks to explore everyday views and practices that may not be visible in quantitative studies. The results are expected to provide a more holistic and contextual picture of how Pancasila values can be internalized in the curriculum and school life, thus encouraging character formation that is in accordance with the challenges of the times.

METHOD

The research is descriptive qualitative using literature review (Rhemrev, E. A., Carsnelly, E., Saputra, L. K., & Prianto, 2023). Qualitative research in the context of "Internalization of Pancasila Values in Character Education of Students in the Modern Era" aims to deeply understand the process and experiences of students, educators, and parents in internalizing Pancasila values.

Data collection methods in qualitative research include document analysis or relevant research results. Participatory observation provides researchers with the opportunity to directly observe classroom interactions and practices related to teaching these values. Document analysis, such as curriculum and teaching materials, is also important to understand the extent to which Pancasila values are integrated into education.

The results of this qualitative study are expected to provide a comprehensive picture of the challenges and strategies in internalizing Pancasila values in the modern era. This study will not

only provide recommendations for better educational practices, but also contribute to a broader understanding of the importance of character education based on the nation's noble values. Thus, this qualitative study is important to create a young generation that is not only intelligent, but also has a strong character based on Pancasila.

RESULTS

The profile of Pancasila students is considered to be in line with the vision and mission of the Ministry of Education and Culture as stated in the Regulation of the Ministry of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024: Pancasila students are the embodiment of Indonesian students who are lifelong learners, globally competent and act according to the values of Pancasila, namely six characteristics (1) faith, devotion to God Almighty, (2) high character, insight into global diversity, (3) mutual cooperation, (4) independent, (5) critical and (6) creative (Jannah, M., Munawwaroh, F., Fuadah, Z., Fikri, M., & Nasir, 2024).

The importance of Pancasila as the basis of people's lives can be reflected in the intent and purpose of the five principles of Pancasila. Pancasila teaches humans how to live and have character according to the principles of Pancasila. The principles of Pancasila that are well understood can help build harmonious relationships between humans (Fadhilah, E. A., & Dewi, 2022). Of course, this can be used as a foundation in building good character in students.

The application of Pancasila values in character education is very important to form a young generation that has good morals and ethics. By integrating these values into the curriculum and daily activities, students can grow into individuals who are not only academically intelligent, but also have strong characters and are able to contribute positively to society.

The results of the study by (Saputra, A. G., Juliansyah, S. C., & Athayla, 2023) concluded that Pancasila education strengthens the values of pluralism, equality and cultural diversity. Such education also plays a role in combating discrimination, prejudice and social injustice.

One of the main findings is the importance of collaboration between educators, parents, and the community to create an environment that supports this process. Close cooperation between these three parties ensures that Pancasila values are not only taught in schools, but also applied in the daily lives of students.

One effective method in internalizing Pancasila values is through project-based learning. In this approach, students are invited to be involved in projects that emphasize Pancasila values, such as cooperation, justice, and mutual assistance. For example, community service projects that involve students in social activities can strengthen their understanding of the importance of caring for others and the environment.

In addition to project-based learning, this study also found that the use of digital media has a significant role in the internalization process. In the modern era, students are more familiar with technology and social media. Therefore, educators can utilize digital platforms to convey Pancasila values in an interesting and relevant way. For example, through educational content on social media or learning applications, Pancasila values can be conveyed in a way that is more interesting for the younger generation.

Research by (Hasanah, M. N., Elan, E., & Rachman, 2022) found that in educating students with Pancasila values, it is necessary to use integrated learning in playing, developing various life skills or life skills, carried out gradually and repeatedly. Concretely, the results of the research by (Nurizka, R., & Rahim, 2020) show that in forming student character through school culture, it can be done by Arranging the Physical Environment of the School, Arranging the Social Environment of the School, Arranging School Personnel, Arranging the School Work Environment, Class Management

However, the challenge faced in this process is the negative influence of social media which often displays values that are contrary to Pancasila. Research shows that some students are exposed to content that emphasizes individualism and materialism, which can shift their understanding of the values of togetherness and social justice.

Another challenge faced is the lack of deep understanding of Pancasila values among

educators. Research shows that some educators feel less confident in teaching Pancasila values. So this is an important part to discuss in efforts to internalize Pancasila values in character education for students today.

DISCUSSION

National Education—Citizenship and Pancasila Education is an education that has been instilled since elementary education. The purpose of this education is for students to be able and willing to apply Pancasila values from an early age (Rahman, 2018). This study found that the process of internalizing Pancasila values in character education for students in the modern era requires an integrated and sustainable approach.

