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THE RELATIONSHIP BETWEEN PANCASILA VALUES IN STUDENTS' DAILY LIVES

Reby Sri Wijannah Panjaitan¹

¹Universitas Muhammadiyah Sumatera Utara

Email: rebisriwijanna2005@gmail.com

Abstract

This research aims to see the relationship between Pancasila values in students' daily lives. The method used is descriptive qualitative type, with direct literature study of various data sources. By applying Pancasila values to everyday life, students will certainly be able to face various problems that will occur in the future. The relationship between Pancasila values can be carried out through practice, habituation, example and environmental conditioning. It can also be applied through the inculcation (instilling values), modeling (exemplary), facilitation (facilitation) and skill building (skills development) approaches. Globalization occurs without stopping, expanding to various sectors of life, giving rise to various new challenges and problems, including elementary school students who are also affected by globalization. The values of Pancasila are fading, the noble values of Indonesian society are no longer reflected as contained in Pancasila. The impact of this research is that writers and readers can understand and relate the values of Pancasila in students' daily lives so that the noble values of Pancasila return to the nation's young generation.

Keywords : Values, Pancasila, Students

Introduction

Time goes on, trends continue to change following the times, including patterns of human behavior. Reflecting on the behavior of Indonesian people in ancient times, whose character was so noble that it was heard in other parts of the world. Friendliness occurs between one individual and another, when they meet on the street they greet each other, people from one religion respect people from another religion, people work together to help each other, a citizen who has experienced a disaster, and even many others. Now it seems that these noble values are fading, it is rare to find these things in the younger generation of Indonesia. Globalization as we know is an integration process that occurs in the world as a whole/internationally, which occurs due to the exchange of information that occurs between one individual and another individual in the world, even greater than that. Both in terms of thoughts, views, products, culture and other things. Globalization certainly has two opposing sides, between the negative things it brings and the positive things it brings. Judging from the positive side, with all the convenience we can find out news about countries in other parts of the world, meet face to face with someone who is very far from us, not limited by time or place, a country's economic system improves due to the marketing of its products to other countries, orders whether food or goods with just a flick of the hand, there are so many positive impacts from this globalization. As explained by Izzati (2021), we must not forget that there are also negative impacts of globalization, which then have an impact on people's life patterns in Indonesia, including the lives of the nation's children, namely elementary school children. The presence of globalization gives rise to various new challenges and problems in society that demand to be answered, in order to take advantage of globalization in life (Musa, 2015). In today's world, anything feels easy, with the help of technology. There are no longer any difficulties in various aspects of life in this era of globalization which continues to grow rapidly like now. So sad, precisely because of this convenience, various aspects of the lives of Indonesia's young generation are declining, losing their identity. If you remember the struggle for the formation of Indonesia, to raise the Red and White flag in the blue

sky, Pancasila was formulated and born in such a complicated way, for the sake of the smile of the native people who were free from colonialism which so tormented the heartstrings.

All of this was done with struggle and sacrifice that was very expensive. With this, it can be said that globalization has clearly shifted the values of patriotism (nationalism) and culture that are unique to the Indonesian state (Suneki, 2012). Now the shadows of the heroes' struggles seem to have evaporated, negative things are starting to attack the souls of the younger generation, including elementary school children. Bad actions as a result of globalization have become widespread. This phenomenon which is increasingly occurring nowadays clearly shows the degradation of the morals, ethics and character of the nation's children. Due to the impact of globalization which continues to experience rapid development, various types of increasingly sophisticated technology have emerged, which have influenced children's activities, as quoted from (Al Marsudi, 2016). This included elementary school children who saw and then imitated this behavior as if it was a good and normal thing to do. It's as if Pancasila was only born to be memorized, taught at school by teachers, became a fairy tale in the middle of the afternoon and then forgotten without practice. Pancasila is the way of life of the nation and state, which has gone through a long process to achieve perfection. In it, it has regulated people's lives in such a way, for the sake of peace, tranquility and progress of Indonesia, is the answer to all the problems that are present so unusually in the present and even in the future. The young generation starting from elementary school and even before that is the next generation who will lead the nation in the future. The author wants to return to the glory of Pancasila in every elementary school child's soul. Therefore, the author feels interested in discussions related to values, nation, students, Pancasila as well as matters related to it.

