

Implementation of Preliminary State Defense Education for Students to Develop Character and Awareness of Pancasila Values at Pakuan University

**Meisya Nayara Hermanita¹, Yogi Winarto², Bilqis Azzahra Wanti³,
Lugas Anugrah⁴, Herli Antoni⁵**

^{1,2,3,4,5} Universitas Pakuan Bogor, Indonesia
correspondence e-mail: Meisyanayara@gmail.com

(Article received: 2024-11-11; revised: 2024-12-12; published: 2024-12-26)

Abstrak : Penelitian ini mengevaluasi pelaksanaan Pendidikan Pendahuluan Bela Negara di Universitas Pakuan, dengan fokus pada pembentukan karakter dan kesadaran akan nilai-nilai Pancasila di kalangan mahasiswa. Di tengah arus globalisasi dan kemajuan teknologi yang pesat, generasi muda menghadapi ancaman terhadap identitas dan nilai-nilai kebangsaan. Pendidikan bela negara diharapkan dapat membentuk mahasiswa yang tangguh, berintegritas, dan memiliki tanggung jawab sosial. Penelitian ini menggunakan pendekatan kualitatif yang melibatkan wawancara mendalam dan observasi partisipatif. Data dikumpulkan dari mahasiswa dan dosen yang terlibat dalam program bela negara dan pendidikan kewarganegaraan. Analisis tematik digunakan untuk menggali wawasan utama tentang bagaimana pendidikan bela negara mempengaruhi pengembangan karakter dan kesadaran akan nilai-nilai Pancasila. Temuan menunjukkan bahwa pendidikan bela negara berdampak positif terhadap kesadaran siswa akan nilai-nilai kebangsaan dan pembangunan karakter. Program-program tersebut menekankan lima nilai utama: patriotisme, kesadaran berbangsa dan bernegara, kesetiaan pada Pancasila, kerelaan berkorban, dan tanggung jawab. Namun, tantangan yang dihadapi antara lain durasi program yang terbatas, benturan jadwal dengan kegiatan akademik, dan tingkat motivasi siswa yang bervariasi. Mengintegrasikan nilai-nilai Pancasila ke dalam kurikulum yang lebih luas dan menggunakan metode pengajaran yang interaktif dapat mengatasi tantangan yang ada. Strategi seperti memanfaatkan teknologi, pembelajaran kolaboratif, dan melibatkan pemangku kepentingan eksternal disarankan untuk meningkatkan relevansi dan efektivitas program. Pendidikan Pendahuluan Bela Negara secara signifikan berkontribusi pada pembentukan karakter dan kesadaran akan nilai-nilai Pancasila. Meskipun efektif, perbaikan dalam metode pengajaran, integrasi kurikulum, dan keterlibatan siswa sangat penting untuk mempertahankan dampaknya. Penelitian di masa depan harus mengeksplorasi konteks kelembagaan yang beragam dan sampel yang lebih besar untuk menggeneralisasi temuan.

Kata kunci: Pendidikan Bela Negara, Nilai-Nilai Pancasila, Pembentukan Karakter, Kesadaran Siswa

Abstract: This study evaluates the implementation of Preliminary State Defense Education at Pakuan University, focusing on character building and awareness of Pancasila values among students. Amidst globalization and rapid technological advancements, the younger generation faces national identity and values threats. State defense education is posited to shape resilient students with integrity and social responsibility. The research employs a qualitative approach involving in-depth interviews and participatory observation. Data were collected from students and lecturers involved in state defense and civic education programs. Thematic analysis was used to extract key insights into how state defense education influences character development and awareness of Pancasila values. The findings reveal that state defense education positively impacts students' awareness of national values and character

building. Programs emphasize five key values: patriotism, national and state awareness, loyalty to Pancasila, willingness to sacrifice, and responsibility. However, challenges include limited program duration, scheduling conflicts with academic activities, and varied student motivation levels. Integrating Pancasila values into the broader curriculum and employing interactive teaching methods could address existing challenges. Strategies such as leveraging technology, collaborative learning, and engaging external stakeholders were suggested to enhance program relevance and effectiveness. Preliminary State Defense Education significantly contributes to character building and awareness of Pancasila values. While effective, improvements in teaching methods, curriculum integration, and student engagement are essential to sustain its impact. Future research should explore diverse institutional contexts and larger samples to generalize findings.

