

The Urgency of Pancasila and Citizenship Education to Strengthen National Character with Global Citizenship Dimensions

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ARTICLE INFO

Keywords:

Pancasila and Citizenship
Education (PPKn);
Character;
Global Citizenship

Article history:

Received 2024-07-28

Revised 2024-11-28

Accepted 2024-12-26

ABSTRACT

Pancasila and Citizenship Education (PPKn) is vital in fostering student character that is aligned with Pancasila values and promoting global citizenship awareness. This study examines the role of PPKn in addressing educational challenges in globalization and character development. A literature study approach was adopted, analyzing diverse sources, including scientific journals, books, and articles, to gain insights into the implementation of PPKn in education. Findings reveal that PPKn significantly shapes student character through Pancasila principles, such as mutual cooperation, social justice, and respect for diversity. Furthermore, PPKn enhances students' global awareness on issues like human rights, cultural diversity, and social responsibility. As a compulsory subject at all educational levels, PPKn integrates global values into its curriculum to prepare students for challenges like climate change, social inequality, and cultural conflict. By adopting innovative learning methods, PPKn cultivates a generation with integrity, strong character, and the capability to contribute at an international level. The integration of local and global perspectives in PPKn supports the creation of a national identity that is adaptive to modern demands. PPKn plays a pivotal role in character education and global readiness, ensuring students are equipped to address contemporary issues and contribute positively to society. This reinforces the development of a nation's character, responsive to the challenges of globalization.

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1. INTRODUCTION

Pancasila and Citizenship Education (PPKn) play an important part in the formation of students' behavior and personality as part of the national mission to create a generation of responsibility and integrity. PPKn not only functions as a subject that teaches moral and ethical values, but also as a basis

for forming attitudes and actions that are in accordance with social and legal norms in society, nation and state. One of the main goals of PPKn is to reduce deviant behavior, such as juvenile delinquency, which often occurs in areas with high social problems. Therefore, this research aims to explore how PPKn can contribute effectively in building student character and reducing the negative impact of young-age delinquency through the implementation of Pancasila values in their life (Fadillah & Sabella, 2023).

Students should avoid criminal behavior to maintain their morals and character. Being involved in criminal acts can have serious negative impacts, such as psychological disorders, decreased moral character, social problems, and legal consequences. Criminal behavior can cause stress, anxiety, and guilt, impacting students' emotional well-being and academic abilities. Additionally, it can damage their moral values, result in poor relationships with others, and limit future opportunities. To overcome this problem, an educational character that emphasizes responsibility and integrity, as well as support from family and the environment, is very important. In the digital era, education about the wise use of technology also needs to be considered to reduce the negative impact of social media (Fitriani & Nurafni, 2021). It is important for students to avoid behavior related to crime so that their morals are maintained and do not lead to self-harming actions. The decline in morale among students is often caused by various factors. First, Pancasila values that are not implemented properly can cause divisions in society. Second, the transformation of moral values in national and state life that is not running effectively results in weak awareness of cultural and national values. Third, awareness of national independence has also decreased, and fourth, rapid globalization has had a negative impact on students' character (Bayu, 2023).

Today's students face significant challenges as they navigate rapid global and societal changes in an effort to stay current. Unfortunately, these adjustments often lead to a decline in moral values and character (Chowdhury, 2018). Students' violation of rights is increasingly influenced by the swift pace of globalization, which impacts the development of their character and morals (Ikhtiaty et al., 2023). Furthermore, the rapid expansion of technology, particularly the internet, has profound effects on students' ethics and behavior. Unrestricted access to information and online interactions frequently undermines students' morality, particularly in their relationships with teachers and parents (Aryani & Yulianti, 2023). Addressing these issues requires an integrated approach to character education in schools. This approach should go beyond teaching moral values to include fostering students' awareness of the negative consequences of unethical actions and the importance of maintaining ethical standards in daily life. Effective character education equips students to navigate the challenges of globalization while preserving strong cultural and moral values.

