



Promoting Pancasila values through dialectical project-based learning for Indonesian youth

Author Name(s): Endang Prihatin, Encep Syarief Nurdin, Yadi Ruyadi, Tri Suhartati, An Nisaa Atila Thabrani

Publication details, including author guidelines

URL: <https://jurnal.konselingindonesia.com/index.php/jkp/about/submissions#authorGuidelines>

Editor: Merikan Aren

Article History

Received: 22 Sep, 2024

Revised: 10 Oct, 2024

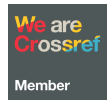
Accepted: 30 Oct 2024

How to cite this article (APA)

Prihatin, E., Nurdin, E.S., Ruyadi, Y., Suhartati, T. & Thabrani, A.N.T. (2024). Promoting Pancasila values through dialectical project-based learning for Indonesian youth. *Jurnal Konseling dan Pendidikan*. 12(3), 129-138. <https://doi.org/10.29210/1119100>

The readers can link to article via <https://doi.org/10.29210/1119100>

SCROLL DOWN TO READ THIS ARTICLE



Indonesian Institute for Counseling, Education and Therapy (as publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors and are not the views of or endorsed by Indonesian Institute for Counseling, Education and Therapy. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Indonesian Institute for Counseling, Education and Therapy shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to, or arising out of the use of the content.

Jurnal Konseling dan Pendidikan is published by Indonesian Institute for Counseling, Education and Therapy comply with the [Principles of Transparency and Best Practice in Scholarly Publishing](#) at all stages of the publication process. Jurnal Konseling dan Pendidikan also may contain links to web sites operated by other parties. These links are provided purely for educational purpose.



This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

Copyright by Prihatin, E., Nurdin, E.S., Ruyadi, Y., Suhartati, T. & Thabrani, A.N.T. (2024).

The author(s) whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.

Jurnal Konseling dan Pendidikan

ISSN 2337-6740 (Print) | ISSN 2337-6880 (Electronic)

Promoting Pancasila values through dialectical project-based learning for Indonesian youth



Endang Prihatin^{1*}, Encep Syarief Nurdin¹, Yadi Ruyadi¹, Tri Suhartati², An Nisaa Atila Thabrani³

¹Program Studi Pendidikan Umum dan Karakter, Universitas Pendidikan Indonesia, Bandung, Indonesia

²Badan Pembinaan Ideologi Pancasila, Jakarta, Indonesia

³Universitas Pertahanan Republik Indonesia, Jakarta, Indonesia

ABSTRACT

The young generation in Indonesia is confronted with specific challenges in navigating the adverse effects of globalisation, which have the potential to erode the values enshrined in Pancasila. This research project aims to investigate the efficacy of the Pancasila Dialectic Project model in the character formation of the younger generation, with a particular focus on the realisation of the values of Pancasila through innovative approaches. The methodology employed is a literature review, encompassing an examination of the theoretical foundations of the model and an analysis of empirical data derived from its implementation. The Pancasila Dialectic Project model employs a dialectic approach that engages the younger generation in open discussion through the use of a podcast format, which aligns with their digital lifestyle. The findings demonstrate that this model not only enhances comprehension of Pancasila but also fosters moral development through the cultivation of critical and collaborative dispositions. The results provide substantial evidence that a dialectical approach can be an efficacious strategy in fortifying the values of Pancasila among the younger generation, as well as promoting constructive discourse on national identity in the contemporary global context..

Keywords:

Pancasila,
Project based learning,
Indonesian Youth

Corresponding Author:

Endang Prihatin
Universitas Pendidikan Indonesia
Email: endang.prihatin@upi.edu

Introduction

The young generation in Indonesia is currently confronted with an array of increasingly complex challenges, set against the backdrop of globalisation and the digital era. The impact of various pressures arising from technological developments, cultural shifts, and demands to achieve individual success on character development is significant (Rhamadan et al., 2024). Fitriani & Dewi (2022) highlight the pressing need to address the challenges posed by globalisation to Pancasila values (Fitriani & Dewi, 2021). The results of a survey conducted by Komunitas Muda Pancasila and the Indonesian Survey Institute (LSI) indicate a decline in support for Pancasila values among the younger generation (Yuniar & Ahsan, 2024). This highlights the necessity for a comprehensive examination of the adverse effects of globalisation, which has the potential to result in the emergence of community characters that are incongruent with national values. In this context, it is crucial to comprehend the manner in which the process of character formation can facilitate the overcoming of the challenges confronted by the younger generation.