The values of Pancasila will become a guide and reference for national and state life. It can be said logically that these values are disseminated through many sectors and classes in society (Malini, S., & Dewi, 2022). Pancasila values must continue to be built and grounded in the daily activities of Indonesian society (Adha, M. M., & Susanto, 2020)

In the context of character education, the application of Pancasila values is a fundamental effort to form individuals who are not only academically intelligent, but also have strong moral integrity. The first principle, Belief in One Almighty God, encourages respect for different beliefs and spiritual values, fosters an attitude of tolerance and mutual respect. The second principle, Just and Civilized Humanity, teaches the importance of respecting the dignity of each individual, so that students are taught to empathize and care for others. Character education based on Pancasila helps students understand social responsibility and create a harmonious environment.

Next, the third principle, the Unity of Indonesia, invites the younger generation to prioritize the spirit of togetherness and overcome differences for a common goal. The fourth principle, Democracy Led by the Wisdom of Deliberation/Representation, teaches the importance of discussion and active participation in decision-making, fostering a democratic attitude and wise leadership. Finally, the fifth principle, Social Justice for All Indonesian People, emphasizes the importance of justice and welfare for all, encouraging students to fight for equality and justice in society. By instilling the values of Pancasila, character education becomes an effective tool to form a generation that is ethical and responsible in facing the challenges of the times. The following is an identification of these values and their application in character education:

1. First Principle: Belief in One Almighty God

Values: Respecting and acknowledging the existence of God and behaving according to the teachings of each religion.

Respecting and acknowledging the existence of God is a fundamental pillar in the formation of individual character. In the context of education, teaching about religious and belief diversity teaches students to see the value in differences, and to understand that everyone has the right to practice their own beliefs. This attitude not only builds tolerance, but also strengthens social bonds in a pluralistic society. By respecting the existence of God and the beliefs of others, students are taught to develop respect and empathy, which are very important in social interactions.

Behaving in accordance with the teachings of each religion strengthens individual morality and fosters awareness of social responsibility. Character education that integrates spiritual values into the curriculum helps students not only understand the concept of goodness, but also apply it in their daily lives. For example, the values of honesty, mutual assistance, and compassion are the basis for actions that reflect religious teachings. Thus, the application of religious teachings in daily behavior forms individuals who are not only obedient to personal beliefs, but also contribute positively to the social and cultural environment around them.

In its application, character education must integrate religious education, encourage students to worship, and respect differences in beliefs among their friends. Effective character education must integrate religious education as a strong moral foundation. Religion is not just a set of teachings or rituals, but also a way to shape individual behavior and ethics. By teaching religious values, students can understand the meaning of goodness, honesty, and justice, all of which are vital components in building character. In this context, religious education functions as a moral compass that guides students in making decisions and acting with integrity in everyday life.

In addition, encouraging students to worship regularly can instill deep spiritual discipline and awareness. Worship is not just about ritual practice, but also about building a stronger relationship with God and self-reflection. When students engage in worship activities, they learn about commitment, responsibility, and the importance of setting aside time for things higher than personal interests. This spiritual experience can enrich their souls, while also helping them develop an attitude of humility and gratitude that can strengthen interpersonal relationships.

However, in the process of character education based on religion, it is also important to instill an attitude of respect for differences in beliefs among friends. Indonesia, as a country rich in diversity, has people with various religious backgrounds and beliefs. Encouraging students to appreciate these differences will not only create a harmonious learning environment, but also prepare them to contribute to a pluralistic society. By fostering an attitude of mutual respect, students will be better able to interact with empathy and resolve conflicts in a constructive way. In this case, character education becomes a bridge to create a peaceful and harmonious society, where each individual can develop according to the values they believe in without feeling marginalized.

2. Second Principle: Just and Civilized Humanity

Value: Respect for human dignity and treat others fairly. Respect for human dignity is a fundamental principle underlying healthy and civilized social interactions. When individuals understand that everyone has equal value and rights, they will strive to treat others fairly and with respect, regardless of background, religion, or social status. This action not only creates an inclusive environment, but also promotes social justice, where every individual has an equal opportunity to thrive.

In the context of character education, instilling these values helps students understand the importance of empathy and fairness, so that they grow into individuals who care not only about themselves, but also about the welfare of others. By respecting human dignity and treating each other fairly, society can build a solid foundation for shared peace and prosperity.

