

Implementing Pancasila Values among Millennials and Gen Z in the Digital Era

Ahmas Sa'id ¹, Abdia Wafa ², Muhammad Haidar Az Zacky ³, Muh. Dzaky Luthfi ⁴, Keizya Khairunnisa ⁵

Ahmasahmas65@gmail.com ¹, abdiawafaaa@gmail.com, ²
mhaidarazzacky@gmail.com ³, muhdzakyl2007@gmail.com ⁴,
keizyaakhrnsa31@gmail.com ⁵

Telkom University Purwokerto

Abstract: *Pancasila, as the foundation of the state and the nation's ideology, is crucial for maintaining the unity and character of Indonesia. However, with rapid technological advances and globalization, Generation Z faces significant challenges that could undermine the values of Pancasila. The research questions are: (1) What are the challenges in implementing Pancasila values in Generation Z in the digital era? (2) What is the best way to instill Pancasila values that are appropriate to the digital world? This research aims to analyze why Pancasila values are starting to disappear and to find the right way to reinstall these values in the digital world to maintain the strength of the nation's character. The research method used is a qualitative systematic literature review (SLS). This research combines the results of 10 recent related journal articles. The results show that Generation Z is starting to lose the values of Pancasila, nationalism, and patriotism. This is mainly due to the strong influence of science and technology (IPTEK) and the individualistic lifestyle of foreign cultures. This research suggests that an important solution is to instill Pancasila values from an early age in an integrated manner. This needs to be done through concrete actions, connecting it to everyday life, and utilizing digital media positively. These findings emphasize the need to increase self-awareness so that Generation Z maintains its Indonesian identity.*

Keywords: *Implementation of Pancasila, Generation Z, Digital Era, Globalization, Literature Review*

Abstrak: Pancasila, sebagai dasar negara dan ideologi bangsa, sangat penting untuk menjaga persatuan dan karakter Indonesia. Namun, dengan kemajuan teknologi dan globalisasi yang pesat, Generasi Z punya masalah besar yang bisa merusak nilai-nilai Pancasila. Masalah penelitian ini adalah: (1) Apa saja tantangan dalam menerapkan nilai-nilai Pancasila pada Generasi Z di era digital? (2) Bagaimana cara terbaik menanamkan nilai Pancasila yang sesuai dengan dunia digital. Penelitian ini bertujuan untuk menganalisis mengapa nilai Pancasila mulai hilang dan mencari cara yang tepat untuk menanamkan kembali nilai-nilai tersebut di dunia digital agar karakter bangsa tetap kuat. Metode penelitian yang dipakai adalah studi literatur sistematis (SLS) kualitatif. Penelitian ini menggabungkan hasil dari 10 artikel jurnal terbaru yang berkaitan. Hasil penelitian menunjukkan

bahwa Generasi Z mulai kehilangan nilai Pancasila, nasionalisme, dan patriotisme. Ini terutama disebabkan oleh pengaruh besar ilmu pengetahuan dan teknologi (IPTEK) serta gaya hidup individualis dari budaya asing. Penelitian ini menyarankan bahwa solusi penting adalah menanamkan nilai Pancasila sejak dini secara terpadu. Hal ini perlu dilakukan dengan tindakan nyata, menghubungkannya dengan kehidupan sehari-hari, dan memanfaatkan media digital secara positif. Temuan ini menekankan perlunya meningkatkan kesadaran diri agar Generasi Z tetap berpegang pada identitas bangsa Indonesia.

Kata kunci: Implementasi Pancasila, Generasi Z, Era Digital, Globalisasi, Studi Literatur

Introduction

Pancasila has played a crucial role in maintaining the unity and identity of the Indonesian nation since its inception as the foundation of the state and ideology. The values it embodies, such as belief in God and social justice, reflect the culture and traditions of Indonesian society (Habibah & Florence, 2021: 1). Pancasila serves as an important moral, ethical, and legal guide for all Indonesian citizens, including the younger generation. In the modern era, the values of Pancasila face numerous challenges from globalization and the advancement of science and technology (IPTEK). This development has two sides: easy access to information but also the risk of the loss of local values (Septianingrum & Dewi, 2021: 1). This loss of values can be seen in the behavior of young people, particularly Generation Z and Millennials, who are closely connected to the digital world.

