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Implementation Of Strengthening Political Education Through Pancasila Education In Classrooms At Sayyid Yusuf High School, Talango District, Sumenep Regency

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Abstract

This study examines the implementation of political education through Pancasila Education and its contribution to strengthening students' political understanding at Sayyid Yusuf High School in Talango District, Sumenep Regency. The research employed a qualitative case study design involving the school principal, Pancasila Education teacher, and students selected through purposive sampling. Data were collected through semi structured interviews, classroom observations, and document analysis, and were analyzed using an interactive qualitative approach. The findings reveal that political education was integrated into learning activities related to democracy, citizenship rights and obligations, governmental systems, and political participation. The implementation was supported by classroom discussions, democratic simulations, and school based civic activities that provided students with practical democratic experiences. Students demonstrated improvement in democratic knowledge, civic responsibility, political participation awareness, confidence in expressing opinions, and concern for social issues. Several challenges were identified, including limited access to technology, geographic constraints associated with island conditions, varying levels of political literacy, and exposure to digital misinformation. The study highlights the importance of contextual civic learning, digital literacy strengthening, and institutional support in fostering democratic citizenship and political resilience among secondary school students.

Keywords : Pancasila Education, Political Education, Political Understanding, Civic Citizenship, Democratic Participation.



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INTRODUCTION

Political education has increasingly become a central concern within contemporary citizenship studies as democratic societies confront the simultaneous challenges of political polarization, digital misinformation, declining civic engagement among youth, and the growing complexity of public decision making in the twenty first century. Across diverse national contexts, educational institutions are expected not only to transmit civic knowledge but also to cultivate democratic dispositions, political literacy, and responsible participation among future citizens. This expectation has become more pronounced in countries experiencing rapid social transformation where globalization and digital communication continuously reshape the relationship between young people and political processes. Within the Indonesian context, Pancasila Education has emerged as a strategic instrument for fostering national character, democratic values, and civic responsibility while simultaneously strengthening social cohesion in an increasingly interconnected world (Wahyuni, 2024). Recent educational reforms have further emphasized the integration of national identity formation, citizenship competencies, and democratic engagement through the reinforcement of Pancasila values within formal schooling environments (Tuhuteru & Pramono, 2025). Such developments indicate that political education is no longer understood merely as the transmission of political information but as a multidimensional process through which students develop the intellectual, moral, and participatory capacities necessary for democratic citizenship in a rapidly changing global environment.

Existing scholarship has generated substantial evidence regarding the contribution of Pancasila and civic education to the development of democratic character and civic engagement among students. Research demonstrates that learning experiences grounded in democratic participation can strengthen students' abilities to think critically, respect plural perspectives, and engage constructively in public

affairs (Saputri et al., 2024). Studies examining the implementation of Pancasila oriented school cultures further reveal that character formation becomes more effective when democratic values are embedded not only within classroom instruction but also within broader institutional practices and social interactions (Susanti et al., 2024). At the same time, investigations into nationalism education among Indonesian youth suggest that contemporary citizenship education must move beyond traditional knowledge transmission toward the cultivation of active civic consciousness capable of responding to emerging societal challenges (Zulfaida & Arifin, 2025). The integration of technology into civic and Pancasila education has also been identified as a promising avenue for strengthening national identity and civic participation among younger generations (Tuhuteru & Pramono, 2025). Collectively, these studies indicate that democratic competencies are most effectively developed when political understanding, civic values, and participatory experiences are interconnected within meaningful educational contexts.

Despite these advances, important conceptual and empirical limitations remain evident within the literature. Much of the existing research has concentrated on normative discussions of character education, nationalism, and civic values while paying comparatively limited attention to how political education is operationalized within everyday classroom practices. Several studies highlight positive outcomes associated with democratic learning environments, yet they often rely on broad educational frameworks that insufficiently explain the mechanisms through which students develop political understanding and participatory orientations in specific institutional settings (Saputri et al., 2024; Wahyuni, 2024). Furthermore, while technological integration and school culture have been identified as influential factors, the interaction between pedagogical strategies, local sociocultural conditions, and students' political learning experiences remains underexplored (Susanti et al., 2024; Tuhuteru & Pramono, 2025). The literature also exhibits a tendency to privilege urban and resource rich educational environments, leaving peripheral, rural, and geographically constrained contexts insufficiently represented. As a result, current knowledge provides only a partial understanding of how political education is enacted, experienced, and negotiated by students and teachers operating within distinctive local realities.