The theories of morality proposed by Kohlberg and Dewey provide a relevant theoretical framework for the exploration of the processes of character formation and development among young people. It is important to note, however, that the application of these theories must be adapted to the local context in order to provide a robust foundation for the understanding and implementation of Pancasila values (Anggreni et al., 2024). The contemporary youth demographic is confronted with considerable social and cultural shifts as a consequence of globalisation and the advent of the digital age. These transformations encompass alterations in value systems, the impact of external cultural influences, and technological developments that inform their modes of thought and conduct (Alfan, 2024). In this context, the development of character assumes great importance, as it provides the younger generation with the capacity to act as agents of change, thereby contributing to the nation's progress. The theories of Kohlberg and Dewey provide valuable insights into the processes through which individuals can develop into responsible members of society.

Both theories place significant emphasis on the importance of morality and social engagement, which are also fundamental principles of Pancasila, the foundation of Indonesian society. In order to meet the challenges of the 21st century, it is essential that individuals possess a range of skills, including critical thinking and collaboration (Hibatullah, 2022). However, the younger generation is currently confronted with a number of complex moral issues, including the decline of traditional values and a lack of understanding of national identity. The development of character is therefore not only crucial for achieving material success, but also for maintaining morale and integrity at the national level (Purwadi et al., 2024).

Pancasila, Indonesia's state ideology, serves not only as a philosophical foundation but also as a tool for shaping the nation's identity. Although the values of Pancasila should inform the conduct of the nation, contemporary evidence indicates that the younger generation encounters considerable obstacles in the process of internalising these values (Thoriq Abdul Aziz, 2024). The process of internalising Pancasila is hindered by a number of factors, including a lack of in-depth comprehension of the ideology, the impact of negative influences from social media, and the rapid social and cultural changes that have occurred in the digital age (Ganjar Razuni & Paisal Halim, 2024). This research project aims to explore the challenges faced by the younger generation in understanding and practising the values of Pancasila, as well as to identify concrete steps that can be taken to improve the internalisation of these values.

This research will address the lack of deep understanding as a fundamental cause of the problem. It will also examine the influence of digital transparency, freedom of information, and the creative industry on the younger generation's perception of Pancasila. It is hoped that this research will provide effective recommendations to address the challenges faced by adopting a comprehensive and collaborative approach involving the government, educational institutions, and the community. This research will explore the linkages between these issues and the crisis of understanding of Pancasila values, and provide empirical evidence to support the assertion of a major challenge faced by the younger generation today.

A survey conducted by Komunitas Muda Pancasila in May 2020 revealed that nearly 20 per cent of millennial respondents from 34 provinces in Indonesia expressed doubt regarding the relevance of Pancasila values in their lives today. This prompts the need to examine the underlying factors that have contributed to the observed decline in understanding and support for Pancasila among the younger generation. Furthermore, a 2018 survey conducted by the Indonesian Survey Institute (LSI) revealed a notable decline in the proportion of individuals who espouse pro-Pancasila sentiments over the past 13 years, from 85.2% in 2005 to 75.3% in 2018 (Hidayat, 2018). Further research is required to gain a deeper understanding of the methodology employed in this survey, including the representativeness of the respondents, the selection criteria used, and the margin of error, in order to enhance the validity of the data presented.

This phenomenon indicates that there are considerable challenges in maintaining the integrity of Pancasila, particularly in the context of increased openness and digitalisation, which facilitate the proliferation of alternative ideologies. Some of these ideologies, such as extremism and radicalism,

have the capacity to disseminate rapidly through social media and the internet, which can influence the younger generation's views on Pancasila. In light of these challenges, the Pancasila dialectic project is put forth as a pertinent approach to reinforce comprehension and implementation of Pancasila values. Through open discourse and critical reflection, the project can assist the younger generation in contemplating, grasping, and internalizing the values of Pancasila within a broader context, thus overcoming the incomprehension and irrelevance that have emerged (Mujiwati et al., 2023).

It is of paramount importance to cultivate moral excellence and to foster awareness of national values among the younger generation in order to maintain a harmonious social structure in Indonesia. In the context of global challenges, including social crises, technological changes and a decline in ethical values, it is vital for the country to ensure that the next generation is equipped with the resilience and adaptability to navigate these complexities. It has been demonstrated that the education of character plays an important role in the formation of social cohesion and the maintenance of community stability (Zahira & Putri, 2024).

