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## Digital-Based Living Values Project Activities Learning Model for Strengthening Students' Pancasila Character

### Abstract

This study aims to describe the conceptual model of digital-based living values activities project learning, students' perceptions of implementing this model, and the reinforcement of students' Pancasila character. The research utilised a mixed methods approach on students and teachers at junior high schools in Bandung, Indonesia. The findings reveal that the digital-based living values activities project learning model integrates project-based learning, living values education and digital learning. Students perceived the implementation of this model quite positively, and the reinforcement of students' Pancasila character was categorised as good. This model can be used to strengthen students' character.

**Keywords:** *digital learning, living values activities, project-based learning, Pancasila student's character, civic education*

### Introduction

As this digital era is often termed, the Fourth Industrial Revolution significantly impacts society, including learners who are considered digital natives. The digital age poses several challenges for the younger generation in Indonesia regarding national identity and citizenship, including: 1) the unrestricted flow of information across borders, leading to the infiltration of alternative ideologies, sometimes conflicting with Pancasila, the national ideology of Indonesia, into

various aspects of Indonesian society via the internet; 2) the increasing ambiguity in distinguishing between right and wrong behaviour due to the insufficient reinforcement of understanding, internalisation, and application of Pancasila in action; 3) the erosion of Pancasila values, morals, and norms among Indonesian citizens, manifested by the proliferation of hoax news, provocative content, hate speech, intolerance, and cybercrime (Komalasari et al., 2021).

Formal educational institutions (schools) play a crucial role in fortifying Pancasila's character through curricular means, particularly through Pancasila and Civic education, envisioned as subjects contributing to nation and character building. However, the reality indicates that Pancasila and Civic education in schools have yet to optimise strengthening Pancasila's character among learners in the face of digital era influences. It is evidenced by: 1) a predominant focus on achieving cognitive aspects (civic knowledge), neglecting affective (civic disposition) and psychomotor aspects (civic skills); 2) failure to align with the demands of 21st-century learning that should accommodate critical thinking, creativity, collaboration, and communication skills; 3) overlooking value-based learning that fosters life and career skills; and 4) inadequately addressing the characteristics of learners as digital natives, necessitating the nurturing of creativity and information, media, and technology literacy through digital learning.

What kind of Pancasila and Civic education learning model is assumed to strengthen Pancasila's character? It is imperative to develop a learning model capable of accommodating the following characteristics: 1) project-based learning, a dynamic classroom approach wherein students actively engage with real-world problems and challenges, facilitating deeper knowledge acquisition (Bell, 2020); 2) digital learning, a novel breakthrough in educational technology applied by educators as digital learning media utilising attractive and interactive applications/hardware accessed online or offline (Peters, 2000; Houx, 2017); 3) living values education-based learning, a program offering various experiential activities and practical methodologies for teachers to develop life values through steps such as internal reflection, information acceptance, exploration of values in real-life contexts, discussion, exploration of ideas, creative expression, skill development (personal, social, emotional, and interpersonal communication) within individual, societal, national, and global contexts, and Transfer of learning (Tillman, 2004; Sariipudin & Komalasari, 2015); and 4) comprehensive learning that develops Pancasila character in moral knowing, moral feeling, and moral action, thus embodying Pancasila in action (observable behaviour in daily life).

Therefore, to strengthen Pancasila's character, Civic education learning integrating all these characteristics is necessary. Thus, the development and implementation of a digital-based living values activities project learning model for

Pancasila character reinforcement among students are warranted. The research problems are formulated as follows:

1. What is the conceptual model of digital-based living values activities project learning designed to reinforce students' Pancasila character?
2. How do students perceive digital-based living values, activities, and project learning?
3. How does digital-based living values activities project learning strengthen the Pancasila character of junior high school students?

## **Research Methodology**

### **Research Background**

This research employed a mixed-methods approach, which combined qualitative and quantitative methods with specific designs to address the research objectives (Creswell, 2012; Tashakkori & Teddlie, 2010). The study involved two main activities. Firstly, qualitative exploration was conducted to facilitate the development of the conceptual model and the product of digital-based living values activities project learning. Secondly, quantitative implementation was carried out to describe students' perceptions of the digital-based living values activities project learning model and reinforce students' Pancasila character.

