

SUSTAINABILITY AND INNOVATION OF THE PANCASILA AND CITIZENSHIP EDUCATION CURRICULUM FOR ELEMENTARY, SECONDARY, AND HIGHER EDUCATION IN INDONESIA

Windy Dian Sari¹, Ahmad Zain Sarnoto²

¹Sekolah Tinggi Agama Islam Fatahillah Serpong; Indonesia

²Universitas Perguruan Tinggi Ilmu Al-Qur'an Jakarta; Indonesia

Correspondence Email; ahmadzain@ptiq.ac.id

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Abstract

This study examines the Pancasila and Citizenship education curriculum for elementary, secondary, and higher education in Indonesia. This is because the Pancasila education curriculum is starting to weaken amidst the current tide of globalism that brings various other world ideologies that challenge the Pancasila ideology. This study uses a qualitative approach through the use of library research tools. Because the method used is a library method, this study relies on primary sources from study materials from previous researchers or literature reviews. Content data analysis is a data collection approach that includes documentation and data analysis. The approach used is curriculum management. The theories used to analyze the data are the theory of curriculum sustainability and the theory of curriculum innovation. The findings of this study indicate: first, the Sustainability of the Pancasila and Citizenship Education Curriculum. Second, the Sustainability of the Pancasila and Citizenship Education Curriculum. Third, Innovation of the Pancasila and Citizenship Education Curriculum. Fourth, Challenges in Implementing the Pancasila and Civics Education Curriculum. Fifth, Opportunities for Developing the Pancasila and Civics Education Curriculum. The findings of this study contribute to enriching the discourse on the sustainability and innovation of the Pancasila and Civics Education curriculum.

Keywords

Education Level, Curriculum, Innovation, Sustainability.



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INTRODUCTION

Pancasila and Citizenship Education (PPKn) requires reorientation, particularly in elementary schools, as a reaffirmation that PPKn is part of character education. One result of this reorientation is the discourse of smart and good citizenship. There are several reasons why PPKn reorientation is important in elementary schools: first, the elementary school age provides an opportunity to instill concepts in children. Second, elementary school is a transitional period from the family environment to a time when children encounter a broader environment. The discourse of smart and good citizenship essentially leads to the formation of good character, knowing good, loving good, and doing good. The discourse of smart and good citizenship essentially leads to the formation of good character, knowing good, loving good, and doing good (Hidayah & Retnasari, 2019).

In contrast to the reorientation of PPKn at the elementary school level, the reorientation of PPKn at the secondary school level is expected to direct students to become global citizens, no longer within the family and local environment, but more broadly to become global citizens. This can be done by planning the Global Citizen Project learning model, through the preparation of a learning plan design that includes approaches, methods, models, media, and learning evaluation. This concept is implemented with the Blended Learning concept in two meetings, based on the syntax of the Global Citizen Project learning model, which consists of topic determination, project design, implementation, evaluation, and publication. There are six characteristics of the global citizen project learning model in Civics learning, namely developing religious attitudes of faith, piety, and character; tolerance; global insight; critical, creative, and innovative thinking; collaboration and communication; and media literacy (Sutrisno, Sapriya, Komalasari, & Rahmad, 2021).

The reorientation of Civics Education (PPKn) at the tertiary level not only leads students to an awareness of themselves as global citizens but also directs them to an awareness that students must be capable and have the skills to face global challenges, especially in the era of disruption. Every individual must be aware that the era of disruption has passed, and the increasingly rapid changes require everyone to innovate. The ability to innovate is one strategy for maintaining existence in the era of disruption. Meanwhile, on the other hand, civics education in higher education is one of the personality-developing courses, in accordance with the Decree of the Director General of Higher Education No. 43 of 2006. Similarly, Law No. 12 of 2012 concerning Higher Education, such as Article 35, states that the higher education curriculum for undergraduate and

diploma programs must include religion, Pancasila, civics education, and the Indonesian language. Therefore, innovation in PPKn learning in higher education can be developed through several strategies, namely: innovation in learning models, learning media, hybrid/blended learning, and online-based learning (Widodo, 2019).