These unresolved issues generate both scientific and practical concerns. From a theoretical perspective, the absence of context sensitive evidence limits efforts to explain how political education contributes to the formation of democratic citizenship under varying educational and sociocultural conditions. From a practical perspective, schools continue to face challenges associated with low political literacy, unequal access to information, limited technological infrastructure, and varying levels of student engagement in democratic activities. Such challenges are particularly significant because political participation constitutes an essential dimension of democratic development and serves as a foundation for effective citizenship in developing societies (Huntington & Nelson, 1994). The growing influence of digital media further intensifies the urgency of understanding how educational institutions can equip students with the critical competencies necessary to navigate political information responsibly while maintaining commitment to democratic values. Without a clearer understanding of how political education functions in actual classroom settings, educational policies risk remaining normative aspirations rather than effective mechanisms for cultivating informed and participatory citizens.

Against this backdrop, the present study positions itself within an emerging body of scholarship that seeks to bridge the gap between normative conceptions of citizenship education and the lived realities of educational practice. Rather than focusing solely on curricular intentions or desired civic outcomes, this research examines how political education is implemented through Pancasila Education in classroom settings and how such implementation contributes to the development of students' political understanding. Particular attention is directed toward the context of SMA Sayyid Yusuf Talango in Sumenep Regency, a school situated within a geographically distinctive island environment characterized by specific cultural, infrastructural, and educational conditions. By examining the interaction between instructional strategies, democratic learning experiences, student participation, and contextual constraints, this study extends existing discussions concerning the relationship between citizenship education and political socialization. The study also responds to methodological calls for more contextualized investigations capable of capturing the complexity of educational phenomena through in depth qualitative inquiry (Creswell, 2018).

This study aims to analyze the implementation of political education through Pancasila Education, to examine how such implementation strengthens students' political understanding, and to

identify the challenges encountered during its execution at SMA Sayyid Yusuf Talango, Sumenep Regency. The research contributes theoretically by advancing a contextual understanding of the relationship between political education, democratic learning, and student political development within peripheral educational settings. Methodologically, it contributes through an in depth qualitative case study approach that captures the dynamics of classroom interaction, institutional practices, and local realities shaping political learning processes. By illuminating how political education is enacted in a geographically unique school context, the study offers a nuanced perspective that enriches contemporary debates concerning citizenship education, democratic participation, and the strengthening of political literacy among young citizens.

RESEARCH METHODS

This study employed an empirical qualitative research design using a case study approach to explore the implementation of political education through Pancasila Education and its contribution to strengthening students' political understanding at Sayyid Yusuf High School in Talango District, Sumenep Regency. A qualitative case study was selected because it enables an in depth examination of social and educational phenomena within their natural setting while preserving the complexity of contextual influences surrounding the implementation process. The participants consisted of the school principal, the Pancasila Education teacher, and students who were directly involved in learning activities related to democracy, citizenship, and political participation. Participants were selected through purposive sampling based on their relevance, experience, and active engagement in the implementation of political education within the school environment. Data were collected through semi structured interviews, nonparticipant classroom observations, and document analysis involving learning plans, instructional materials, school regulations, and records of democratic activities such as student council elections. The use of multiple data sources facilitated a comprehensive understanding of how political education was enacted in classroom practice and how students experienced the learning process. The conceptual orientation of the study was informed by citizenship education principles emphasizing democratic participation and civic engagement as articulated in the Crick Report (1998).

