

Cultivating Pancasila values in the digital era through teacher Practices in Jakarta elementary Schools

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INFORMASI ARTIKEL	ABSTRAK
Sejarah Artikel: Diterima: 2026-01-16 Disetujui: 2026-07-18 Kata kunci: Kewarganegaraan Digital Pendidikan Pancasila Praktik Guru Keywords: <i>Digital Citizenship</i> <i>Pancasila Education</i> <i>Teacher Practice</i>	Kurikulum Merdeka mendorong integrasi nilai-nilai Pancasila dengan pembelajaran digital untuk memperkuat pendidikan karakter. Penelitian ini bertujuan mengeksplorasi penerapan nilai-nilai Pancasila melalui pembelajaran digital di tiga sekolah dasar di Jakarta menggunakan pendekatan studi kasus kualitatif. Data dikumpulkan melalui observasi, wawancara, dan analisis dokumen. Hasil penelitian menunjukkan bahwa setiap sekolah memiliki pendekatan yang berbeda, yaitu mengembangkan kreativitas melalui konten digital, memperkuat nasionalisme melalui penggunaan media digital yang bertanggung jawab, dan meningkatkan keterlibatan kewarganegaraan secara kritis melalui pembelajaran interaktif. Penelitian ini menyimpulkan bahwa kreativitas guru, kompetensi digital, serta pembelajaran berbasis konteks berperan penting dalam mengintegrasikan teknologi dengan nilai-nilai Pancasila, sehingga mendukung tujuan Kurikulum Merdeka dalam membentuk peserta didik yang ber karakter, bertanggung jawab, dan memiliki kesadaran kewarganegaraan. ABSTRACT <i>The Merdeka Curriculum promotes the integration of Pancasila values into digital learning to strengthen character education. This study aims to explore the implementation of Pancasila values through digital learning in three elementary schools in Jakarta using a qualitative multiple-case study approach. Data were collected through observations, interviews, and document analysis. The findings reveal that each school adopted a distinct approach, including fostering creativity through digital content creation, strengthening nationalism through responsible digital media use, and enhancing critical civic engagement through interactive learning. The study concludes that teachers' creativity, digital competence, and context-based pedagogy play a crucial role in integrating technology with Pancasila values. These factors support the objectives of the Merdeka Curriculum in developing students who are responsible, possess strong character, and demonstrate civic awareness.</i>

Introduction

Character education has long been a central foundation of Indonesia's national education system, rooted in Pancasila as the nation's philosophical and moral compass. Historically, value formation in schools emphasized obedience, religiosity, and social harmony through habituation and moral instruction (Brown et al., 2023; Jayanti et al., 2025; Kaelan, 2010). However, the rapid growth of digital technology has redefined how students learn, communicate, and engage with civic life. The current educational challenge lies in transforming Pancasila-based character education into a form that is relevant within digital and global contexts.

The implementation of the Kurikulum Merdeka marks a major reform that promotes flexible, creative, and contextual learning approaches. This curriculum encourages schools to integrate values, knowledge, and skills that align with contemporary social realities. In 2025, the Ministry of Education replaced the *Profil Pelajar Pancasila* with the 8 Dimensi Profil Lulusan under *Permendikdasmen Nomor 10 Tahun 2025* (Kemendikdasmen, 2025). The updated framework expands moral and civic formation beyond traditional values by emphasizing communication, collaboration, critical thinking, creativity,



health, and well-being, while maintaining Pancasila's ethical and cultural foundations. The goal is to produce learners who are not only intelligent but also socially responsible and civically engaged in the digital age (Chen et al., 2021; Damanik et al., 2025)

In this evolving context, teachers act as the main agents of educational transformation. They are expected to integrate digital technology into moral and civic education so that Pancasila principles become meaningful in daily life. Yet, Aryani et al. (2024) observe that character formation at the primary level often lacks effective digital adaptation, while Vajen et al. (2023) find that teachers' integration of moral values into digital literacy remains inconsistent and mostly instrumental. Damanik and Lie (2025) further argue that digital citizenship in Indonesia must go beyond basic literacy and safety to include empathy, cultural understanding, and civic participation. These studies indicate that while the use of technology in schools is expanding, its moral and civic dimensions are still underdeveloped.

