ISET 10 (2024): 231-236 e-ISSN 2964-4291
International Conference on Science, Education and Technology http://proceeding.unnes.ac.id/ISET

Adapting Pancasila Education for the Digital Age: Hybrid Training Challenges and Opportunities

Fuad Lutfi *, Arief Yulianto, Suwito Eko Pramono, Masrukhi Masrukhi

Doctoral Program of Educational Management, Post Graduate School, Universitas Negeri Semarang, Indonesia

*Corresponding Author: fuadlutfi@students.unnes.ac.id

Abstract. This study explores the adaptation of Pancasila education for the digital age through hybrid training models, addressing the challenges and opportunities in this context. Pancasila, Indonesia's philosophical foundation, is crucial in national identity and citizen development. However, traditional teaching methods are less effective in engaging the digital-era youth. The Pancasila Ideology Development Agency (BPIP) has introduced hybrid learning, combining face-to-face and online methods, which offers flexibility, increased accessibility, and enhanced engagement. Despite these advantages, challenges such as increased workload for educators, technical issues, and the need for effective course design persist. Utilizing the Technology Acceptance Model (TAM), which emphasizes perceived usefulness and ease of use, can enhance hybrid learning environments. The study employs a comprehensive library research methodology, analyzing recent literature to identify recurring themes and gaps. Findings highlight the potential of hybrid models to make Pancasila education more relevant and engaging while addressing the need for innovative teaching strategies and technological support. Recommendations are provided for educators and policymakers to effectively implement hybrid Pancasila training, fostering a deeper understanding and appreciation of Pancasila values among the younger generation.

Keywords: pancasila education, hybrid learning, digital age, educational challenges, technology acceptance model

INTRODUCTION

Pancasila, as the philosophical basis of the Indonesian state, not only has a central position in various aspects of national and state life but also defines Indonesia's national Indonesia (Ainurrohman & Martha, 2021; Winarni, 2018). In the current context, where globalization and digitalization bring rapid changes in values, culture, and social systems, Pancasila education has become more important and strategic (Yani & Dewi, 2021). Pancasila education can contribute to forming critical thinking, ethical, and responsible citizens who can actively participate in democracy and national development (Anggono & Damaitu, 2021). Pancasila education strengthens national character and identity and promotes harmonious and democratic national and state life (Sanny et al., 2021; Ubaidillah, 2015).

Pancasila education in the current global era faces complex and dynamic challenges (Mihit, 2023; Saputri & Dewi, 2022). One of the main challenges is making Pancasila material interesting and relevant for students who live in the digital era, where information and communication technology greatly influence their learning. Traditional teaching methods are often considered boring and less interesting, so they are less effective in instilling Pancasila values in the younger generation. Therefore, Pancasila education needs to be adapted and updated to respond to the needs and challenges of the times, ensuring that Pancasila values remain relevant and resonant with the younger generation (Kirani & Najicha, 2022; Muchtarom, 2012; Zuriah, 2021).

To overcome this, the Pancasila Ideology Development Agency (BPIP) of the Republic of Indonesia has issued Regulation No. 2 of 2024 concerning Education and Training for the Development of Pancasila Ideology, which replaces the same regulation in 2020 (BPIP, 2024). Education and training for the development of the Pancasila ideology developed by BPIP is a learning process to increase the intelligence of the nation's character based on Pancasila values so that they have holistic and complete abilities, which include aspects of knowledge, disposition in the form of attitudes and commitment, and actions in social, national and social life (BPIP, 2024).

Based on BPIP regulation Number 2 of 2004, training targets consist of several elements. The targets of PIP Training are (1) state officials, (2) members of socio-political organizations, (3) other components of society, and (4) Purnapaskibraka and Purnapaskibraka Pancasila Ambassadors. PIP training was developed using several modes, including the combination or hybrid. The hybrid system combines face-to-face and online learning, offering great opportunities. The hybrid model allows flexibility and adaptation to individual learning needs while leveraging technology to increase student engagement and understanding (Raes et al., 2020).

