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Actualization of Pancasila in International Relations and Character Education

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ABSTRACT

Pancasila as the state foundation and ideology of the Indonesian nation plays a significant role in shaping national character and addressing the challenges brought by globalization. In the modern era, globalization has influenced various aspects of life, including social, cultural, educational, political, and economic dimensions. The rapid development of information technology and the increasing interaction among nations create both opportunities and challenges for Indonesian society, especially the younger generation. Therefore, the values of Pancasila are increasingly important as a moral and philosophical foundation to maintain national identity while adapting to global developments. This study aims to analyze the actualization of Pancasila values in international relations, the implementation of Pancasila-based character education, and the synergy between Pancasila values and global challenges. This research employs a qualitative approach using a literature study method by analyzing relevant books, scientific journals, and academic references related to Pancasila, character education, and globalization. The findings reveal that Pancasila values can be implemented through the principles of peace, cooperation, tolerance, democracy, humanity, and social justice in both international relations and character education. In the context of international relations, Pancasila serves as a guideline for building harmonious relations among nations based on mutual respect and peaceful cooperation. Meanwhile, in education, the integration of Pancasila values into the curriculum, learning process, school culture, and social activities is able to develop a generation that is ethical, responsible, disciplined, and socially aware. Furthermore, the study shows that Pancasila-based character education helps students adapt to global changes without losing their national identity and cultural values. The synergy between Pancasila values, education, and globalization strengthens the ability of the younger generation to become globally competitive individuals with integrity and moral awareness. Therefore, Pancasila remains highly relevant as a living ideology and a strategic guideline for building a generation with strong character, social responsibility, and global competitiveness in the era of globalization.

Keywords: Pancasila, character education, globalization, national identity

INTRODUCTION

Pancasila is the foundation of the state as well as the ideology of the Indonesian nation, which has an important role in shaping national character and serving as a guideline in social, national, and state life. The values contained in Pancasila function not only as a normative foundation but also as moral guidelines that must be implemented in various aspects of life, including education and international relations.

In the era of globalization, characterized by the rapid development of information technology and increasing international interaction, the values of Pancasila have become increasingly important in maintaining national identity while addressing emerging global challenges (Ronto, 2017). Globalization has had a significant impact on society, especially the younger generation. On the one hand, globalization provides easier access to information,

broadens perspectives, and enhances social interaction among nations. On the other hand, globalization also brings foreign cultural influences that may affect the moral values and character of the younger generation. This condition indicates a serious problem regarding the weakening implementation of Pancasila values in everyday life, thus requiring concrete efforts to strengthen Pancasila-based character education as a foundation for creating a generation with integrity and global competitiveness.

This issue has become increasingly important to examine because globalization not only brings positive impacts in the form of advances in science and technology but also negative influences on social behavior. The development of digital media and unrestricted information flows may influence the mindset and character of the younger generation if not balanced with strong moral education. Therefore, character education based on Pancasila values is considered one of the essential strategies for developing a generation with moral integrity and the ability to adapt to the changing times (Priatna, 2018). In the context of education, the implementation of Pancasila values is carried out not only through formal learning but also through habituation of attitudes and behaviors that reflect national values. Pancasila-based character education aims to develop students who possess responsibility, discipline, tolerance, and social awareness toward their surroundings. Research shows that the integration of Pancasila values in learning activities can improve moral awareness and shape better student character in social life (Fitriyah et al., 2025; Hermawati, 2024). In addition, consistently implemented character education can improve students' social skills and cooperation abilities, which are highly needed in facing increasingly complex global life (Sinthiya, 2022; Sartika, 2024).

