

The Implementation of Pancasila Values in Higher Education: A Lecturer's Perspective

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Abstract. This research aims to explore lecturers' views on the implementation of Pancasila values in higher education, as well as the challenges and strategies they use in the teaching process. Through in-depth interviews, classroom observations, and document analysis, this study finds that lecturers face various challenges, including students' lack of interest, material relevance, teaching methods, and resource limitations. Lecturers employ interactive learning methods, technology, extracurricular activities, experience-based projects, and reflection-based evaluations to help students internalize Pancasila values. These findings align with previous research highlighting the crucial role of lecturers and innovative strategies in Pancasila education. The study concludes that stronger institutional support is needed to address these challenges and strengthen the role of lecturers in shaping students' character based on Pancasila values. With adequate support, lecturers can be more effective in creating relevant and dynamic learning experiences, which will help students apply Pancasila values in their daily lives.

Keywords: pancasila, higher education, lecturers

INTRODUCTION

Pancasila, as the foundation and ideology of the Indonesian nation, plays a crucial role in shaping national character and identity (Abdulkarim et al., 2020; Arafat, 2021; Maudyna & Roesminingsih, 2023; Purnomo & Kurniawan, 2024). Pancasila education is vital in developing the character and morals of university students in Indonesia (Julianty & Dewi, 2022; Santoso, 2020). As a national ideology, Pancasila must not only be understood theoretically (Istianah & Susanti, 2021; Rindjin, 2013), but also implemented in daily life by the younger generation. Therefore, higher education institutions have a significant responsibility to instill Pancasila values in students. In this context, Pancasila education lecturers play a crucial role as facilitators and mentors in this learning process.

Based on data from the Ministry of Education, Culture, Research, and Technology in 2022, there are more than 4,500 higher education institutions in Indonesia, with over 8 million students. Pancasila education is a compulsory course for all students in Indonesia. However, a survey conducted by the Pancasila Study Center at Gadjah Mada University (2022) indicates that students only understand Pancasila theoretically and have yet to implement it in their daily lives.

Pancasila education in higher education aims not only to provide knowledge about Pancasila as the state foundation but also to internalize these values in students' everyday lives (Arifin et al., 2023; Husna et al., 2022). In this context, Pancasila education lecturers play a key role in

teaching and instilling Pancasila values in students. However, the implementation of Pancasila values in higher education often faces various challenges. According to a national survey on Pancasila education in higher education conducted by the Ministry of Education and Culture in 2020, only 45% of students reported that they understand and implement Pancasila values in their daily lives.

The concept of "relevance" in education refers to the extent to which the curriculum, teaching methods, and learning materials align with the students' real-life experiences, interests, and future needs. In the context of Pancasila education, a subject rooted in the philosophical foundation of the Indonesian state, relevance is crucial for engaging students and fostering a deeper understanding of its principles. The study by the Institute for Research and Community Service (LPPM) at the University of Indonesia highlights a significant gap, with 60% of Pancasila education lecturers feeling that the current curriculum fails to meet the students' conditions and needs. This gap can manifest in various ways, such as outdated content, lack of practical applications, or a disconnect between the theoretical aspects of Pancasila and the contemporary social, political, and economic realities that students face. For students to fully grasp and internalize Pancasila's values, the curriculum must be dynamic and reflective of the current societal landscape, ensuring that the lessons are not only theoretically sound but also practically applicable in their daily

lives and future civic engagements. Furthermore, 55% of lecturers acknowledge that they struggle to teach Pancasila values effectively due to the limitations of available teaching methods and resources.

Another challenge is the development of technology and globalization, which bring significant changes to students' mindsets and behaviors (Arifin et al., 2023; Naidionova & Ponomarenko, 2018; Sari & Lian, 2017). Today's students live in a fast-paced digital era, filled with information from various sources. This condition often leads to local and national values, including Pancasila values, being marginalized by more dominant global values. According to a survey conducted by the Pancasila Study Center at Gadjah Mada University in 2022, 70% of students more frequently access information from social media than from official sources that teach Pancasila values.

Pancasila education lecturers have the responsibility to ensure that Pancasila values can be internalized by students. According to the constructivist learning theory proposed by Jean Piaget (Fosnot, 2013; Ültanir, 2012), learning must actively involve students in the learning process. In the context of Pancasila education, lecturers must be able to create a learning environment that allows students to connect Pancasila values with their personal experiences. Additionally, lecturers should serve as role models in applying Pancasila values in daily life. However, lecturers face various challenges in teaching Pancasila. One major challenge is the lack of student interest in this course. Many students perceive Pancasila education as boring and irrelevant to their lives. Moreover, the lack of engaging resources and teaching materials also hinders the learning process.