Entering an era of disruption due to rapid development, PPKn learning must be supported by an organizational culture in educational institutions that fosters competitiveness. In their research on Innovation in Pancasila and Citizenship Education (PPKn) Learning to Face the Challenges of the Digital Era, Lazuardy et al found that innovation reflects a process of evolution and renewal. In education, this is crucial to align with the dynamics of science. Updates in the teaching system, particularly in PPKn learning, must be measurable and continuously evolving because the quality of education is not only related to creative output, but also to knowledge and skills (Lazuardy et al., 2025). Educational institutions that are unable to compete in this era of disruptive globalization will be doomed to extinction. Organizational culture is believed to be an enabler in enhancing competitive advantage in higher education. Therefore, strategic planning, adaptation to technological innovation through the practice of a culture of innovation, development of partnership-based higher education networks, interpersonal modalities for quality higher education services, performance improvement through service systems, and effective leadership are needed. The focus is on developing a competitive advantage strategy model based on Sustainable Development for higher education. Furthermore, a multi-stakeholder network serves as a facilitator connecting organizational culture and higher education's competitive advantage (Sukatin & Fajri, 2021).

The curriculum is an important component in the education system, because the curriculum contains a formulation of educational objectives that must be achieved, thus clarifying the direction of education (Sukmadinata, 2008). Furthermore, the curriculum also provides guidance on the learning experiences each student should have. This highlights the crucial function and role of the curriculum, necessitating its continued design and development (Chotimah, 2022). In an effort to develop a PPKn curriculum model, research conducted by Ferlinus Nazara and colleagues on the Analysis of the Development of the Pancasila and Citizenship Education Curriculum Model, found that the development of the Pancasila and Citizenship Education curriculum model takes place continuously in the teaching and learning process so that students have independence in learning activities and can provide effective provision or interest for students. Meanwhile, related to the

Implementation of the Independent Curriculum in PPKn Learning, research conducted by Hikmah Mulia states that the application of the Independent Curriculum in PPKn has the potential to improve the quality of learning that is meaningful and in accordance with the needs of students (Hikmah Mulia, 2024). Meanwhile, Dinda Ikhwani in her research found that Civics Education can be delivered in all educational pathways, from informal, formal, to non-formal, because civics education is the spearhead of strengthening the principles of Pancasila. Civics Education can also be used as a vehicle for democratic education, with the aim of building citizens with democratic characters based on Pancasila and the 1945 Constitution. Through civics education, it is hoped that students will be able to understand and apply the ideals of Pancasila so that they become good citizens (Ikhwani, 2023).

Understanding and implementing Pancasila has a big and strategic role in awakening the spirit of nationalism among the younger generation in the era of globalization (Ratri & Najicha, 2022). Moreover, the educational goals to be achieved based on the mandate of Law No. 20 of 2003 are to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. So, since the implementation of the ASEAN Economic Community (AEC) in 2015, and the arrival of the Industrial Revolution 4.0 era, which is marked by tight competition and rapid flow of information, it has become the obligation of the Indonesian nation to have strong competitiveness (Hidayat & Yusnidah, 2020). To be highly competitive and strong, human resources must be innovative and creative. At the same time, these values are instilled in Pancasila and Citizenship education. Pancasila values foster the character of students who are intelligent, creative, innovative, and possess noble character. An individual character imbued with the values of the Pancasila principles will emerge from two sources: the heart and the mind (Sarnoto & Siswanto, 2013). Characters that originate from the heart include: honesty, faith, piety, justice, orderliness, trustworthiness, obedience to rules, responsibility, empathy, courage to take risks, perseverance, willingness to sacrifice, and patriotism. Characters that originate from the mind include: intelligence, critical thinking, creativity, innovation, curiosity, productivity, and reflection (Dwiputri & Anggraeni, 2021).