Globally, digital citizenship is recognized as a core competency in 21st-century education, encompassing not only digital skills but also ethical and civic dimensions. It is understood as the ability to use technology responsibly, think critically about digital content, and engage actively in civic life through online participation (Choi, 2016; Choi et al., 2017; Prince & Kedhaton, 2025).

Heath (2018) distinguishes between two orientations of digital citizenship: the *dutiful citizen*, who follows digital norms, and the *actualizing citizen*, who uses technology for social participation and civic expression. These ideas are relevant for Indonesia, where the Kurikulum Merdeka aspires to form students who can use technology not only for consumption but also for collaboration and civic creativity.

The effectiveness of this transformation depends largely on teacher agency and pedagogical competence. Pantić and Wubbels (2012) describe teacher agency as the moral and professional capacity to make context-based pedagogical decisions. Mishra and Koehler's (2006) TPACK framework emphasizes that effective integration of technology into learning requires teachers to combine content knowledge, pedagogy, and technological skill. Leask and Younie (2023) add that digital learning in primary education should encourage collaboration and inquiry, not mere content delivery. Thus, teachers who understand how to use technology to foster civic dialogue, cooperation, and reflection are central to realizing the moral goals of the Kurikulum Merdeka.

Despite increasing attention to digital citizenship and character education, empirical research remains limited on how elementary school teachers enact Pancasila values through digital pedagogical practices across different school contexts. This study addresses this gap by examining how teachers in three Jakarta elementary schools cultivate Pancasila values through digital-based learning. By analyzing their strategies, teaching approaches, and classroom innovations, this research contributes to a deeper understanding of how character education reform under the Kurikulum Merdeka is realized in everyday school practice.

Method

This study employed a qualitative multiple-case study design to explore how teachers integrate Pancasila values into digital-based learning in three Jakarta elementary schools. The design enabled a contextual and in-depth understanding of how each school interpreted value-based education in the digital era (Green et al., 2022; Yin, 2014). The three schools were purposively selected to capture variation in teacher pedagogical orientation and digital value integration, allowing for meaningful cross-case comparison of Pancasila-based practices. Elementary School I emphasized collaborative creativity, Elementary School II focused on moral guidance and responsible technology use, and Elementary School III encouraged critical reflection and global awareness. Participants included three teachers, one from each school, who had experience implementing digital learning activities related to civic and moral education. Data were collected through classroom observations, semi-structured interviews, and document analysis of lesson plans and digital learning materials (Creswell & Poth, 2018; Kumar, 2025). Data were analyzed using the five-phase qualitative analysis process described by Bingham (2023), which includes data organization, coding, pattern identification, theme development, and interpretation. This structured process allowed findings to emerge organically from the data while maintaining analytical rigor. Cross-case comparisons were then conducted to identify commonalities and distinctions in pedagogical strategies across the three schools. To ensure trustworthiness, the study followed Lincoln and Guba's (1985) principles of credibility, dependability,

and confirmability through triangulation and participant verification. Ethical approval was obtained from the university research ethics committee, and informed consent was secured from all participants. Teacher identities and school names were anonymized to protect confidentiality throughout the research.

Results and Discussion

Teachers in three Jakarta elementary schools demonstrated distinctive yet interconnected approaches in cultivating Pancasila values through digital-based learning. Although the digital tools and methods varied, all teachers shared a common goal to ensure that technological engagement supports moral reflection, cultural identity, and civic participation. The findings show that Pancasila-based education in the digital era is not a uniform process but a continuum that ranges from responsible digital use to participatory creativity and critical reflection.