One of the principal challenges confronting Indonesia's younger generation is the limited comprehension and implementation of Pancasila principles in their daily lives. A recent survey indicates that approximately 60% of young respondents demonstrate a limited comprehension of the values espoused by Pancasila (source). It is therefore necessary to adopt a more focused approach in order to reinforce the dialectic and actualisation of Pancasila values. The Dialectics of Pancasila educational approach goes beyond mere information delivery, instead fostering critical discussion and deeper reflection. This enables the younger generation to comprehend and internalise the values effectively (Adillah, 2022).

This approach diverges from conventional techniques, such as lectures, by facilitating interaction and active involvement from learners. Empirical evidence indicates that dialogical methods in education enhance both the comprehension of material and the application of moral values among students (source). Consequently, the Dialectics of Pancasila project aspires to cultivate a new generation of change agents who not only possess elevated moral and ethical standards, but are also capable of contributing to the advancement of the nation.

The actualisation of the values of Pancasila has significant implications for the moral development of Indonesia's younger generation. Pancasila provides the fundamental ethical and moral framework for the Indonesian people in their interactions within society, the nation, and the state. As posited by Rusdiyani (2016), the cultivation of character in the younger generation should be in accordance with this foundation, making use of local wisdom. This encompasses the cultivation of attitudes, behaviours and decision-making processes that are aligned with the tenets of Pancasila. The success of these efforts can contribute significantly to the development of a high-quality, ethical and equitable society (Rusdiyani, 2016).

In the context of globalisation and the diversity of local contexts, the internalisation of Pancasila values represents a crucial national endeavour in the development of the younger generation's character. Young people who have been educated with strong national values can act as agents of positive change, thereby ensuring the stability and resilience of the country in the context of global dynamics. This research project aims to develop and evaluate the effectiveness of the Pancasila Dialectic Project in shaping the character of Indonesia's younger generation in the digital era.

The Pancasila dialectic approach is distinctive in comparison to other existing methods. The project's emphasis on the values of Pancasila not only encompasses academic aspects but also serves to reinforce the moral and ethical character of the younger generation. To date, no research has provided a comprehensive examination of this approach in the context of character education in the digital era, leaving a gap in the existing research. This research will address this gap by presenting a critical analysis of the potential of character education through the Pancasila Dialectic Project and how this can shape an effective education curriculum. By instilling in Indonesia's youth not only

academic excellence but also strong character, we can nurture a generation of leaders who will drive sustainable social and national growth.

Methods

This research aims to understand the influence of the Pancasila Dialectic Project on the development of the younger generation. To achieve this goal, the research will utilise a Systematic Literature Review (SLR) approach which is more comprehensive and structured than a regular literature review. The literature selection process will follow the PRISMA protocol, which consists of four phases: identification, screening, eligibility and inclusion. This process will be transparently described in a PRISMA diagram showing the number of articles found, screened, excluded and included in the review.

Literature selection criteria

In this review, relevant literature will be selected based on clear inclusion and exclusion criteria, such as; (1) Year Range of Publication Only include literature published within the last ten years to ensure the currency of the information. (2) Topic Relevance Sources should directly address the Pancasila Dialectic Project and its influence on the character of the younger generation. (3) Quality of Sources Only literature from reputable academic journals, books and e-books published by reputable publishers will be considered. (4) Publisher Credibility Prioritising articles published in highly reputable databases, such as Scopus, Web of Science, PubMed, and JSTOR.

The literature search process will be conducted using several credible databases to ensure the quality and validity of the sources, including Scopus, Web of Science, and Google Scholar. The method will also involve assessing the quality and validity of each literature source using appropriate comparison tools, such as GRADE or CASP. This is important to ensure that the results of the literature review are reliable and provide a solid basis for the findings. Once the literature has been selected, the next step is to analyse and synthesise the information found. This research will use thematic techniques to organise information from multiple sources and produce coherent and meaningful findings. This analysis will identify key themes relating to the contribution of the Pancasila Dialectic Project in shaping the morals and character of the younger generation.

This research recognises the limitations that may exist in using the literature study method, especially in terms of the lack of empirical data. The results of this study cannot provide direct information on the experiences and perceptions of the implementation of the Pancasila Dialectic Project in the field. Therefore, further research using empirical approaches, such as qualitative research through interviews, case studies, or surveys, is recommended to test the effectiveness of the proposed model. Finally, this study will explain how the findings of the literature can be practically applied in an educational context, specifically in the implementation of the Pancasila Dialectic Project in schools and other learning environments. Emphasis will be placed on effective implementation strategies to mould the character of the younger generation.

