

The Role of Pancasila Education as a Basis for the Formation of Student Ethics and Morals in the Era of Globalization: a Case Study of UNS Students

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Abstract

This research aims For understand the role of Pancasila Education in to form ethics and morals of Sebelas Maret University (UNS) students in the midst of the era of globalization which is full of challenges . Through approach qualitatively , this research explores perception and experience student about values ethics and morals taught in Pancasila Education, as well as its influence to character them . The method used covering studies library For build runway theoretical and interview deep with students who have follow eye Pancasila Education lecture . Findings study show that Pancasila Education plays a role significant in to form awareness ethical students . Pancasila education also plays a role in strengthen morality based on nationalism , humanity , and inclusiveness . This study concludes that Pancasila Education, as an integral part of education character , play vital role in to form generation young people who are ethical , moral and have integrity tall .

Keywords: Pancasila Education, Ethics, Morals, Globalization, National Identity

Introduction

Indonesia now has entering the modern era marked by progress rapid in knowledge knowledge and technology. These changes have change civilization man in a way significant. Presence This technology has become part important from life everyday. Development knowledge existing knowledge and technology currently besides can give impact positive and various convenience for life human, no can denied that development This technology can also cause various matter negative.

In the era of globalization like Currently, developments rapid technology has influence generation young especially among students. Unfortunately, in this process, the values of Pancasila are often neglected. Therefore, technology need consider and adjust with values ideology nation , in its development, including religious and cultural values (Hidayat & Purnomo,2018).

Pancasila and ethics own relatedness close because both of them reflect values

positive. Siregar (2014) stated that Pancasila is runway together for every individual as part from Indonesian citizens for operate activity everyday, good both personally and social. As A system ethics, Pancasila is based on morals and principles ethics contained in philosophy his life, aims For direct behavior, interactions , and relationships man with fellow human beings, the environment, and God. In Indonesia, Pancasila functions as principle the main guide life socialize .

Pancasila has role important in promote moral systems that are relevant in various aspect life. This confirms that Pancasila plays a vital role in build morality nation , especially related to norms such as communication , how to dress, and behavior polite, as outlined in please both Pancasila. Pancasila contains two elements main, namely "morals" and "manners." Morals refer to the principles ethical, while manners are more focuses on customary norms and politeness. As a system, Pancasila is gathering values and principles that shape a stable, harmonious and integrated unity.

Currently, teak self The Indonesian nation experienced visible decline from low ethics and morals of the generation young. Many children younger than appreciate culture foreign compared to culture nation alone , so that show signs a nation that seems lost his identity.

change, both positive and also negative, felt directly by the Indonesian people, becoming challenge big for this nation . With apply Pancasila values in life Every day , Indonesian people will more strong and able maintain national morals as guidelines steady life relevant .

When the values of Pancasila are increasingly fade away because existence the inequality that occurs is important for student For increase awareness in practice Pancasila values in life daily.

Constitution Number 12 of 2012 concerning Higher Education emphasizes importance education tall in build character nation and aims For to form participant students who have character, ethics, and insight nationality. In addition, Law Number 20 of 2003 concerning The National Education System states that education national functioning For develop ability as well as to form character and civilization a dignified nation use to make smart life nation. Education is also expected capable develop potential participant educate to have faith, piety, morals noble, and good personality.

Civic education play a role important in to form character generation successor nation. Its main purpose is educate student about rights , responsibilities answer, and role they as citizen.

In Indonesia, Pancasila Education has function strategic as runway ideological in build character and identity nation. Through understanding Pancasila values, students expected capable absorb and apply moral principles and ethics that become foundation life society and state.

For increase morality and character students, education character not enough taught as theory, but must applied as part from life everyday in the environment campus. Character education in college tall now need focused for prevent moral decline and forming personality strong student in face various challenges in the future. In this case, Pancasila Education plays a role role important in create

ethical and moral students high, so that they capable become agent change in the middle public.

This education is not only functioning as means learning, but also as vehicle For to plant ethics and morals of the nation in self student.

Pancasila and ethics own relatedness close because both of them load values positive role in to form character generation young. With introduce Pancasila values, students expected capable understand and appreciate moral principles and ethics that become foundation life society and state.

With Thus, Pancasila education can become runway for generation young For maintain identity and character national in the middle onslaught culture foreign, so that student capable become agent changes that promote values nationality in the middle current globalization.

Method

This research uses approach qualitative with objective For understand in a way deep the role of Pancasila Education as base in formation ethics and morals of students, especially in the era of globalization which is full of challenges. In the approach qualitative, researcher try for get understanding deep about perception, meaning, and experience students of Sebelas Maret University (UNS) related Pancasila education, as well as how this education is capable to form their moral character in face global influence. Through this approach, research aiming for to reveal phenomena and dynamics that are not always appears on the surface, but own significant role in development student ethics and morals.

