
Formation Capital Character Reason Critical on Subjects Pancasila in Schools Base Post Gen Z Based

Rulia AR Magtublo, Gunawan Santoso*

Muhammadiyah University Jakarta

Corresponding Author: mgunawansantoso@umj.ac.id

ABSTRACT

Purpose: This research aims to explore the capital for building critical reasoning character in post-Gen Z generation students through learning Pancasila subjects in elementary schools. The main focus is to understand how Pancasila values can be integrated and understood in the context of the lives of today's students who tend to be influenced by technology and social media.

Design/methodology/approach: The research methods used include literature studies and analysis of the development of the characteristics of the post-Gen Z generation, as well as effective learning strategies in increasing their understanding of moral, ethical and democratic values.

Findings: It is hoped that the results of this research can contribute to designing a relevant and effective curriculum to shape students' critical reasoning character in this digital era.

Paper type: Research paper.

Keyword: *Character Reason Critical, Subjects Pancasila, Post Gen Z Based*

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I. INTRODUCTION

The gaps that have been identified are as follows, there are differences in Learning Style and Technology, where the post Gen Z generation grew up in an environment that is very connected to technology. The current education system has not yet fully adapted to the needs and preferences of digital learning styles of post-Gen Z students. Then there is a gap in the lack of an updated curriculum, with the existing curriculum not having been updated to reflect the needs and characteristics of the post-Gen Z generation (Santoso et al., 2023). Learning that is more interactive, technology-based, and relevant to the digital world has still not been implemented enough. Furthermore, there is a gap in the challenges section in Technology Integration, with schools and teachers having to face challenges in effectively integrating technology into Pancasila learning. There is a need to ensure that the use of technology enhances critical thinking skills and does not simply serve as a means of entertainment. The problem is that there is a digital divide, that not all students have the same access to technology and the internet. This digital divide can affect the implementation of technology-based learning, especially in underserved areas. Then there is another gap in teacher readiness and training, with many teachers not having adequate training to teach the post Gen Z generation with an appropriate approach. Digital skills and innovative teaching methods need to be further developed. Furthermore, there are various differences in values and perceptions, the post Gen Z generation has different values and perceptions about Pancasila and other social issues. This challenge requires a more inclusive and relevant approach to teaching Pancasila values. Then another gap is that there are limitations in evaluation, traditional evaluation tools are not enough to measure the development of critical thinking skills and character of post Gen Z generation students. There is a need for more dynamic and contextual evaluation methods.

Then there is a lack of collaboration and creativity, where rigid curriculum and teaching methods can limit students' potential for collaboration and creativity. The post-Gen Z generation tends to be more collaborative and creative, so learning approaches must reflect this. Another gap is the issue of Mental Health, where the post-Gen

Z generation faces unique pressures related to the use of social media and the digital environment. Their mental health needs to be considered in the context of learning so that they can learn more effectively.

The importance of character education in the digital era is very important, even though the post-Gen Z generation is very skilled in using technology, it is important to ensure that they also have strong character and critical reasoning. Character education, especially integrated into subjects such as Pancasila, is very important for forming good moral and ethical values (Santoso & Rahman, 2022). The relevance of the Pancasila Subject, where Pancasila as the basis of the Indonesian state teaches values that are very important for the life of the nation and state. Pancasila subjects in elementary schools must be able to teach students about these values in a way that is relevant and attractive to the post Gen Z generation. In a world filled with information, the ability to think critically is a very important skill. Students need to be trained to analyze, evaluate, and make appropriate decisions based on available information. This is important so that they are not easily influenced by fake news or misleading information. Then the current challenges and opportunities in education continue to change drastically, especially with technology, there are challenges such as the rapid dissemination of information and being easily influenced by negative content. However, on the other hand, technology also provides great opportunities to develop learning methods that are more effective and interesting for students. Teachers play a key role in shaping students' character and critical thinking skills. Therefore, it is important to provide continuous training to teachers so that they can adopt teaching methods that suit the characteristics of the post-Gen Z generation. The formation of critical reasoning character in Pancasila subjects in post-Gen Z-based elementary schools is very relevant and important. This not only helps students become intelligent and critical individuals, but also forms a generation that has strong moral values and is ready to face future challenges.