Results and Discussion

The Importance of Pancasila in Nation Character Building

Pancasila plays an important role in fostering the character of the younger generation in the global era, and character building through Pancasila needs to be done in an integrated manner in all aspects of life - starting from the family, followed by formal and non-formal education, and extending to the community environment. This responsibility must also be assumed by the government to strengthen the integration of Pancasila values in development policies and programmes (Ginting, 17 C.E.). Universities have a central role in instilling Pancasila values to the younger generation through holistic education integrated with moral values. Consistency and sustainability in the implementation of Pancasila values are key to ensuring these values are truly embedded in the younger generation (Suwandi & Dewi, 2022).

The development of character through Pancasila must be pursued in an integrated manner across all aspects of life. This process begins in the family unit, where the values of Pancasila should be instilled at an early age through the provision of quality education and ethical guidance. The family unit represents the fundamental building block of society, and thus plays a pivotal role in influencing children's attitudes and behaviours. Moreover, the educational system at the formal level represents a strategic setting for the transmission and internalisation of Pancasila values among students. A curriculum focused on character development enables students to learn how to apply these values in their daily lives. Furthermore, non-formal education, such as extracurricular activities and community involvement, plays an important role in providing practical experiences that support the learning of Pancasila values (Susanti et al., 2019).

The responsibility for strengthening the integration of Pancasila values does not fall solely on the shoulders of individuals or educational institutions; it is also incumbent upon the government. It is incumbent upon the government to create policies and development programmes that promote the values of Pancasila. In this context, Ginting (17 C.E.) emphasises the importance of public policies that do not only focus on economic aspects, but also pay attention to the strengthening of the nation's character through the integration of Pancasila values in every aspect of development. Consequently, the development will be more comprehensive and sustainable, and capable of fostering a robust national character.

Universities, as institutions of higher education, occupy a pivotal position in the inculcation of Pancasila values among the younger generation. Higher education should adopt a holistic approach to education, integrating academic and character-building components. The importance of consistency and sustainability in the implementation of Pancasila values, emphasising the necessity of ensuring that these values are truly embedded in the younger generation. Consequently, universities must develop curricula and pedagogical approaches that facilitate discourse, reflection, and tangible action grounded in Pancasila values (Kurniawan et al., 2024).

In light of the dynamic and complex nature of life in the global era, the Dialectical Project-Based Learning model emerges as an appropriate approach to effectively engage students with Pancasila values. This method enables students to investigate and debate the tenets of Pancasila through collaborative projects pertinent to social concerns in their immediate environment. In this manner, students not only gain theoretical knowledge of Pancasila values but also internalise them through practical applications in their daily lives. This active and participatory learning can facilitate the development of critical, creative, and responsible individuals in the younger generation, who will subsequently assume their roles as citizens.

Character Development Strategy through Education

To improve individual character, it is important for everyone to internalise existing values and develop appropriate models. In Indonesia, the values of Pancasila serve as the basis for character development and the moral standards of the nation, especially for the younger generation who are expected to be the leaders of the future. Character education today focuses on effective coaching strategies as well as ethical behaviour, reflecting the evolution of the conception of character in education. Several studies have shown that project methods, such as project-based learning (PjBL), can be an effective alternative in character value formation and competency development among the younger generation. For example, Maharani's (2014) study found that PjBL in the context of statistics can facilitate authentic experiences and increase students' confidence by actively involving them in learning (Ratnaningrum et al., 2024). In addition, the project method also contributes to the development of early childhood character values, including cooperation, independence, honesty and responsibility (Hamidah, 2017).

In order to enhance individual character, it is essential to internalise the values in question. Internalisation entails not only an understanding of the values on a cognitive level, but also an emotional resonance and the capacity to translate this understanding into daily actions. In an educational context, this can be achieved through the implementation of a curriculum that is specifically designed to include character education as an integral component of the learning process.

For instance, this may be achieved through extracurricular activities, social programmes and field experiences that promote the values of Pancasila (Kartika Putri & Suyitno, 2023).

In addition, character development necessitates the implementation of an education model that is contextualised and responsive to the specific requirements and circumstances of the learners. In Indonesia, the current focus of character education is on effective coaching strategies and ethical behaviour. This reflects the evolution of the conceptualisation of character in education, which is now not only oriented towards academic outcomes, but also towards the formation of a well-rounded individual with integrity. Programmes that emphasise active student engagement in the learning process, whether through discussion, collaboration or projects, have the potential to promote more effective character development.

