

Revitalizing Pancasila Values in the Post-Truth Era: A Case Study of Students at Universitas Islam Negeri Siber Syekh Nurjati Cirebon (UINSSC)

Bambang Yuniarto

Universitas Islam Negeri Siber Syekh Nurjati Cirebon (UINSSC)

Corresponding Author: H. Bambang Yuniarto Bb_yunior@yahoo.co.id

ARTICLE INFO

Keywords: Pancasila, Post-Truth, Digital Literacy, Students, Value Revitalization

Received : 16, August

Revised : 09, September

Accepted: 24, September

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ABSTRACT

This study aims to analyze students' understanding of Pancasila, identify challenges in implementing its values amid the widespread digital disinformation, and formulate revitalization strategies relevant to contemporary contexts. Furthermore, students proposed revitalization strategies through strengthening digital literacy, innovating curriculum design, and utilizing media as well as student organizations as platforms for value internalization. These findings reaffirm that Pancasila remains relevant as an open ideology adaptable to social change, while simultaneously emphasizing the importance of pedagogical reforms grounded in digital literacy. This study contributes to strengthening the academic discourse on the resilience of national ideology in the digital era and provides practical recommendations for higher education institutions in designing contextually responsive learning strategies.

INTRODUCTION

The post-truth era is marked by the dominance of emotional opinions over objective facts, reinforced by the flow of digital information through social media. This condition influences the way society, particularly the younger generation, perceives socio-political realities, where truth is often overshadowed by subjective narratives. The concept was first introduced by Ralph Keyes (2004) and later reinforced by Lee McIntyre (2018), who emphasized that this era has triggered an epistemological degradation in social life. This global phenomenon has also affected Indonesia, as reflected in the rise of political polarization and the massive spread of hoaxes in digital spaces (Sutrisno, 2024).

In the national context, the values of *Pancasila* as the state ideology face serious challenges to remain consistently internalized among university students. As an open ideology, *Pancasila* is expected to respond to the dynamics of the times, including the increasingly complex information flow (Nugroho & Prasetyo, 2022). However, the reality shows a gap between the normative understanding of *Pancasila* and its practical implementation in students' daily lives, especially when they are exposed to biased and provocative information on social media (Budiman & Kancana, 2023). Therefore, revitalizing *Pancasila* values becomes essential to ensure its relevance and continued function as a national guiding principle (Razuni & Halim, 2024).

As agents of change, students hold a strategic role in safeguarding the ideological resilience of the nation amid the powerful influence of information globalization. Nevertheless, previous studies indicate that the internalization of *Pancasila* values among students still encounters various challenges, particularly due to low levels of digital literacy that increase vulnerability to disinformation (Wahyuni & Firmansyah, 2021). Moreover, although *Pancasila* education has been integrated into the mandatory university curriculum, its effectiveness is often questioned, as the teaching methods are perceived as lacking innovation (Arifin et al., 2023). Hence, new strategies are needed to integrate *Pancasila* education with digital literacy, enabling students to become more critical and selective in processing information (Putri & Cahyo, 2024).

From an academic perspective, studies on the revitalization of *Pancasila* in the post-truth era remain relatively limited. Most existing research focuses more broadly on civic education, while specific dimensions concerning digital literacy and its relationship to strengthening *Pancasila* have not been extensively examined (Hasan & Yusuf, 2022). This situation highlights the urgency for research that can bridge this gap through a more comprehensive approach. This study is also aligned with Isnaini et al. (2024), who demonstrate that creative, digitally based approaches in value education can enhance collaboration skills and critical thinking among students.

In the conceptual framework, this study is grounded in the theory of post-truth, which highlights the dominance of subjective opinion over facts (McIntyre, 2018); the theory of *Pancasila* as an open ideology that is adaptive to societal changes; the theory of value revitalization, which emphasizes the reinforcement of fundamental values amid social transformation; and the theory of digital literacy as a critical prerequisite for strengthening students' resilience against the

flow of information. This conceptual approach enables a multidimensional analysis, encompassing ideological, pedagogical, and information technology perspectives (Durasu & Suastra, 2024).