The existing problem is the Digital Divide, where even though the post-Gen Z generation is generally familiar with technology, there is still a gap in access to technology in various regions. Limited internet access and digital devices can be an obstacle in implementing technology-based learning which is needed to develop character and critical thinking skills (Gunawan Santoso, Aim Abdulkarim, Bunyamin Maftuh, Supriya, 2023). Then there is the problem of Lack of Teacher Training, currently many teachers do not have sufficient skills to teach Pancasila material with an innovative and technology-based approach. Continuous professional training and development is needed to ensure that teachers can adopt effective teaching methods for the post Gen Z generation. Furthermore, in terms of resistance to change, the existing education system has faced resistance to change, both from schools, teachers and society. The shift towards more innovative and technology-based learning approaches could face challenges from those more comfortable with traditional teaching methods. The problem is that there are difficulties in measuring character and critical reasoning skills, measuring the development of character and critical thinking skills objectively and comprehensively is a challenge in itself. Existing evaluation instruments are not sufficient to capture all aspects of student development in this regard. Then there are challenges in Curriculum Integration, integrating Pancasila learning with approaches that are relevant for the post Gen Z generation requires a flexible and adaptive curriculum. However, this process can face bureaucratic obstacles and rigid regulations. Furthermore, with the influence of Social Media and Information, the post Gen Z generation is exposed to very diverse information from social media. The ability to think critically is essential to filter this information, but at the same time, social pressure and the tendency to follow trends can be a challenge in forming a strong and critical character.

Characteristics of the Post Gen Z Generation, here The post Gen Z generation (born around mid-2013 onwards) grew up in a very advanced digital era, where technology, social media and available information quickly became an integral part of everyday life they. This generation is known to have a high ability to adapt to technology and has a fast and innovative way of thinking.

The philosophical goal is to form individuals who are not only academically intelligent, but also have strong character and high critical thinking abilities. However, there are various problems that must be overcome, such as the digital divide, lack of teacher training, resistance to change, challenges in measuring character and skills, and the influence of social media. By overcoming this problem, it is hoped that character education and critical thinking skills can develop optimally in the context of the post Gen Z generation. Through the development of the Whole Human, with the philosophical aim of developing the complete Indonesian human, namely individuals who are not only intellectually intelligent, but also have character. strong, good morals, and critical thinking skills. Character education based on Pancasila values aims to form individuals who are able to think critically and ethically in facing various life challenges. Then there is the development of Social and Citizenship Awareness, with Pancasila Education aimed at instilling national values, humanity, unity, democracy and justice. By forming a critical reasoning character, students are expected to be able to understand and apply these values in everyday life, and become active, critical and responsible citizens. Furthermore, there is adaptation to current developments, where the post-Gen Z generation grows up in a rapidly changing digital era. The philosophical goal is to ensure that character education and students' critical thinking skills remain relevant to current developments. This involves the integration of technology in learning and the use of approaches that suit the characteristics of the post Gen Z generation.

Education plays a vital role in revitalizing the nation and state, so it is very important for every individual involved in education to actively contribute to improving the quality of education. Since the beginning of independence, the Indonesian nation has been committed to prioritizing the development of national character as a crucial element that is inseparable from overall national development. Apart from that, character education is mandated by Law Number 20 of 2003, which discusses the national education system. Article 3 of the law states that the function of national education is to improve abilities and shape national character. Character education is an important aspect that needs to be given to students, because the formation of national character is one of the main goals of education (Pratomo & Herlambang, 2021). Research by As & Mustoip (2023) confirms that the implementation of character education in elementary schools can have a positive impact on children's character development. Abidin (2015) stated that although character education is not new in the world of education, its implementation in educational units still needs to be strengthened and developed in order to achieve optimal results. Strengthening character education through the implementation of Pancasila lessons is very important, especially in the era of digitalization. So that students' character is able to develop well in accordance with Pancasila values, we provide strengthening character education through Pancasila lessons.

