

Strengthening Students Pancasila Ideology Resilience in Facing Cyber Threats

ABSTRACT

Strengthening students' ideological resilience based on Pancasila has become an increasing imperative amid the complex threats of the cyber domain, including digital warfare, mass misinformation, and the rapid erosion of national identity. This situation demands Pancasila values as a robust ideological foundation to safeguard national integrity in the digital sphere. This study aims to identify how Pancasila values can be integrated into national defense education to promote ideological awareness and resistance against cyber threats among university students. The research employs a descriptive qualitative design using literature reviews, content analysis of digital media narratives, and ideological perception surveys to explore students' understanding of Pancasila's role in the national security context. A juridical-normative approach combined with comparative analysis is used to examine the relationship between the principles of Pancasila and the practices of national defense in the digital era. The findings indicate that the values of divinity, justice, and unity significantly contribute to enhancing critical thinking, maintaining national consensus, and preventing ideological polarization fueled by online propaganda. In conclusion, integrating Pancasila values into national resilience initiatives represents a strategic approach to fostering mature, ideologically conscious citizens and is highly relevant for systematic implementation in higher education.

Keywords: ideological resilience, Pancasila, cyber threats, national security, higher education

INTRODUCTION

In the 21st century the rapid advancement of information technology has shifted the threat paradigm, from physical threats to non-physical ones in cyberspace. Education plays a strategic role in preparing a generation capable of safeguarding the sovereignty of the national ideology amidst rapid technological change. Digital technology, powered by the internet, expands the space for human interaction, but also creates new challenges for the Indonesian nation, such as the spread of radical ideologies and foreign content that has the potential to undermine the foundations of Pancasila ideology. The phenomenon that some

people are easily influenced by divisive narratives and transnational ideologies on social media demonstrates a serious threat to national unity.

Globalization has become one of the most dominant phenomena in the contemporary era, bringing broad and complex impacts across various aspects of human life. One of the most prominent aspects of globalization is its influence on local cultural identity (Hasan et al., 2024). Among university students, the use of digital technology serves a variety of functions, from learning tools to communication and networking. Therefore, students, as part of the nation's vanguard, need to possess ideological resilience that encompasses not only theoretical knowledge of Pancasila but also the ability to critically distinguish, analyze, and reject digital propaganda. This resilience must be grounded in a deep awareness that the values of Pancasila serve as ethical and ideological guidelines in facing the dynamics of global technology and culture. In this context, Pancasila plays a crucial role as an ideological defense barrier in cyberspace, as explained by J. A. Latupapua (2024), who argued that Pancasila values must act as a self-filter in the face of information flows that threaten unity.

Ideological resilience, as explained by E. Tjahyono et al. (2023), is a nation's ability to defend its fundamental values and ideology from destructive foreign penetration. Meanwhile, N. K. Setiawan (2024) also emphasized that cyber threats attack not only infrastructure but also the psychological and ideological well-being of citizens through massive disinformation. From this perspective, it can be concluded that ideological resilience encompasses collective awareness and mental defense against cyber threats. However digital space is very vulnerable to the spread of destructive ideologies (radicalism, separatism, or extremism).

Research shows that 85% of false ideological narratives are received through digital platforms such as Telegram, X, and TikTok, making these platforms the largest channel for the spread of ideological threats (National Survey Report, 2024). A lack of ideological resilience allows students to spread or even adopt narratives that contradict Pancasila.

Furthermore the increasing number of internet users each year adds to concerns about the negative impacts of internet use among students. Lack of parental supervision and unlimited access can influence student behavior, both directly and indirectly. The trend of greater interest in foreign cultures—including lifestyle, fashion, and even behavior—indicates a weakening sense of national insight. Zainudin Hasan (2024) explains that in modern life, Pancasila serves as a guide to prevent people from falling into materialism and individualism, especially in the digital era, which often prioritizes popularity on social media.

If this issue of ideological resilience is ignored Indonesia could potentially lose its ideological direction and weaken its ability to maintain national harmony. Therefore, strengthening the Pancasila ideology needs to be carried out continuously, especially through education relevant to cyber threats. As agents of change, students must understand how to identify digital propaganda and be aware of the negative impacts of cyber ideological threats. Information received needs to be verified and filtered using a Pancasila perspective before being disseminated to prevent it from becoming part of the spread of destructive narratives. When students possess strong ideological resilience, they are less easily influenced by foreign ideologies that could erode Indonesian values.