The implementation is to teach empathy, tolerance, and justice in everyday interactions. Social activities and community service can also be a place to foster these values. The application of the values of empathy, tolerance, and justice in everyday interactions is very important to form a strong character among students. Teaching empathy can be done through discussions and exercises that encourage students to understand the perspectives of others, and feel what their friends feel. For example, by presenting situations involving conflict or difficulties, students can be invited to discuss ways to support and help each other.

Tolerance, as a continuation of empathy, must also be taught by showing the importance of accepting differences, whether in terms of culture, beliefs, or outlook on life. Open discussions about diversity, as well as activities that involve interaction between different groups, can strengthen attitudes of tolerance among students. Facing differences with mutual respect is key to creating a harmonious atmosphere in schools and in the wider community. In this context, students will learn that differences are not barriers, but can instead be a source of strength that enriches their experiences.

3. Third Principle: Unity of Indonesia

Values: Maintaining national unity and integrity, and prioritizing the spirit of togetherness. Maintaining national unity and integrity is a crucial foundation for the stability and progress of a country, especially in a society rich in diversity. The spirit of togetherness is key to overcoming existing differences, where individuals are reminded of the importance of mutual respect and collaboration for common goals. When every member of society commits to supporting one another, they create strong social networks, reduce conflict, and strengthen collective identity as one nation. In this context, character education that emphasizes the values of unity not only builds a sense of solidarity, but also fosters a sense of belonging and shared responsibility for the progress of the nation. By instilling the spirit of togetherness, the younger generation is expected to become active agents of change in building a harmonious and inclusive society.

The implementation is to develop a sense of love for the homeland through activities that emphasize cooperation, such as flag ceremonies, competitions, or group projects involving all students. Developing a sense of love for the homeland is an important aspect of character education

that can be done through various activities that emphasize cooperation. The flag ceremony, for example, is not just a ritual, but also a moment that unites students in the spirit of nationalism. In this solemn atmosphere, students are taught to respect the symbols of the country and remember the struggles of the heroes. By standing together in the ceremony, they feel togetherness and identity as part of the nation, which encourages a sense of love and responsibility for the homeland.

In addition to flag ceremonies, competitions involving all students can also be an effective means to foster a spirit of togetherness and love for the country. In competitions, students learn to work together, appreciate differences, and strive to achieve common goals. Activities such as cleanliness competitions, cultural festivals, or sports competitions not only highlight individual talents and abilities, but also strengthen relationships between students. The sense of unity and togetherness formed through these competitions teaches students that cooperation is the key to achieving success, both at the class level and on a larger scale.

Group projects involving all students can also be an effective medium for developing a sense of patriotism. By working on projects related to history, culture, or the surrounding environment, students can learn about the richness and diversity of their homeland. This activity not only increases their knowledge but also fosters a sense of belonging to the nation and homeland. When students see the results of their hard work contributing to the community, they feel a deeper sense of pride and closeness to their homeland. In this way, character education integrated with a sense of patriotism can produce a generation that is not only intelligent but also full of enthusiasm to contribute to the progress of the nation.

4. Fourth Principle: Democracy Guided by the Wisdom of Deliberation/Representation

Value: Respecting the opinions of others and making decisions through deliberation. Respecting the opinions of others and making decisions through deliberation are at the heart of the principles of democracy and deep collaboration in social life. When individuals learn to listen to and value diverse views, they not only enrich their personal perspectives but also create space for constructive dialogue that can lead to more inclusive solutions. The process of deliberation teaches the importance of compromise and openness, where every voice is acknowledged and valued, creating a sense of mutual respect that strengthens social bonds. In this context, decision-making is not just an end result, but also a learning journey that shapes character, fosters empathy, and promotes justice and shared well-being in a pluralistic society.

Its implementation can teach students to discuss and make decisions together in groups, such as in OSIS activities or other student organizations, so that they learn to respect differences of opinion.

The implementation of character education through student organization activities, such as OSIS, is very effective in teaching students to discuss and make decisions together. In an organizational environment, students are invited to actively participate in the planning and implementation of various activities, which require good collaboration and communication. Through this process, they learn to listen to and respect each other's opinions, and understand that each individual brings a different perspective. This not only enriches the discussion, but also fosters mutual respect and understanding among group members.