Civics education in universities, secondary schools, and elementary schools is a crucial aspect of education, given the current era of disruption. Civics education in universities is a personality-building subject, as stipulated in Decree of the Director General of Higher Education

No. 43 of 2006, which outlines several study materials that must be taught to university students. Civics education in elementary and secondary schools is currently based on the 2013 curriculum. The subject nomenclature being revised is Pancasila and Civics Education. Minister of Education and Culture Regulation No. 37 of 2018 amends Minister of Education and Culture Regulation No. 24 of 2016, which outlines the content (core competencies and basic competencies) developed in elementary and secondary education. This regulation outlines the content taught in Civics in elementary and secondary schools. Thus, this research will examine the importance of sustainability and innovation in the Pancasila and Citizenship education curriculum, both at the elementary, secondary, and higher education levels.

METHOD

This type of research is qualitative research using library methods. Qualitative research allows researchers to formulate questions that explain the main objectives of the research, then develop a framework, methods, and validation (Creswell & Creswell, 2018). The purpose of this research is none other than to explain the appropriate sustainability and innovation for the Pancasila and Citizenship education curriculum by developing a concept about the importance of sustainability and innovation in the Pancasila and Citizenship education curriculum. Because the method used is a library method, this research relies on primary sources from the study materials of previous researchers (Zed, 2008), particularly those related to the sustainability and innovation of Pancasila and Citizenship education. Secondary data is additional information that serves to reinforce the primary data.

In collecting, selecting, sorting, as well as compiling and analyzing library data, this study uses a curriculum management approach. Curriculum management encompasses curriculum planning, curriculum implementation, and curriculum evaluation. Planning involves setting goals and estimating how to achieve them. Implementation is the process of ensuring that the teaching and learning process has the necessary human resources and infrastructure, so that the desired goals are achieved optimally. Curriculum evaluation or assessment is an examination of the level of achievement of the educational goals intended to be realized through the curriculum. The scope of curriculum management includes planning, organizing, implementation, and evaluation (Sarnoto, 2024).

Therefore, the existing Pancasila and Citizenship Education curriculum needs to be evaluated to assess its effectiveness in achieving the learning objectives. Following this evaluation, this study will present an analysis of the planning and implementation of a sustainable and innovative curriculum. This analysis requires supporting theories, namely the theory of curriculum sustainability and the theory of curriculum innovation. These two supporting theories will make evaluating the existing curriculum, as well as planning and implementing a new curriculum in the future, easier to explain and understand (Sarnoto, 2023).

The discussion in this study is presented as follows: first, the research findings that describe the existence of the Pancasila and citizenship education curriculum used today in educational institutions. Second, an analysis of the findings using the theory of sustainable curriculum, to provide an overview of how the Pancasila and citizenship curriculum should be structured to ensure sustainability. Third, an analysis of the research findings using the theory of curriculum innovation, to provide an overview of innovations that should be implemented in the future. Finally, the research conclusions and suggestions for further research are presented.

FINDINGS AND DISCUSSION

Findings

The Pancasila and Citizenship Education Curriculum, for both Elementary, Secondary, and Higher Education Levels, at least includes: first, graduate profiles, second, learning elements, third, learning outcomes, and fourth, main material or discussion, or scientific clusters (UNPAM, 2023). The development of the Pancasila and Citizenship Education curriculum model takes place continuously in the teaching and learning process, so that students have independence in learning activities and can provide effective provision or interest for students. The Independent Curriculum is an innovative step aimed at improving the quality of learning by providing flexibility for teachers and students. Meanwhile, innovations in PPKn learning in higher education can be developed through several strategies, namely: innovations in learning models, learning media, hybrid/blended learning, and online-based learning.

