



The Strategy of Pancasila Education in Preventing Radicalism in Children

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Abstrak

Penelitian ini difokuskan pada analisis peran pendidikan Pancasila sebagai sarana pencegahan radikalisme pada anak melalui proses pembentukan karakter. Kajian ini menerapkan pendekatan kualitatif dengan metode studi literatur, yang dilakukan melalui penelaahan sistematis terhadap artikel ilmiah dan jurnal yang relevan. Hasil analisis menunjukkan bahwa efektivitas pendidikan Pancasila dalam mencegah radikalisme meningkat apabila pembelajaran tidak hanya berorientasi pada penguasaan materi, tetapi juga dihubungkan dengan pengalaman dan realitas kehidupan sehari-hari siswa. Temuan ini menegaskan pentingnya pembaruan strategi pembelajaran Pancasila agar lebih bersifat aplikatif, sekaligus dapat dijadikan dasar pertimbangan bagi pihak sekolah dan pengambil kebijakan dalam merancang program pendidikan yang mendorong sikap toleransi serta menolak paham radikal.

Kata kunci: Pancasila; Radikalisme; Karakter; Pendidikan; Toleransi

Abstract

This study focuses on analyzing the role of Pancasila education as a means of preventing radicalism in children through character building. This study applies a qualitative approach using a literature study method, which is conducted through a systematic review of relevant scientific articles and journals. The results of the analysis show that the effectiveness of Pancasila education in preventing radicalism increases when learning is not only oriented towards mastery of the material, but also linked to the experiences and realities of students' daily lives. These findings emphasize the importance of updating Pancasila learning strategies to be more applicable, while also serving as a basis for consideration by schools and policy makers in designing educational programs that encourage tolerance and reject radicalism.

Keywords: Pancasila; Radicalism; Character; Education; Tolerance



Introduction

Pancasila education shapes the character, values, and national identity of Indonesian students. Pancasila defines the foundational principles of the nation and guides citizens to uphold justice, humanity, and diversity. Pancasila education instills morality and strengthens ideological resilience against the challenges of globalization and extremism. Learning noble values such as tolerance, mutual cooperation, and social responsibility helps build strong character and foster a spirit of nationalism among younger generations (Indriani & Ulfatun, 2023; Budiarti, 2023).

Several studies have shown that contextual Pancasila education can strengthen students' resilience against the influence of intolerance and radicalization. According to Fadilah et al. (2023), teachers who demonstrate exemplary behavior and integrity in the classroom can cultivate moral awareness and a sense of nationalism among their students. Another study by Nofridasari & Hidayati (2023) found that learning strategies based on personal experience enhance the application of Pancasila ideals in elementary schools. However, most of these studies remain conceptual and descriptive, with relatively few empirically evaluating the effectiveness of pedagogical practices in internalizing Pancasila values in elementary and secondary schools.

This research gap highlights the need for further investigation into the contextual and sustainable implementation of Pancasila education. According to Nuryadi & Widiatmaka (2022), teachers often face methodological challenges and a lack of training in integrating Pancasila values into active learning. Meanwhile, (Kholipah & Laksana, 2024) emphasize the importance of improving teachers' competence in the digital era so that they can teach Pancasila ideals in ways that are relevant and responsive to technological advancement.

The purpose of this study is to examine the effectiveness of Pancasila education in fostering tolerant character and protecting elementary and secondary school students from extremist influences. In addition, this study aims to develop a contextual learning model that can strengthen the internalization of Pancasila values and provide practical recommendations for teachers in designing character-based learning that is appropriate and relevant to the demands of the digital age. This study employs a descriptive qualitative approach using library research, which focuses exclusively on the analysis of relevant academic publications and scientific articles. Data were collected through a comprehensive analysis of national and international publications discussing the implementation of Pancasila education, character education, and the prevention of extremism. The data were then analyzed thematically and comparatively to identify trends, gaps, and successful strategies documented in previous studies. Therefore, this study is expected to make both conceptual and practical contributions to the development of a Pancasila education learning model that is more contextual, sustainable, and connected to the dynamics of twenty-first-century education.

The findings of the literature review indicate that the contextual and reflective implementation of Pancasila education significantly enhances students' national awareness and social empathy. Based on the synthesis of various scholarly articles, as noted by Hasanah et al. (2024), project-based and community-based learning approaches that emphasize the principles of mutual cooperation, social responsibility, and student collaboration have proven effective in strengthening the Pancasila Student Profile (*profil pelajar Pancasila*) (Hasanah et al., 2024). Nevertheless, an examination of various studies shows that the main barriers to the implementation of Pancasila-based character education include inadequate teacher training, insufficient school policy support, and limited integration of technology into the learning process. These findings underscore the critical need to develop more innovative and adaptive pedagogical strategies for the contemporary educational landscape.