A number of studies have demonstrated that project-based methods, such as Project-Based Learning (PjBL), can be an effective approach for the development of character values and competencies among younger individuals. Project-based learning (PjBL) enables students to learn through practical experience, engaging with authentic projects that require the application of knowledge and skills in a real-world context. To illustrate, research conducted by Marlina & Yunas (2024) demonstrated that PjBL, when applied to the field of statistics, can engender genuine experiences and bolster students' self-assurance by actively engaging them in the learning process (Marlina & Yunas, 2024).

Furthermore, the project method is conducive to the development of character values in early childhood, including cooperation, independence, honesty, and responsibility. Group activities inherent to project-based learning (PjBL) facilitate the development of students' social skills, including the capacity to cooperate with their peers, share ideas, and engage in constructive discourse. This not only enhances their social competencies but also reinforces their character traits. The fostering of independence can be achieved when students are assigned responsibility within the context of the project, while the emergence of honesty and responsibility can be observed when they are confronted with challenges that require them to complete the task in a manner that demonstrates integrity (Annisa Ledi Astuti et al., 2023).

The implementation of character development strategies through education should involve the entire education ecosystem, including the family, the school and the community. It is essential that teachers, parents and the community collaborate in order to create an environment that supports character learning. Schools can implement a structured character education programme, in which Pancasila values are taught not only in Pancasila Education subjects, but also integrated into all disciplines (Handoko et al., 2024).

Effectiveness of PjBL Approach in Pancasila Education

The application of PjBL in Pancasila education shows an increase in character values among young individuals, such as curiosity, cooperation, creativity, and responsibility. The PjBL model also encourages critical thinking and problem-solving skills. Widayanto's (2022) research shows that the use of this model in the context of Pancasila education is an effective method for character development of the younger generation (Widayanto, 2022). Young people showed positive sentiments towards PjBL, which produced teaching materials in accordance with the characteristics of civic learning and Pancasila values. Dianasari, Maftuh, and Syaodih (2022) reported that the application of PjBL based on the transfer of Pancasila values was able to increase the capacity of the younger generation in developing teaching materials as well as strengthening moral character in line with Pancasila values (Dianasari, D., Maftuh, B., & Syaodih, 2022).

The Project-Based Learning (PjBL) approach has been identified as an efficacious methodology within the context of Pancasila education, particularly in the context of efforts to cultivate and reinforce character traits among younger individuals. PjBL involves students in an active learning process, wherein they are tasked with the completion of projects that are pertinent to the values espoused by Pancasila. This process not only enhances their comprehension of Pancasila principles

but also fosters the development of fundamental character traits, including curiosity, collaboration, creativity, and responsibility.

The implementation of PjBL in Pancasila education has been demonstrated to result in notable enhancements in the character values exhibited by young individuals. The application of this model affords students the opportunity to explore ideas and issues pertaining to Pancasila within a realistic context. For instance, students may engage in projects pertaining to social, environmental, or cultural issues, which necessitate critical thinking and the ability to devise creative solutions. The findings of [Princessa, et al \(2022\)](#) indicate that the implementation of the PjBL approach within the context of Pancasila education represents an efficacious methodology for the advancement of moral development among younger individuals. The implementation of interactive and collaborative learning experiences facilitates the internalisation of Pancasila values among students ([Princessa Dinda Oktaviana et al., 2023](#)).

The PjBL approach is positively received by young people, who perceive it as an effective method for teaching civic learning and Pancasila values. The application of PjBL based on the transfer of Pancasila values was not only effective in enhancing the capacity of the younger generation in developing teaching materials, but also in strengthening moral character in accordance with Pancasila values. Consequently, this approach not only provides students with an education about Pancasila, but also empowers them to become agents of positive change within society. Furthermore, the PjBL approach fosters critical thinking and problem-solving abilities. When students undertake projects, they are confronted with challenges that necessitate comprehensive analysis and innovative strategies for solution development. This enables them to apply the values of Pancasila in a practical setting and confront the challenges that they encounter. In essence, PjBL emphasises not only the outcome of learning but also the process through which students engage in exploring, discussing and applying Pancasila values ([Anjariyah et al., 2024](#)).

