

Generation Z's Perceptions of Pancasila Education in Fostering Nationalism: A Study at Islamic Universities in Indonesia

Firmansyah¹, Yuli Kuswandari¹, Muqowim¹

¹Sunan Kalijaga State Islamic University of Yogyakarta, Indonesia

ABSTRACT

Purpose – The phenomenon of the degradation of the understanding of Pancasila by Generation Z needs to be followed up to foster a spirit of nationalism by internalizing the values of Pancasila. The researcher intends to determine Generation Z's perception of the importance of Pancasila in realizing the spirit of nationalism in Islamic universities.

Method – This study uses a qualitative descriptive approach implemented in the Islamic Religious Education study program of Sunan Kalijaga State Islamic University, Yogyakarta. The selection of research subjects was carried out using a purposive sampling technique, namely the selection of informants based on the criteria of relevance and experience of informants on the research topic. The data analysis technique in this study uses the Miles and Huberman model which includes three stages: data reduction, data presentation and drawing conclusions.

Findings – The results of the study show that Pancasila Education has an important influence on Generation Z students. By internalizing the values of Pancasila, Generation Z is expected to have intellectual, emotional, social, and spiritual intelligence as well as a sense of love for the homeland and a responsible attitude that is able to play a role in community, national, and state life.

Research Implications – This research needs to be conducted in order to foster a sense of nationalism for the young generation of Indonesian citizens through Pancasila and Citizenship education in elementary, middle, and college environments. Thus, the values of Pancasila and the spirit of nationalism will always be embedded in the souls of the young generation and their every behavior so that they will not be carried away by the current of globalization.

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Corresponding Author:

Firmansyah

Sunan Kalijaga State Islamic University of Yogyakarta, Indonesia

Email: firmansyahfirmansyah0111@gmail.com

Introduction

The next generation of the nation is part of a valuable aspect owned by the country, especially educated people and students. Students are intellectuals who master various fields of expertise and have an obligation to bring change in the community environment (Syaiful, 2023). Students, as successors and agents of change, must continue the struggle carried out by their predecessors to maintain independence. Students and students are considered as intellectuals who have added value, so they are required to act professionally and proportionally both in society and in the world of education (Afrizal & Najicha, 2022).

Generation Z students of this era need to prepare themselves to compete in mastering digital technology with other countries but must also maintain the characteristics and values of Pancasila as the identity of the Indonesian nation. This is necessary as an effort to realize the ideals of Indonesia Emas 2045 (Asril et al., 2023). However, in reality, students, as the next generation of the Indonesian nation in various educational institutions, are experiencing a degradation of quality that ignores respect for human dignity in social interactions. Various problems continue to emerge, such as issues of ethnicity, religion, race, and inter-group (SARA), radicalism, hate speech, bullying, sexual harassment, drug use, alcohol consumption, online gambling, and even murder. One of the factors that causes this to happen is the lack of a strong sense of nationalism and patriotism among each individual, especially among generation Z students (Habibullah & Rustam, 2021). In addition to nationalism, the strong individualism attitude among Indonesian society, especially Generation Z, causes them to not care about others. If this is allowed to continue, it will cause a moral crisis for the younger generation and has the potential to trigger anarchic behavior among citizens.

Based on the survey results, 65% of Indonesians felt a decline in the spirit of nationalism among the younger generation. This is even acknowledged by the majority of generation Z in the country who are young people aged 11-26 years (Pratiwi, 2023). The decline in Pancasila values among Generation Z students is very worrying if not followed up immediately, because it can eliminate the sense of nationalism in Generation Z and become a threat to the Pancasila ideology.

Pancasila is an ideology, the foundation of the nation, and a guide to life for the Indonesian people led by the nation itself to regulate social, national, and state life to achieve common goals. As a national ideology, Pancasila is not a creation of the state but rather a spiritual, moral, and cultural heritage that has become an inseparable part of the beliefs of the Indonesian people and will continue to adapt along with developments that occur in society. The values of Pancasila are the foundation for social, national and state life in forming the spirit of nationalism and patriotism of the Indonesian people (Fadhila

& Najicha, 2021). Therefore, to strengthen the role of Pancasila, the government requires Pancasila education for every elementary, secondary and tertiary education unit.