This study differs from most previous research because it does not merely describe and evaluate existing practices. Instead, it examines the literature from a new perspective. This study offers a novel conceptual contribution by synthesizing findings from several empirical studies to develop a Pancasila learning model that is contextual, digitally adaptive, and character-oriented. The study seeks to support the improvement of character education in Indonesia by demonstrating the importance of empowering teachers and integrating Pancasila principles into

practical learning. Thus, in the era of globalization, this literature review may have significant implications for strengthening the role of Pancasila education in developing young people who are critical, tolerant, and committed to national values.

Method

This study employed a qualitative approach using a literature review method, aiming to systematically examine various scholarly articles and journal publications on the role of Pancasila education in preventing radicalism. The study focused on scientific publications published between 2022 and 2025, with the research population consisting of academic works that discuss the implementation of Pancasila values in education and their impact on students' character formation. Sources were selected using purposive sampling by considering the relevance and depth of discussion; therefore, only articles that specifically addressed Pancasila-based character education were further analyzed.

The research data were obtained from scientific documents, previous research findings, and secondary data containing information on character education, radicalization prevention, and relevant learning approaches. All data were collected through systematic literature searches and supporting documentation and were subsequently analyzed using a descriptive qualitative method through the stages of data reduction, thematic categorization, and source triangulation to ensure the validity and credibility of the findings. Although this study did not employ quantitative analytical tools, it drew on previous research findings to strengthen the analysis and generate a comprehensive understanding of the effectiveness of Pancasila education in shaping students' character, as well as its strategic role in preventing the spread of radical ideologies among younger generations.

Findings and discussion

Pancasila education is important because it helps students develop character by teaching moral principles that guide their lives. To create an educational environment that consistently promotes positive values, all components of school activities should be planned collaboratively and comprehensively (Malaka et al., 2020). For learning methods to function effectively, they must be designed to be engaging and relevant to students' contexts. For example, learning can become more meaningful by incorporating stories and local knowledge that children can relate to. This method can help students understand abstract ideas by transforming them into concrete concepts (Subekti et al., 2022).

Pancasila-based character education is most effective when students are actively involved and when families and communities provide support. Teachers play an important role because they facilitate students' learning while also serving as role models for the political and social values of the nation. Teachers need continuous training so that they can improve their teaching practices and demonstrate strong moral examples. This helps make the learning process more reflective and engaging (Septiani & Kurniawan, 2022). Through collaboration, schools, families, and communities can create an environment in which children learn and practice principles such as justice, tolerance, and cooperation in real life. This, in turn, contributes to the development of character and national identity (Sudargini & Purwanto, 2020).

The primary goal of internalizing Pancasila values is to shape younger generations who are tolerant, possess a strong sense of nationalism, and contribute to societal development. To achieve this goal, educational strategies should focus on project-based learning and the resolution of social problems. These approaches provide students with real opportunities to apply Pancasila principles (Syafila & A'yun, 2024). Therefore, sustainable and well-designed Pancasila education can foster a society with stronger moral and spiritual values as well as a deeper sense of national identity. Ultimately, this will help young people respond wisely to social and global changes (Melati et al., 2024).

Pancasila Education in Children's Character Formation

Pancasila education is highly significant in fostering children's character because it provides moral principles that underlie their social interactions and civic responsibilities. Pancasila serves not only as the philosophy of the state but also as a fundamental source of values for character education within the Indonesian educational constitution (Sa'aadah & Dewi, 2022). Its purpose is to cultivate patriotism and an understanding of citizens' rights and responsibilities. Studies show that when young people embody Pancasila values in their daily lives, they are better prepared to face social issues and reduce the negative influence of extremism (Sabir et al., 2024).

Pancasila-based character education develops individuals who possess integrity, social responsibility, and empathy for others, in addition to academic intelligence (Farwati et al., 2023). Through systematic instruction, children learn to appreciate diversity and understand their role in maintaining national unity. These findings are particularly significant given Indonesia's extensive ethnic and cultural diversity.

Educational practices that emphasize Pancasila values must be implemented contextually so that they are connected to students' experiences. Approaches that emphasize practical application, such as community-based project learning, are expected to improve students' understanding and appreciation of Pancasila ideals (Sabir et al., 2024). This highlights the importance of collaboration among communities, families, and schools in promoting holistic education for young people.

Strengthening Moral Values and Character

All aspects of school instruction should integrate the development of moral principles and character. Research indicates that holistic strategies that combine moral principles with cognitive learning can produce students who are more well-rounded and better prepared to face future challenges (Sofwatul, 2025). Students who actively participate in classroom discussions and group projects are more capable of developing cooperation and empathy, two qualities that are essential for the formation of positive character.

The role of teachers in transmitting and reinforcing Pancasila values cannot be overlooked. Teachers must actively guide students to act in accordance with Pancasila principles and serve as role models in the implementation of educational values (Hapsari & Sukarya, 2020). Teachers' ability to foster a welcoming and inclusive learning environment and to help students develop soft skills is crucial to the successful strengthening of moral principles (Budiarti, 2023).