Specifically, the study aims to: (1) analyze students' understanding of Pancasila values in the post-truth era; (2) identify challenges in the implementation of Pancasila in students' daily lives; and (3) formulate strategies for revitalizing Pancasila values that are relevant to the dynamics of the digital era. The research questions addressed include: To what extent do students understand Pancasila as both an ideology and a way of life? What factors hinder the internalization of Pancasila? And what strategies can higher education institutions employ to revitalize Pancasila values among students (Amanda et al., 2023).

This article offers a novel contribution by synthesizing *Pancasila* education, digital literacy, and the post-truth context within higher education settings. The findings are expected to strengthen academic discourse on the relevance of *Pancasila* in the digital era, while also providing practical recommendations for universities in designing innovative and contextual learning strategies (Amanda et al., 2023; Falah & Fatimah, 2023; Samosir & Simanungkalit, 2024).

THEORETICAL REVIEW

Pancasila, as the ideology of the Indonesian nation, possesses strong philosophical roots. It not only serves as the foundation of the state but also as a moral and social-ethical guideline. Since it was formulated by the nation's founders, Pancasila has affirmed five fundamental principles: Belief in God, Humanity, Unity, Democracy, and Justice. In the context of education, Pancasila is not merely cognitive knowledge but must also be manifested in daily practices, particularly among the younger generation who face the challenges of modernization and globalization (Arifin, Kusumah, Melati, Yusrifal, & Faradisha, 2023). This understanding underscores that the internalization of Pancasila requires educational approaches that are adaptive to the demands of the times, ensuring that the nation's ideological values remain relevant in the digital era.

The post-truth era, characterized by the dominance of emotions and subjective opinions over objective facts, has weakened the critical capacity of young people to filter information. This condition makes Pancasila even more crucial as a normative foundation to safeguard the nation's social and political integrity. Within this framework, Pancasila education plays a pivotal role in building students' information resilience and digital literacy, enabling them to avoid falling into the traps of misinformation and polarization (Amir & Putri, 2025). The integration of Pancasila values with digital literacy skills demonstrates that the nation's ideology is not static but adaptive in confronting the challenges of the information age.

Furthermore, the theory of value revitalization emphasizes the need to renew the understanding of ideology so that it remains contextual in facing social change. As an open ideology, Pancasila allows for the reinterpretation of its core

values in accordance with the needs of contemporary society. Studies emphasizing the relevance of Pancasila as an alternative ideology in the postmodern era reveal that its principles of inclusivity, humanity, and social justice can serve as solutions to the crisis of value relativism emerging in global society (Syahputra & Setyadarma, 2024). Accordingly, Pancasila should not only be seen as a historical legacy but also as a dynamic and progressive ideology.

Several previous studies have highlighted the importance of revitalizing Pancasila values in higher education. For instance, Nuryati, Bowo, and Paiman (2021) developed a literacy-based learning model for Pancasila education that effectively improved students' literacy skills. Another study by Raharjo, Muchtar, Sapriya, and Sundawa (2019) emphasized the effectiveness of a service-learning model in internalizing Pancasila values through students' real-world community engagement. More recent research shows that students possess a relatively good theoretical understanding of Pancasila but often struggle to implement these values in their daily practices, particularly when dealing with digital misinformation (Azhari, 2025). Similarly, Khriswina and Wibowo (2025) found that civic education in the digital era continues to strengthen students' commitment to actualizing Pancasila values, even under the pressures of technological modernization.

Nevertheless, although numerous studies emphasize the importance of Pancasila in shaping national character, there remains a research gap concerning effective strategies for revitalizing Pancasila values in the post-truth era, particularly among university students. Most studies have focused on normative and pedagogical aspects, while offering limited in-depth analysis of the integration between ideological values and the challenges of digital literacy and information resilience. This article addresses this gap by examining how students understand Pancasila, the key challenges in implementing it in the post-truth era, and the concrete strategies that higher education institutions can employ to revitalize Pancasila values. In doing so, the study contributes not only theoretically to the development of ideological studies but also practically to offering recommendations for higher education in Indonesia.

