

# The Role of Pancasila Education Courses to Improve the Soul of Nationalism: Case Study of UNS Students

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## Abstract

*The research aims to explore the role of the Pancasila Education course in increasing the spirit of nationalism among Sebelas Maret University (UNS) students. The method used in this research is a qualitative approach with a literature study and in-depth interviews with students who have taken the course. The data obtained shows that students experience an increased sense of pride in national identity, concern for unity and understanding and practicing the values of Pancasila. The interview results indicated that the lecture material taught, especially those related to diversity and the history of the nation's struggle, succeeded in encouraging students to be more active in preserving culture and contributing to social issues. The conclusion of this research confirms that the Pancasila Education course does not only function as an introduction to, theory but also as a practical means to shape the character and spirit of nationalism in students, which is important in the context of national and state life in Indonesia.*

Keywords: education; pancasila; nationalism.

## Introduction

Education is most important element in a country. Education is one of the obligations of all citizens to enhance intellectual progress and the advancement of the nation (Fauziah & Dewi, 2021). Education is an effective means to instill good character in the younger generation. Pancasila education helps in the formation of that character. Pancasila can become a lifestyle for the Indonesian people (Maulani & all, 2024). In Indonesia, Pancasila Education is a required course in university curricula. Its goal is to provide kids with a strong feeling of nationalism in addition to their academic skills. The important role of citizenship education courses in higher education is to foster a sense of nationalism and patriotism among students as good Indonesian citizens in living a life of nationhood and statehood (Hasan, 2022). Formal education, especially higher education institutions, plays a significant role in this matter, particularly in the Pancasila Education course. Therefore, the lecturers teaching this course must be intelligent and skilled in shaping students' nationalism character

through distance or online learning (Widiatmaka & Shofa, 2022). As the national ideology, Pancasila is the basis of many facets of life, including politics, economy, society, and culture. Pancasila, also known as "das sollen", is intended to be a universal guideline for every citizen, including students, who are the next generation of the nation. According to Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, Pancasila education must be part of character education. This is done with the aim that the younger generation can apply national values in everyday life. This Pancasila education can be interpreted as guidance and deepening for students regarding the Indonesian national ideology, namely Pancasila (Amrullah & all, 2023).

Ki Hajar Dewantara, an expert education character, opines that ideal education should cover personal development in all its aspects, including intelligence, skills, and morality. Pancasila Education as a form of education character is expected to be realized in concrete action that reflects the values of Pancasila, not only talking theoretically in class. This education should instill a sense of nationalism,

pride in the nation, concern for diversity and unity, and the desire to help the progress of the country.

However, the reality is that “the sein” is that when nationalism is eroded by globalization, modernization, and the influence of foreign culture, challenges start to appear. Field studies show that lots of student have no care with problems of nationality and only understand the principles of Pancasila with a shallow understanding. Some students are now caught up in negative behavior. Student brawls are becoming more widespread. The hedonistic lifestyle of students is widely spreading due to the influence of globalization and the psychological turmoil of adolescence. Facts indicating the erosion of nationalism pose a challenge for Indonesia. Students will become the leaders of the nation in the next 20-30 years (Alfaruqy & Masykur, 2014). The younger generation, especially among student university students, tends to follow Western culture more than their own culture. This can be seen in their behavior, clothing, speech, and lifestyle, which tend to imitate foreign cultures rather than their own (Irhandayaningsih, 2013). The reality shows that there is a difference between true and ideal circumstances. Value pragmatic, which is not profitable interest national, often determines speed information in the era of modern technology. As a result, the younger generation often does not understand or know culture and sublime principles alone .

The study, this is the more important because the role played by students in face changes that occur in society. Students are expected to become agents of change as intellectual and creative forces for development and stability in the nation. Students play a key role as the future generation of the nation. They are expected to be pioneers in society, initiating positive changes, and contributing to building social life (Ramdani & et al., 2024). Through Pancasila education, they expected to form teak self strong nation, improve awareness critical to problems faced by the nation, and instill sincere wishes to give sincere contributions for the progress of the nation. Pancasila education plays a significant role in shaping the character of the younger generation. This education serves as a strong moral and ethical foundation to guide our

youth in facing the challenges and social dynamics of the present time (Puspita & et al., 2023). In the context of globalization that is increasingly widespread, the values of nationalism among students become more relevant to maintain distinctiveness in facing the ever-evolving challenges of the times, involving values such as patriotism, nationalism, appreciation of history and culture, as well as active participation in national development. With appropriate education, students can become agents of change who play a role in the nation's progress (Udi, Ramadhani, Sarita, & Raihan, 2024).