In facing the challenges of globalization and social change, Indonesia faces a number of important problems, including weakening national independence and the ineffective implementation of Pancasila values. Weakening national independence can be seen from a lack of consciousness of the significance of national values in everyday life, which can result in decreased social integrity and cohesion. In addition, the application of Pancasila values is often inconsistent, causing divisions in society and a weak sense of social responsibility. To overcome this problem, the application of Pancasila and Citizenship Education (PPKn) in the independent curriculum can act as a strategic solution. PPKn focuses on forming students' character with strong moral values, which are important in forming high-quality personalities and wise decisions in everyday life (Yuliyanto & Indartono, 2020).

Through character education that is incorporated with the independent curriculum, students are not only taught about the values of Pancasila but are also given the ability to face conflicts and problems in a constructive way. Thus, character education through PPKn is expected to strengthen national

independence and ensure more effective implementation of Pancasila values, as well as creating a generation that has more integrity and is prepared to take on the current difficulties (Sutrisno, 2023).

Previous research shows that PPKn is essential to overcoming the obstacles posed by globalization and preserving national identity. Khairunisa and Damayanti emphasize the importance of PPKn for the 21st-century millennial generation, which is facing the major impacts of globalization. They found that citizenship is an important foundation for forming national identity amidst rapid global flows. These findings support the argument that citizenship education must be a priority in forming strong national character and awareness in the younger generation (Khairunisa & Damayanti, 2023).

In addition, research by Nurhafsa and Dewi (2021) investigated the role of PPKn in developing national identity in the era of globalization. They report that PPKn is very important because globalization often causes a decline in national character. This research shows how citizenship education can help overcome this problem by instilling essential national and moral values in students. However, although the findings of this study highlight the importance of PPKn in strengthening national character, there is still a need to adapt the approach to the increasing demands of globalization (Nurhafsa & Dewi, 2021). To answer this challenge, this article will discuss the dimensions of global poverty as an important component in character education. With an increasingly connected and borderless world, the dimension of global citizenship becomes relevant to prepare students for life that is international. The focus of this article is to provide insight into the urgency of the integration dimension of global citizenship in PPKn to reinforce national identity and answer the challenges faced by future generations. The purpose of this study is to fill the existing gap in the literature by offering a more holistic approach to citizenship education in the global era.

2. METHODS

This study employed a literature review approach, incorporating systematic steps to ensure the validity and reliability of the analysis process. The research began by identifying relevant search keywords tailored to the study's objectives. Keywords such as "citizenship education," "national citizenship," "global citizenship," "literature meta-synthesis," and "character development" were used to explore various academic databases, including online journals, conference proceedings, and reference books (Pahleviannur et al., 2022).

The identified literature was filtered using clear inclusion and exclusion criteria. Inclusion criteria included works published within the last ten years, content relevant to citizenship education, and availability in English or Indonesian. Conversely, studies that were less relevant, unavailable in full text, or failed to meet academic standards were excluded. This rigorous selection process ensured the inclusion of high-quality sources pertinent to the research focus.

Once the selection was completed, the data analysis utilized a meta-aggregation approach. Key information such as methodologies, findings, and relevance to the theoretical framework was extracted from each selected study. The extracted data were summarized into descriptive aggregates and analyzed to discern patterns and themes addressing the research questions. A meta-synthesis using a narrative approach was employed to integrate concepts from diverse literature, enabling a comprehensive understanding of interrelated ideas.

To ensure consistency and alignment with the research framework, the synthesis results were re-evaluated using meta-aggregation. This iterative process enhanced the depth and structure of the analysis, forming a robust foundation for the discussion and conclusions (Maemanah, 2017). By

systematically synthesizing and interpreting the literature, this study provides a well-founded theoretical explanation to address its research objectives.

