



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

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### Abstract

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This study examines the integration of Pancasila values into the civic education curriculum using technology as a means to strengthen national identity and unity. As technological advancements continue to shape educational practices, the study addresses the gap in effectively teaching Pancasila, a crucial aspect of Indonesia's national philosophy. Through a library research methodology, the study reviews relevant literature, including books, academic journals, and previous studies. The findings indicate that traditional teaching methods have struggled to deeply instill Pancasila values, often failing to engage students meaningfully. However, technology presents a promising opportunity to enhance students' understanding and engagement with these values, providing interactive and innovative platforms for learning. This research contributes to the theoretical development of civic education and offers practical recommendations for incorporating technology into the curriculum to promote national identity and unity. The study emphasizes the potential of digital tools to create more dynamic and inclusive learning experiences. However, its reliance on secondary data poses limitations, highlighting the need for future empirical research to validate and expand upon the findings.

### Keywords:

Pancasila, Civic Education, Technology Integration

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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 (Muhdhar et al., 2024).

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. How can the integration of Pancasila values through technology-based learning enhance the effectiveness of civic education in strengthening national identity and unity in the context of rapid technological advancement?. 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).

Pancasila, as the foundational ideology of the Indonesian state, is deeply intertwined with the concept of citizenship and the values that guide civic engagement in Indonesia. The five principles of Pancasila—believing in one God, just and civilized humanity, the unity of Indonesia, democracy guided by the wisdom of representative deliberation, and social justice for all people—serve as a moral compass for both individuals and the state. These principles not only reflect the philosophical foundation of Indonesia but also shape the civic values that citizens should uphold. In the context of civic education, Pancasila is the core value system that informs the development of national identity, shaping citizens' attitudes towards their responsibilities, rights, and the social cohesion of the nation (Amelia et al., 2022).

Civic education in Indonesia has a significant role in ensuring that students internalize the values of Pancasila, thus reinforcing their commitment to the nation and its principles. Through this process, individuals are not only educated about the nation's laws, rights, and responsibilities but are also taught the importance of unity and national pride. Pancasila values, particularly the emphasis on unity in diversity, democracy, and social justice, guide individuals to act with respect for others, promote equality, and encourage participation in society in ways that contribute to the collective well-being. This becomes especially critical in multicultural societies like Indonesia, where the diversity of ethnicity, culture,

and religion can sometimes lead to divisions. Pancasila serves as the common ground that binds citizens together, promoting a shared sense of identity and belonging despite these differences (Wartoyo & Ginting, 2022).

However, in today's rapidly changing world, with the advent of globalization and technological advancement, maintaining this sense of unity and understanding of Pancasila has become a challenge. The younger generation, especially, is increasingly exposed to global influences, many of which may not align with the core values of Pancasila. This is where civic education, infused with Pancasila values, becomes increasingly important. By integrating Pancasila into the educational curriculum and ensuring its delivery through modern and engaging means, such as technology, civic education can effectively reach today's tech-savvy youth, helping them to better understand and internalize these values. In this context, the relationship between Pancasila and citizenship is not just about teaching the principles but ensuring that they are lived and practiced by citizens in their daily lives, helping to shape a strong, unified, and just nation in the face of global challenges (Dari & Rachmadani, 2022).

## **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 (Permana & Prasetyo, 2025).

### **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. A total of 25 sources were collected, including books, journal articles, research reports, and conference papers, all published between 2020 and 2025. These sources were selected to reflect the most recent developments in the integration of Pancasila values into civic education through technology. The literature includes both theoretical frameworks and empirical studies that examine civic education, character education, and the role of technology in educational practices. These sources were primarily accessed in digital format, with articles from peer-reviewed journals, books available through academic databases, and research reports published by government agencies and educational institutions (Suryono & Utomo, 2021).

The content analysis process involved systematically coding the collected data into categories such as "Pancasila integration," "technology in education," and "national identity" to identify recurring themes and relationships. This process was supported by qualitative data analysis software, specifically NVivo, which allowed for efficient organization and interpretation of large amounts of textual data. By using NVivo, the researcher could track the emergence of themes across various sources and conduct a deeper analysis of the connections between technology, civic education, and the strengthening of national identity through Pancasila values. This approach ensured that the analysis was comprehensive, objective, and based on the most relevant and up-to-date literature available (Rizqi, 2020).

