

Internalization of Pancasila Values Among Students in the Era of Globalization

ABSTRACT

Pancasila as the state ideology and philosophical foundation of Indonesia plays a fundamental role in shaping national character and identity. However, the development of globalization, marked by advances in information technology and the rapid flow of global culture, presents significant challenges to the internalization of Pancasila values, particularly among university students. This study aims to examine the impact of globalization on the understanding and implementation of Pancasila values and to analyze the role of higher education institutions in strengthening the internalization of these values. This research employs a normative legal research method using a literature study approach by examining laws and regulations, legal doctrines, and relevant scholarly works. The findings indicate that globalization has a dual effect: on the one hand, it broadens students' perspectives and openness to new ideas, while on the other hand, it potentially shifts national values due to the influence of foreign cultures that are not fully aligned with Pancasila. Therefore, strengthening Pancasila education in higher education institutions is essential to instill moral, ethical, and national values in order to develop students with strong character, integrity, and national awareness in the era of globalization.

Keywords: Internalization, Pancasila, Globalization, Higher Education, Students

INTRODUCTION

Pancasila is the foundation of the state and the source of all sources of state law, holding a fundamental position in the national legal system. As the state ideology, Pancasila serves as a guideline for national and state life. The values contained in Pancasila serve as the foundation for the character and attitudes of citizens, including students, in various aspects of life. Pancasila is also known as an open ideology, capable of adapting to changing times and serving as the basis for the system of government (Harahap dkk, 2025). The Indonesian Dictionary (KBBI) defines Pancasila as the foundation of the state and the philosophy of the nation and state of the Republic of Indonesia, consisting of five principles: (1) Belief in One Almighty God, (2) Just and Civilized Humanity, (3) Unity of

Indonesia, (4) Democracy guided by the wisdom of deliberation and representation, and (5) Social justice for all Indonesian people (KBBI, 2023).

Regarding its position M. Syamsudin et al. explained: In Pancasila Education: Placing Pancasila in the Context of Islam and Indonesianness, the position or function of Pancasila as the foundation of the state can be viewed from various aspects, namely historical, cultural, legal, and philosophical aspects. Historically, Pancasila was formulated with the aim of being used as the foundation of the independent Indonesian state. Culturally, Pancasila as the foundation of the state is a product of the nation's culture. Legally, the position of Pancasila as the foundation of the state is stated in the Preamble to the 1945 Constitution. Pancasila has a binding power so that the state life order that is contrary to Pancasila is declared invalid and must be revoked (<https://jdih.sukoharjo.go.id>). Therefore internalizing the values of Pancasila is an integral part of efforts to realize a national and state life that is based on justice, humanity, unity, democracy, and social welfare.

Internalization of Pancasila Values is a process of understanding, internalizing which is manifested in the form of practicing Pancasila values in social, national and state life (Surakarta City Regional Regulation No. 5 of 2003). Internalizing Pancasila values can be expressed in four levels according to Kaelan (2002). This gradual approach shows that internalization of Pancasila cannot be done instantly. The first is in the form of the question "how", which will obtain descriptive knowledge with explanations characterized by objectives. From this, it is hoped that students can explain the background of the formation of Pancasila and know and memorize the principles of Pancasila. The second is in the form of "why", which will obtain normative knowledge containing instructions or norms, so that the knowledge obtained is causal. The third is answering "where", which means normative dispersal knowledge with a prior study of things that will become norms. Fourth, by answering the question "what", knowledge will be obtained about the stated essence that must be discussed in depth regarding the content of the principles, elements that may exist by using the discussion of Pancasila philosophy (Akbar, 2022).

In a broad sense globalization is the process of spreading new elements, particularly information, worldwide through print and electronic media. Some also define globalization as the disappearance of spatial and temporal boundaries due to advances in information technology (IAIN Madura, 2016). The dynamics of globalization and the development of information technology have legal and sociological implications for shifting values especially among the younger generation. Students, as legal subjects and future intellectuals of the nation, have a strategic role in upholding the values of Pancasila.

However the internalization of Pancasila in higher education faces regulatory, implementation, and cultural challenges, necessitating effective legal and educational policy roles to ensure the formation of students' character and legal awareness. Based on the description, this study aims to examine the influence of globalization on the internalization of Pancasila values among students and examine the role of higher education as a strategic means of instilling Pancasila values. This study is expected to provide normative and conceptual contributions to the development of educational law and policy to strengthen Pancasila Education in the era of globalization.

RESEARCH METHODS

This research employs a normative research method with a literature review approach as the basis for analysis. This approach is conducted by reviewing various relevant literature sources such as books, scientific articles, academic journals, previous research results, and laws and regulations related to the values of Pancasila, globalization, and higher education. The normative method was chosen because this research aims to examine and interpret the concepts and basic principles of Pancasila as the state ideology in facing the challenges of globalization among university students.

Through an analysis of these various references, this study examines the influence of globalization on the understanding and application of Pancasila values and the role of higher education in the process of internalization. The

results of the analysis are expected to provide a comprehensive picture of the importance of strengthening Pancasila values as a foundation for character and identity formation for the younger generation in the era of globalization.