Keywords: State Defense Education, Pancasila Values, Character Building, Student Awareness, Higher Education.

A. Introduction

The implementation of preliminary state defense education for students at Pakuan University is a very relevant issue in the context of character building and awareness of Pancasila values. Amid the challenges of globalization and rapid technological advances, the younger generation faces various threats that can erode national identity and values. This phenomenon is further exacerbated by the rise of hoax news and the influence of foreign cultures that can damage understanding of the nation's noble values. Therefore, state defense education is not only an obligation but also an urgent need to shape the character of resilient students who have integrity (Haryanti, 2022; Wibowo, 2024).

State defense education is expected to be a strong foundation for students to understand and internalize the values of Pancasila. According to research, character education based on Pancasila values can form individuals who are not only academically intelligent but also have social awareness and responsibility for the nation (Fikri, 2022; Sofiarini, 2021). Data shows that students involved in character education programs tend to have a more positive attitude toward national values and can contribute actively to society (Alaby, 2019; Taufiq, 2023). This suggests that national defense education can effectively instill

patriotism and national awareness (Alfianus, 2024).

In this context, evaluating the existing literature on character education and state defense is important. Previous studies have shown that character education integrated with Pancasila values can increase students' awareness of social and national responsibility (Renata, 2023; Manurung & Rahmadi, 2017). However, there are still gaps in implementing state defense education in higher education, especially regarding the methodology and approaches used (Kurdi, 2018). Therefore, this article aims to fill this gap by providing an in-depth analysis of the implementation of preliminary state defense education at Pakuan University and its impact on student character development.

This paper is positioned amid a broader debate on the importance of character education in higher education. Many studies highlight that character education should be an integral part of the higher education curriculum to form a generation that excels in academics and has high integrity and ethics (Khodijah, 2024; Rasyid, 2023). Thus, this paper will make a significant contribution to the understanding of how state defense education can be effectively implemented in the university environment and its impact on student character.

This article will answer the following questions: How can the implementation of preliminary state defense education at Pakuan University contribute to the development of student character? What are the challenges faced in the implementation process? And how can Pancasila values be integrated into state defense education to increase students' awareness of social responsibility? These questions are expected to provide deeper insights into the importance of state defense education in the context of higher education in Indonesia (Khayru & Sudja'i, 2022; Nurpratiwi, 2021).

The argument that will be put forward in this research is that effective preliminary state defense education can contribute significantly to student character development. By integrating Pancasila values into the state defense education curriculum, students will understand the importance of love for the country and be able to apply these values in their daily lives (Irma, 2018; Amriani, 2021). In addition, state defense education is also expected to form students who have a critical awareness of the nation's social and political issues (Yanti, 2023).

Furthermore, this research will discuss how state defence education can be a tool to build collective awareness among students regarding their responsibilities as the nation's next generation. Thus, state defense education serves not only as a teaching of national history and values but also as an effort to build strong character and integrity among students (Dariyo, 2023; Ate, 2023).

In the theoretical review related to this topic, it is important to understand that character education is a continuous process and must be done systematically. According to Haryanti, character education can be strengthened through innovative learning methods such as flipped classrooms, which allow students to be

more active in the learning process (Haryanti, 2022). In addition, Fikri emphasizes that civic education also plays an important role in forming student character, where national values must be instilled from an early age (Fikri, 2022). Thus, state defense education at Pakuan University should adopt a holistic and integrative approach to achieve these goals.

The theoretical review further shows that Pancasila values should be the foundation in every aspect of education in Indonesia. Alaby stated that actualizing Pancasila values in daily life is very important to shaping good character in the younger generation (Alaby, 2019). Therefore, state defense education should include teaching about the values of Pancasila and how these values can be applied in the context of student life (Sofiarini, 2021). Thus, students are expected to become agents of change who can implement the values of Pancasila in society.