Project learning as an experiential approach emphasises authentic problem solving and the production of applicable outcomes. According to [Thomas \(in Wena, 2008\)](#), project-based learning is a pedagogical model that allows educators to supervise the learning process. This approach is integrated with technology and relevant to the daily lives of the younger generation. [Trianto \(2011\)](#) suggests that this learning model has the potential to enhance meaningful learning experiences for students ([Trianto., 2011](#)). The Project Based Learning model engages young people in learning projects that culminate in the production of tangible outcomes. This approach develops thinking skills, problem solving and creativity. Although there has been no specific research on dialectical project learning, the use of Hegel's dialectical analyses in social education can strengthen young individuals' critical and creative thinking abilities and increase their motivation to engage in education ([Yuyu Wahyudin, 2023](#)).

Actualisation of Pancasila Values in Character Building

The actualisation of Pancasila values is an important element in the character building of Indonesia's young generation. Pancasila serves as the basic principle of the state, providing a legal foundation as well as a moral compass that directs collective life in society. The young generation is expected to act as agents of change, apply the values of Pancasila in everyday life, and become pioneers in facing global challenges ([Handitya, 2019](#)). By upholding the values of Pancasila, the young generation of Indonesia can become a generation with strong character and ready to face global challenges ([Tirza, J., & Cendana, 2022](#)). Dialectic, which comes from the Greek word 'Dialektos,' refers to a method of reasoning that involves the process of contradiction and synthesis ([Lorens, 2002](#)). According to [Popper \(2002\)](#), dialectics reflects the development of human thought through a triad: thesis, antithesis, and synthesis. The dialectical method allows for deeper understanding through the exchange of ideas and the presentation of logical arguments.

In line with [Wahono's \(2021\)](#) view, Pancasila is not only a static ideology, but also a basic principle that is responsive to the challenges of the contemporary era. Efforts to realise unity and integrity within the framework of Unity in Diversity must be accompanied by the dialectical growth of action and reflection. The application of dialectical analysis techniques, especially those developed by Hegel,

can significantly improve critical and creative thinking skills among the younger generation (Rohani, R, Fadillah, FS, Ernita, 2020). Therefore, the Pancasila Dialectic Project approach offers an innovative methodology that provides a learning experience that emphasises the exchange of arguments on Pancasila values as a reference for the nation's moral character.

The Pancasila Dialectic Project model is designed to enhance the actualisation of Pancasila values while deepening the understanding and practice of these values among the younger generation. This method provides an opportunity for active engagement in open discussions, where participants can discuss and exchange ideas regarding the values of Pancasila as a moral and character foundation in the life of the nation. In the context of the younger generation living in the digital era, the application of this model in podcast format offers an approach that is relevant to their lives. Thus, it is hoped that the Pancasila Dialectic Project will become a reference in the character development of the younger generation that has a positive impact on the formation of citizen character in accordance with the values of Pancasila (Mahecwara et al., 2022).

Conclusion

A review of the literature on character building of the younger generation revealed that the Pancasila Dialectic Project method has the potential to enhance comprehension of Pancasila values to a greater extent than traditional educational approaches. The literature reviewed, including research by A, B, and C, indicates that the implementation of Pancasila values as a moral and ethical foundation can be more effectively achieved through a project-based approach that incorporates open discourse and the exchange of arguments. In light of the aforementioned findings, it is this author's recommendation that the Pancasila Dialectic Project method be integrated into the Pancasila education curriculum in Indonesian schools. It is similarly vital to provide training for teachers on the utilisation of this method, in order to guarantee its successful implementation. It is thus hoped that the younger generation will not only comprehend the values of Pancasila, but also internalise and apply them in their daily lives.

Moreover, the Pancasila Dialectic Project provides pertinent and innovative methodologies, such as the utilisation of podcast formats, that are congruent with the digital lifestyles of the younger generation. The implementation of this model should facilitate more effective and creative character development, as well as exert a positive influence on the formation of citizens based on the values of Pancasila. This research is expected to serve as a reference point for further developments in character education in Indonesia, as well as encourage further research on the effectiveness of the dialectical method in the context of education..

References

- Adillah, F. C. (2022). Implementation of Living Values Education Pancasila Values In the Generation of Indonesians. *QISTINA: Jurnal Multidisiplin Indonesia*, 1(1), 1–6. <https://doi.org/10.57235/qistina.v1i1.15>
- Alfan, M. (2024). Rituals and Social Cohesion: Cultural Preservation Through Djawa Sunda Cosmology in Cigugur, Kuningan, Indonesia. *Religious: Jurnal Studi Agama-Agama Dan Lintas Budaya*, 8(1), 57–70. <https://doi.org/10.15575/rjsalb.v8i1.34224>
- Anggreni, N. L. P. Y., Suastra, I. W., & Pramanta, M. D. (2024). Review Of Educational Philosophy: A Critical Analysis Of The Implementation Of Pancasila Profiles In The School Curriculum. *Indonesian Journal of Educational Development (IJED)*, 5(2), 272–281. <https://doi.org/10.59672/ijed.v5i2.3518>
- Anjariyah, D., Feriyanto, F., & Nurul Imanah, U. (2024). Improvement of Prospective Teachers Critical Thinking Skills Through Project-based Learning (PjBl). *Matapena: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, 7(1), 135–143. <https://doi.org/10.36815/matapena.v7i01.3352>
- Annisa Ledi Astuti, Hamengkubuwono, & M.Iqbal Liayong Pratama. (2023). The Values of Honesty and