Recent studies reveal that the implementation of Pancasila values among the younger generation is not fully achieved. Literature reviews found that many young people lack awareness of Pancasila's principles, necessitating its revitalization (Zura et al., 2023: 1). This data indicates that the problem lies in everyday practice and the digital world, not just theoretical understanding (Ramadhany, et al., 2023: 148). Although the values of Pancasila are acknowledged as unchanged (Putri, et al., 2022: 1), the way society, especially Generation Z, applies them has faded due to advances in technology and science (Afsi, et al., 2025: 164). This gap arises because traditional Pancasila education methods are often irrelevant to Gen Z's digital culture. The lack of emphasis on internalizing values embedded through daily activities and non-Pancasila learning also presents a gap that needs to be addressed (Pintanawati, et al., 2021: 7).

Research conducted by Habibah and Florence (2021: 1) highlights the waning nationalism of the millennial generation towards their country, particularly in the implementation of Pancasila values, caused by the influx of foreign culture. This finding supports the urgency of research, stating that the issue of this value erosion is real and already occurring, not merely a potential threat. Fadilah et al. (2024: 7361) also confirm that moral decline is caused by the negative influence of technological advances, emphasizing the need for Gen Z to uphold the noble values

of Pancasila both in real life and digitally. Various other literature studies also confirm that the younger generation remains indifferent to these values, and therefore, re-instilling the Pancasila ideology is imperative (Nurapriya & Dewi, 2021: 447).

One alternative solution that has been dominant so far is through Civics Education (PKn) or Pancasila Education courses alone. However, Rochmat et al. (2024: 71) emphasize that instilling values must begin early, not only in Pancasila or Civics lessons, but also in other learning. A sole focus on Civics has proven ineffective because it doesn't encompass the broader digital context or life experiences of Gen Z. Another alternative is strict regulation of digital content. While regulation can reduce negative exposure, this approach tends to be reactive and doesn't foster self-awareness. Pintaawati et al. (2021: 1) suggest that implementing Pancasila values must increase motivation, which requires a proactive internalization approach, not just external prevention.

This study chooses to focus on solutions in the form of internalization and implementation of Pancasila values that are integrated and adaptive to digital culture. The scientific justification is that Pancasila needs to be instilled in the younger generation through actions linked to or applied to the existing principles (Pintaawati et al., 2021: 7). The chosen solution is promising because it addresses both cognitive and affective aspects through an approach relevant to Gen Z (Putri, et al., 2022: 1). Considering the major obstacles amidst technological advancements and the need for adaptive strategies, this research aims to integrate findings from the latest literature related to the dynamics of Pancasila and Generation Z.

The main questions are: (1) What are the challenges in implementing Pancasila values among Generation Z in the digital era? and (2) What methods of instilling Pancasila values are most effective in the digital realm? This research will systematically evaluate a number of actions that have been and are important to strengthen the practice of Pancasila. The results of this research are expected to provide clear recommendations for teachers, curriculum designers, and parents to develop effective plans for implementing Pancasila values in the digital era. In this study, Generation Z is defined as an age group born between 1997 and 2012, who grew up and are very familiar with digital technology and the internet (Afsi, et al., 2025: 164).

Research methods

Method and Approach: This study uses a qualitative approach using the Systematic Literature Review (SLS) method. We chose SLS to search for, assess, and synthesize all relevant research evidence on how Pancasila values are applied to Generation Z in the digital era from various primary sources (Afsi et al., 2025: 164). This approach helps researchers draw strong conclusions from the combined findings of previous studies. **Qualitative and/or Quantitative Data:** The data used in this research is qualitative data, namely full texts from scientific journal articles.

This data contains findings, interpretations, arguments, and suggestions from previous researchers. Although source articles may contain quantitative data, this study focuses on narrative and conceptual explanations of those findings.

The data collection procedure follows the Systematic Literature Review (SLR) guidelines with the following stages: (1) Formulating more specific research questions using the PICO (Population, Intervention, Comparison, Outcome) framework. (2) Determining several inclusion criteria (journal articles, publications published between 2021 and 2025, topics related to Pancasila/Generation Z/Digitalization) and exclusion criteria (non-scientific reports, theses/dissertations). (3) Conducting a literature search in online databases, such as Google Scholar and DOAJ. (4) Selecting relevant articles. In this research, 10 articles from users served as the primary data. (5) Extracting important data such as research problems, methods, results, and suggestions from each article (Sugiyono, 2012: 25).