The primary research instruments consisted of interview protocols, observation guidelines, and document review sheets developed in accordance with the objectives of the study. To enhance the trustworthiness of the findings, data credibility was established through methodological triangulation across interviews, observations, and documentary evidence, as well as source triangulation involving different participant groups. Data analysis followed an interactive qualitative procedure comprising data condensation, data display, and conclusion drawing through iterative comparison and interpretation of emerging themes. The analytical process focused on identifying patterns related to the implementation of political education, students' political understanding, and challenges encountered during instructional practice. Dependability was strengthened through systematic documentation of data collection and analytical procedures, while confirmability was maintained by continuously comparing interpretations with empirical evidence obtained from the field. Ethical considerations were carefully observed through voluntary participation, informed consent, confidentiality of participant identities, and the assurance that all collected information would be used exclusively for academic research purposes.

RESULTS AND DISCUSSION

Political Education Integration Through Pancasila Education Learning Practices

The findings indicate that political education at Sayyid Yusuf High School was not implemented as a separate instructional domain but was systematically integrated into Pancasila Education learning activities through topics related to democracy, citizenship rights, obligations, governance, and political participation. Classroom observations revealed that political concepts were contextualized through everyday social experiences familiar to students living in an island community. This pedagogical orientation reflects the citizenship education framework emphasizing democratic engagement and civic responsibility proposed in the Crick Report (1998). The integration model transformed political learning from abstract constitutional knowledge into practical civic understanding relevant to students' lived realities.

Interview data demonstrated that the teacher intentionally designed learning experiences that encouraged active dialogue rather than passive reception of information. Students were regularly exposed to discussions concerning public issues, democratic decision making, and citizenship

responsibilities through collaborative classroom activities. Such findings reinforce arguments advanced by Freire (1970) that democratic education becomes meaningful when learners actively participate in knowledge construction rather than merely receiving information from authority figures. The observed instructional practices suggest an effort to cultivate critical consciousness alongside political understanding.

Evidence from classroom observations further showed that discussion based learning served as the dominant strategy for introducing political concepts. Students were encouraged to articulate opinions, challenge viewpoints, and negotiate different perspectives within a structured learning environment. This pattern aligns with findings reported by Alscher (2022), who demonstrated that instructional quality and participatory civic learning significantly influence students' willingness to engage in political and civic life. The classroom environment functioned as a microcosm of democratic interaction where civic competencies could be practiced directly.

Another important finding concerns the incorporation of debate activities and election simulations as experiential learning mechanisms. Participants reported that these activities increased confidence in expressing opinions while simultaneously improving understanding of democratic procedures. The experiential dimension of political education reflects the civic culture perspective emphasizing the importance of participatory experiences in developing democratic orientations among young citizens (Almond & Verba, 1963). Students appeared to internalize democratic norms more effectively when political concepts were linked to concrete social practices.

Table 1. Forms of Political Education Implementation Through Pancasila Education Learning

Learning Component	Observed Educational Practice	Political Education Dimension
Democracy Topics	Classroom discussion and deliberation	Democratic awareness
Citizenship Rights and Duties	Case based analysis	Civic responsibility
Political Participation	Student council election simulation	Participatory competence
Public Issues	Debate activities	Critical political reasoning
Civic Values	Reflective learning activities	Democratic character formation

Source: Field Observation, Interview Data, and School Documents Processed by Researchers (2025).

The data presented in Table 1 demonstrate that political education was embedded across multiple instructional dimensions rather than restricted to a single curricular topic. The integration of participatory activities allowed students to encounter democratic principles through repeated educational experiences. Similar patterns have been reported in studies highlighting the effectiveness of Pancasila Education in promoting democratic citizenship and social cohesion among young people (Perceka & Tirtoni, 2024; Perceka et al., 2025). The findings suggest that political learning becomes more sustainable when embedded within routine classroom interactions.

Document analysis revealed that lesson planning incorporated objectives related to democratic participation and responsible citizenship. The teacher consistently connected learning outcomes with broader national values derived from Pancasila while maintaining relevance to local social contexts. Such curricular alignment corresponds with findings concerning the implementation of the Merdeka Curriculum and Pancasila Education planning processes in Indonesian secondary schools (Kusdarini, 2025). Political education was therefore positioned as an integral component of character formation rather than as an isolated academic topic.