## **Method**

This study use approach is qualitative with a method review of literature and interviews. Research this aiming for know in a way deep experience and perception of UNS students regarding the role of studying Pancasila education in forming soul nationalism , and the approaches used are qualitative. Approach this allows researchers to study perspective students in detail and highlight subjective meaning and emerging interpretations from interactions and individuals in the context of education nationalism. Through a qualitative approach, this research is capable of catching the complexity of the learning process of the values of Pancasila experienced students, at the same time obtaining rich data about the influence of Pancasila values on attitudes and student behavior.

Research methods literature was used to obtain runway theory and enrich understanding of research about draft nationalism, education character, and values of Pancasila. Search literature covering review various literature Good from journals, books, and articles relevant to academic use to compile a conceptual framework that can guide this study. Literature study this aims to deepen understanding about the importance of Pancasila education in the national context, identify challenges in its implementation, and develop indicators of nationalism in students. In addition, the review of the library will also utilize research similar to the past to study key findings related to coaching, spirit nationalism, and character in college.

In addition to the review literature, engineering interviews were used as the main method for collecting primary data. Interviews were done with UNS students who participated in Pancasila Education lectures with the objective of understanding their perception of studying and digging into their personal experience in the internalization of Pancasila values. Interview this semi- structured form, where researchers have prepared a number of questions for the appropriate subject with indicator nationalism, such as pride in national identity, concern for unity, practice of Pancasila values, and willingness to contribute to the nation. However, the interview is still open for development in accordance with channel discussion so that the researcher can explore experienced students in a way that is more deep and flexible.

Through method review literature and interviews, this study is expected to give empirical contribution to the field of education characters in Indonesia, especially in evaluating the effectiveness of studying Pancasila education in educating the young generation young at heart, strong nationalists.

## **Result and Discussion**

### **Result**

According to Marlina (2019), education is fundamentally an endeavor to humanize or civilize society, and it plays a crucial strategic role in raising a nation's level of intelligence and overall quality of life.

Nationalism is an ideology that assumes that all individuals have the highest loyalty to the nation-state. Meanwhile, according to the political dictionary, nationalism is a sense of having the same origin, a sense of closeness, a feeling of being closer to a particular community group than to other community groups, and a feeling of being under the same power.

Nationalism is strengthened by fairy tales and myths and the existence of a common language. This spirit of nationalism is the force that ignites and arouses the desire for independence. This nationalism allows the Indonesian people to protect and strengthen their lives during the long colonial darkness

and the fierce struggle for independence (Badaruddin, 2020).

This section details the research findings regarding the role of Pancasila Education courses in enhancing the nationalism of UNS students, which will be explained in depth. Data obtained from interviews with students and literature analysis show that Pancasila Education courses have a significant influence in shaping students' national character, especially in terms of pride in national identity, concern for unity, practice of Pancasila values, awareness of national issues, and willingness to contribute to the progress of the nation.

### **Take Pride in Your Country's Identity**

According to the majority of students surveyed, the Pancasila education course increased their pride in the richness of Indonesia's history, culture, and language. They learned about the distinctiveness of the Indonesian nation a nation where different ethnic groups, faiths, and cultures coexist from the lecture content. Pupils also reported feeling more inquisitive and appreciative of Indonesian culture, with some of them feeling driven to study more about the customs and history of different Indonesian regions. This illustrates how well the Pancasila education course has worked to raise pupils' awareness of the country's culture and history as well as their sense of pride in their national identity.

These findings are consistent with the opinions of education specialists who stress the value of character education in cultivating a sense of patriotism and pride in national identity. Understanding national identity is a crucial component that needs to be maintained in the context of globalization, which frequently involves the impact of foreign cultures, in order to prevent the younger generation from losing their sense of identity as Indonesians.

### **Concern for Unity and Oneness**

The Pancasila Education course also helps foster a caring attitude towards unity among students. From the interview results, students became more aware of the importance of tolerance and respect for differences in the campus environment and the wider

community. They realized that the diversity that Indonesia has is an asset that must be maintained, and they felt compelled to be active in maintaining social harmony, for example, through positive interactions with students from different backgrounds and avoiding conflicts that could damage unity.