The gap between textual knowledge of Pancasila ideology and its implementation in a digital context creates a gap for the entry of ideological cyber threats. Students, who are at a critical age for information acceptance, often become easy targets for political disinformation and cyber-radicalism, packaged attractively through digital content. Therefore, strengthening ideological resilience is no longer sufficient through lectures and memorization; it must be realized through practical media skills grounded in Pancasila morals. This research seeks to fill this gap in understanding regarding the mechanisms for integrating fundamental national values into the curriculum and practice of cyber resilience.

RESEARCH METHODS

This research employs a normative-juridical research method, utilizing a literature study approach as the basis for analysis. This approach focuses on reviewing various relevant references, such as regulations related to cybersecurity, national resilience documents, books, scientific articles, and previous research findings related to Pancasila and the threat of digital ideology. The normative-juridical method was chosen because the research aims to interpret fundamental concepts regarding Pancasila values as basic norms and their relevance in strengthening students' ideological resilience. Through analysis of these various sources this research examines how the development of cyber threats influences students' mindsets, ideological awareness, and behavior in both academic and social life.

Research Design and Data Sources

This study is a descriptive qualitative study supported by a normative-philosophical foundation. The primary data sources used are secondary data in the form of academic documents, laws and regulations related to cybersecurity in Indonesia, and empirical research findings examining the relationship between Pancasila, youth, and the digital space. This data was collected to develop a conceptual framework regarding the integration of Pancasila in the practice of cyber ideological resilience.

Data Analysis Techniques

The analysis technique used was qualitative thematic analysis. Data collected from the literature review was grouped based on central themes, namely: (1) forms of ideological cyber threats; (2) the relevance of Pancasila values as an ideological filter; and (3) strategies for strengthening ideological resilience in higher education.

A juridical-normative approach was combined with comparative analysis to examine the relationship between Pancasila values and national resilience

practices in the digital era, ensuring that the recommendations provided have a strong legal and philosophical foundation. This approach was also enriched by a review of the Pancasila and Citizenship Education (PPKn) curriculum at various universities to assess the extent to which the material integrated cyber resilience issues.

Furthermore this literature review helped the author map the relationship between Pancasila values and ideological resilience strategies in the context of current cyber challenges, including the rise of disinformation, cyber-radicalism, and global ideological infiltration. By examining various theoretical and regulatory studies, this research is expected to produce a comprehensive analysis of the role of Pancasila as the primary ideological guideline in maintaining national resilience in the digital space. The results are expected to provide strategic recommendations on how Pancasila-based ideological strengthening can be effectively implemented in higher education settings to shape students' character, which is critical, ideologically aware, and responsible for national security.

RESULT AND DISCUSSION

The values of Pancasila not only serve as the foundation of the nation's ideology but also serve as moral and ideological guidelines capable of maintaining students' integrity, consensus, and ideological responsibility amidst the rapid development of digital technology and cyber threats (Desinta et al., 2025; Nuraprlilia & Dewi, 2021; Subakdi, 2023). Subakdi (2023) emphasized that students, as part of the next generation, must strengthen the values of mutual cooperation, nationalism, and social concern to avoid being easily trapped in narratives of division and extremism that arise from digital manipulation. This is reinforced by Nuraprlilia and Dewi (2021), who assess that Pancasila values continue to play a fundamental role in maintaining national character and students' sense of responsibility when faced with increasingly massive cyber propaganda. On the other hand, Desinta et al. (2025) show that the integration

of cyber-based education must be accompanied by the internalization of Pancasila values to reduce the risk of ideological deviation and the misuse of digital space for subversive activities. Thus, Pancasila exists not only as an ideological symbol, but also as a foundation for establishing a digital ideological fortress and national consciousness for the younger generation.