Critical reasoning ability is a critical thinking activity that involves analyzing and evaluating evidence, identifying questions, reaching logical conclusions, and understanding the implications of arguments (Rahmawati et al., 2023). Critical reasoning is a reflective process that focuses on decision making and beliefs. The ability to reason critically is very important for students in solving problems, facing challenges, and making the right decisions in the era of globalization {Ulun Kalin & Baydar, 2022}. Learning is an effort to improve the human quality of every nation and strives to improve the quality of education. Quality learning is not as good as just being measured from the cognitive aspect but learning that combines all human abilities regarding cognitive, affective and psychomotor. With learning based on Pancasila values, it is a means to build a generation of people who are intelligent and have character that is in accordance with Pancasila values. Pancasila lessons are the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with these values. Pancasila, with six main characteristics, namely faith, piety, to God Almighty, and noble character, global development, mutual cooperation, independence, critical reasoning and creativity (Primary School Directorate, 2020). With Pancasila values that are rooted in students in the future. Critical reasoning is very important and is a skill that cannot be ignored in the digital era. When faced with such large and varied information, students must be able to analyze, evaluate and interpret critically. They must be able to see different perspectives, ask relevant questions, and build strong arguments based on rational thinking and valid evidence.

Critical reasoning helps students to look further, understand the complexity of problems, and make the right decisions. Students who are able to reason critically, independently are able to protest qualitative and quantitative information objectively, build relationships between various pieces of information, analyze and evaluate them, and draw conclusions. Obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thought processes, and making decisions are all components of critical reasoning. Making students become individuals who reason critically is the task of educators to help and guide them. Because critical reasoning is one of the supports or determinants of the educational success that children learn and undergo, achieved in formal, informal and non-formal education. Critical reasoning, which is part of Pancasila lessons, aims to stimulate the ability to fairly manage information and build relationships. This ability cannot be immediately possessed or improved, but requires practice and habits by facing real problems that must be solved (Bas & Bolat, 2022). The purpose of critical thinking is to test an opinion or idea through in-depth understanding. Students must focus on thinking efforts to actively analyze and solve various problems around students which are included in the student learning process (Trimahesri & Hardini, 2019). Based on the results of initial observations, interesting results were obtained at SD Negeri 01 Cirendeu, it can be seen that students who have character, reason critically in Pancasila lessons by implementing Pancasila values. The presence of character and critical reasoning in students can be seen from the way they solve problems in making decisions.

II. METHODS

Method descriptive qualitative Because method descriptive qualitative I have right researcher For collect data via interviews, observations, and analysis document For explore implementation character reason critical on lesson Pancasila, which was created object or location study is SD Negeri 01 Cenderu. Method research used must capable identify And analyze various relevant aspects with formation character reason critical And suitable approach For Post Gen Z generation. Analysis documentation through studies literature, with do study References For identify concepts main, theory, and study previously related formation character reason critical, educational Pancasila, and characteristics post Gen Z generation. b. Interview Deep Do interview deep with teachers, heads school, and expert education For get outlook about method learning used, challenges faced, and existing needs in

formation character reason critical on student post Gen Z generation. Analysis Qualitative Analyzing data from interview use technique analysis thematic For identify themes main And the patterns that emerge related formation character reason critical And approach appropriate learning For post Gen Z generation.

III. RESULTS AND DISCUSSION

Based on the research results, this research has examined the Merdeka Curriculum adapted to the needs and characteristics of the post-Gen Z generation in learning Pancasila. The results of the implementation of the Merdeka Curriculum in Pancasila learning can apparently be adapted for the post Gen Z generation. Implementation and Evaluation, to measure success in forming critical reasoning character through Pancasila subjects, teachers can use various evaluation methods such as: Project Assignment: Providing values-based projects Pancasila which requires in-depth analysis, problem solving, and application of these values. Written Exam: Using exam questions that test students' understanding of concepts and ability to apply Pancasila values in various situations. Class Discussion: Hold group discussions or debates on issues related to Pancasila values to explore various points of view and support the development of critical thinking skills. Portfolio Assessment: Collect student works that reflect their understanding of Pancasila values and their character development during the learning period.