- Discipline in Character Education for Early Childhood. *International Journal of Innovation and Education Research*, 2(2), 96–112. <https://doi.org/10.33369/ijier.v2i2.29153>
- Dianasari, D., Maftuh, B., & Syaodih, E. (2022). Respon Mahasiswa Pgsd Terhadap Pembelajaran Project Based Learning (Pjbl) Berbasis Transfer Nilai Pancasila Dalam Penulisan Bahan Ajar Pkn. *Jurnal Cakrawala Pendas*, 8(1), 333-340.
- Fitriani, R., & Dewi, D. A. (2021). Membangun Karakter Generasi Muda Melalui Implementasi Nilai-Nilai Pancasila Di Tengah Arus Globalisasi. *Edukatif: Jurnal Ilmu Pendidikan*, 3(2), 514–522. <https://doi.org/10.31004/edukatif.v3i2.367>
- Ganjar Razuni, & Paisal Halim. (2024). Revitalizing Pancasila Ideology in Post-Reform Indonesia: An Analysis of Presidential Decree No. 24 of 2016. *Evolutionary Studies In Imaginative Culture*, 1591–1597. <https://doi.org/10.70082/esiculture.vi.1484>
- Ginting, H. (17 C.E.). Peranan Pancasila dalam menumbuhkan karakter bangsa pada generasi muda di era global. *Digital Repository Universitas Negeri Medan2*.
- Hamidah, M. (2017). Meningkatkan Nilai-Nilai Karakter Anak Usia Dini Melalui Penerapan Metode Proyek. *Tunas Siliwangi: Jurnal Program Studi ...*, e- Journal.Stkipsiliwangi.Ac.Id.,
- Handitya, B. (2019). Menyemai Nilai Pancasila Pada Generasi Muda Cendekia. *ADIL Indonesia Journal*, Jurnal.Unw.Ac.Id2.
- Handoko, H., Sartono, E. K. E., & Retnawati, H. (2024). The Implementation of Character Education in Elementary School: the Strategy and Challenge. *Jurnal Ilmiah Sekolah Dasar*, 7(4), 619–631. <https://doi.org/10.23887/jisd.v7i4.62102>
- Hibatullah, F. A. (2022). Pengaruh Globalisasi Terhadap Pembangunan Karakter Generasi Muda Bangsa Indonesia. *Jurnal Pesona Dasar*, 10(1), 1–9.
- Hidayat, F. (2018). Survei LSI: Pro-Pancasila Turun 10%, Pro-NKRI Bersyariah Naik 9%. *Detik News*.
- Kartika Putri, R. W., & Suyitno, S. (2023). Strengthening the Pancasila Student Profile Through Hizbul Wathan Extracurricular Activities. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 13(2), 120–131. <https://doi.org/10.18592/aladzkapgmi.v13i2.9383>
- Kurniawan, M. U., Murwani, F. D., Wahjoedi, & Nasikh. (2024). Entrepreneurship Learning: Implementation of Pancasila Values in Developing Higher Education Models. *Revista de Gestão Social e Ambiental*, 18(5), e05994. <https://doi.org/10.24857/rgsa.v18n5-183>
- Mahecwara, A. P., Antasari, T. D., Pratama, M. D. P., & Fitriono, R. A. (2022). Implementation of Pancasila Values in Generation Z. *AURELIA: Jurnal Penelitian Dan Pengabdian Masyarakat Indonesia*, 1(2), 221–223. <https://doi.org/10.57235/aurelia.v1i2.154>
- Marlina, Y., & Yunas, M. F. (2024). Evaluation of Digital- English Project Based Learning (PJBL) Model through Eye Tracking Analysis in Higher Education. *EDUtec: Journal of Education And Technology*, 7(3). <https://doi.org/10.29062/edu.v7i3.839>
- Muda., K. P. (2024). Generasi Milenial versus Nilai Pancasila. *Kaltim Post*.
- Mujiwati, Y., Damayanti, A. M., & Safiudin, K. (2023). The phenomenon of cyber begging in the perspective of pancasila character values. *Jurnal Pendidikan PKN (Pancasila Dan Kewarganegaraan)*, 4(2), 127. <https://doi.org/10.26418/jppkn.v4i2.67245>
- Princessa Dinda Oktaviana, Fathurrohman, Sekar Purbarini Kawuryan, & Bambang Saptono. (2023). Implementation of Pancasila Values in Civics Learning in the Digital Era. *MIMBAR PGSD Undiksha*, 11(3), 384–395. <https://doi.org/10.23887/jjpsd.v11i3.61880>
- Purwadi, D., Saliman, S., & Umar, U. (2024). Metamorphosis of citizenship education: Ignizing national awareness of the younger generation. *Jurnal Civics: Media Kajian Kewarganegaraan*, 21(2). <https://doi.org/10.21831/jc.v21i2.67153>
- Rhamadan, M. T., Rifainy, A. H., & Wahyuni, C. T. (2024). Tax Knowledge Analysis of Millennials and Generation Z for Sustainability Development in Indonesia. *American Journal of Economics and Business Management*, 7(8), 363–369. <https://doi.org/10.31150/ajebm.v7i8.2888>
- Rohani, R, Fadillah, FS, Ernita, M. (2020). Metode Analisis Dialektika Hegel Untuk Meningkatkan Berfikir Kritis Dan Kreatif Generasi muda Dalam Pembelajaran Ilmu Pendidikan Sosial. ... : Jurnal Pembelajaran ..., Ejournal.Uin-Suska.
- Rusdiyani, E. (2016). Pembentukan Karakter dan Moralitas bagi Generasi Muda yang Berpedoman pada Nilai-nilai Pancasila serta Kearifan Lokal.