3. FINDINGS AND DISCUSSION

3.1. Revisiting the Foundations of Pancasila and Citizenship Education

PPKn has long served as a cornerstone of Indonesia's educational system, aiming to cultivate civic character and instill a deep sense of nationalism among (Sutrisno, 2020). As an educational discipline, civics reflects the country's ambition to shape individuals with strong moral foundations, critical thinking skills, and a commitment to societal harmony. The principles of national identity, encompassing attitudes and behaviors aligned with Pancasila values, are central to the curriculum and underscore the importance of cultivating responsible and participative citizens in everyday societal, national, and global contexts (Nurhafsa & Dewi, 2021). Despite the enduring significance of PPKn, contemporary challenges necessitate a reimagined role for the subject—one that not only reinforces traditional values but also equips students with the competencies required to thrive in a rapidly evolving, interconnected world. While the traditional framework of PPKn emphasizes the instillation of democratic values, human rights, and civic responsibility, there is an urgent need to integrate innovative approaches that foster critical thinking, digital literacy, and global citizenship. This paradigm shift aims to bridge the gap between theoretical knowledge and practical application, enabling students to become not only patriotic citizens but also inventive, adaptive, and globally aware individuals (Sutrisno, 2020). The transformative potential of PPKn lies in its capacity to develop character traits such as honesty, integrity, and responsibility while encouraging creativity and innovation. By aligning character development with the demands of 21st-century education, PPKn can foster individuals who are not only wise and morally upright but also equipped to address complex global challenges such as environmental sustainability, social inequality, and cultural diversity (Ikhtiaty et al., 2023).

PPKn plays a crucial role in fostering a sense of patriotism, especially among the younger generation, who are seen as the nation's future and are expected to contribute substantially. The foundation of PPKn lies in instilling an understanding of democratic values and human rights, which are essential for developing well-rounded citizens. By grasping these fundamental concepts, the younger generation is better equipped to engage thoughtfully and meaningfully in national issues, such as resolving social conflicts and promoting harmony within society (Alvira et al., 2021).

By incorporating discussions on democracy, human rights, and global citizenship, PPKn can evolve into a more dynamic educational framework that goes beyond just teaching rights and responsibilities. This innovative approach encourages students to not only understand these concepts but also to actively apply them in real-world situations. By bridging traditional civic education with the challenges of the modern world, this version of PPKn empowers students to think critically, adapt to global contexts, and develop creative solutions for pressing social, political, and environmental issues. This shift highlights PPKn's potential not only to shape responsible and ethical citizens but also to cultivate proactive, innovative leaders who are equipped to thrive in an interconnected world. This perspective underscores the transformative role of PPKn in producing well-rounded individuals who are prepared to contribute meaningfully both locally and globally, embracing both national values and international responsibilities (Alvira et al., 2021).

Ki Hajar Dewantara views education as an effort to enhance life with the purpose of uplifting humanity. It is an attempt to develop children's character (inner strength, character), mind, and body

so that they are in harmony with nature and society (Setyorini & Asiah, 2021). Remains foundational in shaping the educational philosophy of Indonesia. PPKn (Pancasila and Citizenship Education), a key component of this philosophy, focuses on instilling citizens' rights and responsibilities to cultivate individuals who are capable of critical, analytical thinking both in society and the state. Traditionally, the civics curriculum has aimed to guide individuals toward better conduct in alignment with the democratic values outlined in the preamble of the 1945 Constitution (Azrah 2003: 9).

The current lack of awareness in some communities about the significance of PPKn in everyday life reflects the necessity for a more innovative approach. To address this, PPKn can incorporate innovative methods, such as incorporating digital literacy, fostering critical thinking, and emphasizing global citizenship alongside national identity. By emphasizing the importance of personal responsibility and moral integrity in a global context.

The challenges in aligning PPKn's ideals with students' behavior, values, and attitudes reflect deeper societal issues, such as the diversity of thought, cultural practices, and individual moral compasses. By introducing new pedagogical strategies that promote active engagement with these differences, PPKn can contribute more effectively to the moral and character development of students in a rapidly evolving world. Thus, the future of PPKn should not only focus on instilling traditional values but should also encourage students to apply these values innovatively, bridging national loyalty with a global perspective. This transformation can position PPKn as an indispensable tool for developing responsible, ethical, and proactive citizens, who are equipped to address the dynamic challenges of both local and global significance (Muhsinin et al., 2023).

3.2. Strengthening Character Through Pancasila and Citizenship Education

Character education plays an essential role in cultivating responsible citizenship, particularly in developing individuals with strong moral values and personal integrity. As an integral part of Pancasila and Citizenship Education (PPKn), character education helps students make informed, ethical decisions in their daily lives, thus contributing not only to their personal growth but also to the broader society (Ismail et al., 2021). As part of Indonesia's independent curriculum, PPKn is designed not only to nurture a generation rooted in strong moral foundations but also to prepare them to tackle the complex, interconnected challenges of the global era. This shift in approach emphasizes not just the development of national identity but also the cultivation of global citizenship values.