Research Methodology

This research was conducted using a descriptive qualitative approach. Where the key instrument is the researcher himself. Thus, the author conducted a literature study as a direct data source. Data analysis is carried out inductively or finds complete conclusions. Researchers conducted a literature study starting from the values of Pancasila in students' daily lives. Then, the Pancasila values were not just memorized, the researchers conducted a literature study on this.

Result & Discussion

Education is a conscious and planned activity carried out from one generation to the next. Education is carried out to achieve a goal. The provision of education, especially in schools, has a very important role in making a generation intelligent in thinking and acting. Humans are creatures created by God, God created humans with all perfection. Every human being has advantages and disadvantages in life. Humans are given reason by God, this reason is used by humans in thinking. Therefore, humans need to be educated so that they can think well and can differentiate between good and bad things. Education is an important part of human life. When humans carry out educational activities well, humans can determine and change their lives to be of better quality. This is stated in the Republic of Indonesia Law no. 20 of 2003 which discusses the national education system which contains "The realization of an education system that is none other than to create humans who are able to face challenges in the current era of globalization". Education cannot be implemented arbitrarily. Education must have quality and qualities so that the implementation of education can run optimally. Elementary school is one of the initial education courses that children take when they are approximately six years old. The elementary school period is often called the golden age . Bloom Uce (2015) believes that when children are in early childhood, children's development develops rapidly, children have mental development related to the development of knowledge, behavior, personality and other developments. At this time students are able to record the concepts, knowledge, values and behavior they see. Children will store everything they see or observe in their memory, both in *short term memory and long term memory*.

In education, especially when studying at school, students receive a set of values. Be it the value of knowledge, morals, character and other values. In the KBBI, value means a price, that price is also useful for humans themselves. I Wayan Koyan (In Nurohmah, 2021) believes that value is defined as anything that is valuable. In his opinion he also divides a value into two values, namely ideal value and actual value. Meanwhile, the opinion of Kaelan and Zubaidi (In Kartini, 2021) emphasizes that the Pancasila principles are part of a state philosophy and these Pancasila principles are part of a value system. Pancasila values are part of the Indonesian people's way of life that we need to use as a basis and reference in our daily lives. We can apply Pancasila values in elementary schools through teaching Civics lessons in elementary schools. Citizenship education in education aims to become a good citizen. By studying civics lessons in elementary school, students can know their rights and obligations. The aim of citizenship education in elementary schools is to know, understand and apply all Pancasila

values. These Pancasila values must be given to children from a young age, especially elementary school students. This aims to ensure that children can use the values in Pancasila as guidelines for living a life. Pancasila comes from two words, namely the word "panca" and the word "sila". Panca means five. Meanwhile, the word sila has a basic meaning, so Pancasila has the meaning of five basics. The basis of the Indonesian state is Pancasila which we must use as a guide for life in the state. Pancasila consists of basic values that students must implement in life wherever we are, whether at home, school or in the community. The Pancasila values are as follows:

Belief in the Almighty God

The first principle has two values, namely the value of trust and the value of piety. The value of belief is a value that is meaningful as a human's belief in the existence of the one and only God. We can review this belief in a religion, all people have religious beliefs according to what they adhere to. In Indonesia, there are six religions adhered to by the people, namely Islam, Catholicism, Hinduism, Buddhism, Protestantism and Confucianism. Despite differences in religion, Indonesian people must continue to respect each other and live peacefully. Meanwhile, the value of piety means that every person is free to worship according to the religion they believe in. This is supported by the existence of the 1945 constitution in article 28E paragraph 1 which reads "every Indonesian citizen is free to choose a religion and worship according to the religion of his choice". The implementation of the first principle of Pancasila for students at school is by respecting each other, providing tolerance between friends even though they have different beliefs. For example, when our friends are praying for our friends who are Muslim. So, we must respect it by not making noise when our friends are carrying out worship.