Previous research has largely focused on the effectiveness of Pancasila teaching methods and their impact on students' understanding. However, there is still limited research examining lecturers' perspectives on teaching Pancasila and how they overcome the challenges they face. This study aims to fill that gap by delving deeper into lecturers' perspectives on implementing Pancasila values in higher education. This research is significantly relevant to previous studies, especially regarding the role of lecturers and teaching strategies. The study by Winata et al. (2020) which emphasizes the role of lecturers in supporting religious moderation programs through Pancasila Education, highlights the importance of lecturers' competence in teaching Pancasila

values. These findings align with recent research that underscores the challenges and strategies lecturers face in teaching Pancasila values. Lecturers, acting as facilitators and mediators in promoting the understanding of Pancasila values, are expected to develop attitudes of tolerance and pluralism, which is also a focus of recent studies.

Additionally, the teaching strategies identified by Widiatmaka and Shofa (2022), serta Karmelia (2020), such as the use of digital technology, interactive learning approaches, and experiential learning, are also relevant to the findings of this study. Recent research highlights the effectiveness of these methods in enhancing students' understanding and internalization of Pancasila values. The implications of these findings suggest that innovative and life-relevant approaches can help overcome the challenges in teaching Pancasila, as well as shape character and life skills in line with these values, as revealed in studies by Sulianti (2018) and Sutoyo (2021). Recent research emphasizes the need for institutional support and adequate resources to strengthen the role of lecturers and implement effective teaching methods in Pancasila Education.

Considering these challenges, it is essential to conduct in-depth research on the implementation of Pancasila values in higher education from the perspective of lecturers. This research aims to identify the factors that influence the effectiveness of implementing Pancasila values in higher education, evaluate the teaching methods used by lecturers, and provide recommendations to improve the quality of Pancasila education in universities.

The primary objectives of this research are to explore and understand the perspectives and practices of higher education lecturers in teaching Pancasila, a fundamental ideology in Indonesia. Specifically, the study aims to investigate: (a) how lecturers interpret the values embodied in Pancasila and how they integrate these values into their teaching processes; (b) the main challenges they encounter in conveying Pancasila's principles to students, along with the strategies they employ to overcome these challenges; and (c) the lecturers' views on the effectiveness and suitability of their teaching methods in facilitating students' comprehension and application of Pancasila values in their daily lives. By addressing these objectives, the research seeks to provide a comprehensive overview of the current state of Pancasila education in higher institutions and offer insights into potential improvements to enhance the relevance and impact of this critical subject.

METHODS

This research employs a qualitative approach with a focus on case studies (Yin, 2018). A qualitative approach is chosen because it allows the researcher to explore and understand complex phenomena such as the implementation of Pancasila values from the perspective of lecturers in greater depth. The case study approach is selected as it enables the researcher to gain a deep understanding of the specific context, processes, and experiences within the context of Pancasila education in higher education. The primary data sources in this study are Pancasila education lecturers from Universitas Negeri Semarang based in Central Java Province, Indonesia.

Data collection is conducted through in-depth interviews, classroom observations, and analysis of relevant documents. In-depth interviews are conducted with lecturers who have experience teaching Pancasila to gain direct insights from their perspectives. Classroom observations are carried out to directly observe how lecturers implement Pancasila values in the learning process. Document analysis, including syllabi, lesson plans, and lecture materials, is conducted to obtain a broader context related to lecturers' teaching practices.

Triangulation in the context of qualitative research is an important approach to ensure data validity. Triangulation refers to the use of multiple data collection methods, data sources, or theories to confirm or verify research findings. In this study, triangulation is conducted through a combination of in-depth interviews with lecturers, direct observation of their teaching practices, and analysis of documents such as syllabi and lecture materials. This approach allows the researcher to obtain a comprehensive and verified perspective on the implementation of Pancasila values by lecturers at various universities, ensuring that the findings are consistent and reliable.

Data analysis in this qualitative research is conducted thematically, starting with data coding, which involves marking the data with codes or labels that reflect patterns, themes, and concepts emerging from the raw data. After coding the data, the next step is to identify patterns or motifs that consistently emerge across the dataset. This allows the researcher to explore the relationships between various elements in the data and understand how lecturers interpret and apply Pancasila values in their teaching contexts.