In the context of Pancasila education, character development goes beyond traditional moral instruction. It encourages critical thinking, social responsibility, and global awareness, enabling students to actively contribute to a dynamic world. The innovative aspect of PPKn within the independent curriculum lies in its ability to make learning engaging and relevant to today's challenges, empowering students to explore and apply Pancasila values in addressing both local and global issues. This method transforms PPKn from a mere curricular subject into an interactive platform that equips students with the tools to lead ethically, think critically, and act proactively in a rapidly changing world (Istianah et al., 2023).

PPKn plays a crucial role in preparing students to become global citizens who are not only knowledgeable but also ethical, compassionate, and responsible. This subject goes beyond traditional education by fostering students who contribute positively to society, promote mutual care, and cultivate harmonious relationships. These values align closely with the core principles of Pancasila, which serve as the foundation of PPKn (Hartanto, 2023).

This innovative approach highlights the interconnectedness of global society, emphasizing not just local harmony but also global cooperation and understanding. By integrating discussions on social

justice, environmental sustainability, and international cooperation, PPKn becomes more than a traditional civic education curriculum; it becomes a catalyst for students to engage thoughtfully with global issues while upholding Pancasila values. Furthermore, PPKn serves as an essential part of formal education, starting from elementary school through higher education. This curriculum significantly influences the development of students' character by embedding in them the importance of responsibility, integrity, and respect for diversity. By reimagining PPKn as a subject that equips students with the tools to be not only good citizens of Indonesia but also proactive, informed, and ethical members of the global community, the subject can better prepare them for the challenges of the 21st century (Belladonna & Anggraena, 2019).

In the context of an independent curriculum, character education is designed to equip the next generation to address global challenges by providing them with a solid foundation of moral values and responsible behavior. Character development through Civics education is a crucial component of the government's efforts to enhance national intelligence while shaping responsible, ethical individuals. This approach ensures that citizenship education is not only engaging and relevant but also motivates students to deeply understand and apply the values they learn. By integrating character education into Civics lessons, students are encouraged to think critically about their roles in society and their responsibilities as global citizens, thus making the subject matter both meaningful and impactful (Istianah et al., 2023).

The formation of a global citizen involves a series of interconnected and harmonious stages across different educational levels, starting from elementary school, progressing through middle school, and continuing into university. The values of Pancasila are expected to play a pivotal role in shaping citizens who possess a global perspective while remaining grounded in the noble values of the nation. In this context, PPKn (Pancasila and Citizenship Education) serves as a vital tool for fostering knowledge and cultivating independent thinking patterns in students. This not only occurs within the classroom but also extends to students' interactions in society, ensuring that they are well-prepared to navigate both local and global challenges with wisdom, integrity, and responsibility (Asmaroini & Mahardhani, 2019).

To achieve maximum effectiveness in implementing PPKn, schools must engage in thorough planning and take strategic actions that align with the educational objectives of character development and citizenship. This includes designing a curriculum that is both engaging and relevant to students' lives, integrating innovative teaching methods, and fostering an environment where students can actively apply the values of Pancasila in real-world contexts. Additionally, schools should provide continuous professional development for educators to ensure that they are equipped with the skills to effectively teach and model these values. Collaborative efforts between teachers, students, and the broader community are also essential to create a holistic approach to learning, ensuring that students not only understand their rights and responsibilities but also embody them in their actions (Atriyanti, 2020).

The fundamental goal of character education is to nurture the development of well-rounded individuals who possess strong moral principles, empathy, and responsibility. By cultivating key character traits such as integrity, respect, and perseverance, students are better equipped to navigate life's challenges with dedication and purpose. This not only enhances their personal growth but also fosters a deeper understanding of their role in society. To ensure the long-term success of character education, it is essential to implement it more effectively through integrated teaching methods and consistent reinforcement in everyday school life. This approach will allow the moral values and

character traits instilled in students to serve as the cornerstone for educating the next generation, preparing them to contribute positively to society and uphold the values of humanity (Nur et al., 2023).