The study also found that the cultivation of democratic values occurred simultaneously with the development of moral and social responsibility. Students frequently associated political participation with collective welfare, mutual respect, and community cooperation. This tendency supports previous research indicating that Pancasila based learning contributes to the strengthening of civic morality, democratic character, and legal awareness within educational settings (Permata et al., 2022; Wahyuni, 2024). Political competence in this context was closely connected to ethical citizenship.

An additional pattern emerging from the interviews concerned the role of school culture in reinforcing political learning. Democratic interaction was not limited to classroom instruction but extended into organizational activities, student meetings, and collective decision making processes. Comparable findings have been identified in studies examining school culture, Pancasila student profiles, and civic engagement initiatives that promote active citizenship among learners (Afifatimah & Muthali'in, 2023; Susanti et al., 2024; Hikmatyar, 2024). Political education gained greater legitimacy because democratic values were practiced throughout the institutional environment.

The findings further indicate that political education was strengthened through the integration of national identity, character development, and civic participation. Students increasingly perceived democratic participation as compatible with cultural values, religious commitments, and collective social responsibility. This orientation corresponds with studies emphasizing the role of Pancasila Education in strengthening nationalism, democratic citizenship, leadership values, and civic resilience among younger generations (Saputri et al., 2024; Zulfaida & Arifin, 2025; Edy et al., 2025). The implementation model observed at Sayyid Yusuf High School illustrates how political education can be institutionalized through everyday pedagogical practices while maintaining coherence with national civic objectives.

Students' Political Understanding Development Through Pancasila Education Learning

Findings revealed that political understanding among students developed across cognitive, affective, and participatory dimensions after their engagement in Pancasila Education learning activities. Interview data indicated that students increasingly understood democracy as a process involving collective decision making, civic rights, and public responsibility. Several participants explained that democratic principles were no longer perceived as abstract concepts but as values applicable within school and community environments. This pattern reflects the citizenship education perspective that political knowledge constitutes a foundational element of democratic competence among young citizens (Crick Report, 1998).

The empirical evidence demonstrated that students developed a broader understanding of citizenship rights and obligations. Participants frequently associated citizenship with balanced responsibilities rather than merely individual entitlements. Students expressed awareness regarding compliance with school regulations, respect for differing opinions, and participation in collective activities. Such findings correspond with the civic culture framework emphasizing that democratic societies require citizens who understand reciprocal relationships between rights and responsibilities (Almond & Verba, 1963).

Political knowledge development was also evident in students' ability to explain the relevance of democratic institutions and participation within everyday life. Interview responses suggested that students increasingly recognized politics as a mechanism for organizing collective interests rather than as a domain limited to governmental elites. This shift in perception indicates the emergence of substantive political literacy among adolescents. Similar tendencies have been identified in studies demonstrating that civic learning contributes significantly to political interest and knowledge acquisition among students (Alscher, 2022).

Another notable outcome concerned students' awareness of political participation. Participants reported stronger recognition of the importance of involvement in school decision making processes and collective activities. Political participation was commonly interpreted as active engagement in democratic practices rather than passive observation. This finding aligns with the argument that participatory experiences strengthen democratic dispositions and encourage future civic engagement (Huntington & Nelson, 1994).



Figure 2. Classroom Observation During Pancasila Education Learning

Source: Research Observation, 12 December 2025

The observational findings presented in Figure 2 reinforce interview evidence regarding the development of political understanding among students. Classroom interactions reflected increasing willingness among students to articulate perspectives and respond to differing viewpoints. Students demonstrated greater confidence when discussing issues related to citizenship and democratic values. Such developments indicate that political understanding extends beyond conceptual knowledge toward communicative civic competence (Rahima, 2024).

The affective dimension of political understanding emerged through students' growing appreciation of democratic norms. Participants described increased respect toward differing opinions and stronger awareness of social responsibility within the school community. Several students emphasized the importance of listening to alternative perspectives before reaching conclusions. These findings support previous research indicating that democratic character formation constitutes an essential outcome of Pancasila Education (Octavia & Tirtoni, 2024).

