

THE INFLUENCE OF PANCASILA EDUCATION LEARNING ON INCREASING SOCIAL AWARENESS AND NATIONALISM OF STUDENTS

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Abstract

This study aims to determine the influence of Pancasila Education learning on increasing students' social awareness and nationalism. Using a quantitative approach with a survey method, this study involved 100 high school students who had participated in Pancasila Education learning. The instrument used was a closed questionnaire that was validated and tested for reliability. The results of the study show that Pancasila Education learning has a positive and significant influence on both variables, namely social awareness and nationalism. Students who participated in learning with an interactive and contextual approach showed a higher level of empathy, social concern, and a sense of love for the homeland. Regression analysis shows that Pancasila Education learning contributes 42.3% to social awareness and 48.1% to student nationalism. These findings confirm that Pancasila Education not only functions as an instrument of normative knowledge, but also as a medium for the formation of social character and national identity. Therefore, a more applicable and reflective learning approach needs to be developed so that Pancasila values can be internalized more optimally in students' lives.

Keywords: *Pancasila education, social awareness, nationalism, students, character of the nation*

INTRODUCTION

Education is a fundamental means in shaping the character and identity of a nation. In Indonesia, the role of education is not only focused on the cognitive aspect, but also on the formation of national attitudes and values based on Pancasila. In this context, Pancasila Education is present as a strategic medium to instill the basic values of national and state life. Pancasila as the basis of the state and the outlook on life of the Indonesian nation has a central position in the national education system. In Law Number 20 of 2003 concerning the National Education System, it is stated that national education aims to develop the potential of students to become human beings who have faith, piety, noble character, and become democratic and responsible citizens. Pancasila values are the main pillar of achieving these goals. Pancasila education not only conveys theories about the precepts of Pancasila, but also serves as a means of internalizing noble values such as mutual cooperation, tolerance, unity, justice, and national spirit. According to Tilaar (2004), education has a strategic function in internalizing the nation's cultural and moral values, one of which is through learning Pancasila Education.

Students' social awareness, as one of the important aspects of social life, can be fostered through education that instills the values of empathy, solidarity, and social concern. Pancasila education, through a contextual and reflective approach, is able to build students' social awareness of problems that occur in society. According to Suyanto and Djihad (2012), social awareness reflects the ability of individuals to understand the social reality around them and act responsibly to these conditions. Pancasila Education learning which is associated with actual social phenomena is able to stimulate students to be sensitive to social issues such as poverty, inequality, discrimination, and injustice. In addition to social awareness, Pancasila Education also plays an important role in fostering nationalism. Nationalism is an attitude of loving the homeland, respecting one's own culture, and having a commitment to the unity and unity of the nation. According to Ernest Renan (1882), nationalism is the collective spirit of a nation to live together as a community based on history and common aspirations. In the midst of the current of globalization and the development of information technology, the values of nationalism are often eroded by the influence of foreign cultures. This is a challenge for the world of education in maintaining the national spirit of the

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younger generation. Therefore, strengthening Pancasila values in the learning process is very relevant and urgent. The cultivation of nationalism cannot be done indoctrinatively, but must be done through an active, participatory, and reflective learning process. In this case, the Pancasila Education learning approach that emphasizes dialogue, case studies, and project-based learning is very effective in building students' sense of love for the homeland and social responsibility. According to Ki Hadjar Dewantara, education is the process of guiding all the natural forces of children so that they as human beings and members of society can achieve the highest safety and happiness. In this context, Pancasila Education is an important means to guide students to become whole human beings, both in moral, social, and national aspects.

Strengthening Pancasila values in learning can help students understand diversity as the nation's wealth, not as a source of conflict. The concept of "Bhinneka Tunggal Ika" as an embodiment of the third precept of Pancasila teaches the importance of tolerance, respect for differences, and the spirit of unity in diversity. According to Kaelan (2010), Pancasila is not only the basis of the state, but also a source of moral and ethical values in community life. Therefore, Pancasila learning must be able to internalize these values into students' real lives, so that they not only understand Pancasila as a theory, but also as a guideline in action. Pancasila education also has a strategic dimension in maintaining the integrity of the Unitary State of the Republic of Indonesia (NKRI). In a complex political and social situation, the values of Pancasila are the glue of the nation. Therefore, it is important to ensure that students as the next generation of the nation have a complete understanding and commitment to these values.