Hybrid learning offers many advantages. It combines face-to-face and online teaching, integrating various learning modalities and promoting flexibility, adaptability, and interaction between students and teachers (Guerrero-Quiñonez et al., 2023). This approach allows students to access content independently, improving time management and meeting individual learning needs (Ma, 2023). Additionally, hybrid learning can diversify the educational experience, providing a mix of traditional and online elements, which is especially beneficial for international students, although they may prefer face-to-face interactions with teachers and peers (Marchisio et al., 2022). Additionally, hybrid strategy update mechanisms, which combine social learning and self-directed learning, have effectively encouraged cooperation and maintained high levels of collaboration in educational settings (Shimkovich et al., 2022). Hybrid systems can support more personalized learning, allowing students to learn at their own pace and according to their interests and needs (Ora et al., 2018). Overall, hybrid learning has advantages due to its ability to increase accessibility, equity, and quality of education by leveraging technology and fostering interaction between students and educators.

However, hybrid education and training still leaves several problems. Research has shown that although students may have positive perceptions of hybrid learning models, their intentions to use them remain neutral, creating problems in effective implementation (N. Li et al., 2022). Factors influencing this include distractions during distance learning, time utilization problems, and the need for a deeper understanding of the pedagogical value of technology to increase acceptance and use (Kusumajati et al., 2023; Listiana & Daesusi, 2022). Additionally, the effectiveness of hybrid learning is closely related to the role of technology, campus commitment, learning activities, and student readiness, with a significant percentage of students recognizing the system's efficacy in adapting to new learning norms (Marco et al., 2017). Integrating technology and innovative learning strategies can overcome challenges in understanding concepts, motivation, and independence, making learning more efficient and interesting (Fahmi et al., 2022). In addition, developing a readiness model can increase student acceptance of hybrid learning systems, thereby paving the way for the successful implementation of hybrid education.

Therefore, it is necessary to conduct a study to identify various problems in hybrid learning and opportunities to develop them so that it can provide recommendations for BPIP in implementing hybrid Pancasila education and training.

METHODS

The study "Pancasila Education for the Digital Age: Hybrid Training Challenges and Opportunities" employs a comprehensive library research methodology. This approach involves systematically collecting and analyzing existing literature to gain insights into the current state and potential future directions of Pancasila education within hybrid learning environments. The research begins with identifying and selecting relevant academic sources. These sources include peer-reviewed journal articles, books, conference papers, theses, and credible online publications. The focus is on materials published in the last decade to ensure contemporary relevance, with particular attention to works discussing hybrid learning models, Pancasila education, and integrating digital technologies in educational contexts. Using digital databases such as JSTOR, Google Scholar, and institutional repositories, the researcher collects a wide range of literature. Keywords such as "Pancasila education," "hybrid learning," "digital age," and "educational challenges and opportunities" guide the search. The initial search results are filtered based on relevance, citation frequency, and the credibility of sources. The collected literature is categorized into themes to facilitate a structured analysis. These themes include theoretical frameworks of hybrid learning, historical and philosophical foundations of Pancasila education, case studies of hybrid learning implementation, challenges in digital education, and opportunities for enhancing Pancasila values through technology. A coding process is employed to identify recurring concepts, patterns, and gaps within the literature. We critically evaluate the selected sources to assess their contributions, methodologies, and findings. This evaluation includes comparing different authors' perspectives, identifying biases, and synthesizing key points that align or diverge from the study's objectives. Particular emphasis is placed on understanding how hybrid learning environments can support or hinder the transmission of Pancasila values. The final step involves synthesizing the findings into a coherent narrative. The researcher highlights the main challenges and opportunities identified, providing

a balanced view of the potential for hybrid training models in Pancasila education. Recommendations for future research and practical implementation strategies are derived from the synthesized insights, aiming to guide educators and policymakers in leveraging digital tools for effective Pancasila education in the digital age.