The implementation of the Merdeka Curriculum in Pancasila learning for the post-Gen Z generation can be adapted by considering their characteristics and learning preferences. Here are some steps that can be taken: Use of Technology in Learning: Integrate digital technology and interactive e-learning platforms to make learning more interesting for students. For example, using interactive learning applications, virtual simulations, and multimedia content that is relevant to students' daily lives. Furthermore, Collaborative learning and Value-Based Projects: The Merdeka Curriculum encourages collaborative learning and competency-based projects. Apply this approach by providing projects that challenge students to apply Pancasila values in solutions to social problems or other meaningful activities. Then Flexibility in Learning: Adapt the curriculum and learning methods to the learning styles of post Gen Z students who tend to prefer independent, flexible and technology-based learning. Provide opportunities for students to choose topics or ways of learning that suit their interests and needs. Then develop Critical and Creative Thinking Skills: Focus learning on developing critical, analytical and creative thinking skills in the context of Pancasila values. Encourage students to question, analyze and formulate solutions to complex problems relevant to Pancasila values. Character Development and Digital Ethics: Insert character education and digital ethics as an integral part of Pancasila learning. Teach students to use technology ethically, manage information wisely, and build positive relationships in a digital environment. Application of Multicultural Values and Tolerance: In the context of globalization and plurality of society, reinforce the importance of the values of multiculturalism and tolerance in learning Pancasila. Provide students with learning experiences that value diversity of cultures and viewpoints. Then Competency and Portfolio Based Evaluation: Use more holistic evaluation methods, such as portfolio-based assessments or project assignments, which can reflect students' progress in understanding and applying Pancasila values and their character development. Sustainable Character Education: The Merdeka Curriculum encourages holistic and sustainable character education. Ensure that learning Pancasila does not only focus on conceptual understanding, but also practical experiences that can help students apply these values throughout their lives.

This research has identified the typical characteristics of the post Gen Z generation and how these characteristics influence the way they learn and absorb the values taught in Pancasila subjects. The characteristics of the post-Gen Z generation influence the learning of Pancasila subjects in elementary schools, namely the post-Gen Z generation, who were born after the mid-2013s, have unique characteristics that influence the way they learn, including in learning Pancasila subjects in elementary schools.

The following are some of the main characteristics of the post Gen Z generation and how these characteristics influence the learning of Pancasila, namely the Characteristics of the Post Gen Z Generation by having Digital Natives, where the post Gen Z Generation was born and grew up in an era of very advanced digital technology. They are familiar with electronic devices, the internet, social media and digital applications from an early age. Then there is the ability to multitask, where post-Gen Z children often do several activities at once, such as studying while listening to music or communicating with friends via social media. Then there is the Visual and Interactive Tendency, here they tend to be more responsive to visual and interactive content, such as videos, animations and games, than written text. Other characteristics are Critical and Skeptical, with this generation being more critical of the information they receive, especially because they are exposed to various different sources of information on the internet. Then there is a Collaborative Learning preference, where post Gen Z children tend to prefer working in groups and collaboration compared to working individually. Furthermore, there is a focus on

Relevance and Real Context. They are more interested in lessons that have real relevance to their daily lives and the current world situation.

This research has explored various learning methods, such as project-based learning, the use of technology, and collaborative approaches, as well as the effectiveness of each method in forming critical thinking skills. Effective learning methods in forming critical reasoning character in post Gen Z generation students in the context of Pancasila subjects. Through the Problem-Based Learning method, in description: Students are given real problems that are relevant to Pancasila values to be analyzed and solved. Here there are benefits: Developing critical thinking, analysis and problem solving skills. Students also learn the importance of Pancasila values in the context of everyday life. For example, this has been done in discussions about how to apply the principles of social justice in certain situations. Then another method used is Collaborative Learning, in description: Students work in groups to discuss and solve tasks together. This has benefits: it encourages collaboration, communication and critical thinking. Students learn to respect the views of others and work effectively in teams. An example of what has been carried out is a group discussion regarding the application of the value of unity in school activities. Then use technology media and Digital Media, with a brief description, namely using digital tools and applications to support learning. This has benefits, it can increase student involvement and motivation. Technology can provide interactive and engaging content, as well as innovative evaluation tools. For example, there has been the use of online learning platforms, educational videos about the history and values of Pancasila, as well as educational games that teach Pancasila values.