Just and Civilized Humanity

The second principle has the meaning of humanism, namely an effort to humanize humans by being fair and also becoming civilized humans. The country of Indonesia has a motto, namely "Bhinneka Tunggal Ika". This motto has meaning, even though we live from different backgrounds, we must remain united and live in a civilized manner. In the second principle, Pancasila emphasizes that in treating humans we must be fair without looking at differences in ethnicity, culture, religion, class and other differences. The Indonesian state ensures that all Indonesian people have equal status and governance. This is based on article 27 paragraph 1 of the 1945 constitution which states "All people have the same position in law and government, therefore Indonesian people must obey the law and government". As for the application of the second principle of Pancasila in school, students learn to treat their fellow students well without making any distinctions. Respect teachers and friends, respect friends, help others. For example, when a friend of ours finds it difficult to be kind, if we can help, we must help with everything we can.

Indonesian Unity

The third principle means that all of Indonesia must remain united despite differences in ethnicity, race, religion and other backgrounds. The Ministry of Education and Culture believes that the value of unity can be achieved by having a sense of nationalism, namely by loving our homeland. The application or implementation of the third principle of Pancasila in school is by making friends with anyone regardless of our friends' different backgrounds, always living in harmony, giving each other tolerance, helping each other. For example, when our friends are fighting, we must be able to mediate between our friends so that they don't fight and live in harmony.

Democracy Led by Wisdom in Representative Deliberations

The fourth principle means that the highest power in a country is in the hands of the people. This means that the people are closely related to the Indonesian government. Indonesia implements a democratic system in its government, which means that government is carried out by the people, by the people, and for the people. Apart from that, in living a life and making a solution or decision, we must discuss together. The Ministry of Education and Culture said that the sentence "Wisdom in representative deliberations" has a meaning. The phrase "wisdom" is interpreted to mean using common sense in acting. The word "Deliberation" is interpreted as deliberation, meaning that every decision must be made by deliberation to reach a consensus result that can be accepted by all. Meanwhile, the word representative refers to the system he adheres to, namely the people's representation. The applications that students can apply at school are by actively participating in an organization, making decisions together through deliberation, listening to the opinions of teachers and friends, and not forcing other people's wishes. For example, when our friends have different opinions, we have to listen and respect their opinions.

Social Justice for All Indonesian People

The fifth principle means that every Indonesian society has the same right to obtain prosperity. Application to elementary school students is to carry out their obligations and obtain rights as students. Appreciate each other, and help each other. For example, as students, if we carry out our obligations, namely studying properly, we will get our rights, namely getting good grades. So, the relationship between Pancasila values in students' daily lives is a basic value that we must implement in our lives, whether at home, school or in society.

The existence of Pancasila plays an important role in education. Pancasila in its principles aims to form a moral foundation for the nation's generations. Pancasila values must be instilled in children from childhood. Elementary school is the beginning of formal education that children go through. When children are in elementary school, children will be able to grasp all information, be it knowledge, skills, behavior and so on quickly. They can see and imitate everything, whether from teachers or friends. This will become a habit or experience that elementary school children cannot forget. At this time, children have good memories. Pancasila values need to be given to elementary school students. Pancasila values can be conveyed through citizenship education lessons in elementary schools. Students do not just know Pancasila, but must truly understand and apply Pancasila values in their lives. With ever-changing times, students are faced with challenges that are always changing. Students need knowledge, knowledge, skills, even innovation and creativity so that students can face the challenges of the future. By applying Pancasila values to everyday life, students will certainly be able to face various problems and problems that will occur in the future. However, there are many reasons why elementary school students have not implemented Pancasila values in their lives. Some of them are the flow of globalization, the use of technology and many more. Globalization has various changes in the world order, it affects aspects in various fields within a country. The impact of globalization is the waning sense of nationalism of the Indonesian people. According to Untari (In Asmaroini, 2016) Pancasila is an identity or characteristic of the Indonesian nation, Pancasila is used as motivation, inspiration, a guide to life in attitude and action. That's why everything in life must reflect the values of Pancasila. Globalization is something that cannot be separated from society, especially Indonesian society. According to Maria (In Yudanegara, 2016) stated that the flow of globalization is entering society very quickly, especially among the younger generation. The influence of globalization has resulted in the loss of personality and identity of the nation's children, which we can see in the current moral problems. For this reason, it is necessary to instill Pancasila more strongly in people, especially the younger generation.