METHODOLOGY

This study employs a mixed-methods approach with a descriptive-analytical case study design. This approach was chosen because it enables the combination of quantitative and qualitative data to understand the complex phenomenon of *Pancasila* internalization among students at Universitas Islam Negeri Siber Syekh Nurjati Cirebon. According to Creswell and Plano Clark (2018), mixed methods are relevant for generating in-depth insights while also providing broader quantitative mapping.

The data sources consist of both primary and secondary data. Primary data were obtained through a five-point Likert-scale questionnaire survey to map students' perceptions, as well as in-depth interviews with students and lecturers responsible for teaching *Pancasila* courses. Secondary data were derived from scholarly literature, educational regulations, and relevant curriculum documents. The use of source triangulation was intended to strengthen the validity of the research findings (Fetters & Freshwater, 2015).

The data collection instruments included a research questionnaire designed to measure students' understanding, challenges, and strategies for revitalizing *Pancasila*, as well as a semi-structured interview guide to facilitate the exploration of participants' perspectives. In the literature review process, the search protocol referred to the PRISMA guidelines to ensure transparency and consistency (Page et al., 2021).

The inclusion criteria comprised active UINSSC students who had completed the *Pancasila* course, while the exclusion criteria applied to respondents who did not fully complete the questionnaire. The unit of analysis was the students, as the primary recipients of *Pancasila* education. This approach enabled a focus on empirical experiences relevant to the post-truth context (Yin, 2018).

Data analysis techniques were carried out quantitatively through descriptive statistics (frequency, mean, percentage) and Cronbach's Alpha reliability testing to assess the consistency of the instruments (Tavakol & Dennick, 2011). Qualitative data were analyzed using thematic analysis, which involved data reduction, categorization, and conclusion drawing (Braun & Clarke, 2019). The process was supported by SPSS software for quantitative analysis and NVivo for qualitative data coding, thereby producing a systematic synthesis between numerical and narrative data.

RESULTS

Based on the results of the Likert-scale questionnaire survey conducted with students at Universitas Islam Negeri Siber Syekh Nurjati Cirebon, a general overview was obtained regarding their understanding, challenges, and strategies for revitalizing *Pancasila* values in the post-truth era. Overall, the average scores for each dimension indicated positive tendencies. Students' perceptions of the post-truth phenomenon yielded a mean score of 3.80, suggesting that most students are aware of the impact of emotional and opinion dominance over objective facts in daily life. Their understanding and attitudes toward *Pancasila* achieved a mean score of 4.24, reflecting a high level of acceptance of *Pancasila* as a national guiding principle. Meanwhile, the challenges in implementing *Pancasila* values produced a mean score of 3.55, indicating the presence of considerable obstacles in value internalization, particularly due to the influence of social media and the digital information flow. Strategies for revitalizing *Pancasila* values received a mean score of 4.29, signifying that students generally support efforts to strengthen *Pancasila* values through both academic and non-academic programs.

The reliability test using Cronbach's Alpha produced a coefficient greater than 0.7, confirming that the questionnaire instrument used was reliable for measuring the variables in this study. Descriptively, the data distribution showed that the majority of respondents selected "agree" and "strongly agree" for items related to the importance of *Pancasila* revitalization. This finding underscores the collective awareness among students of the urgency to reinforce the nation's ideological values amid the challenges of the post-truth era (Marquardt et al., 2023).

Table 1. Descriptive Statistics of the Questionnaire

No	Dimension	Mean	Category
1	Students' Perceptions of the Post-Truth Era	3.80	Moderate
2	Understanding and Attitudes toward Pancasila	4.24	High
3	Implementation Challenges	3.55	Moderate
4	Revitalization Strategies	4.29	High

The analysis of in-depth interviews with students and lecturers teaching *Pancasila* courses produced several key themes that illustrate the dynamics of value internalization in the digital era.

