



# ACTUALIZATION OF PANCASILA VALUES THROUGH SCIENTIFIC APPROACH IN STRENGTHENING NATIONAL INSIGHTS

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## ABSTRACT

This research was to analyze the actualization of Pancasila values as an effort to improve and strengthen the nation's insight through Pancasila education in the Civic Education Program in Lampung University. This research used classroom action research method by teaching, did the observation, then the last distributing the test to 60 respondents in civic education program. The data analyzed by qualitative analysis. Based on the results of this research showed that the actualization of Pancasila values was able to strengthen the nationality insight. This was shown from the activities and student learning outcomes show improvement. In the first cycle, the data was 54.81%, then increase in the second cycle, that was 71.93% and amounted to 81.17% in the third cycle. So, it can be concluded that the more Pancasila values were actualized in a complete and consistent manner, the nationality insight possessed by students will increase according to the set success targets of researchers. The finding of this study is useful for the teachers or the lecturers of Pancasila education to explore their way of teaching Pancasila education, so the students absolutely have the soul of Pancasila to implement in their daily life. It would be relevant to increasing diversity in unity in Indonesia.

**Keywords:** Pancasila Values, National Insight, Pancasila Education

DOI Number: :10.14704/nq.2022.20.8.NQ44176

NeuroQuantology 2022 ;20(8):1626-1637

## INTRODUCTION

Awareness of the nation and state will create a strong sense of belonging to a nation and state. The sense of ownership and enthusiasm to continue to struggle in realizing the ideals of the nation is one

indication of the embedded national insight in every soul of the Indonesian people. More than that, national insight is not just knowledge about a nation.



Insight of nationality has meaning; 1) National insight mandates all nations to place unity, integrity, and the interests and safety of the nation and state above personal or group interests; 2) National insight develops Indonesian unity in such a way that the principle of *Bhinneka Tunggal Ika* is maintained; 3) Nationalism does not give place to cunning patriotism (<https://kesbangpol.bantenprov.go.id/>).

Winarno (2007) suggests several backgrounds that influence the development of Indonesian nationalism, namely historical aspects, geographical and socio-cultural aspects, and geopolitical aspects. In line with Winarno, who was quoted by Nugraha and Sari (2017) also stated the same thing by adding one aspect in it, namely the aspect of Pancasila philosophy.

The importance of having a high level of national insight in a country, especially the Indonesian state, is to prevent various problems in the country that can lead to disintegration. This is what has recently been happening in the country. Conflicts with various issues in the midst of Indonesia's pluralistic society that easily ignite people's emotions indicate the weakness of national insight they have because they cannot control themselves. Adilesmana (2013) revealed that the internal and external changes faced by a nation always have positive and negative aspects. Thus, without a good understanding of national insight, conflict and change will be very difficult to manage and the progress of the nation will be increasingly difficult to achieve.

Strengthening Pancasila values as a frame of unity and integrity implemented in

Pancasila and Citizenship Education (PPKn) subjects is an agenda in order to develop national insight (Nuhriison, et al, 2015). Previous research conducted by Najib (2013) in 181 districts/cities in 33 provinces in Indonesia, revealed the lack of insight into the nationality of the Indonesian people as indicated by the inability of the community to mention the precepts of Pancasila, which was 10% of the 12,056 respondents. How can society have or even actualize the values of Pancasila to further strengthen national insight if it is not possible to mention the contents of the precepts of Pancasila alone. Especially in understanding the meaning of Pancasila values and life. Weak national insight that has an impact on the occurrence of confrontation and disintegration between groups. Like the conflicts that have occurred between ethnic groups in several regions in Indonesia in recent years. If these various conflicts continue to occur without any further handling, it is possible that it will make it easier for outsiders to influence the community and regain control of the Indonesian state. This is a concern and alarm for all Indonesian people to be able to further strengthen the sense of unity and love for the homeland. Therefore, it is very possible that learning Pancasila Education in universities by actualizing the values of Pancasila can develop students' national insight so that a strong patriotic attitude and state defense attitude will be embedded in the younger generation, not only strong in knowledge and understanding but also strong commitment implemented in real everyday behavior.