### **Sample**

The research subjects were teachers and 8th-grade students at *SMP Penggerak* schools (transformational junior high schools) in Bandung in 2023. Considering representation and best practices, this study involved 529 student respondents and 5 Civics Education teachers from 5 Penggerak junior high schools in Bandung, namely: SMPN 2 Bandung, SMPN 12 Bandung, SMPN 14 Bandung, SMPN 19 Bandung, and SMPN 41 Bandung. The Krejcie and Morgan table (1970) determined the minimum sample size. For a population of 2000 with a significance level of 95%, the minimum sample required was 462. In this study, the sample size of 529 exceeded the minimum required sample size.

### **Instruments and Procedures**

The data collection instruments utilised in this research comprised: (1) observation sheets; (2) documentary study; (3) interview formats; (4) questionnaires; and (5) attitude scales. Observation involved actively participating in Civics Education lessons. A documentary study was employed to gather data from Lesson Plans and the process of the digital-based living values activities project

learning model. Interviews and focus group discussions with Civics Education teachers were conducted to explore the planning, implementation, and assessment of the model. Questionnaires were distributed to students to assess their perceptions of implementing the digital-based living values activities project learning model. Attitude scales were administered to students to measure their Pancasila character. The questionnaire underwent a validity test using Pearson product-moment correlation and a reliability test using Cronbach's alpha (Shadish et al., 2002) and was declared valid and reliable.

### **Data Analysis**

For quantitative research, it is obligatory to formulate and verify hypotheses using statistical Qualitative data analysis was conducted using the Interactive Qualitative Analysis Technique (Fraenkel & Wallen, 2006) through the following steps: (1) data reduction by summarising field reports and noting relevant points related to the research focus; (2) systematic organisation based on specific categories and classifications; (3) creation of data displays in the form of tables or figures; (4) cross-site analysis; and (5) presentation of findings, drawing conclusions in the form of general trends and implications for implementation, and recommendations. Quantitative data analysis utilised quantitative descriptive analysis through percentages, which is a method used to assess the frequency trends of respondents' answers and phenomena in the field (Creswell, 2012).

## **Results**

### **The Conceptual Model of Digital-Based Living Values Learning Project**

Based on the results of theoretical analysis, interviews, and focus group discussions, the digital-based living values project learning model for strengthening Pancasila character conceptually combines project-based learning, digital learning, principles of living values education and incorporates Pancasila character content into the Civics Education subject. The framework of the digital-based living values project learning model is developed from the following syntactic models:

1. Project-based learning has the following syntax: Starts with the Essential Question; Design a Plan for the Project; Creates a Schedule; Monitor the Student and the project progress; Assess the Outcome; and Evaluate the Experiences (Baker et al., 2011).
2. The syntax of the living values education model includes: Internal reflection, receiving information, exploration of values in real-life contexts,

discussion, exploration of ideas and concepts, creative expression, and development of personal, social, emotional, and interpersonal communication skills, within the context of individuals, society, nation, and the world, and Transfer of learning (Komalasari & Saripudin, 2017).

3. Digital learning utilises applications/hardware packaged attractively and interactively and accessed online or offline (Peters, 2000; Houx, 2017).
4. Pancasila character refers to the Pancasila Student Profile, which includes being faithful, devoted to the Almighty God, and noble character, embracing global diversity, engaging in cooperation, being independent, critical thinking, and creative (Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for the Year 2020–2024).