The use of technology is also one of the reasons why elementary school students do not yet implement Pancasila values. As time goes by, technology also has rapid progress and development. Almost everything in life uses technological intervention. Indeed, nowadays humans cannot be separated from technology. Today's elementary school students are proficient in using technology, especially the smartphones they use. Almost all elementary school students already have smartphones and they are able to use them. However, we need to pay attention to the large number of elementary school children who use their smartphones incorrectly. Children today are very addicted to technology, children are dependent on technology. Technology has an impact on human life. Technology has a positive impact on life and also has a negative impact on life. The good thing about technology is that it makes all our work easier. Apart from that, technology also has many negative impacts. The negative impact of technology that we can feel is the loss of moral values and character of the nation's children. Many people misuse technology for negative things. There are so many small children who should not have the right to use cellphones, but instead use cellphones excessively to the point where they don't know the time. Elementary school children are also more familiar with the virtual world than the real world. There are quite a few children who don't know about Pancasila values, today's children know more about things that they think currently exist in their time. For example, using Facebook, Instagram, TikTok and other applications. Wahidah (In Sangatgi, 2020) stated that the scientific revolution and also the hegemony of technological media have had an impact on the moral problems of the nation's children. There are many cases of moral decline that occur in children because they see shows that are not suitable for viewing. This makes children become depraved in terms of morals and character. Therefore, it is very necessary to instill Pancasila values from an early age so that children are not trapped by the current of globalization or technology. Pancasila contains noble values which, when implemented by the nation's children, will create a brilliant and virtuous generation. Especially children who are in elementary school, from the start they need to understand Pancasila which will be applied in everyday life. According to Chumairah (2019), elementary school students in the early grades are in the early age range. This period is very important for the child. All potential will develop optimally if encouraged during this period.

This development can be implemented through one of the core subjects of formal education in elementary schools, namely Pancasila and Citizenship Education. The fruit of education must be practice. When seeking knowledge, the knowledge gained is transformed into action, put into practice. The education system in Indonesia

currently still receives a lot of criticism. One of them is in fulfilling the cognition that is so emphasized. However, in terms of morals and emotions it is lacking. Some even think that the education system in Indonesia seems mechanistic, with lots of memorization and killing students' creativity (Rachmah, 2013). This is related to implementing the values of Pancasila, requiring the role of the world of education with a good learning process. The values contained are not only memorized, but also need to be realized. Pancasila also needs revitalization by improving the learning process. The learning methods used can be more innovative and inspiring. The learning is not just cognitive memorizing texts. However, it is more contextual, connecting situations and relationships with an event. Efforts to appreciate the values of Pancasila must be carried out through a complementary or complementary approach. This approach is cultural and structural. With a cultural approach, it must start from planting seeds, setting an example, and actualizing the values carried out by educational institutions in the internalization process. Meanwhile, with a structural approach, the government also plays a role as a central role model and provides policy direction in actualizing Pancasila values in life (Suharno, 2020). It is very unfortunate, according to Aiman (2018), in research conducted on elementary school children, the fact is that there are still many students who experience difficulty in citing examples of the application of Pancasila values in their daily lives. It is said that the learning model applied is not appropriate so that students do not optimally understand Civics subjects regarding the meaning of a unity in everyday life between the relationship between symbols and the principles of Pancasila. In fact, Pancasila is not just memorizing. However, it is deeper, namely as a basis for life. It should be a guide or guide in people's thought patterns and attitudes in everyday life. When there is a deviation from Pancasila, the sustainability of the Indonesian state will be threatened. Of course this doesn't want to happen. We cannot prevent technological developments due to globalization, but we can strive to maintain the values of Pancasila (Rahma, 2021)