The purpose of Pancasila education as expressed by Kaelan (2004) is that through Pancasila education, Indonesian citizens are expected to be able to understand, analyze



and answer the problems faced by the people of their nation in a sustainable and consistent manner based on the ideals and goals of the Indonesian nation. Thus, it is hoped that students as the younger generation will be able to see all the problems they face based on national ideals, one of which is unity.

The material value of Pancasila is a source of strength for the struggle of the Indonesian nation. The values of Pancasila are the binder as well as the driving force in the effort to uphold and fight for Indonesian independence, so that it becomes evidence that the meaning of the precepts in Pancasila is in accordance with the personality and desires of the Indonesian nation. Pancasila is the embodiment of cultural values that unites the Indonesian people of various ethnicities, races, languages, religions, islands, into one nation. The values contained in Pancasila are the soul of the personality, and the way of life of the people in the archipelago since long ago. The various backgrounds that influence the development of Indonesian national insight that have been described show that national insight is very much needed to improve and foster national defense. In addition, it is also to create order and peace in the Indonesian nation in order to create a unity and integrity, especially since the State of Indonesia is a country with a large area, large population, and diverse society. If each individual has a high national insight, then a sense of love and pride for the nation and country as well as the identity of the nation and state will always be formed and continue to be attached to each individual. This is also stated by Yarmakeev & Pimenova (2014), that:

National self-awareness forms not only an abiding citizen but a person with an active life position and a goodsense of his civic duty, and raises his self-esteem. It cultivates deep respect for national symbols, the heroic past of the country, its culture, love for the native language and nature, and promotes the unity of all citizen regardless of their ethnic origins, political or religious beliefs.

National insight provides an understanding of how each individual views his own nation. As citizens of Indonesia, they should view the State of Indonesia as a unified whole in terms of national unity and territorial integrity. All components that exist in a country are a unit that must always be united to be able to realize the ideals of the nation and avoid conflicts between people.

Thus, actualizing the values of Pancasila in this Pancasila Education course is very possible to improve and strengthen the national insight of students, who not only understand nationality conceptually, but are also able to have and demonstrate the national spirit in real terms. Thus, with good national insight, students can realize a high sense of love, pride, and ownership of the Indonesian state which will have an impact on the primacy of thinking about common interests rather than the interests of individuals, groups, groups, ethnic groups or regions.

It should be realized that learning Pancasila in schools, including in universities, faces a number of challenges, including the responses of students or students to this material which is very diverse. Based on analysis in several sources, it shows that learning Pancasila material is boring,



unattractive, monotonous, has been studied since elementary school, the assumption is not in accordance with the professional field or expertise being occupied by a student and others. This situation is undeniable and certain to happen. Therefore, teachers or lecturers must find effective ways in order to bring learning participants to want to follow the material, having an interest in learning and instilling awareness about the material is very important.

The use of the scientific approach or the scientific approach in actualizing the values of Pancasila is one of the strategies in learning Pancasila Education to increase students' national insight. Musfiqon and Nurdyansyah (2015) argue that learning using a scientific approach means that learning is carried out scientifically. Therefore, the scientific approach is also known as the scientific approach. The learning process can be matched with a scientific process.

It was further explained that the application of a scientific approach in learning does not only focus on how to develop students' competence in conducting observations or experiments, but how to develop knowledge and thinking skills so that they can support creative activities in innovating or working.