-
- Susanti, A., Darmansyah, A., & Muktadir, A. (2024). Fostering Religious Character through the Implementation of School Culture in Pancasila Student Profiles. *Jurnal Riset Madrasah Ibtidaiyah (JURMIA)*, 4(2), 117–129. <https://doi.org/10.32665/jurmia.v4i2.3202>
- Suwandi, N. P., & Dewi, D. A. (2022). Implementasi Pancasila Untuk Membangun Karakter Generasi Muda. *Antropocene : Jurnal Penelitian Ilmu Humaniora*, 2(3), 79–85. <https://doi.org/10.56393/antropocene.v1i10.244>
- Thoriq Abdul Aziz. (2024). The Role Of Pancasila As The Nation’s Ideology In Developing Education In Favor Of Students. *Cakrawala: Journal of Citizenship Teaching and Learning*, 2(1), 40–46. <https://doi.org/10.70489/cakrawala.v2i1.331>
- Tirza, J., & Cendana, W. (2022). Peranan Pancasila Sebagai Pembentuk Karakter Generasi Muda Indonesia Dalam Menghadapi Arus Globalisasi. *JPK (Jurnal Pancasila Dan Kewarganegaraan)*, 6(2), 23–32.
- Trianto. (2011). *Mendesain Model Pembelajaran Inovatif-Progresif: Konsep, Landasan, dan Implementasinya pada Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Kencana Prenada Media Group.
- Wena, M. (2008). *Strategi Pembelajaran Inovatif Kontemporer*. Bumi Aksara.
- Widayanto, W. (2022). implementasi model pembelajaran problem based learning (Pjbl) untuk meningkatkan nilai-nilai karakter pelajar pancasila. *Jurnal Perspektif, Perspektif.Bdkpalembang.Id*.
- Yuniar, R., & Ahsan, T. F. (2024). Internalizing Pancasila Values among the Younger Generation in Jakarta in the Context of the 2024 Presidential Election in Indonesia. *Jurnal Komunikasi Ikatan Sarjana Komunikasi Indonesia*, 9(1), 194–210. <https://doi.org/10.25008/jkiski.v9i1.1025>
- Yuyu Wahyudin. (2023). Application of the Project Based Learning Model to Improve Student Learning Outcomes. *Beginner: Journal of Teaching and Education Management*, 1(2), 37–49. <https://doi.org/10.61166/bgn.v1i2.37>
- Zahira, I. J., & Putri, M. F. J. L. (2024). State defence education among the younger generation. *Academy of Social Science and Global Citizenship Journal*, 4(1), 30–36. <https://doi.org/10.47200/aossagcj.v4i1.2462>