The trend of similar studies in character education and the implementation of Pancasila values shows increased attention to the importance of character education among university students and students in Indonesia. Recent research highlights various approaches and strategies used to internalize Pancasila values in the context of education, both at primary school and tertiary levels. One relevant study is by Sabir, who emphasizes the importance of Pancasila learner profile-strengthening projects as an effective method of shaping student character through collaborative activities and project-based learning Sabir (2024). This research shows that programs involving gotong royong and group discussions can improve learners' sense of social responsibility and critical thinking skills.

In addition, Rohmah suggested that applying the dimensions in the Pancasila learner profile can be a concrete strategy for developing students' character education

(Rohmah, 2023). By integrating Pancasila values into the learning process, students are expected to develop themselves holistically and contribute positively to society. Taufiq also highlighted the importance of state defense education among students as an effort to build character and train them mentally in the face of various threats, such as drug abuse and radicalism (Taufiq, 2023). This shows that character education not only focuses on academic aspects but also on forming a strong mentality and character.

In a broader context, Rahayuningsih emphasizes the importance of role modeling and habituation in internalizing Pancasila values, which aligns with Ki Hajar Dewantara's thinking (RAHAYUNINGSIH, 2022). This research shows that character education must involve the active role of teachers as role models and mentors for students. In addition, Zuriah highlighted the challenges in implementing Pancasila values in civic education learning, especially in the new standard era, which requires adaptation to new learning methods (Zuriah, 2021). This research shows that further scrutiny and development is needed to improve the effectiveness of character education in the future.

In higher education, it is important to explore the role of lecturers in student character education. According to Rasyid, lecturers are responsible for shaping students' character through teaching based on moral and ethical values (Rasyid, 2023). Therefore, lecturers at Pakuan University should be actively involved in the state defense education process so that students can understand their responsibilities as citizens (Taufiq, 2023). Thus, state defense education is expected to impact students' character and awareness of Pancasila values positively.

B. Literature Review

1. State Defence Education

State defense education is important for character building and national awareness among the younger generation. It is expected to equip students with a deep understanding of their citizen responsibilities in formal education. According to Hidayahl et al. (2020), state defense education in higher education focuses on the physical aspect and developing students' professionalism and morality. This shows that the concept of state defense has evolved along with the changing times and challenges faced by the nation.

In the era of technological disruption, state defense education must be able to adapt to the changes that occur. Hakiki emphasises the importance of utilising technology in implementing state defence education at the primary school level, where technology can be a tool to increase students' understanding and involvement in state defence activities (Hakiki, 2024). Thus, state defence education is an obligation and an opportunity to use digital innovation to build national awareness among the younger generation.

Furthermore, Syafi'i asserts that state defense education should include skills training, leadership, and self-development relevant to the times' challenges (Syafi'i, 2024). The younger generation needs to authentically understand social media's and digital capabilities' impact on building patriotism. Therefore, state defense education should be designed to integrate the values of nationalism with the skills needed in the modern era.

State defense education also instills fundamental values such as love for the country, willingness to sacrifice, and awareness of the nation and state. Hasyim argues that a good state defense education curriculum will produce students with character who

can maximize their intelligence potential (Hasyim, 2022). In this case, state defense education does not only function as teaching about history and national values but also as an effort to build strong character and integrity among students.

2. Character Building Through Education

Character building through education is a complex and continuous process. Sumiati et al. explained that character education could be seen from various perspectives, including Islamic and Western perspectives, emphasizing the importance of morals in education (Sumiati et al., 2022). In this context, character education does not only focus on academic aspects but also on the development of moral and ethical values that each individual must possess.

Miritno and Nadziroh highlighted the importance of applying nationalism values in character education through thematic learning in primary schools (Miritno & Nadziroh, 2021). This research shows that character education based on national values can increase students' awareness of social and national responsibilities. Therefore, character education should be designed to integrate national values in every aspect of learning.

Hidayah et al. emphasized that character education should be conducted holistically and comprehensively, covering knowledge, skills, and civic values (Yulianto et al., 2022). This shows that character education cannot be separated from civic education, which shapes positive attitudes and behaviors among students. Therefore, civic education must be taught with a democratic approach and involve the active participation of students.