Other research findings further clarify the relevance of Pancasila values in strengthening students' ideological resilience. Supriyatno et al. (2024) emphasized that values such as tolerance, justice, mutual cooperation, honesty, and noble character are moral guidelines students need to maintain their attitudes, online behavior, and sense of nationalism in cyberspace. Supriyatno et al. highlighted the importance of digital education so that Pancasila can be embodied in social media practices that support unity. Firmansyah, Hamzah, & Almuntarizi (2025) also showed that the application of Pancasila values not only serves as the basis of the nation's ideology, but also serves as a moral and ideological guideline capable of maintaining the integrity, consensus, and ideological responsibility of students amidst the rapid development of digital technology and cyber threats (Desinta et al., 2025; Nuraprlia & Dewi, 2021; Subakdi, 2023) / Subakdi (2023) emphasized that students as part of the next generation must strengthen the values of mutual cooperation, nationalism, and social concern so as not to be easily trapped in narratives of division and extremism that arise due to digital manipulation. This is reinforced by Nuraprlia and Dewi (2021) who assess that Pancasila values continue to play a fundamental role in maintaining national character and students' sense of responsibility when faced with increasingly massive cyber propaganda. On the other hand, Desinta et al. (2025) demonstrated that the integration of cyber-based education must be accompanied by the internalization of Pancasila values to reduce the risk of ideological deviation and the misuse of digital space for subversive activities. Thus, Pancasila exists not only as an ideological symbol but also as a foundation for establishing a digital ideological fortress and national consciousness for the younger generation.

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The Role of Pancasila Values in Countering the Three Pillars of Ideological Cyber Threats Strengthening the resilience of the Pancasila ideology can be analyzed based on the three main pillars of cyber threats faced by students:

Contribution of the Values of Divinity and Humanity (Principles I and II) to Cyber Ethics and Anti-Extremism:

The value of Belief in the One and Only God (Principle I) provides the highest, universal moral foundation, rejecting all forms of intolerance and the imposition of beliefs in cyberspace. Students who internalize this value tend to have strong digital integrity, shun radical content that distorts religious teachings, and reject cyberbullying that contradicts human dignity. The value of Just and Civilized Humanity (Principle II) directly acts as a primary filter against the degradation of digital ethics. Humanity demands cyber-empathy, which prevents students from spreading hateful narratives or disinformation that harms other individuals or groups. This principle ensures that freedom of expression in the digital space is bounded by responsibility and etiquette.

The Contribution of the Value of Unity (Principle III) to National Consensus and Countering Polarization: Amidst the massive amount of content fueling political polarization and ethnic, religious, and racial conflicts, the Principle of Indonesian Unity (Principle III) serves as the most relevant ideological bulwark. The value of unity encourages students to always prioritize national interests over sectoral interests or transnational ideologies imported

through cyber media. Students who are aware of the value of unity will actively reject and report accounts or content that provoke division, use social media to promote diversity and Bhinneka Tunggal Ika (Unity in Diversity), and maintain national consensus by being critical of narratives that seek to undermine the social order.

The Contribution of the Values of Democracy and Social Justice (Principles IV and V) to Cognitive Critical Thinking and Social Responsibility:

The Principle of Democracy Led by the Wisdom of Deliberation/Representation (Principle IV) is the foundation for critical thinking skills in the era of disinformation. Wisdom demands rationality and rejects decision-making based solely on emotion or virality. Furthermore, the most essential meaning of the fifth principle is respect for human dignity. The state is obliged to ensure that all citizens have equal opportunities to develop, and that no citizen is left to live in poverty, oppression, or isolation. Social justice manifests itself in affirmative action policies for vulnerable groups, such as the poor, people with disabilities, indigenous peoples, and those in disadvantaged areas (Hasan, 2025) This contributes significantly to strengthening students' evaluative skills in distinguishing between true and false information. Meanwhile, the principle of Social Justice for All Indonesians (Sila V) encourages students' social responsibility in cyberspace, ensuring that technology is used for beneficial purposes, not exploitation or fraud. This value also inspires student movements to fight for equal digital access and combat the information gap.

Implementation of Pancasila in the Curriculum and Campus Practices

The implementation of Pancasila values as the foundation of ideological resilience on campus must be carried out in a structured manner. This includes curriculum transformation and the development of non-curricular programs relevant to cyber challenges.

Transformation of the Pancasila Course Curriculum (MKP):

Mandatory courses, such as MKP, must include case studies on cyber threats, disinformation, and digital radicalism. The learning focus is shifted from ideological theory to the application of digital ethics based on Pancasila. For example, Precepts II and V are used to analyze cases of doxing or cyberbullying on social media. Eleanora and Sari (2019) demonstrated that Pancasila education plays a significant role in shaping students' character with integrity and a nationalist spirit through academic and social activities.