Through project-based development, course creation, and active participation in community activities, PPKn (Pancasila and Citizenship Education) can have a profound impact by addressing the realities of 21st-century life. In this context, the content must be applied and studied within the school setting, fostering a hands-on approach to learning. PPKn not only helps shape a vision of global diversity, aligning with the current trends of globalization, but it also upholds the moral principles of Pancasila, ensuring that students are equipped with the values of unity, justice, and social responsibility. This approach emphasizes the importance of balancing global awareness with national values, creating well-rounded citizens capable of navigating both local and global challenges (Khairunisa & Damayanti, 2023). One example of improving students' character is through extracurricular activities, which serve as an effective and efficient platform for fostering qualities such as responsibility, teamwork, discipline, manners, and other positive traits. When implemented well, these activities can enhance the skills that students possess, contributing to their personal growth and development (Mohamad Faturohman et al., 2022).

The position and responsibilities of the instructor significantly influence how the learning process is carried out. Specifically, a teacher's role is to facilitate and encourage students' learning by guiding them in their educational journey (Rusnaini et al., 2021). For PPKn teachers, this responsibility is especially critical, as they are tasked with shaping students' character. To effectively fulfill this role, it is essential to create an environment that supports the learning process and fosters character development. The educational method should empower students to learn independently and take ownership of their growth (Wahidin, 2018). Therefore, Civics teachers must lead by example, serve as role models, and provide strong moral guidance to students, helping them internalize values that will shape their behavior both in and outside of the classroom (Rudiawan & Asmaroini, 2022).

The independent curriculum emphasizes that in the age of globalization, the rapid advancement of information and communication technologies calls for the education system, especially schools, to become more creative and innovative. By incorporating these improvements, schools can equip students with the ability to think critically and rationally, allowing them to adapt to and effectively use the technology available in this era. It is crucial to foster such skills to ensure that students are not left behind in the rapidly evolving landscape of science and technology, enabling them to navigate and contribute to the modern world (Sutisna, 2020). This policy can foster the implementation of PPKn as an effective tool for optimally strengthening character development (Dewi et al., 2021). Therefore, it is essential to focus on developing moral character through citizenship education and the values of Pancasila, as these are key elements in Indonesia's efforts to elevate the standard of education while prioritizing character development (Mubarok et al., 2023).

Character education involves activities that are consistently tied to values and morals, shaping behavior, attitudes, and actions in daily life, in addition to being grounded in content. Successful character education is reflected in individuals displaying positive behavior, strong values, and morals in various aspects of their lives (Galuh et al., 2021). This approach helps students internalize ethical principles, allowing them to navigate challenges with integrity and contribute to a more responsible and compassionate society (Galuh et al., 2021). This approach helps students internalize ethical principles, allowing them to navigate challenges with integrity and contribute to a more responsible and compassionate society.

3.3. The Role of Pancasila and Citizenship Education in Shaping Global Citizens

It involves taking concrete actions such as political participation, volunteering, or contributing to community efforts to address these challenges. By recognizing the interconnectedness of global issues, individuals contribute to creating solutions that benefit both their immediate surroundings and the wider global community (Murdiono et al., 2020). To truly foster global citizens, the curriculum should provide more than just theoretical knowledge of global issues. It must incorporate practical opportunities for students to actively participate in solving problems related to human rights, climate change, and social justice. This could involve integrating community engagement, political participation, and activism into lessons, allowing students to apply what they learn in real-world contexts. By doing so, students can build not only their awareness but also their capacity to contribute meaningfully to both local and global societies (Reysen & Hackett, 2017). By actively participating, students can contribute to these organizations' work, integrating global knowledge and experiences into their actions. This not only enhances their understanding of global issues but also empowers them to take meaningful steps in promoting social change. Such involvement helps students build the skills necessary to navigate and contribute to global civil society, fostering a sense of responsibility and engagement with the world beyond their immediate environment (Walangadi et al., 2020).