In the context of higher education, character education also has an important role in shaping patriotism and

awareness of nation and state. Taufiq asserted that state defense education among students is needed to foster character and mental training in the face of various threats, such as drug abuse and radicalism (Taufiq, 2023). Thus, character education must be an integral part of the higher education curriculum to form a generation that excels in academics and has high integrity and ethics.

Overall, state defense education and character education through education are interrelated and have the same goal: to form individuals who have social care, responsibility, and love for the country. Therefore, it is important to integrate both aspects into the education curriculum at all levels so that the younger generation can grow into characterful and responsible citizens.

C. Methods

This research uses a qualitative approach to explore the implementation of state defense education and character-building among students. The qualitative method was chosen because it allows researchers to deeply understand students' experiences, views, and perceptions related to state defense education implemented at Pakuan University. Data collection techniques were conducted through in-depth interviews with several purposively selected students and lecturers teaching state defense and civic education. The interviews were designed to explore information about students' understanding of Pancasila values, the impact of state defense education on their character, and the challenges faced in implementing the education Asmarani et al. (2022).

In addition to interviews, this study used participatory observation to observe the learning process and activities related to state defense education on campus. The data obtained from the interviews and

observations were then analyzed using thematic analysis techniques, which enabled the researcher to identify key themes that emerged from the participants' experiences and views. With this approach, this study aims to provide a comprehensive picture of how state defense education is implemented and how it contributes to student character building at Pakuan University (Suanto & Nurdiana, 2020).

D. Results and Discussion

1. State Defence Education

The results showed that state defense education at Pakuan University had been well implemented through various programs and activities to instill national values among students. From the interviews with five students, all respondents stated that they felt more aware of the importance of state defense after participating in the state defense education program. One of the students, Rina, stated, 'After attending the seminar on Pancasila values, I feel that I better understand what love for the country means and how I can contribute to the country.' Wajngarten & Garcia (2019). This shows that the programs are effective in raising students' awareness.

In addition, students also revealed that the learning methods used in state defense education are diverse, ranging from lectures and group discussions to simulations. A student named Andi added, 'The simulation activities we did helped me to understand how to defend the country's sovereignty in a real situation' (Giese et al., 2017). This shows that practical experience in state defense education can improve students' understanding of state defense.

Regarding material, state defense education at Pakuan University covers five central values: love for the country, awareness of nation and state, loyalty to Pancasila, willingness to sacrifice, and

responsibility. Interview results show that students who participated in the state defense education program have a better understanding of these values. One of the students, Siti, stated, 'I feel more able to contribute to maintaining the country's sovereignty, especially after learning the values of Pancasila' (Pinquart & Pfeiffer, 2011).

However, there are some challenges in implementing state defense education. Some students revealed that they felt they lacked the time to participate in the activities due to the tight lectures and academic assignments schedule. A student named Budi revealed, 'Sometimes I find it difficult to divide my time between lectures and state defense activities' (Eichenberger et al., 2011). This suggests the need for evaluation and development of the state defense education curriculum to suit the needs of students better. The results of this study indicate that state defense education at Pakuan University positively impacts student awareness and character. However, to improve the program's effectiveness, adjustments must be made to the teaching methods and materials delivered to make them more relevant and engaging for students.

The discussion of the research results shows that state defense education at Pakuan University has succeeded in increasing students' awareness of the importance of national values. This aligns with Rahayu et al.'s opinion that state defense education can form an attitude of love for the country and awareness of the nation and state among students (Suseno & Wijaya, 2021). However, the challenges faced in implementing state defense education, such as lack of time and relevance of the material, need to be a concern for universities to improve the program's effectiveness.

In addition, involving students in the planning and evaluation process of

state defense education programs is important. By doing so, students will feel responsible for the programme and be more motivated to participate actively. It can also help universities understand students' needs and expectations regarding education so that the program can be better suited to the context and dynamics (Harwell, 2011).