Pancasila Education is one of the fields of study in the context of national education, and has a strategic role in increasing the national insight and spirit of nationalism among students. As in article 37 paragraph (1) of Law No. 20 of 2003 concerning the National Education System that "Pancasila and Citizenship Education is intended to shape students into humans who have a sense of nationality and love for the homeland" (Ajusman et al., 2024). Pancasila education emphasizes the formation of students' cognitive and affective abilities. This means that students are not only required to understand the concepts, values and norms contained in Pancasila, but more emphasis is placed on the formation of character from the values of Pancasila (Kuswanto, 2022).

Some previous studies that are relevant to this research include research (Ramdani et al., 2024). This study shows that Pancasila Education is important for building national identity awareness and love for the country in the younger generation. Students play a role as drivers of change who maintain national values and support national integration. However, this study focuses more on the awareness of the importance of having a national identity compared to the spirit of love for the country and the research subjects only focus on students at the elementary and secondary school levels. Likewise, research (Ajusman et al., 2024). The results of this study indicate the importance of civic education for Generation Z students, especially in preparing them to become the golden generation in 2045. In this increasingly complex era, understanding the concepts of citizenship such as rights and obligations, democracy, tolerance, pluralism, and participation in political and social life is very important. However, this study has not discussed in more depth the various problems faced by Generation Z today which are increasingly complex due to the massive development of technology and how Generation Z views the Pancasila and Citizenship courses.

There are several contrasts between this research and earlier research so that further exploration is needed on how Generation Z perceives the importance of Pancasila Education in increasing the spirit of nationalism in Islamic higher education environments. This study is expected to provide a new perspective on the views of the younger generation on Pancasila and the spirit of nationalism. This study aims to examine the current condition of Generation Z students and the important role of Pancasila Education courses in increasing the spirit of nationalism. With this study, it is hoped that it can contribute and add references to a broader discussion on the importance of Pancasila Education in increasing the spirit of nationalism of the younger generation of the nation's successors.

Method

This study uses a qualitative descriptive approach implemented in the Islamic Religious Education study program at Sunan Kalijaga State Islamic University, Yogyakarta. The selection of research subjects was carried out using a purposive sampling technique, namely the selection of informants based on the criteria of relevance and experience of informants to the research topic. The research subjects consisted of the head of the study program and several lecturers of the Islamic Religious Education study program and several students of Islamic Religious Education at UIN Sunan Kalijaga who took the Pancasila Education course. The head of the study program was chosen because of his role in managing and implementing Education and teaching. Meanwhile, lecturers were chosen because lecturers interact directly with students during learning and understand the current conditions of students. The students were chosen to provide insight and experience during the learning process. Data collection was carried out through three main methods: participatory observation, structured interviews, and documentation. Interviews were conducted face-to-face with a duration of 30 minutes per session, using interview guidelines designed to explore information related to Pancasila and the nationalism of generation Z. observations were carried out to understand the learning process in the classroom. While documentation involves collecting documents to support data triangulation.

The data analysis technique in this study uses the model (Miles and Huberman, 2014) which includes three stages: data reduction, data presentation and drawing conclusions. In the data reduction stage, researchers organize raw data from interviews, observations, and documentation by coding relevant information. Data presentation is done in the form of descriptive narratives to present the data that appears. Drawing conclusions is done by verifying the findings through triangulation of sources and techniques, as well as conducting re-discussions with informants to ensure that the researcher's interpretation is consistent with the informant's views. Data validity testing is strengthened by triangulation of sources, triangulation of techniques, and extension of observation time in the field, so that the validity obtained can be guaranteed. This research was conducted from October to November 2024 in the Pancasila course in the odd semester of the 2024/2025 academic year.

Results

1. Current Condition of Generation Z Students

Generation Z is the generation after the Millennial Generation, this generation is a transitional generation of the Millennial Generation with increasingly developing technology. Some of them are descendants of Generation X and Millennials. Generation Z is also called iGeneration or Internet Generation (Alfikri, 2023). According to the Indonesian Central Statistics Agency (BPS), based on the results of the 2020 Population

Census, around 74.93 million people, or 27.94%, or more than a quarter of Indonesia's population, are Generation Z, namely Indonesian children born from 1997-2012. Generation Z, who were born after the millennial generation, were born between 1997 and 2012. This year range is used in Indonesia to refer to children of Generation Z. Thus, it is very possible that there will be differences in each region or country regarding the classification of the year range for each generation, one of the considerations in this case is the development of technology in each country or region which is not the same, which will affect lifestyle, mindset, experience, psychology, and so on in each generation. (Central Bureau of Statistics, 2020).