This study shows that the material on tolerance and unity delivered in lectures has succeeded in increasing students' awareness of the importance of maintaining social harmony. Students feel that this course helps them to be more open, respect differences, and encourage the creation of an inclusive environment. These findings demonstrate how well Pancasila education works to foster a tolerant mindset, which is a crucial cornerstone for enhancing national cohesion.

### **Recognizing and Upholding Pancasila Values**

The study's findings also demonstrate how the Pancasila Education course has aided students in comprehending and applying Pancasila values in their daily lives. Many students practice the values of Pancasila through real actions, such as working together in campus activities and being fair in interacting with friends from different backgrounds. In addition, they also feel a greater responsibility to uphold these values and remain integrated into campus life.

The practice of Pancasila values shows that character education provided through the Pancasila education course plays an important role in shaping students' mindsets and behaviors. The attitude of mutual cooperation, social justice, and equality are integral parts of campus life, which in turn strengthens the spirit of student nationalism as the nation's young generation.

### **Care for matters of national importance**

Students' concern and comprehension of the social, cultural, and political difficulties that the country is currently confronting have improved, according to the interview data. They believe that the Pancasila education course provides access to a number of national concerns that require attention, including economic injustice, social inequality, and climate change. Additionally, students are

inspired to learn more about these topics and take part in social issues-related activities.

The growing understanding of national issues demonstrates that Pancasila education raises students' social awareness of the state of the country in addition to imparting abstract virtues. By understanding more deeply the existing problems, students are expected to become agents of change and contribute to solving national challenges in the future.

### **Willingness to Contribute to the Progress of the Nation**

Most of the students interviewed stated that they felt more motivated to contribute to the progress of the nation after taking the Pancasila education course. They understand that as students, they have an important role in bringing positive change to the nation. This is evidenced by their increasing interest in participating in activities that have a positive impact, such as community service, research that is relevant to the needs of the nation, and so on.

The desire to support our country's development is a reflection of the nationalistic ideals taught in the Pancasila curriculum. Students view their function as part of a larger group effort to improve Indonesia in addition to their duty as individuals. They are prepared to become the next generation, with a strong dedication to developing the country in a variety of areas with this spirit.

### **Discussion**

The purpose of learning citizenship and Pancasila education in higher education is basically to provide students with knowledge and skills that underlie the interaction of Indonesian citizens who are Pancasila-spirited with the state and fellow citizens. It is expected that students who acquire basic skills will be able to apply these values in their daily lives. According to Alifa et al. (2023), as participants in advanced education, students have greater responsibilities and roles than just learning in class. Because of their enthusiasm and new ideas, they have great potential to influence and inspire society. In addition, they must have the ability to think critically and, be democratic, civilized, realistic, moral,

aesthetic, and progressive. According to Sofyan and Sundawa (2016).

Nationalism can be found in every aspect of Indonesian people's lives. It is very important to increase national awareness through a unity and integrity approach so that nationalism can achieve national goals. The results of the study support the theory of character education, which emphasizes the importance of national values in character education. The findings indicate that Pancasila Education courses influence students' nationalism in various ways, including pride in national identity, concern for unity, practice of Pancasila values, concern for national problems, and a desire to contribute to the progress of the nation.

Students on campus must demonstrate tolerance by not discriminating against one group, tribe, or race, as in the community. Maintaining and respecting the diversity of culture and customs of each student because they come from areas that have different customs. By respecting the differences in culture and customs of each other, tolerance emerges in students' lives. The attitude of respecting one another despite the differences present in Indonesian society is an important point that must be instilled in the community, including at the higher education level. Especially at the university level, where we meet new people with various different backgrounds, ranging from their place of origin, religion, individual character, economic conditions, to customs in each region (Karnaedi & Najicha, 2023). Students must have a spirit of nationalism, namely the desire to unite to build a better future for all citizens of Indonesia, without distinguishing religion, tribe, race, skin color, gender, or group (Lemhanas, p. 107). In accordance with the opinion of experts that cultural and historical identity is an important part of the spirit of nationalism, this course has succeeded in increasing students' pride in the diversity of Indonesian culture and history. Through teaching the values of tolerance and respect for differences, Pancasila education has also succeeded in instilling concern for unity and oneness. This is very important to maintain social harmony amidst the complexity of Indonesian multiculturalism.