Table 1
Comparison of Teacher Practices in Pancasila-Based Digital Learning

School	Meaning of Digital Citizenship	Learning Focus / Digital Activities	Key Pancasila Values Strengthened	Observed Benefits for Students
Elementary School I	Participatory creativity and collaboration through content creation.	Producing short videos and digital posters on Indonesian culture, traditional games, and unity projects, sharing through social media and classroom platforms.	Unity (<i>Persatuan Indonesia</i>), Deliberation (<i>Kerakyatan</i>), Cooperation.	Students show enthusiasm, communicate effectively, and collaborate actively in digital spaces.
Elementary School II	Responsible digital use emphasizing moral discipline and nationalism.	Viewing national videos, PowerPoint-based lessons on civic values, and guided reflection on positive smartphone use.	Nationalism, Responsibility, Discipline.	Students redirect phone use from gaming toward learning and moral reflection, showing improved digital responsibility.
Elementary School III	Critical and intercultural engagement in digital environments.	Interactive bilingual discussions, Kahoot quizzes, national news analysis, and multimedia commemoration of civic events.	Respect for Diversity, Tolerance, Global Awareness.	Students demonstrate critical thinking, respect for differences, and ethical digital behavior.

Elementary School I: Participatory Creation and Collaboration

The teacher at Elementary School I integrated Pancasila principles through digital content creation by encouraging students to produce videos and posters celebrating Indonesian culture. This approach supported the principles of *Persatuan Indonesia* (Unity) and *Kerakyatan* (Democracy through deliberation), transforming abstract values into concrete collaborative activities. Such practice reflects the shift from teacher-centered instruction to participatory learning in line with the *Kurikulum Merdeka* (Kemendikdasmen, 2025).

Heath's (2018) distinction between the dutiful and actualizing citizen is visible in this practice, where students act as active participants who use technology to express civic identity and cultural understanding. This approach supports Choi's (2016) model of digital citizenship that links critical awareness with civic activism. Aryani et al. (2024) found that digital learning enhances character formation when moral values are contextualized in meaningful activities. The participatory method also reflects Leask and Younie's (2023) recommendation that technology in primary schools should stimulate creativity and inquiry. Through collaborative projects, students internalized Pancasila values and developed empathy and cooperation. The teacher's role exemplifies moral agency as described by Pantić and Wubbels (2012), where teachers design experiences that connect ethical reflection with civic engagement.

Elementary School II: Responsible Digital Use and Foundational Learning

In Elementary School II, the teacher emphasized responsible digital behavior and nationalism through structured activities. PowerPoint presentations, national videos, and guided reflections were used to strengthen students' moral awareness. Although the approach was more conventional, it provided an important foundation for understanding digital responsibility and national pride.

Students were encouraged to use smartphones for educational purposes rather than for entertainment. This practice corresponds to Heath's (2018) concept of the dutiful citizen, which highlights digital discipline and respect for ethical norms. While the activities did not include participatory creation, they succeeded in redirecting digital habits in a positive direction, consistent with Vajen et al. (2023) who reported similar behavioral shifts in digital literacy programs. However, the limited use of digital tools for deeper learning reflected a gap in Technological Pedagogical Content Knowledge (TPACK) as defined by Mishra and Koehler (2006). Teachers in this stage often combine strong moral content with limited technological creativity. Damanik et al. (2025) and Jayanti et al. (2025) also noted that primary-level digital citizenship in Indonesia remains focused on safety rather than moral reasoning or civic participation. This suggests the need for professional development to help teachers move beyond basic digital management toward more reflective, value-based integration.

Elementary School III: Critical Reflection and Intercultural Citizenship

Elementary School III represented the most advanced stage of digital value integration. The teacher designed activities that merged bilingual discussions, online quizzes, and multimedia presentations to connect national identity with global awareness. Students engaged in digital dialogues analyzing national issues, environmental campaigns, and civic events, thereby developing the ability to think critically and act responsibly in online contexts. These experiences reflect the formation of critical digital citizenship, in which learners use digital platforms to evaluate and respond to civic concerns (Webster, 2025).

The use of bilingual content reflected the global dimension of the *8 Dimensi Profil Lulusan* (Kemendikdasmen, 2025), helping students connect national culture with intercultural competence. Damanik and Lie (2025) highlight that such approaches develop empathy, cultural understanding, and social justice through digital interaction. The students learned to respect differences, think critically, and communicate ethically. These outcomes correspond with the view of Choi et al. (2017) that digital participation enhances democratic learning when teachers create dialogic environments. The teacher's practice here demonstrates strong professional and moral agency, consistent with the theoretical principles of Pantić and Wubbels (2012), and confirms Aryani et al.'s (2024) argument that digital contexts can be transformative when linked with national values.