RESULTS AND DISCUSSION

Challenges in Hybrid Training

Pancasila Ideology Development Training (Diklat PIP) is a learning process to increase the intelligence of national character based on Pancasila values so that they have holistic and complete abilities, which include aspects of knowledge, disposition in the form of attitudes and commitment, and actions in social, national and state life (BPIP, 2024). Based on BPIP Regulation Number 2 of 2024, PIP training can be implemented through a combination or hybrid learning mode. Hybrid learning is learning that combines traditional face-to-face learning with online learning. This model utilizes the advantages of both methods to create a learning experience that is more flexible, effective, and easily accessible for students. This model integrates various learning formats, such as classroom teaching, online resources, and independent learning (Kusumajati et al., 2023; Ma, 2023).

Hybrid learning has several benefits (Ma, 2023; Raes et al., 2020; Sukma et al., 2022). First, hybrid learning allows trainees to access learning materials anytime and anywhere, providing high flexibility, especially for those with limited time and location. Second, increased accessibility. Using a Learning Management System (LMS), hybrid training can reach participants in various locations. LMS provides various tools for effective course management, evaluation, and communication that support the learning process. Third, participant involvement and satisfaction. Hybrid training can increase participant engagement through synchronous (such as live discussions) and asynchronous (such as independent assignments) activities, allowing participants to learn at their own pace and with more independence—fourth, cost efficiency. Hybrid training models are often cheaper than full face-to-face training because they reduce transportation and accommodation costs and allow for more efficient use of digital resources.

However, hybrid training often faces problems. Hybrid learning, combining online and face-to-face teaching, presents significant challenges despite its advantages in flexibility and accessibility. The main difficulties include increased instructor workload, technical issues, and the necessity for effective course design and teacher training. Zhang and Lee (2023) identify that students and instructors face obstacles such as setup time and interaction difficulties, suggesting diversified support measures to improve the learning experience. Li et al. (2023) emphasize that academics find lower student engagement and motivation in hybrid settings and highlight the need for technological support and professional development. Ma (2023) discusses the transition to hybrid learning during the COVID-19 pandemic, noting online education's spatial and environmental challenges. Another study highlights that the hybrid model can enhance learning opportunities but also brings challenges in motivation, resource access, and time management (Lupadit, 2023). While hybrid learning offers potential benefits, addressing these challenges is crucial for its successful implementation.

Hybrid learning in Indonesia faces significant challenges, particularly in post-pandemic education. A study on students of history and sociology at IKIP Budi Utomo reveals internal issues like laziness and boredom, as well as external factors such as adaptation to campus learning after prolonged online education (Setiani & Badar, 2022). Another research discusses the effectiveness and challenges of hybrid methods, emphasizing the transition's complexity during the COVID-19 pandemic. Maddukelleng et al. (2023) highlight the need for teachers to continually adapt and innovate with new technologies to meet educational demands. Lastly, Purwandari et al. (2022) investigate students' perceptions, finding positive impacts on flexibility and technology mastery but noting challenges like technical issues and environmental factors affecting performance. While hybrid learning offers flexibility and technological advancement, addressing these challenges is crucial for effective implementation in Indonesia.

The challenges Generation X and Generation Y face in implementing hybrid learning are multifaceted, as reflected in recent studies. Integrating hybrid education, which combines face-to-face and online teaching, offers flexibility but poses significant hurdles. For Generation X educators, the primary issues include increased workload due to the necessity of setting up online and offline classrooms, technical glitches, and the

challenge of facilitating interaction among students across different modes (Lu & Jiyeon, 2023). On the other hand, Generation Y students struggle with technical issues, the additional time required for hybrid classroom setups, and difficulties in interacting with peers in different learning modes (Ma, 2023)

Using TAM to Enhance Hybrid Pancasila Training Model

The Technology Acceptance Model (TAM) is a theory developed by Fred Davis in 1985, which is used to predict and explain user behavior toward technology acceptance. TAM focuses on two main factors that determine technology acceptance by users: perceived usefulness (PU) and perceived ease of use (PEU) (Davis & Granić, 2023; Rosli et al., 2022). Perceived Usefulness (PU) is the level at which someone believes using certain technology will improve their work performance. Meanwhile, Perceived Ease of Use (PEU) is the level at which a person believes that using a particular technology will be free from excessive effort. According to TAM, these two factors influence the user's attitude towards technology, which in turn influences behavioral intention to use technology and, ultimately, the actual use behavior of the technology (Marikyan & Papagiannidis, 2023).