Subsequently, the researcher searches for main themes encompassing key aspects that emerge

from the data analysis. This involves organizing and deeply understanding findings relevant to the research objectives. These findings are translated into a cohesive narrative that describes how lecturers face challenges in teaching Pancasila values, the strategies they use, and the impact of their approaches on students' understanding. This comprehensive data analysis not only depicts lecturers' teaching practices but also provides valuable insights for the development of more effective curricula and teaching strategies to promote Pancasila values in higher education.

RESULTS AND DISCUSSION

Lecturers play a central role in interpreting and integrating Pancasila values into the learning process in higher education. Pancasila values, which include belief in one God, humanitarianism, unity, democracy, and social justice, are not only taught as theoretical concepts but are also expected to be internalized by students as part of their character and attitudes.

Based on interviews with several lecturers, many interpret the first principle of Pancasila as a moral and spiritual foundation that must be upheld. Lecturers often integrate this value by teaching the importance of religious tolerance and respecting different beliefs. For instance, in one interview, a lecturer stated, "I always emphasize the importance of respecting all religions. In every discussion session, I encourage students to see how various religions teach the same values of goodness and humanity."

The second principle is interpreted by lecturers as recognizing the dignity of each individual and the necessity to behave justly and civilly. In teaching, lecturers often use case studies and scenarios to encourage students to think critically about humanitarian issues. One lecturer expressed, "I use documentaries and literature highlighting human rights struggles to help students understand and feel the importance of humanity."

Integration of Pancasila values begins with curriculum planning and syllabus development. Lecturers design lesson plans that include topics related to Pancasila values and link them to lecture materials. For example, a syllabus for a Pancasila course at one university includes a specific topic on "Pancasila and the Challenges of Globalization," discussing how Pancasila values can be applied to modern challenges.

Lecturers use active learning methods to integrate Pancasila values, including group

discussions, case studies, role-playing, and collaborative projects designed to engage students. A lecturer explained, "I always ensure that each class session includes group discussions where students can share their views on how Pancasila values are relevant to their daily lives."

Technology also plays an important role in integrating Pancasila values. Lecturers use e-learning platforms, instructional videos, and social media to disseminate materials related to Pancasila and facilitate online discussions. "I use online forums to continue classroom discussions about Pancasila, allowing students to stay engaged and deepen their understanding outside of class."

Beyond the classroom, lecturers also integrate Pancasila values through extracurricular activities. Programs such as seminars, workshops, and community service activities are designed to apply Pancasila values in practical contexts. "We often hold seminars on the importance of integrity and social justice featuring inspirational figures."

Assessment in learning also serves as a tool to integrate Pancasila values. Lecturers use project-based and reflection-based assessments to measure students' understanding and application of Pancasila values. "At the end of each semester, I ask students to write a personal reflection on how they apply Pancasila values in their daily lives and how this learning has influenced their perspectives."

Despite many efforts to integrate Pancasila values, lecturers face various challenges. One major challenge is the lack of student interest and awareness of the importance of Pancasila. "Many students see Pancasila as irrelevant to their lives. This is a significant challenge for us to make learning engaging and relevant."

Despite facing various challenges, lecturers' efforts to integrate Pancasila values have a positive impact on students' understanding and application of these values. Many students report that learning Pancasila helps them develop more tolerant, just, and responsible attitudes. "After taking the Pancasila course, I feel I better understand the importance of tolerance and social justice. I also feel more responsible in my daily life."

The data collected shows that lecturers play a crucial role in interpreting and integrating Pancasila values into the learning process. Despite facing various challenges, using innovative and relevant teaching methods, lecturers can help students internalize and apply Pancasila values in their daily lives. This research provides valuable insights into Pancasila teaching practices and

identifies areas where further support is needed to enhance the effectiveness of Pancasila education in higher education.

Another challenge is making Pancasila material relevant to students' daily lives. Some lecturers find it difficult to relate Pancasila values to contemporary issues faced by the younger generation. "I often struggle to demonstrate how Pancasila values can be applied in modern contexts. Students often feel that these concepts are too abstract and impractical."

Lecturers also face challenges in finding effective teaching methods to convey Pancasila values. Many feel that traditional lecture methods are not sufficient to capture students' attention and motivation. "Conventional teaching methods are often ineffective. Students prefer interactive and participatory approaches, but it's not always easy to implement these methods in every class session."

Resource constraints, including teaching materials and technology, also pose significant challenges. Many lecturers feel unsupported by institutions in providing the necessary resources to develop engaging and relevant teaching materials. "We often have to search for teaching materials ourselves and innovate with limited resources. Support from the university is minimal."

Awareness among students about the importance of Pancasila as the foundation of the state and a guide for life is also a challenge. Many students do not have sufficient awareness of the importance of Pancasila in shaping their character and morals. "Many students do not truly understand the importance of Pancasila. They see it as merely academic formality."