Generation Z or digital natives were born in a digital world that is equipped with Personal Computer (PC) technology, mobile phones, gaming devices, and the internet. Generation Z never limits their activities and reach between the real world and the digital world (Arum et al., 2023). Thanks to technological developments, Generation Z is more capable of doing all activities at one time (multitasking) compared to previous generations. With just one click, scroll, and click again, all the needs and requirements of Generation Z can be met. Indirectly, this affects the personality and characteristics of Generation Z (Zis et al., 2021).

But the impact of technological advancements on the lifestyle and mentality of Generation Z is clear. Generation Z often shows a lack of awareness of citizenship and ethics (Fernanda et al., 2023). Many young people tend to focus more on individualistic things, such as personal achievements or popularity on social media, rather than paying attention to collective responsibility towards the country and society. Behavior that is considered irresponsible and lacks respect for moral values is also increasingly prevalent among today's young generation (Supriyono et al., 2022). Therefore, it is important to change daily behavior to become a society that cares about the environment.

The young generation as a progressive intellectual group plays an important role in forming the foundation for the development of a strong civilization. In the context of Indonesia which is still in the process of development, the task of the young generation is to keep the spirit of Indonesianness alive. The nationalism of the young generation is a guarantee for positive change in the nation (Ajusman et al., 2024). The condition of the current young generation, especially generation Z, has not escaped the attention of lecturers in the Islamic Religious Education study program at UIN Sunan Kalijaga who are in direct contact with Generation Z students. Several lecturers who were sources in this study stated that "The condition of current generation Z students is almost the same as the previous generation, namely the millennial generation. There are advantages and disadvantages of Generation Z. The disadvantage is that Generation Z is often lulled by technological advances, resulting in a sense of dependency and laziness, they believe more in technology than in their own hearts and analysis. Generation Z is also known as an individualistic figure and less concerned with the surrounding environment. The

advantage is that Generation Z is able to think critically, openly (open minded), and realistically. In addition, with various existing technologies, Generation Z is able to access the world through smartphones and they become more innovative with something modern".

According to (Paranita, 2022) Generation Z students have the ability to think critically, rationally, creatively, and innovatively in responding to citizenship issues and are able to participate actively, responsibly, and act intelligently in participating in the community, nation, and state by properly utilizing information and communication technology. Thus, Pancasila and citizenship education should ideally be known and studied by the entire Indonesian nation, especially Generation Z, so that they can become individuals who know their rights and obligations as citizens of Indonesia.

Some things that Generation Z students can do include becoming pioneers of a just, humane and democratic national and state life by thinking critically about national and international issues so that it is hoped that Generation Z will become agents of change or agents of renewal that encourage sustainable educational, social, cultural, and economic changes. Generation Z must also be individuals who have high tolerance by respecting culture and customs including ethnicities and languages in Indonesia. That way, Generation Z can become the next generation of the nation who have high tolerance for customs, ethnicities, languages, and diverse cultures. In addition, Generation Z is required to be individuals who love peace. By learning how to practice democracy properly, it is hoped that Generation Z can become successors to a democratic and peace-loving nation, so that the ideals of Pancasila democracy in Indonesia can be achieved. That way, Generation Z can become individuals who participate in giving meaning to life (Wasiyem, et al., 2021).

2. Implementation of Pancasila Education in Higher Education

Pancasila is a compulsory subject that must be studied by higher education students. The existence of the Pancasila course is expected to build students' nationalism based on Pancasila values to develop a sense of professionalism based on their field of knowledge. Therefore, learning Pancasila must be of interest, pursued, and applied to everyday life. Learning will attract more attention from students if faced with real problems in everyday life, and an in-depth analysis will be carried out so that a concept is built that fosters awareness of application in real life.

The implementation of Pancasila education has a positive impact on students of Islamic Religious Education at UIN Sunan Kalijaga. According to the informant, "Pancasila education is still relevant to be implemented at all levels of education, including higher education, because with the Pancasila course, students can learn more about the concept of Pancasila as the principle and guideline for national and state life for all Indonesian people. Pancasila as a reference and guideline for the life of the Indonesian nation to

regulate the behavior of its citizens to become good citizens. To form good citizens, it must be in accordance with the values of Pancasila”.

Pancasila has a series of values, namely divinity, humanity, unity, socialism, and justice, that are used by society to live their lives. Pancasila is not just a formulation that is formed instantly without having a strong source, but rather Pancasila is a formulation of the state's foundations that are based on the moral values of the personality of the Indonesian nation, both religious, social and cultural values that have been attached together with the existence of the Indonesian nation (Musdalipah et al., 2023).