Pancasila also plays an important role in international relations. Pancasila can serve as the foundation for building relationships among nations based on the principles of peace, cooperation, and respect for the sovereignty of other countries. In the era of globalization, international relations are not only related to political and economic interests but also involve cooperation in education, social, and cultural fields. Therefore, the actualization of Pancasila values in international relations is highly important in safeguarding national interests while strengthening Indonesia's position globally (BPIP, 2020; Suyitno, 2020). According to Ronto (2017), Pancasila is a system of values that shapes national character and serves as a guideline in facing global dynamics, including in the context of character education and international relations. Pancasila is also understood as the nation's way of life derived from Indonesian cultural and historical values that have developed across generations. Meanwhile, Wibowo et al. (2024) state that Pancasila values have practical functions as guidelines for acting in personal, social, and state life.

From an educational perspective, the internalization of Pancasila values is viewed as an important effort to develop a generation that is not only intellectually capable but also morally and socially intelligent. Pancasila-based character education must be systematically implemented through curriculum, school culture, and exemplary educators so that these values become deeply rooted in students (Priatna, 2018; Wibowo et al., 2024). Research published in the Journal of Moral Education shows that character education based on universal moral values can improve individuals' attitudes and behavior in facing global challenges (Berkowitz & Bier, 2005). Furthermore, research in the International Journal of Instruction indicates that the integration of character education into the curriculum significantly influences the development of students' social and moral attitudes in responding to global changes (Suyitno et al., 2019). Local value-based approaches such as Pancasila have proven effective in strengthening national identity while enhancing individuals' adaptability to international dynamics.

Based on these conditions, the rationale of this study is grounded in the importance of examining the actualization of Pancasila values in international relations and character

education as an effort to strengthen national identity and improve the quality of Indonesian human resources. The synergy between Pancasila, character education, and global challenges is essential in responding to increasingly complex developments. Globalization brings changes in social, cultural, economic, and technological fields that affect society, including the younger generation. In such conditions, Pancasila has an important role as a value system capable of guiding society in facing global challenges. Character education based on Pancasila values serves as a strategic means of developing a generation that is not only intellectually capable but also possesses strong character and integrity (Ronto, 2017). According to BPIP (2020), Pancasila values are highly relevant in facing global challenges, especially in maintaining national unity amid cultural diversity and foreign influences. Pancasila also functions as a guideline for building harmonious relationships with other countries and protecting national interests in the era of globalization. Research by Hermawati (2024) shows that the implementation of Pancasila values in education can help students understand the importance of maintaining national identity in the face of global cultural influences.

The objectives of this study are to determine how the actualization of Pancasila values in international relations can strengthen national identity in the era of globalization, to understand the implementation of Pancasila values in character education in order to develop a generation with integrity and global competitiveness, and to analyze the synergy between Pancasila values, character education, and global challenges in responding to the dynamics of modern developments. Through these objectives, this study is expected to contribute to the development of character-based education and increase public awareness regarding the importance of Pancasila values in social and global life.

This study is conducted through strengthening Pancasila-based character education integrated into the curriculum, learning process, school culture, and social activities that support character development among students. In addition, synergy among schools, families, communities, and the government is needed to instill moral and national values consistently and sustainably. In the field of international relations, the implementation of Pancasila values can be realized through diplomacy that prioritizes peace, cooperation, tolerance, and respect for human rights. Through these strategies, it is expected that Pancasila values can be implemented concretely in both national and international life, thereby creating a resilient and ethical generation amid the challenges of globalization.

The hypothesis developed in this study is that the implementation of Pancasila values in character education and international relations has a positive influence on the development of a generation with integrity, moral awareness, and the ability to face global challenges while maintaining national identity. The stronger the integration of Pancasila values in education and social life, the greater the ability of the younger generation to develop tolerance, responsibility, nationalism, and adaptability toward global developments in a wise manner.

METHODS

This study employed a qualitative approach using the library research method. This approach was chosen because the study concerning the actualization of Pancasila in international relations and character education is conceptual, normative, and philosophical in nature, making it more appropriate to be examined through an in-depth review of relevant scientific literature sources.

The scope of this research includes the study of Pancasila values as a philosophical system covering ontological, epistemological, and axiological dimensions, as well as their application in two main contexts, namely international relations and character education. The object of this study consists of concepts, ideas, and findings contained in scientific literature related to the actualization and implementation of Pancasila values in the era of globalization.