This research has evaluated the role of technology in learning, including digital tools and applications that can be used to teach Pancasila and develop critical thinking skills. The advantage of using technology can support the learning of Pancasila and the formation of critical reasoning character in post Gen Z generation students, namely Access to Wide and Varied Learning Resources, technologically means access to various digital learning resources, such as e-books, educational videos, articles and online journal. So support for learning: Students can explore Pancasila material from various perspectives and sources that are richer and deeper. This is the formation of Critical Character: Accessing various sources helps students develop analytical and evaluation skills of different information. Interactive Learning, with descriptions of the use of interactive learning applications and platforms specifically designed to teach Pancasila values. Support for Learning: Educational games, simulations and interactive applications make learning more interesting and easy to understand. Critical Character Formation: Interactivity motivates students to actively participate, think critically, and make decisions based on simulated situations. Then there is Online Collaboration, where online collaboration platforms such as Google Classroom, Microsoft Teams, and Zoom allow students to work together on projects and discussions. Even support for learning: Facilitate group work and discussions on Pancasila topics virtually, which is flexible and can be accessed at any time. Critical Character Building: Online collaboration teaches communication, cooperation and critical problem solving skills. Social media can be used as a learning tool to discuss Pancasila values and share educational content. Platforms like Facebook, Instagram, and Twitter can be used to host discussions, share educational videos, and group projects. Then there is Independent Learning through E-Learning, through e-learning platforms such as Khan Academy, Coursera, and other local platforms providing courses and learning materials that can be accessed independently. Support for Learning: Students can learn at their own pace and repeat material they have not yet understood. Formation of Critical Character: E-learning encourages independence, responsibility and critical thinking skills in managing time and learning resources. Critical Character Formation: Social media makes students develop digital literacy skills and think critically about the content they consume and share. Use of digital evaluation tools such as online quizzes, surveys, and assessment applications. Learning Support: Facilitates real-time evaluation and provides fast feedback to students. Critical Character Formation: Varied and interactive digital evaluations can measure students' understanding of Pancasila values and their critical thinking abilities. Virtual Reality (VR) and Augmented Reality (AR), in the VR and AR technology section, can be used to create immersive and in-depth learning experiences about the history and values of Pancasila. Support for Learning: Provide more realistic and engaging learning experiences, such as virtual tours of historical places or simulated social situations. Critical Character Building: Immersive experiences help students better understand historical and social contexts, and develop empathy and critical thinking. Using online discussion forums such as Reddit, Quora, or school discussion platforms to debate issues related to Pancasila. Support for Learning: Encourage students to ask questions, discuss and exchange ideas about the topic of Pancasila. Critical Character Building: Online discussions hone critical thinking skills, argumentation, and respect for various points of view.

Challenges faced by teachers in teaching Pancasila subjects to post-Gen Z generation students. This research has identified various challenges faced by teachers, such as the digital divide, lack of training, and resistance to changes in teaching methods. Limited Understanding of History and Social Context: Students currently have limited knowledge of Indonesian history and the social context that shapes Pancasila values. This can be a challenge for teachers in providing adequate and relevant context so that students can appreciate and understand the meaning of each Pancasila value. Lack of interest in material that is not directly related to careers: The post-

Gen Z generation tends to focus on skills that are practical and directly related to careers. Subjects such as Pancasila which focus more on moral and social values can be considered less relevant for some students. Teachers need to find ways to make learning Pancasila more interesting and meaningful for students. Digital Ethics Challenges and False Information: Post Gen Z generation students are highly exposed to information from the internet and social media. The challenge for teachers is to help students become critical and intelligent consumers of information, and be able to differentiate between correct information and incorrect or tendentious information. Resistance to Conventional Learning: Post Gen Z generation students have a preference for more interactive, collaborative and technology-based learning. The challenge for teachers is to adapt traditional teaching methods into a format that is more dynamic and responsive to students' current learning styles. To overcome this challenge, it is important for teachers to continue to develop their skills in using technology, adapting learning approaches to student learning styles, and linking Pancasila values with real situations that are relevant for the post Gen Z generation. Collaboration with fellow teachers, use of learning methods an innovative, and personalized approach can help facilitate a deeper understanding and application of Pancasila values in students' daily lives.