Scientific approach to learning is directly on the facts and the reality that exists around the student learning resulting in actually using observation and analysis in practice (Utanto et al., 2017; Gunawan et al., 2017; In'am & Hajar 2017). A more scientific approach engaging students in activities directly and help them associate academic learning with real-life contexts they face. By

hooking the lessons with real life expected of students more creative, innovative, and capable of issuing cemerlangnya ideas in solving problems encountered (Parmin et al., 2016; Timeless, Assaat & Pujiastuti 2017; Nagl, Obadovic & Segedinac 2012).

In the application of the scientific approach, there are several general steps taken, namely: observe, ask yourself, try, analyze, and communicate. (Utanto et al., 2017; Gunawan et al., 2017). Learning by using scientific method or scientific approach is capable of creating an atmosphere of active learning, and can make students more creative and innovative thinking in the face of the material being taught (Setiawan & Wilujeng 2016; WATI, Bharati & Hartono 2014). Nagl, Obadovic, & Segedinac (2012), Susilo, Siswandari, & Bandi (2016) and Sodik & Wijaya (2017) also revealed the learning scientific methods can make the atmosphere becomes monotonous learning atmosphere that is very interesting, because the student is presented with the material reality and the facts that exist around the them so that it is able to increase the motivation of students to find out more.

## CONCEPTUAL REVIEW

### What Is Pancasila Education?

Pancasila Education has been a fundamental framework or essential subject for all Indonesians, including higher education students, in realizing the personality of the academic community based on the values of Pancasila. All universities in Indonesia must hold Pancasila Education as a guide for students to study, analyze and solve various kinds of problems in the life of society, nation and state in the perspective of the fundamental



values of Pancasila as the Ideology of the Indonesian State (Kusdarini, Sunarso, & Arpanudin, 2020; Ministry of Research Technology and Higher Education of the Republic of Indonesia, 2016). The concept of Pancasila is a learning process using a student-centred learning approach to develop student's knowledge, attitudes, and skills as future leaders of the nation in building their professional spirit following their respective study programs and by making the values of Pancasila as a guiding principle so that they become good citizens (Kusdarini et al., 2020; Nugraha & Dewi, 2021). Pancasila's significance in all tertiary departments employ education to ensure students retain their cultural roots and have rules or guiding principles for thinking and acting in daily life based on Pancasila ideals (Ministry of Research Technology and Higher Education of the Republic of Indonesia, 2016; Zakso, Agung, Susanto, & Calvin Capnary, 2021). At the Higher Education Institution level in Indonesia, a course has been designated as a compulsory subject by Indonesian president Susilo Bambang Yudhoyono by signing the Law of the Republic of Indonesia No. 12 of 2012, namely Pancasila Education. In the course of the history of the Indonesian nation, the values of Pancasila as the nation's view of life have been manifested in social life since before Pancasila as the basis of the state was formulated in a value system. Since ancient times, this archipelago region has had several actual values by its people, such as believing in God and being tolerant, cooperation, deliberation, social solidarity, etc (Ministry of Research Technology and Higher Education of the Republic of Indonesia, 2016; Nugraha & Dewi, 2021). However, the adverse effects of globalization, many behaviors of the

younger generation, especially among students, deviate from the values of Pancasila. Of course, such behavior is categorized as behavior that is not grateful for the independence of the Republic of Indonesia (Ministry of Research Technology and Higher Education of the Republic of Indonesia, 2016; Zakso et al., 2021). The values of Pancasila, based on the theory of causality introduced by Notonegoro, is the cause of the birth of the Republic of Indonesia, so deviations from the values of Pancasila can result in the threat of the survival of the country.

The urgency of carrying out Pancasila Education in all universities in Indonesia is because various problems arise that show the erosion of Pancasila values in the lives of society, nation, and state. These problems include the lack of tax awareness being the main problem for the Indonesian people, the problem of corruption, the problem of lack of understanding of the environment, the issue of national integration, the problem of moral decadence, the problem of fair law enforcement and the problem of terrorism. (Masrukhin, Anwar, & Sriyanto, 2021; Ministry of Research Technology and Higher Education of the Republic of Indonesia, 2016). By paying attention to these problems, Pancasila education is essential to be taught at various levels of education, especially in higher education, so that students can think and act in their daily lives based on the values of Pancasila.