Table 2. Dimensions of Students' Political Understanding Identified Through Field Findings

Dimension	Empirical Evidence
Democratic Knowledge	Students demonstrated an understanding of democracy as participation in collective decision making and respect for diverse opinions.
Rights and Obligations	Students recognized the importance of balancing civic rights with responsibilities within school and community contexts.
Political Participation	Students actively engaged in school democratic activities including student council elections and classroom deliberations.
Opinion Expression	Students reported greater confidence in communicating arguments and responding to differing viewpoints.
Social Awareness	Students showed increased interest in social issues, public policies, and community related concerns.

Source: Interview, Observation, and Document Analysis Data, Sayyid Yusuf High School, 2025.

The patterns summarized in Table 2 indicate that political understanding developed through interconnected dimensions rather than isolated competencies. Democratic knowledge was accompanied by stronger civic responsibility and increasing engagement in participatory activities. Students who demonstrated greater conceptual understanding also tended to report higher confidence in expressing

opinions. This relationship supports the proposition that knowledge and participation reinforce one another within citizenship development processes (Perceka et al., 2025).

Another significant finding concerns the enhancement of students' confidence in expressing opinions. Interview participants explained that they became more comfortable communicating ideas in academic and organizational settings. Confidence was frequently associated with a sense of legitimacy in contributing to collective discussions. Similar observations were reported by Firza and Saleh (2025), who found that civic learning environments contribute to the development of participatory confidence among students.

The findings further revealed increasing awareness of social issues and public concerns. Students expressed greater interest in discussing community problems, public policies, and social challenges affecting their surroundings. This tendency suggests that political understanding was not limited to institutional knowledge but extended to broader social consciousness. Previous studies have identified such awareness as a crucial indicator of democratic citizenship development in contemporary educational contexts (Wahyuni, 2024).

The overall findings indicate that Pancasila Education contributed to the development of political understanding through integrated cognitive, affective, and participatory outcomes. Students demonstrated improved democratic knowledge, stronger civic responsibility, greater confidence in expressing opinions, and heightened awareness of social issues. These empirical patterns support the citizenship education perspective that democratic competence emerges through the interaction of knowledge, values, and participation opportunities (Crick Report, 1998). The findings also reinforce contemporary evidence showing that Pancasila Education plays an important role in strengthening democratic citizenship among Indonesian youth (Saputri et al., 2024).

Challenges and Strategic Reinforcement of Political Education in Island Based School Contexts

Empirical findings revealed that the strengthening of political education through Pancasila Education at Sayyid Yusuf High School encountered several structural and sociocultural constraints that influenced the sustainability of learning outcomes. Interview data indicated that limited political literacy remained a significant challenge among some students, particularly regarding the interpretation of public issues and contemporary political developments. Participants frequently associated politics with elite competition rather than democratic citizenship, reflecting a restricted conceptual understanding of political processes. Similar tendencies have been identified in studies emphasizing the importance of civic literacy as a prerequisite for meaningful political engagement among young citizens (Huntington & Nelson, 1994).

Field observations further demonstrated that disparities in students' access to political information influenced the depth of classroom discussions and civic reflection. Several participants reported that political information was obtained primarily through informal social interactions rather than through systematic educational resources. This condition created variations in students' ability to evaluate information critically and connect political issues with citizenship responsibilities. Research by Rizwan (2025) argues that citizenship learning requires adequate access to credible civic knowledge in order to prevent superficial political understanding.

Teacher related constraints also emerged from the data despite the commitment demonstrated by educational practitioners. Interview findings suggested that limitations in contextual learning resources and continuously evolving political issues required ongoing professional adaptation. Participants acknowledged that addressing contemporary political developments within educational settings demands both pedagogical competence and updated civic knowledge. Similar concerns have been highlighted by Pratiwi and Haryanto (2024), who noted that educational reforms often encounter implementation challenges when institutional support remains limited.

The geographical characteristics of Talango as an island area created additional contextual barriers for political education. Participants explained that access to technological facilities and educational resources remained more restricted than in urban educational environments. Documentary evidence indicated that internet connectivity was not consistently available for all students, affecting opportunities to explore broader civic information. Such findings support the argument that geographical conditions continue to shape educational access and citizenship learning opportunities across different regions (Zulfaida & Arifin, 2025).