The Technology Acceptance Model (TAM) can significantly enhance hybrid learning environments by focusing on key factors influencing user acceptance and engagement. Various studies highlight different strategies for applying TAM effectively. Zheleva and Zhelev (2011) demonstrate how hybrid learning environments that integrate theory, simulation, and experiment with virtual environments and mobile technologies can boost learner engagement and inclusiveness in engineering education (Zheleva & Zhelev, 2011). Zitter and Hoeve (2012) propose a design framework for hybrid learning environments that create horizontal connections between school-based and workplace learning, facilitating smoother student transitions (Zitter & Hoeve, 2012). Hediansah and Surjono (2020) explore hybrid learning methods to improve teacher learning management, emphasizing interactive and independent learning for skill enhancement (Hediansah & Surjono, 2020). Wu et al. (2014) use TAM to assess vocational students' behavioral intentions towards a cloud-based hybrid learning platform, finding perceived ease of use as a critical factor (Wu et al., 2014). Lastly, Wen (2022) discusses designing a hybrid collaborative learning platform based on cloud computing to enhance interaction, resource integration, and teaching performance (Wen & Xu, 2022).

We suggest strategies that can be developed in hybrid learning by integrating TAM, focusing on key components such as perceived usefulness (PU) and perceived ease of use (PEOU). Here are some ways TAM can be leveraged in different hybrid learning contexts.

1) Blended Classrooms. Combine online and offline instruction for flexibility and comprehensive learning. Use user-friendly technology and provide training to minimize technical issues.
2) Flipped Classrooms. Utilize intuitive online platforms for pre-class content and ensure smooth integration with in-person activities.
3) Synchronous and Asynchronous Learning. Offer flexibility with live (synchronous) and recorded (asynchronous) sessions, providing clear guidelines and easy-to-use tools.
4) Collaborative Projects. Facilitate collaboration through shared documents, discussion forums, and virtual meeting spaces supported by intuitive tools and training.
5) Assessment and Feedback. Use diverse and continuous assessment methods, such as online quizzes and real-time feedback, with accessible platforms to help students track their progress.

Thus, to enhance hybrid learning using the Technology Acceptance Model (TAM), focus on perceived usefulness (PU) and perceived ease of use (PEOU). Key strategies include combining online and offline instruction in blended classrooms for flexibility, utilizing intuitive online platforms in flipped classrooms, offering flexibility with live and recorded sessions in synchronous and asynchronous learning, facilitating collaboration through shared documents and virtual meeting spaces in collaborative projects, and employing diverse and continuous assessment methods with accessible platforms for tracking progress. These approaches ensure comprehensive learning experiences, minimize technical issues, and cater to diverse schedules and learning preferences.

CONCLUSION

Hybrid models offer flexibility, increased accessibility, and improved engagement, crucial for making Pancasila education relevant and interesting for the younger generation. However,

the successful implementation of hybrid learning requires overcoming significant challenges such as increased workload for educators, technical issues, and the need for effective course design and teacher training. The Technology Acceptance Model (TAM) application can enhance the acceptance and effectiveness of hybrid learning by focusing on perceived usefulness and ease of use. The Technology Acceptance Model (TAM) can improve hybrid learning by focusing on perceived usefulness and ease of use. Key strategies include combining online and offline instruction, intuitive platforms, facilitating collaboration, and diverse assessment methods.

REFERENCES

Ainurrohman, L. B., & Martha, D. (2021). Nilai-Nilai Pancasila Sebagai Identitas Bangsa. *Puspaka*, *1*(1).

Anggono, B. D., & Damaitu, E. R. (2021). Penguatan nilai-nilai pancasila dalam pembangunan nasional menuju Indonesia emas. *Pancasila: Jurnal Keindonesiaan*, *1*(1).

BPIP. (2024). *Peraturan Badan Pembinaan Ideologi Pancasila Republik Indonesia Nomor 2 tahun 2024 tentang Pendidikan dan Pelatihan Pembinaan Ideologi Pancasila*.