Pancasila education plays an important role in shaping students' character. Pancasila, known as the foundation of the Indonesian state, contains important values such as social justice, unity, and mutual cooperation. From Pancasila education containing these values, it can be instilled in the minds of the younger generation so that they can become citizens who behave well, have responsibility, and have strong character. Through the development of Pancasila Ideology values conveyed in Pancasila Education, it will foster a sense of nationalism. Citizenship Education is directed towards cultivating attitudes and abilities for defending the state (Kurnia & Paiman, 2022). The results show that Pancasila education has succeeded in incorporating these values into students' daily lives. This course not only provides theoretical knowledge but also motivates positive behavior through the application of values such as tolerance, justice, and mutual cooperation. In addition, increasing awareness of national issues shows that Pancasila education has helped students become more sensitive to the problems faced by the nation. This is relevant to the goal of character education to produce a young generation who cares about the condition of their nation.

Finally, students are more interested in contributing to the progress of the nation, which shows that they are more motivated to become agents of change, which has a positive impact on the country. Indonesia needs people who are ready to change the world. The role of students in higher education is highly considered as agents of national change. Nationalism can also be in the form of actions that help the nation no matter how small, such as monitoring corruption, participating in general elections, providing education to the community, and so on. This finding shows that students strengthen their sense of nationalism and want to contribute to national development through Pancasila education.

Overall, this study shows that Pancasila education plays an important role in shaping the young generation who have a sense of nationalism, national spirit, and a desire to advance Indonesia. Students said that they felt more nationalistic after learning about the subject. According to Nugraha (2017), the increase in nationalism is caused by the large amount of material taught in Pancasila

education about how to be a good citizen and love the homeland, as well as how to be a citizen who is aware of defending the country, fostering identity, and instilling national morals in the life of the nation. Citizens have a strong sense of nationalism. Ernest Renan said that nationalism is the desire to unite and have a country. Therefore, nationalism arises when all citizens have a desire to unite. Civic education, which covers various aspects of nationality, can help unite society. With the rise of nationalism, there emerges a desire to uphold the foundation of the state, the philosophy of the state, and the ideology of the state within oneself; to be proud to be part of the Indonesian nation and society; to place the common interest above personal or group interests; to fully acknowledge and appreciate the diversity within the Indonesian nation; to be willing to defend and advance the state and uphold the good name of the nation; to build a sense of brotherhood, solidarity, peace, and anti-violence among community groups with the spirit of unity and oneness; to have the awareness that we are part of the world community, thus being willing to create world peace and establish mutually beneficial cooperative relationships (Faradila & Najicha, 2022).

The results of this study have proven that the increase in national insight and the nationalistic spirit of students is significantly influenced by the implementation of Pancasila Education courses. This makes sense because materials related to national insight and the spirit of nationalism have been included in this course, so that, unknowingly, the involvement in the implementation of this course will increase. Pancasila education is very important to foster national insight and nationalism of students. In addition, Pancasila education contributes significantly to the development of national personality and goals. This education directs students to increase awareness and insight of nationality, love of the homeland, democracy, appreciation for diversity, and their involvement in building a nation based on Pancasila. This Pancasila education course teaches students about nationality, democracy, human rights, multiculturalism, and citizenship. The purpose of this course is to support the realization of intelligent, skilled, and characterful citizens who can be relied on to build the nation and state based on Pancasila

and the 1945 Constitution in accordance with their fields of science and profession (Sofyan, 2017).

## **Conclusion**

According to this study, UNS students' nationalism is significantly shaped and strengthened by the Pancasila education course. By using a holistic approach, this course not only gives students a fundamental understanding of Pancasila but also cultivates national qualities, including pride in one's own country, concern for unity, pride in national identity, practice of Pancasila ideals, and care for national issues.

Students' comprehension of Indonesia's diversity as well as the principles of justice, tolerance, and collaboration are improved by the Pancasila Education course. They are inspired to actively engage in social activities that advance society and the country and grow more aware of the issues confronting it.

Thus, in addition to imparting theoretical knowledge, the Pancasila education course has been successful in fostering national ideals in students' attitudes and behaviors. Teaching citizenship is one approach to preserving the nation's integrity and togetherness. This can lessen the sentiment of nationalism among the Indonesian people by preventing national division. This demonstrates the significance of Pancasila education courses in higher education for producing a generation of young people who are patriotic, devoted to their country, and prepared to support Indonesia's integrity and advancement in the age of globalization.

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