In addition, students' engagement with and understanding of Pancasila ideals can be enhanced through the use of various innovative teaching techniques, including technology in the classroom (Nurhasanah et al., 2024). Teachers can identify the different character qualities they wish to develop in the classroom by using assessment tools and rubrics. As a result, the teaching of moral ideals can be effectively integrated into the curriculum and have a long-term positive impact on students' character.

Pancasila Contextual Approaches in the Implementation of Pancasila Values

In Pancasila education, a contextual approach involves applying these principles in practice so that students can see their relevance and influence in everyday life. Research shows that students' understanding of Pancasila ideals improves when teachers connect learning materials to their real-world experiences (Wahyuni & Muhibbin, 2024). Through methods such as project-based and community-based learning, students are given opportunities to directly observe how these ideals are applied in their surroundings.

Furthermore, the contextualization of learning strengthens the principles of unity and cooperation among students. Activities such as mutual cooperation within the local community not only teach children Pancasila values but also enhance their social skills, which are essential for their daily interactions (Sabir et al., 2024). The application of a Pancasila education model provides every student, regardless of socioeconomic background, with the opportunity to develop their character.

All stakeholders, including parents and the community, must be involved for contextual approaches to be successfully implemented. Students will be better prepared to understand and internalize the meaning of Pancasila values in their lives when these values are applied consistently at home, at school, and in the community (Sa'adah & Dewi, 2022). This integrated approach provides students with opportunities to develop into individuals who not only understand Pancasila ideals but also apply them in everyday life.

Improving the Competence of Pancasila Education Teachers

To address increasingly complex learning challenges, teachers' competence in Pancasila education must be continuously improved. Various training and professional development programs that emphasize pedagogical skills and a deep understanding of Pancasila values can support this improvement (Sofwatul, 2025). Research shows that professional development programs and scientific supervision can significantly enhance the quality of teachers' instruction (JABBAR et al., 2024).

It is important to provide teachers with appropriate tools and resources so that they can teach Pancasila values in an engaging and effective manner. For example, the use of information technology in teaching can help teachers deliver materials in ways that are more interactive and appealing to student (Anggraini, 2025). Teachers also need to participate in seminars, workshops, and training activities focused on competency development so that they can create situational and relevant learning experiences for students.

In general, improving teachers' competence in Pancasila education will enhance the learning environment and directly influence students' character development. Students will more easily internalize Pancasila values in the classroom when teachers are competent and knowledgeable (Budiarti, 2023). Therefore, accelerating teachers' professional growth should be prioritized in building a younger generation with strong moral values and a sense of patriotism.

Developing Patriotism and Tolerance among Younger Generations

The tolerance and patriotism of younger generations are strongly influenced by Pancasila education. Students are taught to appreciate diversity and contribute to preserving national unity through a deep understanding of Pancasila values (Sa'adah & Dewi, 2022). Research suggests that young people can develop greater awareness of social issues and the ability to make a positive impact on their surroundings through high-quality Pancasila education (Budiana et al., 2021).

Creating a relevant curriculum in this context is essential for teaching these principles to the next generation. This study highlights the importance of regularly integrating Pancasila values into school activities in order to build a generation that values diversity and practices tolerance (Hapsari & Sukarya, 2020). Through activities that foster respect for Pancasila, students can understand their role as members of society.

Finally, strengthening the teaching of Pancasila ideals to the next generation requires collaboration among schools, parents, and local communities. To adapt to diversity within society, younger generations must possess strong skills and attitudes of tolerance (Sabir et al., 2024). By cultivating an atmosphere that upholds and respects Pancasila, it is possible to nurture a generation that loves the nation and is prepared to embrace its diversity.

Conclusion

Pancasila education is essential for shaping children's moral character from an early age. Through this subject, children learn virtues such as honesty, accountability, teamwork, and patriotism. Pancasila values help them grow into individuals who are morally responsible, respectful of diversity, and compassionate toward others.

Rather than being taught only as theoretical concepts in the classroom, Pancasila education should be applied in real-life situations. For example, it can be implemented through community-based initiatives, group projects, or mutual assistance activities. Such methods facilitate children's understanding and application of Pancasila values in their daily lives.

Teachers also play a crucial role. In addition to teaching, teachers often serve as positive role models for their students. Therefore, it is necessary to consistently strengthen teachers' capacity to deliver and uphold Pancasila values. Furthermore, collaboration among the community, families, and schools is essential to ensure that children develop strong moral character. Indonesian children can grow into an honest, tolerant, and patriotic generation if they receive high-quality Pancasila education. Such a generation will be capable of maintaining national unity amid the country's diversity.

List of abbreviations

Not applicable

Acknowledgment

Not applicable

Declaration

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Consent for publication

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Availability of data and materials

Not applicable

Competing interests

All authors declare that there are no relevant conflicts of interest related to this research.

Author contributions

AD, SN, and DR responsible for the conception and design of the study, MDH collection data, manuscript writing, RS analysis, and interpretation. All author also reviewed and approved the final version of the manuscript

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