PPKn plays a vital role in shaping the character and national identity of Indonesian students. In light of the rapid global changes in the 21st century, accompanied by new and complex challenges, it is essential to update and improve the Civics curriculum to make it more responsive and relevant. Integrating the concept of global citizenship into Civics education is crucial for preparing students to navigate an interconnected world that is also marked by uncertainty. By emphasizing global citizenship, PPKn can equip students with the skills, values, and mindset needed to engage responsibly in both local and global contexts, fostering a sense of unity, responsibility, and adaptability in the face of evolving global challenges (Wang, 2023).

The current Civics curriculum primarily emphasizes the formation of national character and identity, but it falls short in addressing the broader global context. This results in gaps in students' knowledge and skills required to engage effectively as global citizens. For instance, the absence of content related to global understanding and international ethics leaves students underprepared to tackle global issues that are becoming increasingly significant in their daily lives. To address these gaps, it is essential to update the curriculum by incorporating global perspectives, international relations, and ethical frameworks that will enable students to navigate and contribute to the globalized world effectively (Rizal, 2024).

The development of a respected national character and civilization aims to create an enlightened society, nurturing democratic citizens who are philosophically responsible. Social, political, and psychological education are central goals inherent in Civics subjects (Prasetyo et al., 2023). PPKn plays a vital role in shaping students' identities and attitudes, which directly influence their participation in national life and development. In this era of globalization, students are increasingly exposed to external influences that can undermine their sense of national identity and awareness. As knowledge from other cultures and nations becomes more accessible in schools, it becomes more challenging to maintain a strong sense of nationalism (Saleh et al., 2023).

PPKn plays a crucial role in shaping the global perspective and knowledge of its students. Citizenship education not only covers rights and duties but also goes beyond by teaching individuals to become global citizens. Students who engage in citizenship education gain a comprehensive understanding of different cultures, global processes, and international challenges. Through this approach, PPKN ensures that students are prepared to become responsible global citizens, with a

positive attitude toward both themselves and their country. This holistic education fosters a sense of accountability, helping students navigate the complexities of an interconnected world (Saleh et al., 2023).

3.4. Strengthening National Character with Global Citizenship Dimensions

In several countries, education plays a crucial role in advancing and fostering national growth. It is one of the most fundamental aspects of human life, aiming to instill values, character, and cognitive patterns that shape students' perspectives and behaviors. Education is designed with students at the center, as learning activities are intended to help them achieve educational objectives (Agassy & Suhendro, 2021). PPKn serves as an educational framework to cultivate the next generation of morally responsible citizens. To align with the realities of a globalized world, it is increasingly important for PPKn to integrate global citizenship education into its curriculum.

There are aspects of the relationship between PPKn and character development that are deeply intertwined with the public morality and character of citizens. The primary aim of PPKn is to cultivate citizens who are attuned to the development of national identity and moral values within the fabric of national life. It also emphasizes the importance of safeguarding the nation through a thorough understanding of national politics. In the context of Indonesia, PPKn plays a crucial role, as it incorporates elements of pluralism, such as respecting diversity, fostering cooperative learning, and encouraging innovation. In education, civic values are imparted through the lens of national identity, preparing students to become responsible citizens who can contribute positively to their country. Furthermore, PPKn strives to equip individuals with the knowledge and skills necessary to become informed and engaged members of the global community. By fostering both national pride and global awareness, PPKn ensures that students are not only prepared to contribute to their nation but also to navigate the complexities of an interconnected world, embracing the values of cooperation, respect, and innovation (Indriyani, 2024).

Human rights are an integral component of Pancasila, the foundational philosophy of the Indonesian state. In the context of globalization, where communication and exchange between nations are rapidly increasing, the challenges of upholding and fulfilling human rights have become more complex. As the global landscape evolves, the Indonesian state is confronted with the task of addressing violations related to social and economic values, which complicate the realization of human rights (Agassy & Suhendro, 2021). Character, as defined in this context, refers to the thought processes and behaviors that individuals exhibit in order to live harmoniously and work together within the family, community, country, and state. In the educational realm, character education plays a pivotal role in shaping these thought processes and actions.