In practice, learning Pancasila Education in schools is often considered a mere memorization subject, so it has less impact on students' attitudes and behaviors. This needs to be overcome by innovating learning methods that are more interesting, applicative, and contextual so that students can feel the relevance of Pancasila values in their daily lives. According to the opinion of Hoskins and Crick (2008), effective learning is learning that can develop students' competencies as a whole, including affective and social aspects. Therefore, Pancasila Education should be designed not only to increase students' knowledge of Pancasila, but also to shape their character and social awareness. In the context of school life, social awareness and nationalism can be reflected in students' attitudes towards friends, teachers, the school environment, as well as involvement in social and national activities. Effective Pancasila education will encourage students to actively participate in activities that reflect these values.

This research is important considering the low social awareness and spirit of nationalism among students, which is reflected in various intolerance, bullying, and apathy behaviors towards national issues. By understanding the influence of Pancasila Education learning on these aspects, it is hoped that a more effective and transformative approach can be found. Pancasila education cannot be separated from the social and cultural context of students. Therefore, it is important to relate the learning material to the reality of students' lives so that they feel emotionally and intellectually engaged. This is in line with constructivist theory in learning, which states that knowledge is built through students' experiences and active engagement.

Evaluation of Pancasila Education learning must include cognitive, affective, and psychomotor aspects. In this case, increasing social awareness and nationalism are important indicators of learning success, not just written test scores. This study aims to examine the extent to which Pancasila Education learning contributes to increasing students' social awareness and nationalism. With this approach, it is hoped that it can provide a more holistic picture of the effectiveness of Pancasila learning in shaping the national character of the younger generation. Through deepening and analyzing Pancasila Education learning, it is hoped that a learning strategy can be found that not only emphasizes knowledge transfer, but also the transformation of values and attitudes. Thus, Pancasila Education can be a strong foundation in forming a generation that is socially conscious, loves the homeland, and is committed to the life of the nation and state.

RESEARCH METHODS

This study uses a quantitative approach with a survey method that aims to determine the influence of Pancasila Education learning on increasing students' social awareness and nationalism. The quantitative approach was chosen because this study focuses on measuring the relationships between variables that can be expressed in the form of numbers and analyzed statistically. The population in this study is all high school students in one of the public schools in City X who have participated in the Pancasila Education subject. The research sample was determined by purposive sampling technique, which is the selection of samples based on certain considerations, such as class level and active involvement of students in learning. The number of samples used in this study was 100 students, which is considered representative to provide an overview of the relationship between the variables studied. The main instrument used in this study is a closed questionnaire which is compiled based on the learning indicators of Pancasila Education, social awareness, and nationalism. The questionnaire was validated first by experts to ensure the validity of the content, and its reliability was tested using the Cronbach's Alpha test. The reliability value obtained shows that

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the instrument used is feasible and reliable to measure the research variables. The independent variable in this study is the learning of Pancasila Education, while the dependent variable consists of two aspects, namely social awareness and student nationalism. Pancasila Education Learning is measured through several indicators such as teaching methods, student involvement, and material understanding. Social awareness is measured through indicators of empathy, social concern, and attitudes towards social issues. Meanwhile, nationalism is measured through indicators of love for the homeland, respect for local culture, and attitude towards national unity. The data obtained from the questionnaire was analyzed using simple linear regression analysis to determine the direct influence of independent variables on each dependent variable. In addition, descriptive analysis is used to describe student profiles based on their level of social awareness and nationalism. Data processing is carried out using statistical software such as the latest version of SPSS. During the research process, the researcher pays attention to the principles of research ethics by ensuring the confidentiality of the respondents' identities and explaining the purpose of the research to all participants before filling out the questionnaire. Respondents were given the freedom not to answer questions they felt uncomfortable, and all data was collected anonymously. The selection of this method is expected to provide an accurate empirical picture of the extent to which Pancasila Education learning is able to contribute to the formation of social attitudes and the spirit of nationalism of students. With a systematic and measurable approach, the results of this research are expected to be the basis for consideration in the development of Pancasila Education learning strategies in schools.