RESULT AND DISCUSSION

The implementation of Pancasila is crucial as a way to practice its values in daily life. Pancasila values encompass divinity, humanity, unity, democracy, and justice, which are actualized through behaviors such as respecting differences, maintaining a balance between rights and obligations, and mutual respect among individuals. In the context of globalization, society must face significant challenges such as cultural acculturation. Modern technology, which allows information to flow freely without filters, has accelerated this change. Therefore, a deep understanding of and commitment to Pancasila is crucial to continuously strengthen in facing complex global currents (Syahru, 2024). According to Sanusi et al. globalization is a process that enables people around the world to reach out to and connect with one another in all areas of life, including economics, politics, culture, technology, and the environment (Jadidaha, 2023).

Globalization has brought significant changes in various aspects of life, including the acceptance and appreciation of Pancasila values among Indonesian students. As the nation's next generation, students have an important role in maintaining and practicing the values of Pancasila amidst the increasingly strong current of globalization. Globalization is characterized by rapid technological and information advances allowing the entry of various foreign cultures and ideologies into Indonesia. This can have an impact on the shift in local values including the values of Pancasila. Research by Iyas (2016) identified two main factors that influence the shift in the appreciation of Pancasila values among students namely technological advances through the internet and gadgets and the entry of foreign socio-culture. In addition globalization also influences the sense of nationalism among students. Easy access to information and foreign cultures

can reduce the sense of love for one's own culture. The implementation of Pancasila is crucial as a way to practice its values in daily life. Pancasila values encompass divinity, humanity, unity, democracy, and justice, which are actualized through behaviors such as respecting differences, maintaining a balance between rights and obligations, and mutual respect among individuals. In the context of globalization society must face significant challenges such as cultural acculturation. Modern technology, which allows information to flow freely without filters, has accelerated this change. Therefore a deep understanding of and commitment to Pancasila is crucial to continuously strengthen in facing complex global currents (Jadidaha, 2023).

According to Sanusi et al., globalization is a process that enables people around the world to reach out to and connect with one another in all areas of life, including economics, politics, culture, technology, and the environment (Bangun, 2024). Globalization has brought significant changes in various aspects of life, including the acceptance and appreciation of Pancasila values among Indonesian students. As the nation's future generation, students play a crucial role in preserving and practicing the values of Pancasila amidst the increasingly strong currents of globalization. Globalization is characterized by rapid advances in technology and information, enabling the influx of various foreign cultures and ideologies into Indonesia. This can impact local values, including those of Pancasila. Research by Iyas (2016) identified two main factors influencing the shift in the appreciation of Pancasila values among students: technological advancements through the internet and gadgets, and the influx of foreign socio-cultural influences. Furthermore, globalization also influences students' sense of nationalism. Easy access to foreign information and culture can diminish their love for their own culture, weakening the spirit of nationalism and appreciation of Pancasila values.

Globalization is essentially unavoidable for all levels of society in Indonesia. However, there are ways to avoid the negative changes caused by globalization: internalizing Pancasila values among the younger generation, the nation's future generation. The younger generation plays a strategic role because they are in the phase of character formation and national identity formation. This

internalization can be achieved by instilling a sense of nationalism through Pancasila education in educational institutions, from elementary school to university. Pancasila education is a conscious effort to educate the nation while fostering national identity (Kesuma, 2022).

In the context of modern societal development the challenges to internalizing Pancasila values are increasingly complex with the strengthening of globalization. The impact of globalization on the life of the Indonesian nation and state can give rise to various problems due to the rapid and widespread movements of phenomena that occur in human life, reaching global proportions. This condition not only affects patterns of social interaction but also society's perspectives on values, culture, and national identity. Therefore the role of Pancasila is crucial as a guideline in responding to changes in the era of globalization, ensuring that society maintains its national identity and love for Indonesia and is able to withstand various influences that have the potential to undermine national identity.

Globalization has transformed society's perspectives on life, values, and culture. Values previously rooted in local traditions have begun to shift due to the massive flow of information and the influence of foreign cultures. One tangible impact of globalization is the rise of individualism, which is increasingly prominent among society, especially the younger generation. This value, which emphasizes personal interests over collective interests, directly contradicts the principle of mutual cooperation (*gotong royong*) in Pancasila. Furthermore, globalization also encourages materialism, where success is often measured by material possessions, rather than social contribution or morality. The impact is evident in the consumerist behavior of society, especially the younger generation, who are more exposed to foreign popular culture than to the noble values of their own nation. This phenomenon can weaken national identity if not addressed seriously. (Khoirina & Ahmad, 2021) cite several contributions of globalization to the Indonesian nation, namely: The widespread prevalence of materialistic concepts without spiritual attitudes, resulting in the current measure of human success focusing on wealth and neglecting moral and religious values; the decline in values of politeness; a culture of globalization that pampers humans with the

lure of pleasure, especially through the 3Fs (Food, Fashion, Fun); high levels of human competition and competition in the race to achieve everything; the emergence of an individualistic rather than a social society; the phenomenon of a lack of affection and the absence of parental figures due to parents being busy earning money; and the suboptimal role of educational institutions, especially teachers, in educating students. Most teachers do not fully monitor student behavior due to time constraints or a lack of emphasis on the importance of morality (Zahro, 2024).