The Pancasila Education course is a conscious and planned effort to create a learning atmosphere and learning process. According to their respective study programs, students actively develop their potential to have knowledge, personality,



and expertise. Thus, students can contribute to society, nation, and state concerning the values of Pancasila. (Masrukhin et al., 2021; Witono, Prasajo, & Megawati, 2021). In the current curriculum, Pancasila Education uses a student center learning approach. It develops students' knowledge, attitudes, and skills as future leaders of the nation in building their professional spirit following their respective study programs and by making the values of Pancasila as guiding principles so that they can become intelligent citizens and have Pancasila character. (Kusdarini et al., 2020). In learning Pancasila education, the four pillars of education according to UNESCO become one of the references in the process, including learning to know, learning to do, learning to be, and learning to live together (Delors, 1996). Based on the four pillars of education, the fourth pillar becomes the primary reference. Pancasila education is intended to build an ordinary life based on awareness of the diversity that needs each other.

## METHODOLOGY

This study uses the classroom action method. According to Kemmis & Mc Taggart, (1982) action research is the way groups of people can organize, condition under which they can learn from their own experience and make their experience accessible to other. In other words, action research is the way a group or person organizes a condition, so that it can study the experience of the condition until it finally produces findings. Action research is carried out with the hope that the experience or findings obtained can be used to improve the quality of certain subjects or objects.

The subjects of this study were first semester students of the academic year 2021/2022, department of Civic Education, Faculty of Teacher Training and Education (FKIP) University of Lampung (Unila) who took the Pancasila Education course with a total of 65 people. Meanwhile, the object of this research was the actualization of Pancasila values. This research was conducted at department of Civic Education FKIP Unila.

Collecting data using observation and test techniques. Observation and test techniques were carried out in the form of inter-group discussions, to find out the students' national insight. National insight includes aspects of nationalism, a sense of nationality, and the spirit of nationalism. The data was obtained through focus group discussions (FGD), each group was given questions that had been made by the researcher according to the material being taught.

The data obtained were analyzed using quantitative and qualitative analysis. Each student was classically observed for his activities in each meeting by giving a score on the sheet that has been provided in accordance with predetermined indicators. The indicators of success that are expected in this study were 75% of students showing broad national insight. The national insight refers to consisting of three indicators, first, understanding the concept of nationality, namely a reflection of the awareness of each individual towards the single diversity of Indonesian society and this reflection of awareness based on a good understanding of the historical background, geographical conditions, basis, ideology, and the nation's view of life, as well as a means of unifying the nation. Second, having a sense of



nationality, namely the aspect of awareness that is accepting and respecting differences while still showing the same sense of belonging as the Indonesian nation. Third, showing the spirit of nationalism, namely attractive behavior which is manifested in the behavior of tolerance, tolerance, mutual respect and appreciation, and showing pride as an Indonesian nation.

## RESULTS AND DISCUSSION

### Research result

#### Recommendation I

Based on the results of observations that have been made, the average national insight of students shown in the learning process in the first cycle reached 54.81%. The highest aspect of national insight in the first cycle is understanding the concept of nationality, which is 59.25% and in the aspect of having a sense of nationality it is 55.67%. Meanwhile, indicators show that national spirit is still relatively low. In this first cycle, some students still tend to experience problems in showing the spirit of nationalism, this is presumably because students' knowledge of the concept of nationality is not good. Therefore, the researchers planned the second cycle as an effort to overcome the problems that had not been resolved in the first cycle. The second cycle is designed to accommodate the improvement notes in cycle II and further enhance the ability of researchers to actualize the values of Pancasila. In addition, researchers will also pay close attention to the development of each indicator of student nationalism in order to achieve the overall target.