In reality, character education is not a new concept in Indonesian schools. Historically, it was the teachers who took on the responsibility of instilling moral values and guiding students in character development. However, over time, the educational system has shifted its focus primarily toward the development of intellectual abilities, often at the expense of character education. This shift is largely due to the evolving nature of modern education, where the emphasis has increasingly been placed on academic achievements and standardized testing, while the role of teachers has changed as well. As a result, character education tends to be neglected in favor of intellectual development. Character, as a concept, refers to an individual's moral state and behavioral patterns, which are essential for personal growth and social cohesion. While intellectual capabilities are important, they cannot stand alone in shaping responsible, ethical citizens (Agassy & Suhendro, 2021).

PPKn plays a crucial role in national character education by promoting essential values that contribute to the formation of morally responsible citizens. According to (Yuniarto & Yudha, 2021), PPKn fulfills several significant functions in shaping character, including the promotion of religious values and honesty. First, PPKn fosters a religious mindset by encouraging respect for one's own faith while remaining aware and respectful of the beliefs of others. This principle serves as the foundation for moral behavior, ethics, and values, guiding students in their interactions with others. Second, PPKn emphasizes the importance of honesty, encouraging students to be truthful in their words, actions, and work. This focus on integrity helps build trust and reliability in students, preparing them to contribute positively to society.

In addition to this, the values of honesty and responsibility are gradually eroding. This decline is evident in various behaviors observed in students. For instance, there are still students who lie when questioned by teachers, fail to take responsibility for their actions, or claim ownership of items found in class that do not belong to them. Furthermore, cheating, making excuses for skipping class or failing to complete assignments, and disregarding cleanliness by littering are becoming increasingly common. These behaviors reflect a deeper issue within the education system, where character education is not being fully implemented or prioritized. It highlights the urgent need to strengthen the teaching of moral values and to create an environment where students not only learn about civics but also practice what they preach. If not addressed, these problems may have long-term effects on the development of future generations, undermining the ideals of civics education and the vision of nurturing responsible, ethical, and accountable citizens (Agassy & Suhendro, 2021).

To enhance the relevance of global citizenship education within Pancasila and Citizenship Education (PPKn), educators can adopt several practical strategies that integrate global citizenship values into everyday classroom activities. One effective approach is using international case studies that showcase how global citizenship principles are applied in different contexts. For instance, students can study Nelson Mandela's tireless efforts to promote human rights in South Africa, Canada's strategies for managing cultural diversity through its multiculturalism policies, or Finland's success in implementing education systems based on social responsibility. By linking global issues to local experiences, students can explore values such as tolerance, justice, and solidarity in both international and Indonesian settings. This method helps students recognize how these values transcend borders while also highlighting the importance of applying them within their own communities. Additionally, it encourages critical thinking, enabling students to consider practical solutions to societal challenges they face locally. Through these strategies, PPKn can foster a more comprehensive understanding of global citizenship, equipping students with the tools to engage actively and responsibly in an interconnected world (Agassy & Suhendro, 2021).

4. CONCLUSION

The findings of this research emphasize the strategic role of Pancasila and Citizenship Education (PPKn) in achieving national education goals by fostering citizens with character, integrity, and the ability to address global challenges. PPKn instills fundamental Pancasila values such as tolerance, responsibility, and respect for cultural diversity while promoting creative and collaborative learning approaches relevant to contemporary needs. In the context of globalization, PPKn provides a critical foundation for students to appreciate human rights, environmental sustainability, and cultural empathy in global interactions. However, the research identifies the need to update the PPKn curriculum to enhance its relevance, particularly by incorporating modules that link local values with

global issues such as climate change, gender equality, and the Sustainable Development Goals (SDGs). These updates could integrate international case studies tied to Pancasila values to demonstrate their applicability in a global context.

The study suggests adopting project-based learning approaches, such as simulating UN trials or devising local solutions to global challenges, to strengthen students' critical thinking, cross-cultural communication, and collaboration skills. For example, students could create digital campaigns for environmental awareness or develop community action plans for local social issues while understanding their global implications. Additionally, fostering collaborations between domestic and international schools through digital platforms could broaden students' perspectives and enrich their learning experiences. While this research highlights the importance of PPKn, it is limited by its reliance on literature analysis, which lacks empirical validation through field studies. Future research should explore the practical implementation and effectiveness of proposed curriculum updates and learning strategies to ensure PPKn's impact in real-world educational settings.

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