RESULTS OF RESEARCH AND DISCUSSION

1. Overview of Pancasila Education Learning in Schools

Based on the results of the distribution of questionnaires to 100 students, it was found that most of the students responded positively to the learning process of Pancasila Education in their schools. As many as 74% of students stated that teachers delivered material in an interesting and relevant way to daily life. In addition, 68% of students admitted to being involved in discussions and case studies related to Pancasila values. However, 26% of students felt that learning was still too theoretical and lacked the material to the actual social context. The interactive learning process has proven to make it easier for students to understand and internalize the values of Pancasila. These results show that contextual and participatory learning approaches have a positive influence on student engagement in these subjects. The results of the study showed that Pancasila Education learning received a positive response from most students. This shows that a relevant, contextual, and interactive learning approach is able to increase student involvement in understanding the values of Pancasila. In line with the thinking of Tilaar (2004), education is a strategic means to transmit moral and national values. When the Pancasila learning process is carried out through discussions, case studies, and active student involvement, the internalization of values such as tolerance, justice, and mutual cooperation becomes more effective. These findings also confirm that the learning process that not only relies on memorization, but also relates the material to students' real lives, will have a deeper impact. This corresponds to constructivist theory, where students build understanding through social experiences and interactions. When students feel that Pancasila learning is directly related to their environment and social reality, the process of internalizing values becomes more meaningful.

2. Students' Social Awareness Levels

This study also shows that students' social awareness is in the medium to high category. Most students show empathy and concern for social issues in the school environment and society. This can be seen from the results of the average score obtained from social awareness indicators such as empathy, concern for others, and social responsibility.

Table 1. Student Social Awareness Score Based on Indicators

Social Awareness Indicators	Average Score	Category
Empathy for friends	4,1	Tall
Concern for the environment	3,8	Medium-High
Social responsibility	3,9	Medium-High
Initiatives in social activities	3,6	Keep
Overall average	3,85	Medium-High

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From this data, it can be concluded that Pancasila Education learning also encourages the emergence of positive social attitudes in students, although it still needs strengthening, especially in terms of active participation in social activities outside the classroom. The social awareness of students who are in the medium to high category shows that Pancasila Education has contributed to students' caring attitude towards the social environment. Empathy, concern for friends and the environment, and awareness of social responsibility are indicators that Pancasila values are beginning to be embedded in students. Suyanto and Djihad (2012) explained that social awareness reflects the ability of individuals to understand social reality and act based on social responsibility values. In this context, Pancasila learning acts as a reflective medium that encourages students to look at social problems critically and be actively involved in solving them. The fact that students show high scores in the indicators of empathy and social responsibility strengthens the position of Pancasila Education as an instrument for developing students' social character. Even so, the initiative score in social activities is still relatively moderate, which indicates the need to strengthen real practices outside the classroom, such as student involvement in community social activities or social action projects based on Pancasila values. This is important so that learning does not stop at the level of conceptual understanding, but is also implemented in action.

3. Student Nationalism Level

This study found that an integrative approach can only succeed if there are The results of the study also show that the values of student nationalism are relatively high. A sense of love for the homeland, respect for the country's symbols, and the spirit of maintaining unity were the most dominant aspects in the students' response. This shows that Pancasila Education learning has contributed to strengthening students' national identities.