In addition, activities in student organizations also provide a space for students to practice decision-making skills. In situations where different ideas and opinions arise, students are encouraged to deliberate to reach a common agreement. This process teaches them the importance of compromise and collaboration, and how to respond to differences in a constructive manner. In this way, students not only learn about aspects of democracy, but also about how to function effectively in groups, an important skill they will carry into their adult lives.

Respecting differences of opinion in the context of student organizations also helps students develop empathy and tolerance. When they engage in discussions that involve diverse views, they learn to see issues from multiple sides and consider others' perspectives. These are invaluable social skills, especially in a multicultural society like Indonesia. By encouraging students to engage in open dialogue and accept differing opinions, character education based on discussion and collaboration can shape individuals who are more tolerant, respectful of diversity, and ready to contribute positively to the community.

5. Fifth Principle: Social Justice for All Indonesian People

Values: Encourage justice and equality in social life. The fifth principle in Pancasila, namely "Social Justice for All Indonesian People", where every individual has the same right to receive fair and equal treatment in society. The values of social justice include respecting religious freedom, recognizing individual rights, and ensuring that all citizens have equal opportunities to develop and participate in social and political life. In the context of tolerance, the fifth principle encourages respect for religious, cultural, ethnic, and social background diversity. The principle of social justice includes fair and equal treatment of all individuals without discrimination based on existing differences. In practice, this principle encourages inclusivity, respects individual rights, and avoids discrimination in society (Fadhilah, E. A., & Dewi, 2022).

Educating students about social and economic issues is essential to building their awareness of the challenges facing society. By providing an understanding of issues such as poverty, injustice, and social inequality, students can develop empathy and a sense of responsibility towards others. Discussing these issues in the classroom, whether through interdisciplinary learning or research projects, can enrich their knowledge and foster curiosity to find relevant solutions. This education not only makes students more aware of their surroundings, but also fosters a deep sense of caring for others.

In addition, encouraging students to contribute to creating social justice through real action is a concrete step that can strengthen the values of character education. Fundraising activities, for example, can be a means for students to take an active role in helping those who are less fortunate. By planning and implementing these activities, students learn about the importance of cooperation, responsibility, and resource management. In addition, these real actions also provide them with direct experience of the positive impact that can result from collective action, thereby increasing their sense of self-confidence and ownership of social initiatives.

The experience of organizing social activities also helps students understand the concept of social justice more deeply. They learn that justice is not only about the fair distribution of resources, but also about giving voice and opportunity to everyone, especially the marginalized. Through interactions with the beneficiaries of their activities, students can see firsthand the impact of their contributions, which can be a motivation to continue engaging in social action in the future. Thus, character education that focuses on social and economic issues can shape a generation that is not only intelligent, but also sensitive and committed to creating a more just and sustainable world.

The internalization process can also be supported through extracurricular activities that emphasize Pancasila values. For example, scouting activities, OSIS, and other student organizations can be a place for students to learn and apply Pancasila values. Through direct experience in organizations, students learn about leadership, cooperation, and responsibility. These activities also provide space for students to practice communicating and interacting with their friends, which strengthens a sense of solidarity and unity.

Overall, internalizing Pancasila values in character education is an important step to form a generation that is not only intelligent, but also has a strong character. Amid the challenges of globalization, it is important for the Indonesian nation to continue to hold on to the values that have become its identity, so that future generations can face the world with confidence and responsibility.

This study also shows that an inclusive curriculum that is oriented towards Pancasila values is very much needed. A curriculum that includes Pancasila values in every subject will help students understand the importance of these values in a broader context. For example, in history lessons, students can learn about the Indonesian people's struggle for independence based on Pancasila values, so that they can see the relevance of these values in their lives today.

In addition, the role of teachers as role models is also very important in the process of internalizing Pancasila values. Teachers who live the values of Pancasila in their daily behavior and actions will have a greater impact on students. Research shows that students tend to imitate the attitudes and behavior of teachers they consider role models. Therefore, training for teachers to understand and apply Pancasila values in their teaching is very important.

Therefore, it is important for educators to provide media literacy to students, so that they can filter information and choose content that is in accordance with Pancasila values. Professional

development and ongoing training for educators also need to be intensified to improve their understanding and skills in teaching Pancasila values.

CONCLUSION

The process of internalizing Pancasila values in character education for students in the modern era requires a holistic and innovative approach. By utilizing relevant learning methods, support from various parties, and increasing understanding among educators, this process can run effectively. It is hoped that through this joint effort, the younger generation can grow into individuals who are not only intelligent, but also have strong characters and are based on Pancasila values.

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