This research has explored students' views regarding the Pancasila subject, the values taught, and how they apply these values in everyday life. Various perceptions of post-Gen Z generation students regarding the Pancasila subject and its relevance to their daily lives. Perceived relevance of Pancasila values to daily life, positively: Some students consider Pancasila values, such as mutual cooperation, social justice and unity, to be relevant in the context of their daily lives. They see these values as moral guidelines that can help them interact with others, resolve conflicts, and build harmonious relationships. Perception of Learning Material through Varied Interests: Some students have been interested in learning history and the origins of Pancasila values, while others have been more interested in the practical application of these values in the context of current social and political life. Then the perception of Social Media and Digital Information, this has a positive influence, through social media it can be used as a tool to campaign for Pancasila values and disseminate relevant information. Some students have used this platform to learn more about the values of Pancasila and develop a deeper understanding. Furthermore, the perception of discussing and increasing understanding, through discussions in class: Students are more involved in Pancasila subjects if there is an opportunity to discuss, question and apply these concepts in a context that they understand. This method uses personal experience, where students' personal experiences can also influence their perceptions of Pancasila values. Students who have direct experience with values such as mutual cooperation or tolerance are more likely to appreciate the importance of these values in their lives. This research has identified and developed indicators to measure the success of character formation and students' critical thinking abilities in the context of Pancasila subjects.

This research has evaluated the role of the school environment, including school culture and support from the family, in shaping students' character and critical thinking skills. Indicators of success in forming critical reasoning character in post Gen Z generation students through Pancasila subjects using clear success indicators and relevant evaluation methods, teachers can measure the extent to which post Gen Z generation students are successful in forming critical reasoning character through learning Pancasila subjects. Indicators of success in developing critical reasoning character in post Gen Z generation students through Pancasila subjects can include the following: 1. Critical Thinking Ability, Students are able to identify complex problems in the context of Pancasila values. Able to analyze information, evaluate arguments, and make decisions based on rational and ethical considerations. Demonstrated ability to construct logical, evidence-based arguments. Deep Understanding of Pancasila Values: Have a deep understanding of the meaning and purpose of each Pancasila value (eg, Belief in One God, Just and Civilized Humanity). Able to explain the application of Pancasila values in social, political and personal life. 2. Attitudes and Behavior Based on Pancasila Values, showing mutual respect, tolerance, justice and mutual cooperation in daily interactions. Behave ethically and responsibly in social and community life. 3. Collaboration and Communication Skills: Able to work together in a team to achieve common goals, by appreciating the contribution of each team member. Ability to communicate effectively, both in conveying ideas and opinions and in listening and responding to the opinions of others. 4. Independence in Thinking and Acting, Students can take the initiative to search for information, explore the topic of Pancasila more deeply, and understand it independently. Able to make the right decisions based on critical thinking and learned values. 5. Reflection and Self-Development, Able to regularly reflect on learning experiences and the application of Pancasila values in personal life. Committed to continuing to develop oneself and hone critical thinking skills and the application of moral values. 6. Active participation in discussions and debates. Students actively participate in class discussions or extracurricular activities involving the topic of Pancasila. Able to express opinions with clear and supporting arguments.

IV. CONCLUSION

Based on analysis And discussion can concluded a number of matter following, Requirements Relevance And Connectivity: Students the post Gen Z generation needs approach relevant learning with life they everyday, which involves use technology, social media, and interactive approach. Values Pancasila must integrated with context adequate contemporary, in order more easy understood And accepted by student. Then importance Skills Think Critical: Formation character reason critical need development Skills think analytical, evaluative, and creative. Student must invited For No only understand values Pancasila in a way conceptual, but Also capable apply it in finish problem real And in life daily. Furthermore use Technology as Tool Learning: Digital technology and social media can made as effective tool For enrich learning Pancasila. With utilise application learning, simulation, and interesting digital content, teachers can increase participation student And deepen understanding they to values Pancasila. Then method Innovative Learning: Approaches learning must more dynamic And innovative, incl use method projects, discussions group, and learning based problem. This matter will help student For more active in Study And develop ability think critical they. Furthermore exists Integration Education Character And Digital Ethics: Education character must covers aspect digital ethics, teaches student For using the internet and social media with wise. This important For form students who don't only intelligent in a way intellectual, but Also ethical And responsible answer in use technology. Then exists Holistic evaluation And Continuous: Evaluation to formation character reason critical must nature holistic And sustainable, combining evaluation based projects, portfolios, and reflection self. This will give more picture comprehensive about development character And ability think critical student. With thus, formation character reason critical on eye lesson Pancasila in schools base based the post Gen Z generation needs an integrated, innovative, and approach relevant with demands era. Through application strategy Appropriate learning is expected student can understand And internalize values Pancasila with more OK, as well capable implement it in life they daily.

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