One strategy used by lecturers is linking Pancasila values to contemporary issues relevant to students' lives. Lecturers attempt to connect Pancasila concepts with topics such as climate change, human rights, and digital technology. "I always try to link Pancasila values to issues close to students' lives. For example, I use real-life examples from current news to demonstrate the relevance of Pancasila."

Lecturers also adopt interactive teaching methods to enhance student participation and motivation. These methods include group discussions, case studies, role-playing, and simulations. "I often use case studies and group discussions to make classes more interactive. Students are more engaged and can see how Pancasila values are applied in real-life situations."

The use of technology is also a crucial strategy

in overcoming resource limitations. Lecturers utilize e-learning platforms, instructional videos, and social media to deliver content and facilitate discussions. "I use online forums and instructional videos to make the material more engaging. Students can access the material anytime and participate in discussions online."

To increase students' awareness and concern for Pancasila values, lecturers also organize extracurricular activities such as seminars, workshops, and community service programs. "We often hold seminars and workshops featuring inspirational figures to speak about the importance of Pancasila. This helps students see the practical application of these values."

Lecturers also strive to build personal relationships with students to enhance their awareness of the importance of Pancasila. "I always try to get to know students personally and understand the challenges they face. This allows me to provide more relevant examples and help them internalize Pancasila values."

Another effective strategy is project-based evaluation and reflection. Lecturers ask students to engage in projects that require them to apply Pancasila values in real-life situations and write reflections about their experiences. "I ask students to participate in community projects and write reflections on how they apply Pancasila values. This helps them see the real impact of their learning."

Despite facing various challenges, the strategies employed by lecturers show positive results. Many students report that interactive and relevant teaching methods help them understand and internalize Pancasila values. "After taking this course, I feel I better understand how Pancasila values can be applied in daily life. I also feel more motivated to participate in social activities." The use of technology also helps improve accessibility and student engagement. "Online forums and instructional videos are very helpful. I can study anytime and discuss with classmates outside of class hours."

Teaching Pancasila to students in higher education is indeed challenging, but with the right strategies, lecturers can overcome these challenges and help students internalize Pancasila values. By linking material to contemporary issues, using interactive teaching methods, leveraging technology, and providing extracurricular activities, lecturers can ensure that students not only grasp Pancasila values theoretically but also apply them in their daily lives.

Lecturers in higher education play a crucial role in helping students understand and implement Pancasila values in their daily lives. Various teaching methods are employed to achieve this goal, but their effectiveness often hinges on the lecturers' perspectives and experiences.

Many lecturers acknowledge that traditional lecture methods have limitations in helping students understand and implement Pancasila values. While these methods are still used to provide theoretical foundations, lecturers feel that lectures alone are insufficient to inspire and motivate students. "Lectures are useful for providing basic understanding, but students often get bored quickly and are not actively engaged."

Conversely, group discussions are considered more effective in facilitating deeper understanding and practical application of Pancasila values. Through group discussions, students can share perspectives, hear other viewpoints, and develop critical thinking skills. "Group discussions are very helpful because students can learn from each other and connect theory with real-world scenarios."

Case study methods and simulations are also highly regarded for helping students apply Pancasila values. Lecturers use real-life case studies relevant to social and political issues in Indonesia to illustrate how Pancasila values can be applied in concrete situations. "Case studies and simulations engage students more and help them see how Pancasila values play a role in everyday decision-making."

Community-based projects are another highly valued method among lecturers. Through these projects, students have the opportunity to work directly with communities and apply Pancasila values in real-life contexts. "Community-based projects allow students to understand and apply Pancasila values directly. They can see the real impact."

The use of technology and digital media in teaching Pancasila also receives positive feedback from lecturers. Lecturers utilize e-learning platforms, instructional videos, and social media to deliver content and facilitate online discussions. "Technology makes learning more dynamic and interesting for students. They can study anytime, anywhere, and participate in discussions more flexibly."

Lecturers believe that interactive and practical methods are more suitable for helping students understand and implement Pancasila values. Methods such as group discussions, case studies, and community-based projects not only make

students more active and engaged but also help them connect theory with real-world practice. "Students are more motivated and find it easier to understand Pancasila values when they are directly involved in the learning process."

Student reflections also indicate that these methods are effective in helping them internalize Pancasila values. Many students report that group discussions, case studies, and community-based projects help them see the relevance and real-world application of Pancasila values. "I feel I understand and appreciate Pancasila values more after being involved in community projects. This experience has been very eye-opening for me."