The focus of this research is described in three aspects. First, the actualization of Pancasila values in international relations as an effort to strengthen national identity in the era of globalization. Second, the implementation of Pancasila values in character education to develop a generation with integrity and global competitiveness. Third, the synergy between Pancasila values, character education, and global challenges in responding to the dynamics of modern developments.

This research was not tied to a particular physical location because it was conducted through a literature review. The entire research process was carried out by examining available literature sources, including textbooks and scientific journals that could be accessed both online and offline.

Since this study used a library research method, there were no population and sample in the sense of respondents. Instead, the data sources of this research consisted of all literature relevant to the topic of the study. Primary data sources consisted of four books, namely Ronto (2017), Priatna (2018), Wibowo et al. (2024), and BPIP (2020). Secondary data sources consisted of four scientific journals, namely Fitriyah et al. (2025), Berkowitz & Bier (2005), Hermawati (2024), and Sartika (2024). All eight sources were selected based on their relevance to the focus of the study and their academic credibility.

The primary materials in this research were scientific texts derived from books and journals as listed in the references. The main instrument used was an analysis guideline in the form of a literature review framework developed based on three research focuses, namely the essence of Pancasila values, their actualization in international relations, and their implementation in character education.

The data collection technique was conducted through documentation study by collecting, reading, reviewing, and recording relevant information from all predetermined literature sources. This process was carried out through three stages: (1) identification, namely determining and inventorying relevant literature sources; (2) classification, namely grouping sources based on their relevance to the three research focuses; and (3) review, namely conducting an in-depth reading of each source to understand the ideas, arguments, and findings presented by each author.

Data analysis in this study was conducted using three complementary techniques. First, content analysis, namely identifying and interpreting key concepts regarding Pancasila values found in each literature source. Second, descriptive analysis, namely describing and explaining findings from literature sources systematically according to the focus of the study. Third, critical analysis, namely evaluating and comparing ideas among sources to identify gaps and provide objective assessments regarding the relevance and contribution of each source. Data validity was ensured through source triangulation by comparing findings from textbooks, national scientific journals, and international scientific journals to ensure the consistency and validity of the data used in the analysis.

RESULT AND DISCUSSION

This study employed a qualitative approach using the library research method, drawing data from four primary textbooks and four scientific journals as secondary sources. All sources were analyzed using content analysis, descriptive analysis, and critical analysis techniques, and validated through source triangulation across different types of literature. The findings are presented in five main themes: (1) the essence of Pancasila as a system of values; (2) the actualization of Pancasila in international relations; (3) the concept and implementation of Pancasila-based character education; (4) the synergy between Pancasila, character education, and global challenges; and (5) critical analysis and contributions of the study.

The Essence of Pancasila as a Philosophical Value System

Based on the results of content analysis of primary sources, Pancasila is consistently understood as the foundation of the state as well as the national ideology that holds a fundamental position in the life of the nation and state. Ronto (2017) emphasized that Pancasila functions not only as a normative foundation but also as a value system that shapes national character and serves as a guideline in facing global dynamics. Meanwhile, Priatna (2018) viewed Pancasila as the nation's way of life derived from Indonesian cultural and historical values that have developed through generations and have been tested throughout the nation's history.

The philosophical analysis of the literature indicates that the essence of Pancasila as a philosophical system can be understood through three main dimensions. First, the ontological dimension, in which Pancasila is rooted in the reality of humans as individual and social beings who have relationships with God, fellow humans, and their environment. Second, the epistemological dimension, which shows that knowledge within Pancasila originates from the historical and cultural experiences of the Indonesian nation. Third, the axiological dimension, which emphasizes that Pancasila values have practical functions as guidelines for acting in personal, social, and state life (Ronto, 2017; Wibowo et al., 2024). These three dimensions complement one another and cannot be separated in understanding Pancasila comprehensively.