Table 1. Sustainability and Innovation of the Pancasila and Citizenship Education Curriculum for Primary, Secondary, and Higher Education in Indonesia

Educational level	Sustainability Aspects	Curriculum Innovation	Implementation Challenges	Development Opportunities
Elementary Education (SD/MI)	Includes objectives, materials, learning	Focus on more engaging	Limited resources (such as digital	Utilization of digital technology,

	methods, and evaluations that must be adaptive to current developments.	relevant learning methods, such as project-based learning, fun learning, and the use of digital technology.	learning media and infrastructure), challenges for teachers (teaching skills, confusion in integrating values, and workload), student difficulties (low digital literacy, less active participation), lack of parental involvement, and gaps between curriculum and reality (such as excessive emphasis on cognitive aspects and less than optimal implementation)	project-based and simulation-based learning approaches, and integration with local values to create interactive, relevant, and student-centered learning
Secondary Education (SMP/MTs & SMA/SMK/MA)	Includes ongoing objectives from previous levels, comprehensive material on Pancasila values and the state system, emphasis on character development and 21st century skills, and a dynamic and contextual learning approach.	Focusing on more active, contextual, and relevant learning in the digital era	Teachers' difficulties in innovating, limited facilities and infrastructure, challenges of the digital era, differences in perceptions about Pancasila values, and teachers' high workload.	Utilization of digital technology for interactive learning, integration of contemporary issues such as globalization and foreign cultures, and strengthening students' character and nationalism through more in-depth learning methods, such as discussions and simulations
Higher Education (University)	Continuous renewal to answer the challenges of the times, relevance to the needs of students and society, and integration of Pancasila values in local and global contexts.	Updating learning methods, integrating technology, and developing materials that are relevant to today's challenges	Time constraints, lack of supporting facilities and infrastructure, less interesting learning methods, and low digital literacy and access to technology.	Integration of digital technology, experiential and practice-based learning, and an emphasis on Pancasilaist human character that is relevant to today's challenges

Source: Processed from Various Sources

Discussion

Sustainability of the Pancasila and Citizenship Education Curriculum

Civics education in the digital age includes education on digital awareness and digital ethics. Students are taught to use technology wisely, identify and avoid false information (hoaxes), and understand the social and moral impacts of digital technology use. Eric Sheninger defines learning innovation as the use of technology to create more personalized and relevant learning experiences (Sheninger, 2019). Another perspective on educational innovation from Sarnoto shows that innovation is a crucial element in educational development that continues to face global challenges and dynamics (Sarnoto, 2025). In today's digital era, Pancasila and Citizenship Education (PPKn) learning has certainly undergone a significant transformation. Technological advances present both challenges and opportunities in integrating digital devices and multimedia into PPKn learning.

Currently, the curriculum development process in Indonesia follows the policies enacted in Law No. 20 of 2003, PP No. 19 of 2005, and Regulation of the Minister of National Education No. 22, 23, and 24. Based on these provisions, the curriculum development process in Indonesia consists of two steps: of curriculum development carried out by the Central Government and the development carried out in each educational unit. Previously, several curriculum periods had been implemented, such as the 1994 curriculum and the 2004 curriculum. The 2004 curriculum was referred to as the implementation of the 2003 National Education System Law.

The development and change of the curriculum is indeed necessary because the curriculum is not a static concept, but rather dynamic and must constantly adapt to various changes and challenges, as the principle of the curriculum is change and a continuous process. However, it is also important to note that there are things that may need to be done in the curriculum change that must be studied and explored first. In the future, the government must always evaluate the curriculum changes, because it refers to the development of the era and the times, as well as the use of adapted learning materials. It's not entirely true to say that the independent curriculum replaces the 2013 curriculum, as the advantages of the 2013 curriculum can still be applied. In implementing the independent curriculum, learning is tailored to the characteristics and needs of students, depending on the readiness of the educational unit. This is certainly positive because there are gaps in school quality, so not all schools have the same student input and the same supporting facilities and infrastructure, and each school's learning objectives are certainly different. Furthermore, the independent curriculum focuses on learning about essential materials, allowing teachers more time