For to collect data, this study uses method studies library and interview. Literature study done with to examine various literature, good in the form of books, journals, and article scientific, relevant with topic the role of Pancasila Education in formation ethics and morals. This literature review does not only covers sources that discuss Pancasila as the basis of the state, but also literature that discusses ethics, morality, education characters, and challenges globalization to values nation. With thus, the study This library is working as base strong theoretical For understand and interpret findings field.

In addition, interviews deep done to UNS students who have follow eye Pancasila Education lecture. This interview aims to for dig views, experiences, and perceptions they about the role of Pancasila Education in formation values ethics and morals. Through interview, researcher make an effort For understand how student interpreting Pancasila Education in context life they everyday , and How materials and methods teaching eye This lecture contributes in to form moral and ethical attitudes they. Interview done in a way in-depth and semi-structured, with guide flexible questions for respondents can give free and open answers in accordance with individual experiences and views.

Data analysis was performed in a way inductive, where the data obtained from interviews and studies library under review in a way gradually For find patterns and themes important relevant with the role of Pancasila Education in formation ethics and morals of students. The results of this analysis are expected can give deep understanding about the significance of Pancasila Education as base in formation character generation tough and ethical young Indonesians in face globalization.

Result and Discussion

The Role of Pancasila Education in the Formation of Student Ethics in the Era of Globalization

Pancasila-based education can contribute to forming a young generation that has global awareness and appreciates diversity. To maximize the influence of Pancasila, collaborative efforts are needed from all stakeholders in Education (MR Adiyatma, 2023).

From the interview results, it can be seen that Pancasila Education has a significant role in shaping the ethics of UNS students in the era of globalization. In the field of philosophy, ethics discusses the structure and thoughts that underlie moral principles and beliefs (Gracya & Najicha, 2023). Various studies show that character education, including through Pancasila Education, is an important basis in shaping students' ethical attitudes. Pancasila

Education has an important role in building the foundations of students' ethics and morals in the era of globalization, by providing guidance in understanding values such as justice, togetherness, and social responsibility (Furnamasari et al. 2024). It is important for students to implement ethics properly, including in communicating and respecting lecturers as educators and staff in the campus environment (R. Rachman, et al, 2022).

Ethics refers more to moral philosophy that critically examines the concept of good and bad, while etiquette refers to the norms of manners that are expected and established in a community (FL Normadhani et al., 2021). Ethics are often closely related to the concept of morals, which are rooted in the Latin word *mos* or its plural form *mores* , which refers to a person's customs or way of life by carrying out good deeds (morality) and avoiding bad actions (R. Rachman et al., 2022).

In the context of higher education, learning Pancasila values not only acts as a compulsory subject, but also becomes the main foundation in shaping students' attitudes, behavior, and morality (Ramli in Hayqal & Najicha, 2023). Pancasila education provides basic guidance for students in understanding ethical concepts such as justice, togetherness, and social responsibility which are important amidst the increasingly strong influence of foreign cultures. Pancasila education enables students to understand the noble values contained in Pancasila, such as justice, unity, democracy, and just and civilized humanity (Maola & Dewi, 2021).

As an element of character education, Pancasila Education also instills awareness of the importance of ethics in interactions, both in academic environments and in society at large. Awareness of the importance of ethics in social and academic interactions is essential, especially in multicultural environments, and Pancasila Education is one of the main ways to build this awareness among students. This actualization aims to protect society from moral decline and ensure that the noble values of Pancasila remain relevant (Afgrinadika Wibowo K, 2022). Students feel that Pancasila values help them maintain an ethical attitude in living campus life which is often full of dynamics and multicultural interactions. Pancasila values help students face the

dynamics of campus life, especially in building social ethics that respect differences.

In addition, the values taught in Pancasila Education help students understand the importance of equality and respect for others (Prasetyo, 2020). In interviews with UNS students, several students stated that Pancasila Education taught them to prioritize an open attitude and respect for differences, which is important in dealing with diversity in the era of globalization. This attitude of respecting differences contributes to an ethics of social interaction based on tolerance and inclusivity. For example, students feel more accustomed to fair and objective discussions, especially when dealing with friends from different cultural backgrounds or opinions (Ramadhani et al., 2021).

In addition, Pancasila Education provides a deeper understanding of the concept of social justice. Students interviewed indicated that they were more sensitive to issues of justice in everyday life, both in academic environments and in society. Pancasila Education introduces the principles of justice and social solidarity that emphasize the importance of helping the weak and behaving fairly in social interactions (Dewi et al., 2022). This makes UNS students more morally responsible for their surroundings, for example by participating in social activities or campus organizations that fight for justice.