Non-Curricular Education Programs:

Campuses should organize mandatory cyber-resilience training for students, in collaboration with national cybersecurity institutions. Karomah (2025) expands on this view by pointing out that the increasingly free flow of information and the individualistic nature of digital culture make Pancasila values increasingly important for guiding student behavior in the digital space.¹⁵ Furthermore, Hidayat (2025) emphasizes that social media has two sides: it can be a means of instilling Pancasila values, but it also has the potential to foster behavior that conflicts with the values of humanity and unity.¹⁶

Digital Code of Ethics and Sanctions:

Universities must formulate a Digital Code of Ethics that explicitly bases sanctions for digital violations on Pancasila values. Spreading hoaxes, hate speech, or radical content must be subject to strict academic sanctions, reflecting the principle of Social Justice. Aprianto (2025) adds that internalizing Pancasila values will be more effective if carried out through participatory and contextual learning.

Challenges and Recommendations for Strengthening Ideological Resilience

There are significant challenges in implementing cyber-based ideological strengthening. The gap in lecturers' methodologies in teaching cyber issues and student resistance to indoctrination approaches are major obstacles.

The Challenge of the Methodological Gap

Lecturers need intensive training on cybersecurity issues, social media dynamics, and dialogic and participatory pedagogical methods. This aligns with the values of Democracy, which emphasize wisdom and deliberation. Rusnita (2021) points out that Civic Education plays a crucial role in instilling religious values, honesty, responsibility, and a friendly attitude among students.

Recommendations for Utilizing Technology:

Technology should be utilized to disseminate Pancasila values, not simply as a threat. Campuses are encouraged to create creative content (podcasts, short videos, e-modules) that utilize digital language to promote Unity and Social Justice. Shurotul Nikma (2025) points out that social media has a significant influence on the implementation of Pancasila values among students.

Cognitive Critical Recommendations

Strengthening Pancasila-based digital literacy is crucial to address challenges such as hoaxes, polarization, and the degradation of digital ethics. Students need to be trained to become "Counter-Narrative Ambassadors" who actively counter foreign propaganda. Savitri and Dewi (2021) emphasize that globalization has caused society to increasingly disregard the values of Pancasila, necessitating efforts to strengthen these values.

Global Relevance of Pancasila in Cybersecurity Issues

Philosophically Pancasila is not only relevant in the domestic context but also aligns with international cybersecurity and ethical norms, demonstrating that Pancasila is a relevant and internationally accepted ideology in the context of technological ethics (Agustinova & Miskawi, 2025).

The Principle of Humanity and Digital Human Rights:

The principle of the Principle of Just and Civilized Humanity (Principle II) aligns with the protection of Human Rights (HAM) in cyberspace, including the right to privacy and responsible freedom of expression. Pancasila provides a moral foundation for resisting cyberattacks that violate human rights.

The Principle of Unity and Global Cyber Cooperation:

The Principle of Unity (Principle III) encourages Indonesia to actively contribute to regional (ASEAN) and global cybersecurity cooperation, upholding digital sovereignty and non-interference in other countries' cyber affairs.

Thus, strengthening the Pancasila ideology in students not only strengthens the national defense but also prepares them to become ethical and responsible global citizens in the cyber realm.

CONCLUSION

Based on the study's findings, it can be concluded that the resilience of students' Pancasila ideology is inseparable from the role of Pancasila values as moral and ideological guidelines amidst the rapid flow of technology and cyber threats. Challenges such as the spread of hoaxes, ideological propaganda, the decline of digital ethics, and the penetration of foreign cultures demonstrate that students need a strong foundation of values to maintain ethical behavior and maintain their ideology in the digital space.

Various studies have shown that values such as unity, democracy guided by wisdom, and social justice play a crucial role in safeguarding students' national character against cyber attacks. These values serve as a compass in dealing with unverified information, the dynamics of social media, and changing interaction patterns that have the potential to divide.

Furthermore a literature review shows that strengthening Pancasila values not only safeguards national identity but also strengthens students' ability to use technology wisely. The integration of the values of Belief in God, Social Justice, and Unity has been shown to significantly contribute to improving critical thinking skills, maintaining national consensus, and overcoming ideological polarization driven by online propaganda.

Values education programs, participatory learning, and technology integration based on Pancasila are crucial strategies to ensure that students ideological resilience is not merely theoretical but also reflects the ethics and responsibilities of ideologically conscious citizens. By strengthening ideological resilience based on Pancasila values, students are expected to emerge as a critical, cyber-aware generation, maintaining their national character amidst the ever-evolving technological transformation. Systematic implementation in higher education is crucial for developing mature, ideologically conscious citizens.

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