to help students develop reading and math skills. Teachers have ample time to determine appropriate learning models, methods, and strategies for students, design lessons with contextual and engaging learning content, create innovative learning environments that can stimulate student motivation, and create assessments that can train logical thinking in accordance with the characteristics of the participants being trained. Furthermore, students have sufficient time to ask questions about concepts they don't understand, so misunderstandings are expected to occur. The 2013 Curriculum generally focuses only on intracurricular or face-to-face learning, while the Independent Curriculum uses intracurricular learning guidelines (70-80% of JP) and co-curricular (20-30% JP) through the Pancasila Student Profile Strengthening Project to strengthen the Pancasila student profile (P5). Through study-based learning in the Pancasila Student Profile Strengthening Project (P5) of the independent curriculum, students are given the opportunity to increase self-confidence, build cooperation and tolerance by developing creativity to create innovative works. This is certainly an interesting issue in the independent curriculum. Students do not just memorize in class; they actively participate directly in the learning process, researching real problems and seeking solutions by creating useful works (Rizkina et al., 2024).

Innovation in the Pancasila and Citizenship Education Curriculum

Breakthrough innovations in Civics teaching methods offer a strategic solution to address the challenges of the digital age. These innovations enable the development of learning content that is more relevant to current demands, enabling Civics teachers to utilize technology to search for and present the latest information and relevant, contextual case studies (Lazuardy et al., 2025). In addition, innovation also increases access to learning for students with limited access to technology (Qolbiyah et al., 2022). For example, by developing mobile applications or offline learning platforms that can be accessed without an internet connection, students in underserved areas or those with limited connectivity can still participate effectively in learning (Sarnoto, 2022). In addition, innovation allows for diversification of PPKn learning methods, including the use of technology to strengthen and advance the teaching system. Technology can involve various digital devices and media such as animation, simulation, educational games, and virtual reality (VR) technology (Mahmudi, 2024). By using game methods, for example, learning will be more interesting. Digital games can provide a rich learning environment where players can improve their analytical and problem-solving skills (Gee, 2017). Game-based learning is a potential innovation in creating an engaging learning environment that can capture students' interest, enabling them to absorb the

material more efficiently. This engaging and interactive learning method can make Civics (PPKn) learning more enjoyable and effective. Innovation is also needed in the training and professional development of PPKn teachers, through ongoing training on the use of learning technology, digital curriculum integration, and innovative learning strategies (Nazara et al., 2024). In this way, teachers can overcome the various challenges faced in teaching today. By using cutting-edge methods, barriers to learning PPKn in the digital age can be effectively overcome, thereby improving the quality and effectiveness of civics and Pancasila values education for the younger generation.

Challenges in Implementing the Pancasila and Citizenship Education Curriculum

Implementing Pancasila values in the Indonesian education curriculum is a noble and important endeavor, but it also faces various complex challenges. The challenges in implementing Pancasila values in Indonesian education are indeed complex (Septiana et al., 2025). However, this is a crucial effort to ensure that Indonesia's young generation grows up with a deep understanding of the fundamental principles that underpin this nation. While facing various challenges, we must also recognize the opportunities that exist to ensure that the values of Pancasila remain a relevant guideline in Indonesian education, creating a better, more ethical, and more just society in accordance with the vision of Indonesia's founding fathers.