This study found that the five principles of Pancasila form a unified system of values that is hierarchical and organic in nature. The principle of Belief in the One and Only God becomes the highest moral source underlying the other four principles. The principle of Just and Civilized Humanity places human dignity as a priority in every policy and action. The principle of the Unity of Indonesia encourages national solidarity above group interests. The principle of Democracy emphasizes deliberation as a democratic decision-making mechanism. Meanwhile, the principle of Social Justice represents the ultimate goal of all national and state administration (Ronto, 2017; Wibowo, Wigena, Tinambunan, & Mahendra, 2024).

The triangulation results between textbook sources and international scientific journals reveal that Pancasila values intersect with the principles of universal character education. Berkowitz & Bier (2005) in the Journal of Moral Education found that character education based on universal moral values significantly improves individual attitudes and behaviors. This finding aligns with Pancasila values such as justice, responsibility, and respect for others, thereby strengthening the argument that Pancasila is not merely a local ideology but also possesses universal relevance in the context of global character education.

The Actualization of Pancasila Values in International Relations

The findings show that the actualization of Pancasila in international relations represents a concrete manifestation of applying the nation's fundamental values in Indonesia's interaction with the global community. Pancasila functions not only as the foundation of the state in the domestic context but also as a moral and philosophical guideline in building relations among nations based on peace, justice, and humanity. The Agency for Pancasila Ideology Education [BPIP] (2020) emphasized that Pancasila can even be introduced as an ideology contributing to world peace and serving as an alternative value system amid global ideological conflicts.

Indonesia's role in various international forums, such as the Asian-African Conference and multilateral diplomacy forums, serves as historical evidence that Pancasila values have been actualized in building global solidarity. Indonesia's active participation in world peace missions under the United Nations represents a direct manifestation of the humanitarian and justice values contained in the second principle of Pancasila (Fitriyah, Ramadhanti, Khairunnisa, & Zulkarnain, 2025). The implementation of these values is not merely

ceremonial but is reflected in Indonesia's foreign policy, which consistently prioritizes the principle of an independent and active foreign policy.

Based on the content analysis of the examined sources, the actualization of each principle of Pancasila in international relations can be systematically mapped. The principle of Belief in the One and Only God encourages the formation of international ethics that respect religious and cultural differences among nations while serving as a moral foundation for maintaining peace. The principle of Just and Civilized Humanity demands international concern in addressing global issues such as humanitarian conflicts and social crises, while making respect for human rights a non-negotiable principle in international relations (Fitriyah et al., 2025).

The principle of the Unity of Indonesia in the international context is actualized through efforts to maintain national identity amid strong foreign cultural influences while establishing harmonious relations with other countries. The principle of Democracy encourages diplomacy based on dialogue and deliberation in resolving international conflicts peacefully, which aligns with the spirit of multilateralism that forms the foundation of contemporary global governance (Fitriyah et al., 2025). Meanwhile, the principle of Social Justice positions Indonesia as a global actor oriented toward collective prosperity and the reduction of inequalities among nations (BPIP, 2020).

Critical analysis results found that the actualization of Pancasila values in international relations faces challenges in the form of tensions between national interests and commitments to universal values. However, this is precisely where the strength of Pancasila lies: as a value system capable of bridging national interests and global responsibilities synergistically. The consistency of these findings was confirmed through triangulation between BPIP (2020) as a primary source and Fitriyah et al. (2025) as a scientific journal source.

The Concept and Implementation of Pancasila-Based Character Education

The findings reveal that Pancasila-based character education is an educational process aimed at developing individuals who possess morality, ethics, and attitudes aligned with the noble values of the Indonesian nation. Ronto (2017) emphasized that Pancasila values must be internalized systematically through education so that students are able to understand and practice these values in real life. This view is reinforced by Priatna (2018), who stated that character education is a planned and continuous effort to instill moral and cultural values in the younger generation so they can face globalization without losing their national identity.