Based on these characteristics, the syntax of the digital-based living values project learning model for strengthening the Pancasila student profile is developed as follows:

**Table 1.** The syntax of the digital-based living values project learning model

| No | Syntax Model   | Learning Activities   |
|----|--|---|
| 1. | Internal Reflection  | a. An apperception activity involves exploring experiences of applying values in life-related to the upcoming lesson materials;<br>b. Delivering learning objectives and motivating the application of Pancasila values in everyday life. |
| 2. | Identification of Issues in the Application of Pancasila Values                    | a. Observing issues in the application of Pancasila values in various environments;<br>b. Identifying issues in applying Pancasila values and determining the priority scale of problems to be solved through an action plan.             |
| 3. | Reception of Information and Exploration of Values through Various Digital Sources | a. Searching for information related to issues of value application;<br>b. Exploring and clarifying values from various learning sources (including digital sources).   |
| 4. | Project Design   | a. Scheduling for conducting digital-based living values projects;<br>b. Conducting group discussions to design and implement living values projects effectively and efficiently.   |
| 5. | Project Implementation   | a. Creative expression to execute projects and produce products;<br>b. Developing personal-social-emotional-interpersonal communication skills in project implementation.   |

| No | Sintax Model                                     | Learning Activities   |
|----|--|---|
| 6. | Project Progress Monitoring                      | a. Creating project progress reports and monitoring project progress;<br>b. Preparation of Project and Digital Product Reports based on teacher feedback.   |
| 7. | Testing Project Outcomes Using Digital Media     | a. Presenting project and product reports in class and uploading products on digital media;<br>b. Discussion and feedback from the audience (students, teachers, and observers).  |
| 8. | Evaluation, Reflection, and Transfer of Learning | a. Assessing the planning and implementation of digital-based living values projects;<br>b. Reflecting on the process of digital-based living values project-based learning and the reinforcement of students' Pancasila character;<br>c. Transferring learning outcomes (especially the application of character values) to other situations in various life environments. |

### Students' Perception of Digital-Based Living Values Project Activities

Based on the results of descriptive quantitative analysis, data on students' perceptions of implementing the syntax model of digital-based living values project-based learning are obtained in the following table.

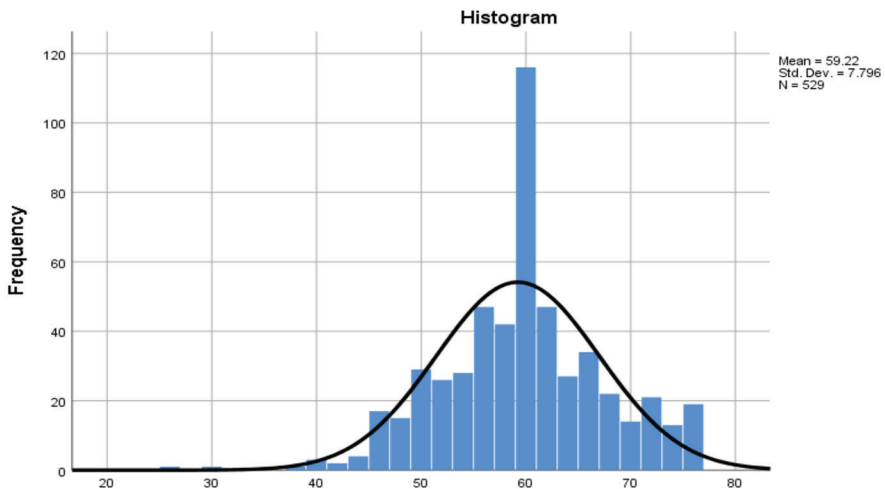
**Table 2.** Students' perception of digital-based living values project activities (n = 529)

| No | Sintax Model   | Very Satisfactory (%) | Satisfactory (%) | Moderate (%) | Less Satisfactory (%) | Unsatisfactory (%) |
|----|--|-----------------------|------------------|--------------|-----------------------|--------------------|
| 1. | Internal Reflection  | 54.2                  | 43.3             | 3.5          | 1.2                   | 0                  |
| 2. | Identification of Issues in the Application of Pancasila Values                    | 54.2                  | 38.3             | 5.4          | 0.2                   | 0.1                |
| 3. | Reception of Information and Exploration of values through various digital sources | 58.2                  | 35.5             | 5.3          | 0.6                   | 0.4                |
| 4. | Project Design   | 56.2                  | 37.6             | 5.2          | 0.7                   | 0.3                |
| 5. | Project Implementation   | 44.2                  | 53.3             | 3.3          | 1.2                   | 0.2                |