Davis, F. D., & Granić, A. (2023). The technology acceptance model 30 years of TAM. In *Technology* (Vol. 1, Issue 1). Springer.

Fahmi, M. A., Kostini, N., & Sunaryo Putra, W. B. T. (2022). Exploring hybrid learning readiness and acceptance model using the extended TAM 3 and TPB approach: An empirical analysis. *International Journal of Research in Business and Social Science (2147- 4478)*, *11*(8), 321–334.

Guerrero-Quiñonez, A. J., Bedoya-Flores, M. C., Mosquera-Quiñonez, E. F., Ango-Ramos, E. D., & Lara-Tambaco, R. M. (2023). Hybrid Education: Current Challenges. *Ibero-American Journal of Education & Society Research*, *3*(1 SE-Artigos), 276–279.

Hediansah, D., & Surjono, H. (2020). Hybrid learning development to improve teacher learning management. *JKTP: Jurnal Kajian Teknologi Pendidikan*, *3*(1), 1–9.

Kirani, A. P., & Najicha, F. U. (2022). Pentingnya Pendidikan Kewarganegaraan sebagai Pedoman dalam Menghadapi Era Society 5.0 Mendatang. *Jurnal Educatio FKIP UNMA*, *8*(2), 767–773.

Kusumajati, D. A., Chairiyani, R. P., Kusumastuti, F. A., & Setianingsih, N. (2023). Effectiveness of Hybrid Learning as Technology Based Learning Model in the New Normal Era. *Proceedings of the 2023 6th International Conference on Software Engineering and Information Management*, 197–202.

Li, K. C., Wong, B. T. M., Kwan, R., Chan, H. T., Wu, M. M. F., & Cheung, S. K. S. (2023). Evaluation of hybrid learning and teaching practices: The perspective of academics. *Sustainability*, *15*(8), 6780.

Li, N., Purwanto, E., Zhang, X., Cao, F., Wong, K. H., & Chen, X. (2022). Understanding the perceived pedagogical value of JazzQuiz in interactive hybrid learning among university students: a technology acceptance analysis. *Interactive Learning Environments*, 1–17.

Listiana, L., & Daesusi, R. (2022). Needs Analysis on the Development of Integrated GITTW Hybrid Learning Model in the Learning of Biology at Senior High School. *Didaktis Jurnal Pendidikan Dan Ilmu Pengetahuan*, *22*(3).

Lu, Z., & Jiyeon, L. (2023). An explorative analysis of current implementation of college hybrid instruction, main issues and support measures. 홀리스틱융합교육연구, *27*(2), 1–19.

Lupadit, L. T. (2023). Issues and Challenges in the Acquisition of Knowledge Under the Hybrid Learning Modality. *International Journal of Research Publication and Reviews*, *4*(9), 1074–1078.

Ma, Z. (2023). Hybrid Learning: A New Learning Model that Connects Online and Offline. *Journal of Education and Educational Research*, *3*(2 SE-Articles), 130–132.

Maddukelleng, M., Jihan, J., Gunawan, H., Murcahyanto, H., & Pasaribu, W. (2023). Hybrid learning innovation: Challenges for developing teachers skills in indonesia. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, *17*(2), 842–854.

Marchisio, M., Rabellino, S., Roman, F., & Sacchet, M. (2022). Valuable Features of Hybrid Teaching in a Higher Education Context BT. In T. Väljataga & M. Laanpere (Eds.), *Shaping the Digital Transformation of the Education Ecosystem in Europe* (pp. 16–21). Springer International Publishing.

Marco, L. Di, Venot, A., & Gillois, P. (2017). Does the acceptance of hybrid learning affect learning approaches in France? *Journal of Educational Evaluation for Health Professions*, *14*, 24.

Marikyan, D., & Papagiannidis, S. (2023). Technology Acceptance Model: A review. In S. Papagiannidis (Ed.), *TheoryHub Book* (pp. 1–17). Newcastle University.

Mihit, Y. (2023). Dinamika dan Tantangan dalam Pendidikan Pancasila di Era Globalisasi: Tinjauan Literatur. *Educationist: Journal of Educational and Cultural Studies*, *2*(1), 357–366.