While learning PPKn in the digital era offers many benefits, there are several challenges we as educators must address. One of the main challenges facing PPKn education in the digital era is ensuring that the PPKn curriculum taught aligns with the demands and realities of the digital age (Lazuarni et al., 2024). Learning materials must be updated regularly to reflect current issues, including those related to digital technology, digital democracy, and human rights in a digital context. Furthermore, educators and students are expected to be proficient in or knowledgeable about how to utilize technology for learning purposes. Although digital technology is increasingly widespread, many educators and students still face limited access to devices and learning platforms. Some educators are still unable to utilize technology optimally in their teaching activities. This can certainly be a barrier to participating in online learning or accessing digital learning resources (Ibrahim et al., 2025). Not all students have the same ability to access and use digital technology. Forget access, some students still don't even have the media (Fikri et al., 2021). This can certainly widen the learning gap between students with access to good technological skills and those without. Lack of technological resources and networks is a major challenge to digital education in remote areas (Hidayati, 2021). This situation widens the digital divide between educational institutions with

varying resources. The use of technology in civics classes often meets resistance from those accustomed to old methods (Amalia et al., 2025). This resistance can be mitigated through education and training on the appropriate use of technology in Civics (PPKn) regarding data security and privacy. The use of technology in today's digital context for students in PPKn learning can also pose risks related to student data security and privacy (Shefira et al., 2024). Therefore, the transition to online or blended learning formats requires teachers and students to adapt their pedagogical approaches to effectively deliver and receive Civics content through digital media. Overcoming these challenges requires collaboration between the government, educational institutions, teachers, parents, and the community to provide more equitable access to technology, improve digital skills, and develop relevant educational strategies.

Opportunities for Developing the Pancasila and Citizenship Education Curriculum

In addition to the challenges that exist in implementing Pancasila values in education, there are also a number of opportunities that can be utilized to strengthen the role of Pancasila values in the education process in Indonesia (Arya & Maulia, 2024). These opportunities provide a positive perspective on how the implementation of Pancasila values can be successful, inspiring, and shaping the character of the younger generation.

a. Educational Innovation

One of the greatest opportunities for implementing Pancasila values is through educational innovation. In today's digital age, technology plays a crucial role in supporting teaching and learning. Wise use of technology can help create more engaging and interactive teaching methods, which also enable students to better understand and apply Pancasila values (Sufyadi et al., 2021). Digital educational content, educational applications, and online learning platforms can be used to integrate Pancasila values into various subjects (Abuk & Iswahydi, 2019). For example, through this platform, students can understand the values of Pancasila in the context of history, culture, or even how they address social issues. Educational innovation also opens the door to more personalized and adaptive learning, allowing students to understand and apply Pancasila values according to their development and needs.

b. International Cooperation

International cooperation is one opportunity that can be utilized to implement Pancasila values in education. Indonesia can learn from the experiences of other countries in integrating similar values into its education systems (Wardani & Budiawan, 2021). Sharing experiences and best

practices with partner countries can bring fresh ideas and different perspectives. International cooperation can also create opportunities for teacher and student exchanges between countries, which can enrich the understanding of the values of Pancasila (Imanuria et al., 2024). This can also promote cooperation in the development of learning materials related to Pancasila values, which may benefit from the experiences of various countries in integrating similar values.

c. Character building

Character education is a crucial focus in implementing Pancasila values. Character education focuses on developing positive traits and values in students, including honesty, cooperation, discipline, kindness, and responsibility (Sarnoto & Siswanto, 2013). These values are closely related to Pancasila values such as unity, social justice, and democracy. With a greater emphasis on character education, students can be taught how to apply Pancasila values in their daily lives (Dwiputri & Anggraeni, 2021). Character education programs can include a variety of activities such as social projects, community service, and discussions about moral and ethical values (Sarnoto & Rahmawati, 2024). This creates opportunities for students to reflect on and practice the values of Pancasila in an environment that is relevant to their daily lives.

d. Student Empowerment

Student empowerment is a powerful approach to implementing Pancasila values. Students are not merely passive recipients of information, but active actors in the educational process. (Purnomo, 2023) This creates opportunities for students to feel ownership of the values of Pancasila and to become agents of change who incorporate these values into their daily lives. Students can be involved in decision-making in their schools, in developing programs based on Pancasila values, and in projects aimed at addressing social problems (Setiawati et al., 2021). This allows students to feel their contribution in implementing the values of Pancasila and build a sense of ownership of these values.