Cross-Case Discussion: From Digital Discipline to Civic Creativity

The three schools demonstrate a progressive continuum in integrating Pancasila values through digital-based learning. Elementary School II marks the initial stage, emphasizing digital responsibility and moral guidance. Elementary School I advances this approach by fostering participatory engagement and creative collaboration. Elementary School III achieves a reflective stage that integrates intercultural understanding with critical analysis. This developmental sequence aligns with established models of digital citizenship and the continuum from dutiful to actualizing participation (Choi, 2016; Heath, 2018).

Teacher agency remains the most decisive factor influencing this transformation. Teachers who demonstrate strong TPACK competence (Mishra & Koehler, 2006) and ethical professionalism (Pantić & Wubbels, 2012) successfully link technology with the civic goals of Pancasila. Their strategies exemplify the shift envisioned in the *Kurikulum Merdeka* (Damanik et al., 2025), where moral education is no longer confined to instruction but expressed through digital collaboration and reflection. These findings support Damanik and Lie's (2025) argument that digital citizenship in Indonesia should merge civic engagement with cultural continuity.

Overall, the results affirm that Pancasila-based education in the digital era extends beyond teaching values toward creating communities of practice within schools. Through creative use of technology, teachers enable students to experience unity, deliberation, and empathy as daily learning processes. This approach fulfills the vision of the *Kurikulum Merdeka* and the *8 Dimensi Profil Lulusan* to form reflective, independent, and responsible citizens who are prepared to contribute ethically to Indonesia's digital society.

To summarize the cross-case findings, Figure 1 presents a visual synthesis of how different teacher pedagogical approaches shape digital learning practices and, in turn, influence the internalization of Pancasila values among elementary school students. The figure highlights the progression from responsible digital use to participatory creativity and critical civic engagement as key outcomes of teacher agency within the *Kurikulum Merdeka* context.

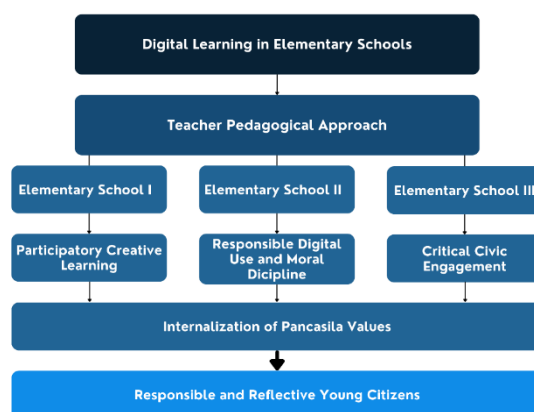


Figure 1
Synthesis of Teacher Practices and Pancasila Value Internalization in Digital Learning

Conclusion

This study concludes that teachers in Jakarta's elementary schools have creatively adapted the principles of Pancasila to digital learning environments. Although their approaches differ in focus, all three cases demonstrate that digital technology can be an effective medium for cultivating moral and civic values. Elementary School I illustrates participatory creativity where students express unity and cooperation through digital content creation. Elementary School II emphasizes moral discipline and responsible digital behavior, while Elementary School III highlights critical reflection and intercultural understanding. These variations reveal that Pancasila education in the digital era is shaped by teacher agency, school culture, and the extent to which technology is linked to moral reflection and civic participation.

The findings imply that teacher capacity is the key to realizing the moral goals of the Kurikulum Merdeka within digital classrooms. Professional development programs should focus on strengthening teachers' technological, pedagogical, and ethical competencies so that digital tools can be used not only for instruction but also for value formation. Schools need to provide flexible environments that encourage innovation, collaboration, and reflection in moral education. By positioning technology as a space for creative dialogue and civic learning, educators can ensure that Pancasila values remain relevant and transformative in preparing students to become thoughtful, responsible citizens in Indonesia's digital society. Theoretically, this study extends Pancasila and civic education literature by positioning teacher agency as a central mechanism in translating digital pedagogy into civic and moral internalization at the elementary level.

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