| No | Sintax Model                                     | Very Satisfactory (%) | Satisfactory (%) | Moderate (%) | Less Satisfactory (%) | Unsatisfactory (%) |
|----|--|-----------------------|------------------|--------------|-----------------------|--------------------|
| 6. | Project Progress Monitoring                      | 46.2                  | 45.3             | 4.5          | 2.2                   | 1.7                |
| 7. | Testing project outcomes using digital media     | 45.5                  | 46.4             | 4.2          | 2.3                   | 1.6                |
| 8. | Evaluation, Reflection, and Transfer of Learning | 53.2                  | 40.6             | 5.2          | 0.7                   | 0.3                |
|    | Mean   | 51.4                  | 42.5             | 4.5          | 1.1                   | 0.5                |

The table above indicates that the syntax model of digital-based living values project activities is rated very good, with values above 50% for internal reflection, problem determination, project design, evaluation, reflection, and transfer of learning. The syntax model aspects still considered less satisfactory are implementation, progress monitoring, and project testing. Based on the frequency analysis results through SPSS version 25, data on students' perceptions of the implementation of the syntax model of digital-based living values project-based learning can be seen in the following histogram:

**Figure 1.** Histogram of digital-based living values project activities



Referring to the histogram above, the mean value for implementing the digital-based living values project activities learning model is 59.22, which falls into the category of Moderate.

### Reinforcement of Students' Pancasila Character

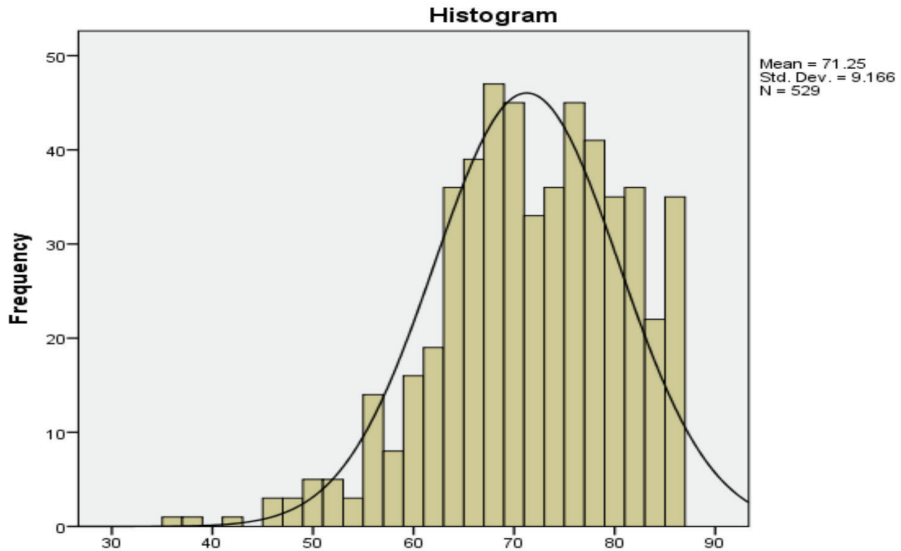
Based on the quantitative data analysis of attitude scales, the description of students' Pancasila character after implementing the digital-based living values project activities learning model is as follows.

**Table 3.** Reinforcement of students' Pancasila character (n = 529)

| No | Pancasila Character         | Very Satisfactory (%) | Satisfactory (%) | Moderate (%) | Less Satisfactory (%) | Unsatisfactory (%) |
|----|-----------------------------|-----------------------|------------------|--------------|-----------------------|--------------------|
| 1. | Religious and noble conduct | 54.2                  | 37.4             | 7.8          | 0.6                   | 0                  |
| 2. | Global diversity            | 45                    | 38.8             | 13.6         | 2.1                   | 0.5                |
| 3. | Mutual cooperation          | 48.9                  | 38.5             | 10.6         | 1.6                   | 0.4                |
| 4. | Independence                | 41.5                  | 40.9             | 15.6         | 1.8                   | 0.2                |
| 5. | Critical thinking           | 28.3                  | 37.5             | 29.2         | 4.8                   | 0.2                |
| 6. | Creativity                  | 35.1                  | 39.4             | 21,0         | 4.1                   | 0.4                |
|    | Means                       | 42.2                  | 38.7             | 16.3         | 2.5                   | 0.28               |

