

Implementation of Pancasila Values in Student Life in the Era of Globalization

ABSTRACT

Pancasila is the foundation of the state and the ideology of the Indonesian nation, serving as a guideline for national and state life. The values contained within Pancasila reflect the identity of the Indonesian nation and serve as the source of all legal sources in state administration. Amidst the increasingly rapid flow of globalization and the development of information technology, students face complex challenges in upholding national values. With its diversity of ethnicities, religions, races, and cultures, Indonesia requires a unifying principle. Most importantly, Pancasila is not merely a historical document or a state symbol, but is the spirit of the Indonesian nation. Students, as the younger generation and agents of change, have a strategic role in implementing Pancasila values in their daily lives. However, the influence of foreign cultures, individualism, and pragmatism often displace the values of mutual cooperation, solidarity, and nationalism. Therefore, strengthening the understanding and practice of Pancasila values contextually is necessary to maintain their relevance to the dynamics of the times. This article aims to analyze the implementation of Pancasila values in the lives of students in the era of globalization and identify the role of higher education institutions in strengthening Pancasila education. The methods used are literature studies and normative approaches by reviewing scientific literature and relevant laws and regulations.

Keywords: Pancasila, Students, Globalization, Character Education

INTRODUCTION

Pancasila was ratified as the foundation of the Indonesian state on August 18, 1945, and serves as the primary foundation for national and state life (Notonagoro, 1948). The values of Pancasila are rooted in the culture, customs, and personality of the Indonesian people which existed and developed long before Indonesia's independence (Darmodiharjo, 1991). Therefore Pancasila serves not only as the foundation of the state but also as the nation's outlook on life. Students hold a strategic position in society as an intellectual group expected to be agents of change and social control (Budimansyah, 2010). In this context students are required not only to understand Pancasila theoretically but also to

implement it in their daily behavior attitudes. Implementing Pancasila values by students is crucial because they are the nation's future leaders.

However, the era of globalization brings significant challenges. The unstoppable flow of information, the influx of foreign cultures, and the development of digital technology have influenced the mindsets and lifestyles of the younger generation (Suseno, 2018). Values of individualism, hedonism, and materialism tend to strengthen, while the values of mutual cooperation and togetherness are beginning to erode. This situation raises concerns about the weakening of the internalization of Pancasila values among students.

Therefore systematic and sustainable efforts are needed to strengthen the implementation of Pancasila values in student life. Pancasila education in higher education is a crucial instrument in building students' ideological, moral, and national awareness so they can face global challenges without losing their national identity.

Theoretical Foundation

Pancasila is an open ideology that is dynamic and adaptable to changing times without losing its fundamental values (Kaelan, 2016). As an open ideology Pancasila provides space for the development of thought and innovation, while remaining rooted in the values of Divinity, Humanity, Unity, Democracy, and Social Justice.

As the national ideology Pancasila serves as a unifying force for the nation and a guideline for the administration of state life (Asshidiqie, 2015). The values of Pancasila must be reflected in all aspects of life, including education, social studies, politics, and the economy. In the context of higher education, Pancasila serves as the foundation for developing student character.

According to experts Pancasila education is not only oriented towards cognitive aspects but also affective and psychomotor aspects. This means that students must not only understand the values of Pancasila but also be able to internalize and practice them in real life. Strengthening Pancasila values through

education is expected to shape students with character, integrity, and a sense of social responsibility.

Problem Formulation

Based on the background outlined in the introduction the problem formulation in this article is as follows:

1. How do students understand Pancasila values in the era of globalization?
2. How are Pancasila values implemented in students' daily lives?
3. What factors influence the strengthening or weakening of Pancasila values among students?
4. What is the role of higher education institutions in strengthening the implementation of Pancasila values among students?

The formulation of the problem is the basis for analysis in the discussion in order to obtain a comprehensive picture of the actualization of Pancasila values in the university environment.

RESEARCH METHODS

This research employed a descriptive qualitative method with a normative approach and a literature review. The normative approach was conducted by examining laws and regulations related to higher education and Pancasila education, specifically Law Number 12 of 2012 concerning Higher Education. The literature review was conducted by reviewing various literature, including textbooks, scientific journals, and official documents relevant to the theme of Pancasila and student character education. The data obtained was analyzed descriptively and analytically to interpret the concepts, values, and implementation of Pancasila in the context of student life in the era of globalization. This method was chosen because it provides an in-depth

understanding of social and ideological phenomena related to the practice of Pancasila values and is relevant for normative studies in the fields of education and nationality.

RESULT AND DISCUSSION

The study results show that most students have a conceptual understanding of Pancasila, but have not yet fully implemented it in their daily lives (BPIP, 2020). Values such as tolerance, justice, and mutual cooperation are often only understood as normative concepts, not yet incorporated into practical behavior. The influence of social media and global culture are major factors influencing students' mindsets and behavior (Winarno, 2023). Rapid and massive information often lacks value filters, leaving students easily influenced by cultures inconsistent with Pancasila values. This can weaken nationalism and social solidarity. Nevertheless the implementation of Pancasila values can still be found in various student activities, such as organizational activities, community service, and social action (Yudi Latif, 2011). Through these activities students can actualize the values of unity, deliberation, and social justice in a concrete way.

The Role of Higher Education

Higher education institutions have a strategic role in strengthening the implementation of Pancasila values through their curriculum, academic activities, and student development (Budimansyah, 2010). Pancasila courses must be designed contextually and applicably to meet the challenges of the times. Furthermore universities need to create an academic environment conducive to student character development. Pancasila education must be dialogic, participatory, and based on students' real-life experiences (Suseno, 1987). This way, Pancasila values are not only learned but also lived.

CONCLUSION

The values of Pancasila remain relevant as a guideline for student life in the era of globalization (Kaelan, 2016). Global challenges are unavoidable, but they can be met by strengthening the character and national identity rooted in Pancasila. Strengthening Pancasila education in higher education is key to developing students with integrity, a national outlook, and the ability to contribute positively to society and the nation. Therefore, synergy between students, universities, and the government is essential to ensure that the values of Pancasila remain alive and practiced in the life of the nation and state.

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