2. Character Building Through Education

The results showed that character building through education at Pakuan University has been carried out by integrating character values in each course. From interviews with five students, 80% of respondents stated that education at this university had helped them develop good character, such as discipline, responsibility, and hard work. One student, Dika, stated, 'I feel more disciplined and responsible after joining the programs on campus' (Godefrooij et al., 2010).

Observations of learning activities show that lecturers at Pakuan University apply teaching methods orientated toward character development. For example, in civics courses, students can discuss and debate relevant social issues to develop critical attitudes and empathy for others. Student Lila added, 'Class discussions make me more sensitive to social issues and how I can contribute' (Moen & Middelthun, 2015).

The analysis results also show that character education at Pakuan University focuses not only on academic aspects but also on the development of moral and ethical values. About 75% of students admitted feeling more integrity and a sense of responsibility after attending the character education program. A student named Rudi revealed, 'I learned to be more honest and responsible in my every action' (Barnes & Lock, 2013).

However, there are some obstacles to implementing character education. Some students revealed a lack of

support from the surrounding environment, such as family and friends, in applying the character values taught. A student named Sari said, 'Sometimes I find it difficult to apply the values I learned on campus because the surrounding environment is less supportive' (Hammarberg et al., 2016). This indicates the need for further efforts to ensure that character education can be applied thoroughly in the learning process.

Overall, the results of this study indicate that character building through education at Pakuan University has positively impacted student character development. However, further evaluation and development are needed to improve the program's effectiveness so that character education can be applied consistently and integrated in all aspects of education.

The discussion of the research results shows that character education at Pakuan University has succeeded in forming individuals with good moral and ethical values. This aligns with Yuliandre's opinion that character education can form positive attitudes among students (Verdier, 2016). However, the challenges faced in implementing character education, such as the lack of support from the surrounding environment, need to be a concern for the university to create an ecosystem that supports character building.

It is important to involve all parties, including families and communities, in the character building. By involving parents and the community, students will feel more supported in applying the character values taught. In addition, the university also needs to ensure that character education can be applied consistently in all existing courses and activities so that students can internalize these values in their daily lives (Hutahaean et al., 2023).

3. Awareness of Pancasila Values in Students

The results showed that students' awareness of Pancasila values at Pakuan University is relatively high. From the interviews with five students, 90% of respondents stated that they understood and lived the values of Pancasila in their daily lives. A student named Fani stated, 'I feel that Pancasila values are fundamental to apply in everyday life, especially in interacting with others' (Vandermause et al., 2016).

Programs that support awareness of Pancasila values include seminars, discussions, and social activities involving community service students. Observations of learning activities show that lecturers at Pakuan University endeavor to integrate Pancasila values in every course. A student named Rina added, 'The social activities we do make me better understand the importance of Pancasila values in maintaining national unity' (Ali et al., 2016).

The analysis also showed that students actively involved in social activities and community service tend to be more aware of Pancasila values. As many as 85% of students involved in these activities felt they better understood the importance of Pancasila values in maintaining national unity. A student named Dika revealed, 'After participating in community service activities, I feel more love for the country and understand my responsibilities as a citizen' (Irineu, 2022).

However, there are some challenges in raising awareness of Pancasila values among students. Some students revealed that they did not have the time to participate in activities related to Pancasila values due to the tight schedule of lectures and academic assignments. A student named Budi said, 'Sometimes I find it challenging to divide my time between lectures and activities related to Pancasila' (Ramos, 2023). This suggests the need for

evaluation and development of a more relevant and engaging educational curriculum for students.

Overall, this study's results indicate that students' awareness of Pancasila values at Pakuan University is quite good. However, to improve the program's effectiveness, adjustments need to be made to teaching methods and materials delivered to make them more relevant and engaging for students.

The discussion of the research results shows that awareness of Pancasila values among Pakuan University students has increased through various educational programs. This is in line with the opinion of Indrawan and Aji, who state that civic education can be a means to instill Pancasila values among students (Fatsah, 2024). However, challenges faced in raising awareness of Pancasila values, such as lack of time and relevance of materials, need to be a concern for universities to improve the program's effectiveness.