Data Analysis Procedure: Data were analyzed using thematic-narrative synthesis. The stages are: (1) Data reduction, namely separating important parts of the articles related to the challenges and solutions to Pancasila for Generation Z. (2) Grouping findings based on main themes (e.g., Globalization, Digital Education, Role of Institutions). (3) Writing the synthesis results in narrative form (Putri, et al., 2022: 4). (4) Drawing conclusions based on the similarities and congruence of findings across all primary articles. All of these processes focus on extracting the core meaning of the phenomena observed by previous studies (Ramadhany, et al., 2023: 1).

Results and Discussion

This literature review found a crisis in Pancasila implementation among Generation Z. Although Pancasila is the state ideology, the younger generation is beginning to lose their emotional and practical connection to its values (Habibah & Florence, 2021: 1). This is considered a result of an educational and social system that is less than adequate in addressing the negative effects of modernity and digitalization (Zura et al., 2023: 1).

The loss of Pancasila values aligns with the theory of cultural disorientation due to modernization. Local or national identities are easily influenced by global cultures perceived as more appealing. The shared values embodied in Pancasila, such as the spirit of mutual cooperation and deliberation, are increasingly being eroded by individualism, which is increasingly prevalent through social media (Septianingrum & Dewi, 2021: 1).

This study aligns with the findings of Pintanawati et al. ((2021: 1) which states that many Pancasila values have been forgotten or unknown by Gen Z in the digital era. Similarly, Nuraprilia and Dewi (2021: 447) state that the implementation of Pancasila is not optimal. This indicates that this problem is not a stand-alone

issue, but rather a phenomenon supported by various other studies from the same period.

The main cause of the values crisis is unfiltered exposure to science and technology. Globalization, ushered in by advanced technology, brings foreign cultures and promiscuity that erode traditional moral and ethical boundaries (Putri, et al., 2022: 1). This interpretation suggests that technology is not merely a tool, but also an agent for the spread of ideologies potentially contrary to Pancasila, such as hedonism or radicalism.

Afsi et al. (2025: 164) support these findings by stating that Generation Z is experiencing a degradation of Pancasila values, nationalism, and patriotism due to the influence of globalization and unlimited online interactions. Although some argue that technology is While neutral, the results of this study actually show that in Indonesia, the impact tends to be negative if there is no strong ideological filter (Fadilah et al., 2024: 7361). The proposed solution is the integrated internalization of Pancasila values adapted to the digital world. Therefore, Pancasila needs to be integrated into platforms commonly used by Generation Z. The educational approach also needs to shift from simply conveying doctrine to practical implementation in the digital world (Rochmat et al., 2024: 71). The integration of these values should be applied throughout the learning process, not limited to specific subjects (Pintanawati et al., 2021: 7).

Ramadhany et al. (2023: 148) support this concept of internalization, emphasizing the importance of applying Pancasila values in everyday life. Similarly, Zura et al. (2023: 1) argue that reviving Pancasila principles requires a collaborative effort. This indicates a consensus in the literature that a comprehensive approach is needed, going beyond simply conveying material. Analysis of these findings shows that this issue is crucial in the political realm. Rochmat et al. (2024: 71) specifically highlighted the internalization of Pancasila among Generation Z in the run-up to the 2024 Presidential Election. This confirms that the fading of Pancasila values impacts not only individual morals, but also the integrity of democracy and national understanding.

According to Putri and colleagues (2022: 1), the proper implementation of Pancasila values is crucial for fostering nationalism among Gen Z to prevent them from becoming apathetic. This effort must go beyond simply imparting knowledge. Fadilah and team (2024: 7361) emphasize that the formation of Indonesian national awareness and identity is crucial amidst the onslaught of alternative identities stemming from globalization. Septianingrum and Dewi (2021: 1) found that the social environment also plays a role. They observed that individualistic behavior and excessive focus on smartphones can erode Pancasila values. This suggests that internalizing values is not just a school assignment but also requires the role of family and peers who are adaptive to technology. digital.

This study suggests that the conceptual framework for Pancasila character education needs to be updated. The old, content-focused model should be replaced with a contextual model that incorporates digital literacy. Evidence from this study indicates that digital threats are real and require a theory of value instillation based on transformative digital pedagogy. These findings suggest that Pancasila material be incorporated into engaging digital content, such as educational videos, educational games, or social media campaigns. It is also important to engage Gen Z in spreading Pancasila values by leveraging their skills in creating digital content.