e. Relevant Curriculum

Developing a relevant curriculum is key to integrating Pancasila values into education. The curriculum must explicitly reflect these values and cover various aspects of everyday life (Syafikarani et al., 2024). This creates opportunities for students to see how Pancasila values are relevant in various contexts, including historical, social, cultural, and economic ones. Civics Education, now known as Pancasila and Citizenship Education (PPKn), plays a crucial role in shaping intelligent, moral citizens with a national character (Hasibuan, 2025). A relevant curriculum

can also include subjects that specifically focus on Pancasila values (Lisa & Kurnia, 2023). For example, a civics course might discuss the values of democracy and unity, while a history course might explore the roots of Pancasila values in Indonesian history.

f. Parent and Community Involvement

Parents and society have an important role in supporting the implementation of Pancasila values in education (Nabila et al., 2021). They can be partners in education, supporting the learning of Pancasila values at home and in the community. Parental involvement in their children's education can help strengthen their understanding and appreciation of Pancasila values (Wijaksono et al., 2025). Parents can teach these values through examples they set for their children in their daily lives. Instilling and implementing Pancasila values in their children can begin with small habits. Once children become accustomed to these practices, they will feel less burdened. Therefore, the role of parents in guiding and implementing Pancasila values in their children is crucial, as it can build positive character and personality within the family and community.

g. Continuous Evaluation and Improvement

Continuous evaluation and improvement are key opportunities to ensure the successful implementation of Pancasila values. Continuous evaluation measures the extent to which these values are integrated into education and the extent to which students understand them. Pancasila, as the foundation of the Indonesian state system, also serves as the legal basis for the state and is an ideology firmly held by the Indonesian people. As the foundation of the Republic of Indonesia, Pancasila embodies values that serve as a guide for every Indonesian citizen (Malik et al., 2024).

The results of this evaluation can be used to identify areas for improvement and develop appropriate improvement strategies. This creates a continuous cycle in which the Pancasila values of education are continuously enhanced. The implementation of Pancasila values in Indonesian education faces a number of complex challenges. However, with the right approach, we can also capitalize on a number of opportunities. Educational innovation, international cooperation, character education, student empowerment, relevant curriculum, parental and community involvement, and continuous evaluation and improvement are some of the opportunities that can strengthen the role of Pancasila values in education. With collective efforts, Indonesia can ensure that young people grow up with a deep understanding of the fundamental principles that underpin this nation and guide them towards a brighter future.

CONCLUSION

In general, the importance of sustainability and innovation in the Pancasila and Citizenship education curriculum, both at the elementary, secondary, and higher education levels. Because the sustainability of the Pancasila and Citizenship education curriculum is a necessity, it is impossible to allow students to abandon the values of Pancasila, which are considered no longer relevant to the increasingly rapid development of the times. The development of the PPKn curriculum in Indonesia is developing dynamically, always experiencing changes in principle adjusted to the needs and vision and mission of the government as the policy maker who determines the formation of educational curriculum policies in Indonesia. However, in its implementation, there are strengths that serve as the foundation for the implementation of the Pancasila and Citizenship Education subject, namely Pancasila, the 1945 Constitution of the Republic of Indonesia, politics, law, values, morals, local wisdom, and diversity in culture in the content of the Pancasila and Citizenship Education subject. Future research is expected to provide a more in-depth examination of each principle of Pancasila in its stead against foreign ideologies, such as capitalism, liberalism, socialism, communism, religious fundamentalism, and others. Findings from this ideological comparison should serve as recommendations for Pancasila and Citizenship education in elementary, secondary, and tertiary schools. This will not only enrich the discourse on Pancasila's position in the face of global ideologies but also foster optimism among students to explore Pancasila further.

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