This study identified that the objectives of Pancasila-based character education are dual in nature: developing individuals who are intellectually competent while also possessing moral integrity and social intelligence. Wibowo et al. (2024) found that the internalization of Pancasila values within the educational system is an important effort in achieving these dual objectives. The values to be internalized include religiosity, honesty, tolerance, discipline, responsibility, hard work, and social awareness — all of which directly reflect the five principles of Pancasila (Ronto, 2017; Priatna, 2018; BPIP, 2020).

In terms of implementation, descriptive analysis of literature sources identified four main pathways for instilling Pancasila values in education. First, through the educational curriculum: Fitriyah et al. (2025) found that integrating Pancasila values into Civic Education subjects effectively improves students' understanding of national values. Hermawati (2024) complemented this finding by showing that a curriculum integrating Pancasila values can effectively shape students' character comprehensively.

Second, through the learning process: Priatna (2018) found that experience-based learning, group discussions, and collaborative learning are more effective in instilling Pancasila values compared to conventional lecture methods. Sartika (2024) proved that learning methods integrating Pancasila values improve students' discipline, responsibility, and cooperation. Third, through school culture: Wibowo et al. (2024) found that activities such as flag

ceremonies, religious programs, and social activities involving the entire school community effectively instill national values. Fourth, through character strengthening: character education implemented consistently and continuously has been proven to improve students' moral awareness, tolerance, cooperation, and social concern (Sartika, 2024; Hermawati, 2024).

Critical analysis found that the success of implementing Pancasila-based character education is greatly influenced by three determining factors: the quality and commitment of educators, the consistency of the educational environment, and support from families and communities. The main challenges identified include the lack of understanding among some educators regarding the importance of character education, limited human resources, low community support, and the strong influence of globalization and digital media, which may erode the moral values of the younger generation if not balanced with strong character education (Ronto, 2017; Priatna, 2018). These findings indicate a gap between the ideal design of Pancasila-based character education and its implementation in practice.

The Synergy of Pancasila, Character Education, and Global Challenges

The findings reveal that globalization has brought rapid and complex social changes in technology, culture, economics, and patterns of international interaction, directly affecting the lives of Indonesian youth. In such conditions, Pancasila plays a strategic role as a value system capable of serving as a filter and guideline in responding to global dynamics. Ronto (2017) found that Pancasila values such as unity, tolerance, and social justice are relevant as guidance in dealing with foreign cultural influences. This view was confirmed by BPIP (2020), which emphasized that Pancasila functions not only as the foundation of the state but also as an ideology capable of strengthening Indonesia's position in facing global dynamics.

This study identified four dimensions of synergy between Pancasila, character education, and global challenges. First, the ideological dimension: Pancasila functions as an ideological foundation that provides direction and value orientation for the younger generation in facing diverse global ideologies. Second, the pedagogical dimension: Pancasila-based character education serves as an operational instrument for translating ideological values into students' real attitudes and behaviors in daily life (Priatna, 2018; Wibowo et al., 2024). Third, the social dimension: the collective implementation of Pancasila values within educational environments builds shared awareness of the importance of maintaining national identity amid globalization (Hermawati, 2024). Fourth, the competitive dimension: Pancasila-based character education prepares the younger generation not only as individuals with integrity but also as globally competitive human resources (Fitriyah et al., 2025).

Critical analysis of literature sources revealed a dialectic between preserving Pancasila values and adapting to global changes. On one hand, globalization provides opportunities in the form of expanded access to information, increased international interaction, and accelerated knowledge transfer. On the other hand, globalization also poses threats in the form of foreign value penetration that may weaken national identity and commitment to Pancasila values (Ronto, 2017; Priatna, 2018). This study found that the resolution to this dialectic lies in strengthening adaptive Pancasila-based character education capable of maintaining the essence of Pancasila values while remaining responsive to global changes.