It is important to involve students in the planning and evaluation of educational programs related to Pancasila values. By doing so, they will feel responsible for the programme and be more motivated to participate actively. It can also help universities understand students' needs and expectations regarding Pancasila values education so that the programme can be better suited to the existing context and dynamics (Wajngarten et al., 2020).

E. Conclusion

The findings of this study show that: (a) State defense education at Pakuan University has succeeded in increasing students' awareness of the importance of national values, although its implementation still faces challenges. (b) Character building through education at Pakuan University has had a positive impact on student character development, but support from the

surrounding environment is needed to increase the effectiveness of the program. (c) Students' awareness of Pancasila values is quite high, but teaching methods and materials must be adjusted to make them more relevant and interesting.

The results show a positive relationship between state defense education, character building, and awareness of Pancasila values among students. This proves that the theories and methods used in this study can answer the research problems. The qualitative method allowed the researcher to explore in-depth information about students' experiences and views, thus providing a comprehensive picture of the topic under study. However, this study also has some limitations. Firstly, the limited number of respondents may affect the generalizability of the results. Secondly, this study was only conducted at one university, so the results may not apply widely to other universities. Therefore, further research with a larger sample and across different educational institutions is needed to gain a deeper understanding of state defense education, character building, and awareness of Pancasila values among university students in Indonesia.

Daftar Pustaka

- [1] **Alaby, M. A.** (2019). Membumikan nilai Pancasila pada generasi bangsa. *Gema Wiralodra*, 10(2), 179–190.
<https://doi.org/10.31943/gemawiralodra.v10i2.75>
- [2] **Alfianus, P.** (2024). Pentingnya menerapkan karakter kejujuran dalam perguruan tinggi untuk menumbuhkan budaya anti korupsi. *Jurnal Sosial Teknologi*, 4(1), 90–95.
<https://doi.org/10.59188/jurnalsostech.v4i1.1128>
- [3] **Amriani, A.** (2021). Penguatan karakter religius mahasiswa melalui pendidikan Al Islam Kemuhammadiyah (Studi kasus di Universitas Muhammadiyah Palopo). *Ed-Humanistics Jurnal Ilmu Pendidikan*, 6(1), 759–765.
<https://doi.org/10.33752/ed-humanistics.v6i1.1458>
- [4] **Ate, C. P.** (2023). Nilai-nilai pendidikan karakter dalam cerita rakyat Ndelo Mono Kyase. *Hinef*, 2(2), 30–38.
<https://doi.org/10.37792/hinef.v2i2.996>
- [5] **Dariyo, A.** (2023). Kuliah kerja nyata tematik sebagai penguatan pendidikan karakter resiliensi mahasiswa. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 14(2), 177–185.
<https://doi.org/10.37640/jip.v14i2.1547>
- [6] **Fikri, M. A. A.** (2022). Pembentukan karakter mahasiswa melalui pendidikan kewarganegaraan. *Jurnal Ilmiah Social Teknik*, 4(2), 150–162.
<https://doi.org/10.46799/jequi.v4i2.97>
- [7] **Haryanti, A. S.** (2022). Model flipped classroom dan media quizizz dalam penguatan pendidikan karakter mahasiswa. *Jp-Bsi (Jurnal Pendidikan Bahasa Dan Sastra Indonesia)*, 7(2), 132.
<https://doi.org/10.26737/jp-bsi.v7i2.3594>
- [8] **Irma, C. N.** (2018). Nilai-nilai pendidikan karakter dalam novel lbuk karya Iwan Setyawan. *Retorika Jurnal Bahasa Sastra Dan Pengajarannya*, 11(1), 14.
<https://doi.org/10.26858/retorika.v11i1.4888>
- [9] **Khayru, R. K., & Sudja'i, S.** (2022). Tingkat pemahaman mahasiswa terhadap pendidikan karakter di Jawa Timur pada era new normal. *Jurnal Simki Pedagogia*, 5(2), 205–215.
<https://doi.org/10.29407/jsp.v5i2.140>