Pancasila Education also strengthens the ethics of honesty and integrity among students (Hariyanto, 2021). In interviews, students revealed that this education emphasizes the importance of integrity in various aspects of life, especially in academics and organizations. Students feel encouraged to avoid unethical actions, such as plagiarism or data manipulation in assignments. They realize that honesty and integrity are fundamental values in Pancasila Education that must be applied in various situations, including when facing ethical challenges in the era of globalization.

Pancasila education helps students internalize ethical values as part of their identity. Ethics based on Pancasila are not just formal rules, but become part of students' personalities in facing global life. With this understanding, students can become individuals who are able to behave ethically and responsibly amidst global challenges,

without having to lose their national identity and the nation's noble values.

The Role of Pancasila Education in the Formation of Student Morals as a Foundation for Nationalism in the Era of Globalization

In addition to ethics, Pancasila Education also plays a role in the formation of student morals which are closely related to nationalism and love for the nation (Andriani, 2022). Although ethics and morals have similar meanings, in the context of everyday life there are differences. Morals or morality are related to the assessment of actions taken, while ethics are more related to the analysis of the prevailing value system (R. Rachman, et al, 2022). Pancasila Education helps students understand the importance of morality in building a strong national identity amidst the influence of globalization. Globalization also reflects a phenomenon involving socio-cultural influences between nations that results in the merging of global cultures and closer relations between countries (A. Shifana Savitri, et al, 2021). Pancasila Education has an increasingly important role in shaping the ethics of the younger generation of students, in order to ensure that the nation's noble values continue to be maintained and applied in everyday life.

In interviews, UNS students emphasized that this course helps them understand the importance of morality in maintaining national identity amidst foreign cultural influences. The moral values taught through Pancasila Education direct them to love their homeland and live their lives with noble moral principles. This is important because the era of globalization often brings various cultural influences that can obscure national identity and spirit.

The morality formed through Pancasila Education is also seen in the attitude of students who are increasingly concerned about national issues. Students feel compelled to be part of the solution, for example in terms of protecting the environment, respecting diversity, and maintaining social order. With Pancasila Education, students better understand their obligations as the next generation of the nation who have a moral responsibility to maintain the unity of Indonesia. This shows that Pancasila

Education has succeeded in building student morals based on the spirit of nationalism.

In addition, this education also builds students' moral awareness of the importance of deliberation in resolving conflicts or differences of opinion. Based on interviews, students feel that the value of deliberation from Pancasila helps them face conflict situations with a cool head and respect the opinions of others. In the era of globalization, this skill is important because they will often be faced with diverse views. By prioritizing deliberation, students learn to solve problems without sacrificing moral principles or harming others. For this reason, Pancasila is needed to maintain or be a fortress for the younger generation from the influence of globalization, so that the younger generation continues to have a sense of love for the homeland, is proud to have the Indonesian nation, and has good morals (S. Novitasari, et al, 2023).

In their daily lives, UNS students also demonstrate moral attitudes that are colored by humanitarian values. Pancasila education teaches that as part of the Indonesian nation, they must care about others regardless of differences. Pancasila education, which is part of character education, plays a role in shaping the character of students because it contains primary character education and basic character education (Faharani, 2021). This is reflected in the social activities that students participate in, such as social service or community service which aims to help those in need. This Pancasila-based moral teaching forms students who have high social sensitivity and act on the basis of humanity.

Pancasila Education provides a solid moral foundation for UNS students to face the era of globalization. By building morals based on nationalism, humanity, and unity, Pancasila Education not only protects students from the negative impacts of globalization but also strengthens their sense of pride as part of the Indonesian nation. This helps individuals maintain their identity and live a life with morals that are in line with the values of Pancasila. Therefore, Pancasila Education functions as an effective tool to form the next generation who are not only intellectually superior, but also have strong attitudes and citizenship values (Faturahman et al., 2022).

Challenges and Adaptation of Pancasila Education in Building Student Character in the Era of Globalization

In the formation of student character, there are several factors that influence it. One of the main challenges is the innate factor, or what is known as nature. This factor includes the characteristics, traits, habits, and worldviews that a person has since birth or inherited through genetics and other natural factors. This innate factor is considered part of the identity determined by God or the universe, which is the basis of an individual's personality and potential (Rizkullah et al., 2024). In addition, this factor also includes a worldview or attitude that tends to stick to an individual since early life. For example, a person may naturally have a tendency to be optimistic, pessimistic, introverted, extroverted, or have a conservative or progressive view of various issues in life.

Although Pancasila Education plays an important role in shaping students' character, there are challenges in adapting these values to the dynamic realities of modern life (Amalia, et al, 2023). According to Harsono (2021), Pancasila Education faces a major challenge to remain relevant amidst the rapid development of the era, especially with the influence of technology and global information flows that affect today's student lifestyles. This statement shows that modernization has required Pancasila Education to adapt its approach to be more relevant to the current conditions of students, who are accustomed to digital technology and diverse global cultures.