Table 2. Student Nationalism Score Based on Indicators

Indicators of Nationalism	Average Score	Category
Love of the homeland	4,2	Tall
Maintaining unity in differences	4,0	Tall
Appreciate Indonesian culture	3,9	Medium-High
Attitudes towards state symbols (flags, songs)	4,3	Tall
Overall average	4,1	Tall

The students' responses showed that they felt proud to be Indonesian citizens and had an awareness of the importance of maintaining the integrity of the nation. This shows that the content of nationalism instilled in Pancasila learning is quite effective in shaping students' national attitudes. The high values of student nationalism indicate that Pancasila Education significantly plays a role in shaping students' national identity. High scores on the indicators of love for the homeland, respect for state symbols, and unity in diversity show the success of internalizing the basic values of Pancasila, especially the third and fourth precepts. Ernest Renan (1882) defined nationalism as a collective spirit built on history and common aspirations. In this case, effective Pancasila learning is able to reconstruct students' understanding of their national identity and foster a sense of pride as Indonesian citizens. Students' acceptance of national symbols such as flags and national anthems also shows an emotional bond with the state, which is one of the characteristics of healthy nationalism. This result also strengthens the view of Kaelan (2010) that Pancasila is not only the basis of the state, but also a source of moral values in the life of the nation. Therefore, strengthening nationalism through Pancasila learning is very important, especially in the era of globalization which brings challenges to national identity and culture.

4. The Relationship between Pancasila Education Learning, Social Awareness, and Nationalism

Table 3. The results of simple linear regression analysis were observed in the field

Dependent Variable	R ²	Sig. (p-value)	Interpretation
Social Awareness	0,423	0,000	Significant; moderate positive influence
Nationalism	0,481	0,000	Significant; The positive influence is quite strong

Based on these results, it can be concluded that the better the quality of learning in Pancasila Education, the higher the level of social awareness and nationalism of students. The determination coefficient (R²) showed that 42.3% of the social awareness variable and 48.1% of the nationalism variable were influenced by the learning of Pancasila Education. Regression analysis shows that Pancasila Education learning has a significant influence on students' social awareness and nationalism. This reinforces the initial assumption that Pancasila Education not only serves as a normative subject, but also as a foundation for the formation of character and national consciousness. The determination coefficient which shows 42.3% influence on social consciousness and 48.1% on nationalism is strong evidence that Pancasila learning cannot be separated from efforts to build a civilized society with a nationalist spirit. These results also show that Pancasila values can be instilled effectively through a holistic and contextual learning approach. Learning that facilitates reflection, social experiences, and national discussions encourages students to not only know the value of Pancasila, but also to live it in their daily lives. This is in line with the view of Hoskins and Crick (2008), who state that effective education shapes not only knowledge, but also social and moral competence.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that Pancasila Education learning has a significant influence on increasing students' social awareness and nationalism. Learning that is carried out interactively, contextually, and reflectively has been proven to be able to increase the understanding and internalization of Pancasila values in students' lives. The students' response to this learning is generally positive, where they feel that the material presented is relevant to daily life and invites them to think critically about social and national issues. In the aspect of social awareness, the results of the study show that most students are in the medium to high category in terms of empathy, concern for the environment, and social responsibility. This shows that Pancasila Education not only functions as a teaching of values, but also as a means of forming social character that encourages students to be sensitive to the environment and the surrounding society. Meanwhile, in the aspect of nationalism, the high scores obtained by students show that the values of love for the homeland, respect for the symbol of the country, and the spirit of unity have been firmly embedded. This shows that Pancasila learning is able to build a strong national identity and fortify students from the negative influence of globalization. The results of statistical analysis through simple linear regression also strengthen that there is a significant positive relationship between Pancasila Education learning and students' social awareness and nationalism. Thus, it can be concluded that Pancasila learning that is designed and implemented effectively has an important role in forming students who are not only intellectually intelligent, but also have strong character, have social concerns, and a high spirit of nationalism. Therefore, Pancasila Education learning needs to continue to be developed innovatively so that the values contained in it really become part of students' attitudes and behaviors in real life, both as individuals and as responsible Indonesian citizens.

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