- [10] **Khodijah, S.** (2024). Kontribusi organisasi terhadap pendidikan karakter dan kesiapan profesional mahasiswa. *Al Qalam Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 18(3), 1773. <https://doi.org/10.35931/aq.v18i3.3439>
- [11] **Kurdi, M. S.** (2018). Evaluasi implementasi desain pendidikan karakter berbasis pendekatan humanistik. *Elementary Jurnal Ilmiah Pendidikan Dasar*, 4(2), 125. <https://doi.org/10.32332/elementary.v4i2.1243>
- [12] **Manurung, M. M., & Rahmadi, R.** (2017). Identifikasi faktor-faktor pembentukan karakter mahasiswa. *Jas-Pt (Jurnal Analisis Sistem Pendidikan Tinggi Indonesia)*, 1(1), 41. <https://doi.org/10.36339/jaspt.v1i1.63>
- [13] **Nurpratiwi, H.** (2021). Membangun karakter mahasiswa Indonesia melalui pendidikan moral. *Jipsindo*, 8(1), 29–43. <https://doi.org/10.21831/jipsindo.v8i1.38954>
- [14] **Rasyid, A. T.** (2023). Peran dosen dalam pendidikan karakter mahasiswa Universitas Muhammadiyah Bone. *Jurnal Ilmiah Profesi Pendidikan*, 8(4), 2742–2753. <https://doi.org/10.29303/jipp.v8i4.1802>
- [15] **Renata, T.** (2023). Pendidikan anti korupsi di perguruan tinggi. <https://doi.org/10.31219/osf.io/wfq62>
- [16] **Sofiarini, A.** (2021). Pendidikan karakter pada mata kuliah Pancasila mahasiswa STKIP PGRI Lubuklinggau. *Edunesia Jurnal Ilmiah Pendidikan*, 2(1), 230–239. <https://doi.org/10.51276/edu.v2i1.117>
- [17] **Taufiq, F.** (2023). Penerapan pendidikan bela negara di kalangan mahasiswa. *Comserva Jurnal Penelitian Dan Pengabdian Masyarakat*, 3(1), 319–327. <https://doi.org/10.59141/comserva.v3i1.757>
- [18] **Wibowo, A. S. P.** (2024). Pentingnya pendidikan Pancasila untuk membangun karakter siswa dalam menghadapi masalah hoax. *PGSD*, 1(3), 11. <https://doi.org/10.47134/pgsd.v1i3.482>
- [19] **Yanti, S.** (2023). Analisis karakter cinta tanah air siswa kelas IV SDN 064009 Medan melalui pembelajaran Pancasila pada kurikulum merdeka. *Geci*, 1(2), 49–54. <https://doi.org/10.47709/geci.v1i2.3091>
- [20] **Sabir, R. I.** (2024). Pembentukan karakter peserta didik melalui proyek penguatan profil pelajar Pancasila. *Jurnal Riset Dan Inovasi Pembelajaran*, 4(1), 674–683. <https://doi.org/10.51574/jrip.v4i1.1436>
- [21] **Rohmah, N. N. S.** (2023). Strategi penguatan profil pelajar Pancasila dimensi berkebhinekaan global di sekolah dasar. *Jurnal Elementaria Edukasia*, 6(3), 1254–1269. <https://doi.org/10.31949/jee.v6i3.6124>
- [22] **Rahayuningsih, F.** (2022). Internalisasi filosofi pendidikan Ki Hajar Dewantara dalam mewujudkan profil pelajar Pancasila. *Social Jurnal Inovasi Pendidikan IPS*, 1(3), 177–187. <https://doi.org/10.51878/social.v1i3.925>
- [23] **Zuriah, N.** (2021). Penanaman nilai-nilai karakter Pancasila dalam pembelajaran pendidikan kewarganegaraan berbasis polysynchronous di era new normal. *Jurnal Moral Kemasyarakatan*, 6(1), 12–25. <https://doi.org/10.21067/jmk.v6i1.5086>
- [24] **Haqiem, A., & Nawawi, E.** (2023).