Muchtarom, M. (2012). *Strategi penguatan nilai-nilai Pancasila melalui inovasi pembelajaran PKn berorientasi civic knowledge, civic disposition, dan civic skill di perguruan tinggi*.

Ora, A., Sahatcija, R., & Ferhataj, A. (2018). Learning styles and the hybrid learning: An empirical study about the impact of learning styles on the perception of the hybrid learning. *Mediterranean Journal of Social Sciences*, *9*(1).

Purwandari, G. A., Sari, E. D. P., & Puspitasari, I. (2022). *Students' Perception on the Implementation of English Hybrid Classes in Islamic University and National University in Indonesia*.

Raes, A., Detienne, L., Windey, I., & Depaepe, F. (2020). A systematic literature review on synchronous hybrid learning: gaps identified. *Learning Environments Research*, *23*, 269–290.

Rosli, M. S., Saleh, N. S., Md. Ali, A., Abu Bakar, S., & Mohd Tahir, L. (2022). A Systematic Review of the Technology Acceptance Model for the Sustainability of Higher Education during the COVID-19 Pandemic and Identified Research Gaps. *Sustainability (Switzerland)*, *14*(18).

Sanny, H., Pieris, J., & Foekh, D. Y. P. (2021). Hak Asasi Manusia, Demokrasi Dan Pancasila. *To-Ra*, 142–156.

Saputri, S., & Dewi, D. A. (2022). Tantangan Nilai-Nilai Pancasila pada Generasi Milenium di Era Digital. *Jurnal Pendidikan Tambusai*, *6*(2), 9909–9913.

Setiani, P. P., & Badar, A. (2022). Problematika Mahasiswa Pendidikan Sejarah dan Sosiologi dalam Pelaksanaan Hybrid Learning Pasca Pandemi Covid-19. *Paradigma: Jurnal Filsafat, Sains, Teknologi, Dan Sosial Budaya*, *28*(2), 69–74.

Shimkovich, E., Makhmutova, G., Ivanova, D., & Urunova, R. (2022). Advantages and Disadvantages of Hybrid Learning for International Students. *VII International Forum on Teacher Education*, *1*, 1533–1544.

Sukma, E., Indriyani, V., & Suriani, A. (2022). Blended Learning vs Hybrid Learning: Perspektif Guru tentang Pembelajaran di Sekolah Dasar Pasca-COVID-19. *Elementary : Jurnal Iilmiah Pendidikan Dasar*, *8*(2), 28.

Ubaidillah, A. (2015). *Pancasila, demokrasi, & pencegahan korupsi*. Kencana.

Wen, F., & Xu, T. (2022). Hybrid Collaborative Learning Platform Design Based on Cloud Computing. *2022 6th International Conference on Wireless Communications and Applications (ICWCAPP)*, 255–258.

Winarni, A. (2018). *Pengaruh Pancasila dan Identitas Nasional Terhadap Kebanggaan Nasional*. Universitas Gadjah Mada.

Wu, D., Yu, X., Shi, Y., Yang, H. H., & Lu, C. (2014). The effect of hybrid learning in vocational education based on cloud space: taking the vocational education cyber-platform as an example. *Hybrid Learning. Theory and Practice: 7th International Conference, ICHL 2014, Shanghai, China, August 8-10, 2014. Proceedings 7*, 24–35.

Yani, D., & Dewi, D. A. (2021). Aktualisasi Nilai-Nilai Pancasila dan Tantangan di Arus Globalisasi. *Jurnal Pendidikan Tambusai*, *5*(1), 952–961.

Zheleva, S., & Zhelev, T. (2011). Improving learners engagement with use of hybrid approaches in engineering education. *Chemical Engineering Transactions*, *25*, 471–476.

Zitter, I., & Hoeve, A. (2012). *Hybrid learning environments: Merging learning and work processes to facilitate knowledge integration and transitions*.

Zuriah, N. (2021). Penanaman nilai-nilai karakter pancasila dalam pembelajaran pendidikan kewarganegaraan berbasis polysynchronous di era new normal. *Jurnal Moral Kemasyarakatan*, *6*(1), 12–25.