The strategies identified for strengthening the synergy between Pancasila and character education in the era of globalization include: (1) holistic integration of Pancasila values into educational curricula at all levels; (2) improving educators' capacity to implement Pancasila-based character education; (3) empowering school culture as a character-building ecosystem; (4) strengthening collaboration among schools, families, and communities; and (5) utilizing digital technology as a creative and innovative medium for developing and disseminating Pancasila values (Wibowo et al., 2024; BPIP, 2020; Hermawati, 2024). These five strategies

complement one another and need to be implemented simultaneously to achieve optimal impact.

Critical Analysis and Contributions of the Study

Based on the overall review and analysis of the eight selected literature sources, this study produced several critical findings with theoretical and practical implications. First, the study confirms that the implementation of Pancasila values in character education plays a strategic role in facing global challenges. These findings are consistent across sources — including primary textbooks and national and international scientific journals — thereby confirming their validity through triangulation (Ronto, 2017; Priatna, 2018; Wibowo et al., 2024; BPIP, 2020; Fitriyah et al., 2025; Hermawati, 2024; Sartika, 2024; Berkowitz & Bier, 2005).

Second, the study found a significant implementation gap between Pancasila-based character education policies and their practical implementation in the field. Although all literature sources agree on the high urgency of Pancasila-based character education, there are indications that its implementation consistency remains low due to weak educator capacity, limited social support, and the strong influence of digital media (Ronto, 2017; Priatna, 2018; Fitriyah et al., 2025). This gap represents a critical area requiring attention in future national education policies.

Third, this study successfully identified common ground between Pancasila values and universal principles of character education. Berkowitz & Bier (2005) empirically proved in the international context that character education based on universal moral values contributes significantly to developing moral and participatory citizens. These international findings directly correspond with Pancasila values, reinforcing that Pancasila is not merely a particularistic local ideology but also possesses universal values that can contribute to global character education discourse.

Fourth, from the perspective of international relations, this study found that Pancasila values possess potential that has not yet been fully optimized as Indonesia's soft power on the global stage. Principles such as deliberation, social justice, and respect for diversity are valuable assets relevant to multilateral diplomacy and contemporary global governance, which increasingly require inclusive and consensus-based approaches (BPIP, 2020; Fitriyah et al., 2025).

Fifth, this study contributes to strengthening the argument that the synergy between Pancasila values and character education generates dual reinforcing impacts: internally, it strengthens national identity and social cohesion; externally, it prepares the younger generation to become global citizens who are ethical, competent, and responsible. These dual contributions make Pancasila-based character education a strategic national investment in facing the increasingly complex challenges of the 21st century (Ronto, 2017; Priatna, 2018; Wibowo et al., 2024; Berkowitz & Bier, 2005).

Overall, this study emphasizes that the relevance of Pancasila has not diminished in the era of globalization; instead, it has become increasingly stronger and more urgent. Through its implementation in character education and actualization in international relations, Pancasila proves itself to be a dynamic and adaptive value system capable of preserving the essence of national identity while continuously interacting productively with the dynamics of global civilization. This strengthens the position of Pancasila as a living ideology that remains relevant not only for the present generation but also for future generations in facing ever-evolving challenges (Ronto, 2017; BPIP, 2020; Berkowitz & Bier, 2005).

CONCLUSION

Based on the findings of the study, it can be concluded that Pancasila plays a very important role as a foundational value system in shaping national character and serving as a guideline in international relations in the era of globalization. The actualization of Pancasila values in international relations is reflected through the principles of peace, cooperation, tolerance, respect for human rights, and social justice, which serve as the foundation for building relations among nations.

The implementation of Pancasila-based character education has also proven effective in developing a generation that is ethical, responsible, tolerant, and capable of adapting to global developments without losing its national identity. The integration of Pancasila values into the curriculum, learning process, school culture, as well as support from families and communities, becomes an important factor in the success of character education.

Furthermore, the synergy between Pancasila values, character education, and global challenges demonstrates that Pancasila remains relevant as a living ideology capable of guiding society in facing the changes of the times. Therefore, strengthening the implementation of Pancasila values consistently and sustainably is necessary in order to create a younger generation that possesses strong character, global competitiveness, and a strong commitment to upholding Indonesian national values.

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