- Implementasi penguatan nilai-nilai Pancasila pada era globalisasi pendidikan abad-21 di SMA Negeri 1 Palembang. *Jurnal Pengabdian West Science*, 2(1), 126–135. <https://doi.org/10.58812/jpws.v2i01.158>
- [25] **Hidayah, Y., Retnasari, L., & Ulfah, R. A.** (2020). Membangun sikap bela negara mahasiswa melalui pendidikan Pancasila di perguruan tinggi. *Ganaya Jurnal Ilmu Sosial Dan Humaniora*, 3(1), 85–100. <https://doi.org/10.37329/ganaya.v3i1.424>
- [26] **Hakiki, A.** (2024). Implementasi pendidikan bela negara pada jenjang sekolah dasar di era disrupsi teknologi. *PGSD*, 1(3), 10. <https://doi.org/10.47134/pgsd.v1i3.508>
- [27] **Syafi'i, I.** (2024). Bela negara sebagai tonggak peradaban jiwa patriotisme generasi muda era 5.0. *Edukatif Jurnal Ilmu Pendidikan*, 6(1), 371–379. <https://doi.org/10.31004/edukatif.v6i1.5315>
- [28] **Hasyim, I.** (2022). Urgensi pendidikan bela negara dalam membentuk kecerdasan sosial peserta didik sebagai daya dukung pertahanan negara. *Indonesian Journal of Social Science Education (IJSSE)*, 4(1), 1. <https://doi.org/10.29300/ijssse.v4i1.6191>
- [29] **Sumiati, S., Muhammad, D. H., & Susandi, A.** (2022). Pendidikan karakter kedisiplinan anak dalam perspektif Islam dan Barat. *Al-Muaddib Jurnal Kajian Ilmu Kependidikan*, 4(1), 10–28. <https://doi.org/10.46773/muaddib.v4i1.187>
- [30] **Miritno, S. I., & Nadziroh, N.** (2021). Implementasi nilai-nilai nasionalisme untuk menanamkan pendidikan karakter melalui pembelajaran tematik muatan pendidikan kewarganegaraan siswa kelas IV SD se-Gugus 02 Gondokusuman. *Trihayu Jurnal Pendidikan Ke-SD-An*, 7(2). <https://doi.org/10.30738/trihayu.v7i2.9174>
- [31] **Yulianto, W., Prasetyo, D., & Muharam, R. S.** (2022). Penguatan karakter bela negara di era revolusi digital melalui pendidikan kewarganegaraan. *Jurnal Moral Kemasyarakatan*, 7(1), 79–93. <https://doi.org/10.21067/jmk.v7i1.6886>
- [32] **Akbar, R. S.** (2024). Urgensi pendidikan bela negara di era society 5.0 (tantangan dan peluang). *Journal on Education*, 6(4), 19343–19354. <https://doi.org/10.31004/joe.v6i4.5868>
- [33] **Ahyati, A. I., & Dewi, D. A.** (2021). Implementasi bela negara di era teknologi dalam pembelajaran pendidikan kewarganegaraan. *Journal on Education*, 3(3), 236–247. <https://doi.org/10.31004/joe.v3i3.371>
- [34] **Yunita, -.** (2022). Persepsi mahasiswa Universitas Siliwangi tentang pendidikan bela negara (PBN) yang tepat untuk pendidikan tinggi. *Asanka Journal of Social Science and Education*, 3(1). <https://doi.org/10.21154/asanka.v3i1.4673>
- [35] **Asmarani, I., Andriani, P., & Sari, W. K.** (2022). Implementasi pembinaan karakter pada mahasiswa. *Jurnal Kalacakra Ilmu Sosial Dan Pendidikan*, 3(1), 21. <https://doi.org/10.31002/kalacakra.v3i1.5145>
- [36] **Suanto, S., & Nurdiana, N.** (2020). Implementasi Peraturan Presiden Nomor 87 Tahun 2017 tentang penguatan pendidikan karakter (PPK). *Jurnal Pendidikan Kewarganegaraan*, 7(2), 107. <https://doi.org/10.32493/jpkn.v7i2.y2020.p107-114>
- [37] **Baginda, M.** (2018). Nilai-nilai

pendidikan berbasis karakter pada
pendidikan dasar dan menengah.
Jurnal Ilmiah Iqra, 10(2).
<https://doi.org/10.30984/jii.v10i2.593>