Students also need to understand and internalize the values of Pancasila as a guide in behaving and acting (Istianah & Susanti, 2021). Through solid Pancasila education, it is hoped that a young generation will be created with high moral ethics, good personalities, and the ability to become agents of positive change in society.

Based on interviews, several students felt that Pancasila material needed to be more adapted to the phenomena they face every day, such as the use of technology, false information, and global competition. This shows that Pancasila Education needs to update its teaching methods to be able to touch broader and more relevant aspects of students' lives.

Students also expressed challenges in implementing Pancasila values in an increasingly heterogeneous environment. They are faced with various different views and cultures on campus, which requires a high level of tolerance. In this regard, Pancasila Education is very relevant, but students feel that there needs to be more discussion about how these values are applied in a multicultural social life. This education is the basis for building an open and respectful attitude, which is very important in the global era (Setyawan, 2018).

In addition, the interview results showed that students felt the challenge of maintaining moral values amidst the influence of foreign cultures. They mentioned that foreign cultures often offer different moral concepts, so that steadfastness is needed in upholding Pancasila values. Students felt that Pancasila Education taught them to remain consistent with local values despite being influenced by global culture, which indirectly shaped their character to remain steadfast in the nation's moral identity.

Through this more contextual and relevant approach, Pancasila Education can continue to be a strong foundation for the formation of student character in the era of globalization. According to Prasetyo (2019), by strengthening the application of Pancasila values in a diverse global context, students will be able to maintain their national identity without ignoring openness to other cultures.

In an effort to overcome these challenges, students feel that Pancasila Education can be more integrated with practical activities outside the classroom, such as social activities, discussions on current issues, or simulations of cases that are often faced in global life. By strengthening positive values in culture, Pancasila education plays a role in forming students with strong character, integrity, and are able to make positive contributions to society and the country (Jumyati et al., 2022). Students who were interviewed stated that direct experience in implementing Pancasila values would be more effective in shaping their character. That way, they can practice these values in real terms, which are not just theory, but also manifested in action.

Overall, this interview shows that Pancasila Education serves as a solid foundation for the character building of UNS

students in the era of globalization. Despite facing various challenges, students realize the importance of this education in shaping them into ethical and moral individuals, able to face global influences, and still uphold the values of the nation. The integration of the theory and practice of Pancasila Education allows students to grow as a generation with high character and integrity, ready to contribute to the global community without losing the nation's identity.

Conclusion

This research shows that Pancasila Education has a very important role in to form ethics and morals of Sebelas Maret University (UNS) students in the era of globalization. This education does not only give guide for student in understand draft ethics are important like justice, togetherness and responsibility answer social, but also foster awareness will importance values the in interaction everyday. Pancasila Education, as part from education character, help student maintain attitude ethical in the environment multicultural campus, where it often happens dynamic and complex interactions .

In addition to the ethical aspect, Pancasila Education also plays a role in building students' morality related to nationalism and love for the homeland. The moral values taught through Pancasila Education encourage students to maintain national identity and live their lives according to the noble principles of the Indonesian nation. In interviews, many students emphasized that this education directs them to behave with integrity, respect differences, and demonstrate an inclusive and tolerant attitude in a diverse environment.

Through Pancasila Education, UNS students are also taught to have high social sensitivity. They are more concerned about national issues such as environmental sustainability, social order, and respect for diversity. This moral attitude is seen in students' participation in social activities that are beneficial to the community, such as community service and social service. Pancasila Education, thus, successfully instills a humanity-based morality that makes students more concerned about others.

However, this study also found that there are challenges in adapting Pancasila values

amidst the increasingly complex and dynamic realities of modern life. Students are often confronted with foreign cultures and different moral concepts, which sometimes conflict with Pancasila values. These challenges indicate that Pancasila Education needs to continue to adapt and update its approach to be more relevant to students in facing global influences. Improving teaching methods, such as discussions of contemporary issues and simulations of real cases, is very important to make Pancasila Education more effective.

Students also expressed that they felt it would be easier to understand and apply the values of Pancasila if combined with practical activities, such as involvement in campus organizations or social activities. Education that focuses on practical application allows students to directly experience the values taught, making it easier to internalize as part of their character and moral attitudes. Thus, the combination of theory and practice is an ideal approach in shaping student character.

Overall, the results of this study indicate that Pancasila Education plays a role as a strong moral foundation for UNS students. Despite being faced with the challenges of globalization, Pancasila Education has succeeded in shaping students into ethical, moral, and responsible individuals. With this solid character foundation, it is hoped that students can play a role as agents of change in society, are able to adapt to global influences without losing their national identity, and maintain the integrity of Pancasila values as a guideline for life that remains relevant throughout the ages.

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