This study is limited by its use of only a qualitative and descriptive literature review, and therefore does not provide new quantitative data on how Certain implementation models work well. Future research should use experimental studies or action research to test digital technology-based models of Pancasila internalization, for example, using gamification or virtual reality in teaching national values.

Conclusion

This systematic literature study states that the implementation of Pancasila values in Generation Z faces major challenges due to globalization and technological developments; results from various sources (2021-2025) consistently show that values, nationalism, and patriotism are starting to fade, where Generation Z tends to be less caring and prefers an individualistic lifestyle that is contrary to the principle of mutual cooperation of Pancasila, which is caused by the large influence of foreign cultures and uncontrolled moral decline in cyberspace. Although the values of Pancasila are eternal and derived from national identity, the way they are implemented so far has been less successful for a generation that grew up with technology, therefore, an urgent solution is a more flexible and integrated value instillation strategy, which must start from childhood and not only be limited to formal lessons such as Civics/Pancasila, but must also be applied in daily actions and all aspects of learning (Pintanawati, et al., 2021; Rochmat, et al., 2024); These findings show that the way of teaching needs to be changed, where Pancasila character education must use digital media positively, using technology not as a threat, but as a tool to increase self-awareness and instill values, and with this comprehensive approach, it is hoped that Generation Z can develop a strong sense of nationalism and use Pancasila as a guide for life (Fadilah, et al., 2024; Putri, et al., 2022); In short, this study emphasizes that strengthening the application of Pancasila to Generation Z is a joint effort involving families, schools and communities, and further research (such as action research or experiments) is needed to test models of instilling Pancasila values based on digital technology (for example, gamification or VR) so that the identity of the Indonesian nation is maintained in the future.

References

- Afsi, A. F., Anggoro, J. H., & Rahmadani, R. (2025). Analisis Pengaruh Globalisasi Terhadap Degradasi Nilai-nilai Pancasila, Nasionalisme, dan Patriotisme Generasi Z. *Jurnal Kewarganegaraan*, 9(1), 164-171.
- Fadilah, N., Septiawan, M. T., & Sugianto. (2024). Implementasi Nilai-Nilai Pancasila untuk Membentuk Karakter Generasi Z di Era Digital. *Jurnal Pendidikan Tambusai*, 8(3), 7361–7368.
- Habibah, S., & Florence. (2021). Peran Pendidikan Kewarganegaraan dalam Menumbuhkan Nasionalisme Generasi Milenial terhadap Negara. *Jurnal Kewarganegaraan*, 5(1), 1–6.
- Nurapriilia, S., & Dewi, D. A. (2021). Upaya Implementasi Nilai-nilai Pancasila untuk Generasi Muda di Era Digital. *Jurnal Kewarganegaraan*, 5(3), 447–452.
- Pintanawati, C., Kurniawan, R., & Wardoyo, Y. (2021). Pentingnya Penanaman Nilai-Nilai Pancasila Sejak Dini Pada Generasi Z Di Era Digital. *Jurnal Pendidikan Kewarganegaraan Undiksha*, 9(1), 1–9.
- Putri, A. S., Susilo, H., & Handayani, P. F. (2022). Peran Implementasi Nilai Pancasila dalam Menumbuhkan Rasa Nasionalisme Generasi Z. *Jurnal Kewarganegaraan*, 6(4), 1-8.
- Ramadhany, V., Setiawan, A., & Heri, M. F. (2023). Internalisasi Nilai-Nilai Pancasila dalam Kehidupan Sehari-Hari untuk Memperkuat Karakter Generasi Z. *Jurnal Pendidikan Tambusai*, 7(1), 148-155.
- Rochmat, M. N., Astuti, S., & Widodo, A. (2024). Internalisasi Nilai-Nilai Pancasila Pada Generasi Z Dalam Menghadapi Pemilihan Presiden Tahun 2024. *Jurnal Pendidikan Tambusai*, 8(1), 71–79.
- Septianingrum, P. R., & Dewi, D. A. (2021). Upaya Implementasi Nilai-nilai Pancasila untuk Generasi Muda di Era Digital. *Jurnal Kewarganegaraan*, 5(3), 1–7.
- Sugiyono. (2012). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Alfabeta.
- Zura, S., Ramdhani, W. E., & Diansyah, S. P. (2023). Revitalisasi Nilai-Nilai Pancasila Sebagai Upaya Penguatan Karakter Bangsa. *Jurnal Kewarganegaraan*, 7(1), 1–8.