Another challenge identified through interviews involved the influence of family and community perceptions regarding politics. Several students described political discussions as topics that were rarely addressed within household environments because politics was often viewed with skepticism. This social perception contributed to a limited culture of political dialogue beyond the classroom context. Studies on democratic citizenship emphasize that civic learning develops more effectively when educational experiences are reinforced by supportive social environments (Crick Report, 1998).

The findings also revealed the persistence of passive political culture among some students. Respect for authority and social harmony represented important cultural values within the local community, yet these values occasionally reduced opportunities for critical engagement with public issues. Participants indicated that some students preferred observing discussions rather than actively questioning political information. Santika and Tripayana (2025) explain that democratic development requires a balance between cultural respect and active civic participation.

Table 3. Major Challenges and Recommended Reinforcement Strategies

Challenges	Strategic Response
Low political literacy	Contextual civic learning connected to local issues
Limited technology access	Alternative learning media and offline civic resources
Geographic constraints	Community based civic learning initiatives
Teacher limitations	Continuous professional development programs
Digital misinformation	Digital literacy and fact checking education

Source: Interview, Observation, and Document Analysis Data, Sayyid Yusuf High School, 2025.

The patterns summarized in Table 3 indicate that political education challenges cannot be addressed through a single intervention. The findings suggest an interconnected relationship between educational resources, social context, technological access, and civic culture. Effective reinforcement strategies require institutional adaptation that reflects local realities while maintaining national citizenship objectives. This perspective aligns with contemporary discussions regarding context sensitive civic education policies (Nasiwan et al., 2026).

Digital misinformation emerged as another prominent concern within the educational environment. Students reported frequent exposure to political information circulating through social media platforms without sufficient verification mechanisms. Observational data showed that distinguishing factual information from misleading content remained difficult for some participants. Bowyer and Kahne (2020) emphasize that digital citizenship education has become increasingly important because online environments substantially influence political socialization among young people.

The findings indicate that strengthening digital literacy should become an integral component of political education within island based schools. Participants highlighted the need for educational activities that cultivate information evaluation skills, critical reasoning, and responsible media consumption. Such competencies are increasingly relevant in contemporary democratic societies where political communication is strongly mediated by digital technologies. Latief and Tiara (2025) argue that digital literacy and political culture development are mutually reinforcing dimensions of modern citizenship education.

A broader implication of this study concerns the necessity of integrating political resilience into educational policy and practice. Political resilience involves the capacity of students to navigate misinformation, social polarization, and rapidly changing political environments while maintaining democratic values and civic responsibility. Findings suggest that contextual reinforcement strategies combining civic literacy, digital competence, community engagement, and value based citizenship education offer a promising pathway for strengthening political education in island communities. Comparable conclusions have been advanced by Tuhuteru and Pramono (2025) and Maksum et al. (2026), who emphasize that sustainable citizenship development requires educational approaches responsive to contemporary social transformations.

CONCLUSION

This study demonstrates that the strengthening of political education through Pancasila Education at Sayyid Yusuf High School contributes significantly to the development of students' political understanding within an island based educational context. Political education was implemented through learning materials related to democracy, citizenship rights and obligations, governmental systems, and political participation, supported by classroom discussions, democratic simulations, and school based civic activities. Empirical findings indicate that students experienced meaningful development in democratic knowledge, civic responsibility, political participation awareness, confidence in expressing opinions, and sensitivity toward social and public issues. These outcomes reflect the role of Pancasila Education as a citizenship learning platform that promotes democratic values and participatory civic culture. The study also identified several challenges, including limited technological infrastructure, geographic isolation, low political literacy among some students, passive sociocultural orientations toward politics, and the growing influence of digital misinformation. Strengthening political education requires contextual civic learning, digital literacy enhancement, community engagement, teacher capacity development, and institutional support that responds to the realities of island communities. Such efforts are essential for cultivating politically informed, resilient, and responsible young citizens capable of participating constructively in democratic society.

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