In the context of higher education, students are often referred to as "agents of change." Students, as agents of change, must have an adequate education to bring about change for a nation. The role of students as agents of change includes being agents of change, guardians of values, successors to the nation, moral forces, and social controllers (Jannah & Sulianti, 2021). Students, as guardians of values, are a group The vanguard in preserving and protecting the ancestral values of the Indonesian nation. As a moral force, students play a crucial role in upholding the good values of the Indonesian nation, especially against the onslaught of globalization, which brings many foreign cultural influences (Oktarina, 2023).

Globalization impacts students' understanding and application of Pancasila, bringing with it a dual impact: broadening their horizons and threatening the nation's noble values through foreign cultures, individualism, and disinformation. These impacts risk weakening students' nationalism and commitment to practicing Pancasila values. With easy access to information through the internet and social media, students are easily exposed to various ideologies, lifestyles, and global cultures, which often conflict with Pancasila values. However, globalization also opens up opportunities for students to deepen their understanding of the importance of Pancasila as a national identity. Therefore, students are required to develop critical and selective thinking skills in absorbing global influences.

Internalizing Pancasila in national and state life also involves education and outreach to all levels of society. Formal and non-formal education must support the understanding and practice of Pancasila values. Educational

institutions from schools to universities play a crucial role in shaping a young generation that adheres firmly to Pancasila.

In facing these conditions, education plays a strategic role in maintaining and internalizing Pancasila values among students. Through a curriculum integrated with Pancasila values, students can be equipped with a deep understanding of the importance of state ideology in facing the challenges of globalization. Furthermore, strengthening Pancasila-based character and ethics on campus can act as a bulwark for students in filtering out the negative influences of foreign cultures. Extracurricular activities and student organizations based on Pancasila values can also be an effective means of developing strong character and integrity in students (Abustam, 2023).

Formal and non-formal educational institutions along with government institutions must actualize the values of Pancasila so that they become a light and guide the direction of achieving the goals of the state. Moreover the changes that occur in society will make it return to its identity as a large and diverse nation with an ideology that encompasses all tribes, religions, races, groups, and diverse cultures. In addition the existence of Pancasila becomes a picture of the character of Indonesian society with a stable understanding (moral knowing), appreciation (moral feeling), and consistency in implementing (moral action) the noble values of Pancasila (Abustam, 2023).

The state's commitment to strengthening the internalization of Pancasila values is reflected in national education legal policies. Law Number 12 of 2012 concerning Higher Education mandates the development of students' full potential through the Tri Dharma of Higher Education based on Pancasila. This provision is emphasized in Article 35 paragraph (3), which requires Pancasila Education courses in the higher education curriculum (UU Nomor 12 tahun 2012). Furthermore as a follow-up to this policy the policy for implementing Pancasila courses was reaffirmed in Circular Letter of the Minister of Research, Technology, and Higher Education Number 03/M/SE/VIII/2017 dated August 24, 2017, concerning the strengthening of Pancasila Education and general compulsory courses in higher education. This instruction directs higher education institutions in Indonesia to strengthen Pancasila Education and

general compulsory courses (MKWU) by integrating Pancasila values, national morality, and national culture into every course and student activity as a form of national defense, based on the mandate of Law Number 12 of 2012 concerning Higher Education. The goal is to revitalize the basic values of Pancasila as the foundation of national and state life, ensuring that students have a deep understanding of Pancasila and citizenship. Number 4 (four) explains that in order to create a generation of the Indonesian nation that has a strong character, loves the homeland, defends the country and is able to improve the national identity, then the education of General Compulsory Courses (MKWU) is strengthened as one of the components that form the nation's culture. In connection with the above, hereby instructs universities to integrate and internalize the content of Pancasila values, national morals and national culture in the learning process of each course and student activities as part of national defense(SE Menristekdikti No.03/M/VIII/2017).

CONCLUSION

Based on discussion, it can be concluded that globalization has a significant influence on the internalization of Pancasila values among university students. The development of information technology and global cultural flows have a dual impact such as broadening students horizons and open-mindedness but also potentially shifting national values if not addressed critically. This influence is evident in the rise of individualism, pragmatism, and a decline in social awareness, which are in conflict with Pancasila values.

Internalizing Pancasila values is becoming increasingly important as an effort to maintain national identity and character amidst the challenges of globalization. Pancasila must be understood not only as a normative foundation of the state but also as a moral guideline embodied in students attitudes, behavior, and ethics in their daily lives both in academic and social settings. Strengthening the understanding and practice of Pancasila values requires consistency between knowledge, understanding, and practice of these values.

Higher education institutions play a strategic role in strengthening the internalization of Pancasila values through the provision of integrated, sustainable, and contextualized Pancasila Education, adapting to current developments. Integrating Pancasila values into the curriculum, student activities, and academic culture is a crucial step in developing students with character, integrity, and a sense of nationalism. Thus higher education is expected to serve as a bulwark against the negative influences of globalization and a means of strengthening Pancasila values among the younger generation.

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