Based on the table above, the dominant components of the Pancasila student profile instilled in students through Pancasila and Civics Education are cooperation, global diversity, faith in and devotion to the Almighty God, noble character, and independence. The components of the Pancasila student profile that are lacking are critical thinking and creativity. Based on the frequency analysis results processed through SPSS version 25, the data acquisition for the reinforcement of the Pancasila Student Profile is presented in the following histogram:



**Figure 2.** Histogram of students' Pancasila character

Referring to the histogram above, the mean value for the reinforcement of Pancasila character is 71.25, which falls into the category of good.

## **Discussion**

The research findings can be analysed into several points: Firstly, the digital-based living values project learning model for strengthening Pancasila character conceptually combines project-based learning, digital learning, principles of living values education, and the content of Pancasila character as the national ideology of Indonesia within the Pancasila and Civics Education subject. This diverse combination of models will be more comprehensive in achieving learning objectives and student competencies, as it encompasses the entire learning domain (cognitive, affective, and psychomotor) and aligns with the demands of 21st-century learning from Trilling and Fadel (2009), including life and career skills, Learning and Innovation Skills (Critical thinking skills – Creativity – Collaboration – Communication), and Information, Media, and Technology Skills (Information – Media – ICT Literacy).

Secondly, values education should be integrated into various scientific approaches (Dyer & Reeves, 1995; Saripudin et al., 2021), contextual approaches (Johnson, 2002; Komalasari, 2012), and learning models, including project-based learning so that the project implementation and the resulting

products are rich in Pancasila character values that encompass moral knowing, feeling, and action (Lickona, 1992). Values education is crucial in 21st-century learning to develop Life and career skills as key skills needed by students to live and work in diverse and complex environments, face life problems, and proactively and creatively find solutions to overcome them (Ball et al., 2016; Binkley et al., 2010).

Thirdly, implementing the digital-based living values project learning model is rated Quite Good. It indicates that learning serves as one of the means for strengthening the Pancasila student profile because character education at the micro level in schools is carried out through integration in all subjects (especially Pancasila and Civics Education, with the vision of “nation and character building”), school habits or culture, extracurricular activities such as Pancasila Student Profile Strengthening Projects, extracurricular activities, and the school’s relationship with the community (Saripudin & Komalasari, 2015).

Fourthly, the reinforcement of Pancasila’s character is rated as good. The components of the Pancasila student profile instilled in students through Pancasila and Civics Education are predominantly cooperation, global diversity, faith in and devotion to the Almighty God, noble character, and independence. The components of Pancasila’s character that are lacking are critical thinking and creativity. Therefore, reinforcement of learning and innovation skills in the aspects of critical thinking skills and creativity through a combination of value-based project learning with problem-based learning, work-based learning, and service-learning (Johnson, 2002; Komalasari & Saripudin, 2022), and digital learning through various media and internet applications optimally is necessary (Rodgers, 2017; Peters, 2000; Vermeulen et al., 2016; Burdick & Willis, 2011; Zwart et al., 2017; Indrawadi et al., 2023).

## **Conclusions**

The digital-based living values activities project learning model integrates project-based learning with living values education and digital learning. The syntax of this model includes: Internal reflection, identifying issues related to the application of Pancasila values, accepting information and exploring values through various digital sources, project design, project implementation, project progress monitoring, testing project outcomes using digital media, as well as evaluation, reflection, and transfer of learning. Implementing the project-based learning model based on living values activities is considered quite good, and reinforcing Pancasila’s character among students is deemed satisfactory. The

digital-based living values activities project learning model can be considered an alternative solution for strengthening students' characters at all levels of schooling.

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