Lecturers also emphasize the importance of context and relevance in teaching methods. Connecting Pancasila values to relevant contemporary issues in students' lives makes learning more engaging and meaningful. "When we link Pancasila values to relevant issues such as human rights, environment, and technology, students are more interested and find it easier to understand the importance of these values."

However, lecturers also face challenges in implementing these methods, especially related to resource limitations. Many feel the need for more institutional support to develop and implement more innovative teaching methods. "We often have to innovate with limited resources. Support from the university is crucial to enhance the quality of teaching." Another challenge is varying student motivation. Despite the effectiveness of interactive and practical methods, not all students are interested or motivated to participate actively. "Student motivation remains a challenge. Not all students are interested in actively participating in discussions or community projects."

Overall, lecturers' views on the suitability of the teaching methods they use to teach Pancasila values are generally positive. Interactive learning methods, the use of technology, extracurricular activities, experience-based projects, and project-based evaluation and reflection are considered highly effective in helping students understand and implement Pancasila values in their daily lives. However, lecturers face challenges in implementing these methods, including time and resource constraints. With better support from institutions, lecturers believe they can be more effective in teaching Pancasila values and helping students internalize and apply them in their lives.

This study reveals that lecturers in higher education face various challenges in teaching Pancasila values to students, but they employ various innovative strategies to overcome these

challenges. These findings are consistent with previous research highlighting the crucial role of lecturers in teaching Pancasila and Citizenship Education (Hayqal & Najicha, 2023; Sudrajat, 2021; Winata et al., 2020). Lecturers play a central role as facilitators and mediators, not only delivering content but also building a deep understanding of Pancasila values and their relevance in daily life. The lecturer's role in shaping students' attitudes and behaviors is crucial in this context.

Additionally, this research found that interactive learning methods and the use of technology are highly effective in enhancing students' understanding and internalization of Pancasila values. This aligns with findings by Malik (2020); Widiatmaka and Shofa (2022) which emphasize the effectiveness of digital technology and innovative learning approaches in Pancasila education. The use of e-learning platforms, instructional videos, and social media has proven to capture students' interest and facilitate deeper discussions outside the classroom. Lecturers who successfully integrate technology into Pancasila education create a more dynamic and relevant learning experience for students.

Extracurricular activities such as seminars, workshops, and community service programs were also identified as crucial strategies in helping students implement Pancasila values in daily life. The research results by Karmelia (2020) supports these findings by showing that these activities can build tolerance and respect for diversity among students. By engaging in real and practical activities, students can directly observe how Pancasila values are applied in broader social contexts (Rindjin, 2013; Tuhuteru, 2022). Lecturers who encourage student participation in extracurricular activities significantly contribute to the development of character and life skills based on Pancasila values.

The findings also indicate that experience-based projects and project-based evaluation and reflection are highly effective in teaching Pancasila values. This is consistent with (2018) dan Sutoyo (2021) who emphasize the importance of developing life skills and character through Pancasila education. These projects provide students with opportunities to engage in activities relevant to Pancasila values, allowing them to internalize and apply them in real-life situations. Lecturers who employ these approaches help students see the real impact of their learning and encourage them to actively participate in society.

However, challenges such as limited time and resources remain significant obstacles in implementing effective teaching methods. Lecturers often have to innovate with limited resources and face time constraints in a packed curriculum. Institutional support in the form of training, resources, and adequate time is crucial to overcoming these challenges. With better support, lecturers can be more effective in developing and implementing interactive and experience-based teaching methods, ultimately enhancing students' understanding and internalization of Pancasila values. This research underscores the importance of institutional support in strengthening the role of lecturers and implementing effective teaching methods in Pancasila Education.

CONCLUSION

This research concludes that lecturers in higher education face various challenges in teaching Pancasila values to students, yet they successfully overcome them through various innovative and relevant teaching methods. Interactive learning methods, the use of technology, extracurricular activities, experience-based projects, and project-based evaluation and reflection have proven effective in helping students understand and internalize Pancasila values. Lecturers recognize the importance of linking Pancasila values to contemporary issues and students' daily lives to enhance their relevance and interest in the taught material. The implications of these findings underscore the need for stronger institutional support to enhance the effectiveness of teaching Pancasila values. Universities should provide more resources, training, and adequate time for lecturers to develop and implement interactive and experience-based teaching methods. Additionally, there should be ongoing efforts to integrate Pancasila values into all aspects of campus life, including through extracurricular activities and community service programs. With sufficient support, lecturers can be more effective in shaping students' characters based on Pancasila values, ultimately contributing to the development of a more tolerant, just, and civilized society.

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