Pancasila education is very necessary in the current era, by following the increasingly modern flow of globalization, many external influences have eroded the noble values of Pancasila so that Indonesian citizens are required to study Pancasila education in depth (Savitri & Dewi, 2021). Pancasila and Citizenship Education is designed as a subject that aims to enable the younger generation to think critically, rationally, and creatively in responding to citizenship issues. The younger generation must play an active and responsible role, and act intelligently in community, national, and state activities as well as anti-corruption. In addition, the younger generation can grow and develop positively and democratically to form themselves based on the character of Indonesian society so that they can live together with other nations and are expected to be able to interact with other nations on the world stage directly or indirectly by utilizing information and communication technology (Budimansyah, 2012).

3. The Role of Generation Z Students in Increasing the Spirit of Nationalism

Indonesia is a pluralistic country. Indonesia has many different tribes, races, and religions. Behind the diversity of Indonesia there is a danger of conflict that may arise if the diversity obtained is not managed properly, so the spirit of nationalism is very necessary for every citizen of Indonesia (Taranau, 2023). Nationalism can be interpreted as pride in and a sense of love for one's country. Nationalism can also be interpreted as a concept that concerns the identity of a country. Nationalism is a belief that believes that an individual's highest loyalty must be given to the country, a sense of nationality is a very deep feeling of a close bond with the land of one's birth (Asril et al., 2023).

Nationalism in the sense of national spirit due to cultural similarities refers to the main cultural similarities, such as blood or descent, ethnicity, area of residence, beliefs and religion, language, and culture. The early growth of nationalism can be said to be a psychological situation in the form of a person's total loyalty directly devoted to the country. The bond of nationalism grows in the midst of society when their mindset begins to decline. This bond occurs when humans begin to live together in a certain area and do not move away from the bond of nationalism. At that time, the instinct to defend themselves played a very important role and encouraged them to defend themselves

played a very important role and encouraged them to defend their country, where they lived and depended on (Ekaprasetya et al., 2021).

As the next generation of the nation, students have a great responsibility to maintain the unity and integrity of the NKRI (Unitary State of the Republic of Indonesia). Pancasila and Citizenship Education is important in forming a strong sense of nationalism for students, because students are future leaders who must maintain the integrity of the nation (Ramdani et al., 2024). Through education, the Government of the Republic of Indonesia strives to ensure that every individual becomes a law-abiding citizen and has a commitment to the Republic of Indonesia. Subjects such as religious education, Pancasila education, and the Indonesian language are mandatory at all levels of education, with the aim of forming a sense of love and appreciation for the country. The basic competency of the Pancasila and Citizenship Education course in higher education is to shape students to have a high sense of nationalism, a democratic attitude, and active participation in creating a life based on the values of Pancasila (Taranau, 2023).

This is in line with the role of generation Z students in increasing the spirit of nationalism as conveyed by several students of Islamic Religious Education at UIN Sunan Kalijaga as follows. The results of the study stated that *"The role that students can play in increasing the spirit of nationalism is by making themselves aware of the love of the homeland, studying history in order to appreciate the services of heroes in the past, preserving the culture and values of the nation to avoid the negative influence of foreign culture, choosing domestic products, and maintaining the sovereignty and honor of the country. In addition, as students, they must be enthusiastic in seeking knowledge, getting used to being kind to fellow Indonesian citizens without distinguishing between race and religion, innovating in the fields of economy, socio-culture, and technology without ignoring the values of Pancasila."*

Based on the interview results, it can be concluded that there are several steps that Generation Z can take to increase their sense of nationalism, including; providing good examples and actions about respect and love for the nation and state by remembering the services of the heroes in fighting for independence, using domestic products and preserving the culture in the country so that it is not forgotten by the next generation of the nation, eliminating ethnocentric thinking in society because Indonesia is a multicultural country and must always be able to accept existing differences, and selective filtering of foreign cultures entering the country which is carried out in accordance with the application of Pancasila values.