#### Recommendation II

Based on the problems found in cycle I, the researchers made efforts to overcome these problems by remaking the action plan

II. From the results of observations, the average national insight of students shown in the learning process in cycle II reached 71.93%. In cycle II the learning process by actualizing the values of Pancasila has not yet reached the specified success criteria, which is more than 75%, although there has been an increase compared to cycle I. In cycle II, the category of national insight that shows the highest percentage is having a sense of nationality that reaches understand the concept of nationality, which reached 74.12%. Then the second highest percentage was in the category of nationalism which reached 71.16% and the category showing the spirit of nationalism reached 70.52%. Improvements occurred both in cognitive abilities as indicated by the ability of students to describe concepts and views about the Indonesian nation, and also an increase in the ability to show a sense of nationalism and spirit which was manifested in various behaviors, such as tolerance, tolerance, mutual respect, and pride as a nation. Indonesia. To ensure improvement and the desire to see the consistency of increasing students' national insight through the actualization of Pancasila values in the Pancasila Education course, the researchers planned to return to the next cycle, namely cycle III.

#### Recommendation III

Based on the results of observations, the average national insight of students shown in the learning process in cycle III reached 81.17%. All aspects of the targeted student's national insight have reached a percentage of over 75%. Thus, the researcher concludes that the actualization of Pancasila values in Pancasila education courses is able to increase and strengthen students' national insight. Thus, the



researcher decided that the cycle in this study stopped at cycle III.

### Discussion

From several cycles that have been implemented, it was known that the students' national insight from each cycle has increased according to the expected target. In addition, the actualization of Pancasila values in the Pancasila Education course is also able to provide reinforcement and habituation of national insight to students. Increasing national insight in

students is very important to do in order to foster a strong sense of ownership of the Indonesian nation and have a sense of unity and integrity because of the diversity of the Indonesian nation, and have an awareness of responsibility as Indonesian citizens. For more details, the results of each cycle can be seen in table 1 below.

Nmbr.	National Insights	Cycle I (%)	Cycle II (%)	Cycle III (%)
1.	Understand the concept of nationality	59,25	74,12	82,13
2.	Have a sense of nationality	55,67	71,16	81,27
3.	Show the spirit of nationalism	49,52	70,52	80,13
Average		54,81	71,93	81,17
Category		Enough	Good	Very good

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Success in achieving this indicator can be identified from the readiness factor of lecturers and students in lectures using a scientific approach. In lectures, the classroom atmosphere actually actualizes the values of Pancasila so that the class becomes social engineering, students are faced with problems that seem real, such as actual issues related to the material being discussed.

freely observe student learning progress. This is in line with the principles of value learning, namely values are brought to life in a classroom atmosphere, classes are built as if real to students, problems and issues raised are close to everyday events, including those related to the field of study being studied pursue students.

Furthermore, the condition of the class is set with an atmosphere of exploration, then discovering, clarifying-validating, and then elaborating together to build a concept of understanding together. This activity is like a learning process that describes a scientific approach, namely observe, ask yourself, try, analyze, and communicate. So, whether students realize it or not have been carried away in a scientific activity. Students are clearly involved in lectures and lecturers can

Thus, it means that creativity from the learning process is very necessary considering that in lectures on the challenging Pancasila material, creativity is needed for the teacher. Understanding the conditions and development of learning, including psychologically deepening students' self is necessary, students have been faced with a field of study whose class will become part of their professional life in the future. So that the material and issues brought should be close to these conditions. So that students will be





challenged to learn and feel there is a connection and interest for themselves. After this condition is formed, the teacher only needs to insert an understanding of the importance of Pancasila values in life that has to do with his profession in the future.