The current situation is that the application of Pancasila has not been implemented optimally in education. There is an imbalance between moral knowledge and student behavior . This causes the emergence of negative characters in students, such as lying, truancy, dirty or rude language, teasing, fighting, stealing, and other forms of juvenile delinquency. This situation occurs because there is disorientation and there has been no appreciation of the values of Pancasila. Then, in realizing the values of Pancasila, there are limitations to integrated policy tools. Ethical values are shifting, culture is fading, and independence in national and state life is weakening (Nuryana, 2018). According to Nuryana (2018), in facing the 21st century, education needs to provide skills, namely first, in local and global life, a civic attitude. Second, live and develop a career. Third, there is a personal and social response. Therefore, methods or solutions are needed in education so that its role in giving birth to a generation that has an impact can be seen. This can be done through coaching to apply Pancasila values as national identity. Because the flow of globalization is so strong and the nation's successors cannot be easily shaken. As for how to overcome this, it is necessary to instill Pancasila values from an early age because they will be attached to their adult life in the future. Instilling Pancasila values can be done through practice, habituation, example and environmental conditioning. Then, in another opinion, Pancasila can also be applied through the inculcation method (instilling values), modeling (exemplary), facilitation (facilitation), and skill building (skill development).

Inculcation method (planting values)

According to Shodiq (2017), the inculcation approach emphasizes instilling social values in students. So the goal is to change students' values that are not appropriate into the desired values, as in the Pancasila values. Methods that can be used in learning about this inculcation approach include simulation, positive and negative reinforcement, example, role playing, and others.

Modeling (exemplary)

This example is an encouragement to live a life where very powerful impacts will be felt and emerged. Role models must come from the family, school and community. It becomes a tricerter of education. In school, the role of the teacher is very important, the teacher's behavior is a role model for students. The curriculum may not be perfect, but teachers must process learning to become successful. Teachers have a strategic role for the future of the nation. Teachers can also provide role models for students.

Facilitation (facilitation)

Facilitation of moral decision making that is carried out responsibly is needed in everyday life. With it, students will be trained to overcome or resolve problems they face in everyday life. Providing opportunities for students is the most important part of this facilitation. The presence of teachers and students on good terms can be done through facilitation activities. When a teacher listens well to students wholeheartedly and seriously, then

students will do the same. A student's opinions and views will feel cared for and appreciated when they are fully listened to by the teacher (Wahono, 2021). So this facilitation will clarify understanding, increase understanding to commitment to action, think further, find your own insight, make you aware of the goodness of what the teacher conveys, and motivate students to connect values with problems. Teachers can also better understand students' thought patterns and feelings.

Skill building (skill development)

Skills need to be practiced based on Pancasila values so as to create constructive and moral behavior in society. These skills consist of creative thinking, critical thinking, listening, communicating clearly, finding conflict resolutions or decisions, and acting openly (assertive). These skills are academic and social skills. According to Wahono (2021), teachers are expected to accustom students to think critically by providing activities that are in accordance with the characteristics of critical thinking, such as trying to obtain correct information, looking for alternatives, looking for reasons, looking for clarity in questions or statements, etc.

Apart from that, in instilling Pancasila values, it is necessary to choose the right learning model and media. It is hoped that the learning process will be interesting. What makes learning less interesting is that it usually continues to be done using the lecture or teacher-centred method. So this will be full of memorization without any meaning from the learning process that has been carried out. Education also has an impact on students' cognitive abilities. With students' diverse characters, there needs to be control here to change students' characters in accordance with the values of Pancasila which are truly the nation's identity. According to Minawati and Suryana (2019), in values education, there is a conditioning process that can be carried out, including: (1) Problem solving model (problem solving), here it is very important to invite students to discuss solving a real (concrete) problem (2) Reflective thinking model (reflective thinking), with this model it is hoped that students, both individually and in groups, will make reflections (responses) or reflections on an event, writing, picture, case, photo, and so on (3) Responsibility building model (building a responsible attitude), students can be given concrete work or assignments and then make honest reports (4) Picnic, a visit to a place outside the classroom can be held as a form of getting to know the environment and refreshing (5) Camping study, students are invited to carry out camping activities in which activities or games can be carried out that encourage children to solve problems.

Conclusion

Elementary school is the initial education that children go through, this period is often called the "golden age". During this period, children are taught good values, one of which is Pancasila values. We can apply Pancasila values in elementary school through Civics lessons. Pancasila is not just memorized but must be used as a basis for life. The cultivation of Pancasila is not yet optimal, there is a lot of imbalance between moral knowledge and behavior in students. As a result, many students have immoral behavior. By applying Pancasila values in their lives, students will be able to face various problems that will occur in the future. Meanwhile, efforts to instill Pancasila values can be done through practice, habituation, example and environmental conditioning.

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