According to (Sutiyoso et al., 2022) students play an important role in improving progress and nationalism in Indonesia. Students will play a key role in the next generation of the nation in the future. Students play an important role in political control, guardians

of value, agents of change, iron stock, and moral force. Explanations of the important roles of students include the following:

- a. Political Control is the relationship between the government and society, and the role of students as political controllers increases political awareness because they convey to society that they must supervise and control the government when they make decisions about public policy or politics, especially decisions related to the future of society.
- b. Guardians of values, meaning that students play a big role in maintaining national values such as honesty, empathy, justice, and mutual cooperation. They are required to continue learning and developing themselves, as well as being active in social activities.
- c. Agents of change namely Students as Agents of Change. The changes in question are good and beneficial changes and have an influence on others, such as friends, family, and even the country.
- d. Iron stock, this term is used to describe students who are resilient, knowledgeable, and have good morals. In other words, students are expected to be resilient, talented, and moral individuals who will be useful for the next generation; and
- e. Moral Force can be described as a force for good based on the principles of morality and ethics. Students act as role models for society; therefore, they must behave appropriately. Every action will be observed and judged by society, so students must be good at placing themselves and living side by side with society.

Discussion

Pancasila education plays an important role in increasing the nationalism of Generation Z students because Pancasila teaches about national values; Pancasila teaches the values of unity, tolerance, and love for the homeland. Pancasila can increase social awareness, Pancasila is still relevant to contemporary issues, and can overcome the individualistic attitudes of Generation Z. Therefore, Pancasila education can strengthen the nationalism of the younger generation. Sometimes the souls of young people, especially Generation Z, are easily influenced by external factors that threaten their thoughts, behavior, and lifestyles, thus threatening their sense of nationalism. Therefore, the values of Pancasila are important to be studied comprehensively and applied in aspects of national and state life.

The younger generation should understand the foundation and ideology of the country. By understanding Pancasila as the state ideology, the younger generation will become a strong generation that is ready to face challenges in the future. Generation Z as the successors of the nation must be critical of influences from foreign countries (Paranita, 2022). Therefore, the role of Pancasila can be called a very important national insight to be a guideline for the young generation of Indonesia. National insight is

considered the spirit of nationalism because it contains the dynamics of the process of nation and state. The life of Indonesian society is very diverse, such as the diversity of religion, ethnicity, race, skin color and regional languages. So that it can allow divisions in society, especially among Generation Z who are currently starting to be far from understanding the values of diversity and Pancasila.

Pancasila education must be implemented in universities to foster a sense of love for the homeland and nationalism in the next generation of the nation. The first thing that must be done is to build the mentality of the young generation who love the homeland and are willing to sacrifice for the country. The multidimensional crisis currently facing Indonesia, coupled with the ongoing economic crisis, can easily lead to conflict between countries (Ekaprasetya et al., 2021). Therefore, it is necessary to instill a sense of love for the homeland and nation in the young generation of Indonesian citizens through Pancasila education in schools and universities.

The implementation of the Pancasila and Citizenship Education curriculum in universities creates students who are able to analyze and solve national development problems based on the principles of Pancasila as the ideology and foundation of the state. With a deep understanding of the five values of Pancasila, namely Divinity, Humanity, Unity, Democracy, and Social Justice, students can internalize the basic values that are the foundation of the nation's morals and ethics (Ramdani et al., 2024).

These findings indicate that the Pancasila Education course has an important influence on Generation Z students. By internalizing the values of Pancasila, Generation Z is expected to have intellectual, emotional, social, and spiritual intelligence as well as a sense of love for the homeland and a responsible attitude that is able to participate in community, national, and state life. If students study Pancasila and Citizenship Education seriously, then they will easily become good citizens: first, have knowledge and understanding of their rights and obligations as citizens; second, know and understand the values of Pancasila; third, support the supremacy of law; fourth, have high creativity and be able to innovate; and fifth, support the realization of national integrity. The existence of Pancasila has challenges in the digital era, namely the increasing ease of other ideologies entering Indonesia, which can influence the mindset of Generation Z as the next generation of the nation and state. Therefore, Pancasila is expected to be present as a solution to all problems faced in the era of globalization.

Conclusion

Pancasila is the foundation of the Indonesian state, embodying noble values derived from the nation's traditions. It plays a vital role in fostering nationalism, especially among Generation Z, by shaping behaviors that reflect Indonesia's identity. However, globalization has led many, particularly Generation Z, to overlook these values, often favoring foreign cultures deemed more modern. This shift risks moral degradation and

weakens nationalism. To address this, Pancasila education is crucial for reintroducing its values to Generation Z as the nation's future leaders. Starting from elementary to university levels, Pancasila education can instill pride, inspire innovation, and encourage support for local products. By doing so, the principles of Pancasila and a strong sense of nationalism will remain integral to the younger generation amidst globalizations.

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