In addition, other creativity also has an impact on student motivation to learn about Pancasila material, which can be proven to increase the spirit of nationalism, patriotism, and the spirit of nationalism. Likewise, the understanding and achievement of citizen competencies (civic knowledge, civic skills and civic disposition) can be improved through models, approaches, media development and lecture teaching materials as done by Riyanti, D., & Prasetyo, D. (2020) regarding Internalization of Pancasila Values in Higher Education shows that the implementation of Pancasila courses is more effective using a contextual approach by developing academic potential, preparing for coexistence in society, and building a culture of living according to Pancasila values. As for how to internalize and revitalize Pancasila by: (1) providing knowledge about Pancasila as the state ideology so that students reject ideologies other than Pancasila. (2) Providing exemplary examples such as discipline, tolerance, and religious attitudes. (3) A visit to Pancasila Village in Yogyakarta to learn about the success of cultivating a life based on Pancasila values. (4) Concrete actions to actualize Pancasila values with social service activities.

Furthermore, Rahayu, S. (2018) stated that political awareness concerns one's knowledge, interests and attention to the community and political environment.

Political awareness in students is the role of students in supervising or correcting government policies and behavior while holding government power. Nowadays, student political awareness is always interpreted as awareness about practical politics, but actually the forms of political awareness are very diverse and can be realized through discussions about social, economic problems, and even problems that often arise in society. In analyzing students' political awareness, how far is the role of Pancasila education courses in providing an understanding of political awareness to students. So that the role of Pancasila education courses should ideally position the political concept among students as the nation's next generation.

Based on the analysis and relevant research studies, it can be interpreted as being able to improve and influence the development of students' national insight. At the same time, increasing the competence of citizens by using various models, approaches, and media in lectures.

As it is understood that, students as the nation's closest next generation, should have national insight based on the values of Pancasila. Indonesia, but also in the context of facing modernization and the changes that will continue to occur, especially now that we are facing the era of the Industrial Revolution 4.0. The occurrence of global changes as a result of acculturation of the values possessed by a race, ethnicity, religion, language, and culture can be interpreted as positive and negative things. Weak individual national insight will facilitate foreign cultures that negatively affect the joints of life, so that they can change the views and principles that have been held by the Indonesian people. Thus, with the Pancasila Education course as a



compulsory subject in universities, it will be easier for teachers to socialize and actualize the values of Pancasila in the context of strengthening national insight.

Pancasila is one of the main foundations in the development and strengthening of national insight. Pancasila is interpreted as the main foundation consisting of a unified set of noble values which is a comprehensive insight into life. The values contained in Pancasila reflect the moral ideals of the nation that provide guidance and spiritual strength for the nation to behave nobly in the life of society, nation and state. Pancasila is the embodiment of cultural values that unites the Indonesian people of various ethnicities, races, languages, religions, islands, into one nation. By optimizing the actualization or implementation of the Pancasila values in the Pancasila Education course, it is hoped that the national insight of each student will continue to increase with the awareness that the State of Indonesia is a unified whole. The Indonesian people must unite in order to create a more advanced Indonesia.

Strengthening national insight to each individual must be done continuously. The national insight wants unity and integrity in a country's territory, as well as being the mission of a country in realizing its goals. Thus, it can be said that national insight is the spirit in carrying out the life of the nation to advance the country. The high national spirit possessed by each individual will make a country stronger in all aspects. Vice versa, the lack of national spirit possessed by each individual will make a country weaker. Therefore, through the learning process, namely by actualizing the values of Pancasila in the Pancasila Education course, it is possible to increase

and strengthen the national insight of the Indonesian nation. Actualization of Pancasila values that is carried out consistently in the life of society, nation and state will have an impact on the strength of understanding, feeling, and national spirit of each individual.

## CONCLUSION

The actualization of Pancasila values through Pancasila Education courses is proven to be able to increase and strengthen students' national insight. This can be seen from a good understanding of the concept of nationality, the sense of nationality that students have, and the national spirit shown by students in the learning process. Thus, the more the values of Pancasila are actualized in a complete and consistent manner, the national insight possessed by students will increase in line with expectations.

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