## **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(Naibaho et al., 2022).

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(Benawa & Sihombing, 2023).

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(Daffana, 2024).

**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.

Aspect	Key Points from Literature	Example/Context in Indonesia	Implications
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.
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 (Arsenijević & Perić, 2025).

### **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 (Zhou & Saearani, 2025).

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 (Ali et al., 2024).

### **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 (Fostersti et al., 2024).

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 (Al-Thani, 2025).

### **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, or 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 (Tarpagkos, 2024).

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 (Tarpagkos, 2024).

### ***Discussion***

This study highlights the critical intersection between civic education, national identity, and the integration of technology, specifically regarding the values of Pancasila. A significant challenge identified is the inadequate internalization of Pancasila values among students despite its long-standing place in Indonesia's educational curriculum. Traditional methods of teaching Pancasila have struggled to engage students meaningfully, particularly in the face of globalization and technological advancements that increasingly expose the younger generation to foreign cultural influences. As a result, the core values that Pancasila embodies—such as unity in diversity and social justice—often fail to resonate with today's youth, who may see them as abstract concepts rather than practical guides for life. The findings emphasize the gap in effective delivery, pointing to the need for a fresh approach to teaching these essential values (Mao & Zhou, 2024).

Technology presents a promising solution to address this gap. The study demonstrates that technology can enhance civic education by offering interactive, dynamic, and engaging methods for learning. By incorporating digital tools, such as interactive multimedia, online simulations, and virtual platforms, students can better connect with the concepts of Pancasila, seeing them not just as theoretical constructs but as values applicable to their everyday lives. This integration allows for a more personalized and immersive learning experience, which can cater to the diverse learning styles of students, a crucial factor in today's diverse educational environments. Furthermore, technology can bridge the gap between the traditional classroom and the wider world, providing students with real-world applications of Pancasila values, whether in virtual debates, collaborative projects, or social media interactions (Gautam et al., 2025).

Despite the potential of technology, the study reveals that significant barriers remain. One of the key challenges is the lack of resources and infrastructure to implement these technological tools at scale. While technology offers numerous opportunities for enhancing the learning experience, many educational institutions, particularly in rural or underfunded areas, struggle with limited access to devices, high-speed internet, and teacher training on how to effectively integrate technology into their teaching practices. This gap limits the reach and effectiveness of technology-based education, making it difficult for the potential benefits of technology to be fully realized. Therefore, the study calls for a broader policy response that includes investment in digital infrastructure and professional development for teachers, ensuring that all students have access to technology that can support their learning (McAleavy et al., 2018).

The role of technology in enhancing national identity through Pancasila education also intersects with broader societal trends, particularly in the context of Indonesia's multicultural landscape. As the country faces the challenges of maintaining unity amidst diversity, the integration of Pancasila values through technology can play a pivotal role in fostering social cohesion. By engaging students in discussions about the nation's foundational values, technology can help to develop a sense of shared national identity that transcends ethnic, religious, and cultural differences. The study underscores the importance of creating digital platforms where students can actively engage with the principles of Pancasila in a way that feels relevant to their lives, encouraging them to apply these values in a multicultural society (Amemasor et al., 2025).

Lastly, this study suggests that the future of civic education in Indonesia must involve a shift toward more flexible, tech-enabled learning environments. Hybrid models, combining face-to-face teaching with digital platforms, could provide a more flexible and accessible learning experience for all students, particularly those in remote areas. The use of mobile apps, online learning modules, and social media platforms could help to expand the reach of Pancasila education beyond traditional classroom settings, promoting continuous learning and reflection. By embracing technology, educators can create a more engaging, relevant, and dynamic approach to teaching Pancasila, one that resonates with the younger generation and fosters a deeper understanding of their role in shaping a unified and democratic society (Vashchuk, 2024).

The integration of Pancasila values into civic education through technology presents a promising opportunity to strengthen national identity and unity in Indonesia. However, the successful implementation of this approach requires addressing the challenges of digital infrastructure, teacher training, and equitable access to technology. As the study shows, a collaborative effort between policymakers, educators, and the broader community is necessary to ensure that technology can be used effectively to instill Pancasila values in future generations. With the right investments and strategies, technology can be a powerful tool for modernizing civic education, fostering a deeper connection to national identity, and preparing students to navigate the complexities of a globalized world while remaining grounded in Indonesia's core values (Webber et al., 2022).

## 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.

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