1. The Relevance of *Pancasila* in the Post-Truth Era

Most respondents affirmed that *Pancasila* remains relevant as a national guiding principle, particularly in maintaining unity amid the overwhelming flow of digital information. However, they also noted challenges in the lack of *Pancasila* value actualization in students' daily practices.

2. Implementation Challenges

Students face major obstacles in the form of rampant hoaxes, information bias, and opinion polarization on social media. Provocative content tends to be more readily accepted than objective facts. This finding aligns with previous studies, which highlight that younger generations are vulnerable to misinformation due to low levels of digital literacy (Sutrisno, 2024).

3. Curriculum Influence and the Role of Higher Education

Respondents considered *Pancasila* education at universities to be predominantly normative and theoretical, thus lacking an applicative dimension. This concern is reinforced by studies emphasizing the need for innovation in *Pancasila* teaching methods to better meet the needs of students in the digital era (Budiman & Kancana, 2023).

4. Strategies for Value Revitalization

Students proposed revitalization strategies that include integrating digital literacy into *Pancasila* learning, utilizing student organizations as platforms for value internalization, and leveraging digital media as a means of civic education. These insights are consistent with recent studies that emphasize the importance of digital literacy-based *Pancasila* education in strengthening students' critical capacity in navigating information flows (Amir & Putri, 2025).

DISCUSSION

The findings of this study reaffirm that *Pancasila* education holds a strategic role in shaping students' digital literacy in the post-truth era, which is characterized by the overwhelming circulation of false information and hoaxes in digital spaces. The results demonstrate that the integration of *Pancasila* values with

strengthened digital literacy enhances students' resilience to misinformation while fostering their active participation in critically evaluating online information. This aligns with the research objective of examining the effectiveness of *Pancasila* as the national ideology, serving a dual function both as a moral foundation and as a pedagogical instrument in addressing the challenges of educational digitalization.

Within the conceptual framework, the findings highlight that *Pancasila* functions as an epistemological foundation for building students' critical thinking skills. *Pancasila* education not only internalizes national values but also instills ethical principles in the use of technology, thereby enabling students to filter emotionally biased information characteristic of the post-truth era. This underscores that the integration of value-based education and digital literacy can be seen as the actualization of *Pancasila*-based character education, adaptive to socio-technological transformations.

Comparisons with previous studies indicate consistent results. For instance, Salsabilla et al. (2023) found that *Pancasila* education significantly contributed (23.4%) to the development of digital literacy among high school students, although other external factors remained dominant. Conversely, Benawa et al. (2022) reported that civic education did not contribute as strongly as *Pancasila* in shaping value education in the digital era. In contrast, Isnaini et al. (2024) demonstrated that digital creativity-based approaches, such as designing posters on *Pancasila* themes for elementary school students, effectively enhanced literacy and collaboration skills. These findings suggest that the effectiveness of *Pancasila* education in fostering digital literacy varies depending on the level of education and the pedagogical strategies employed.

The scholarly contribution of this article lies in its synthesis of *Pancasila* education, digital literacy, and the post-truth context, an intersection that has not been extensively explored in the literature. This study emphasizes that *Pancasila* values should not be viewed solely as a normative framework but also as a methodological instrument that can be employed to strengthen information resilience, tolerance, and inclusivity within higher education. Moreover, the findings reinforce the discourse on the need for literacy-based curriculum reform in *Pancasila* courses to ensure greater relevance to the dynamics of millennial and Generation Z students.

Nevertheless, this study acknowledges several limitations, particularly concerning the scope of data that was restricted to students from selected universities, thereby limiting the generalizability of the findings. Furthermore, the reliance on interviews and questionnaires as primary data collection methods carries the potential for respondent perception bias, which should be addressed through broader data triangulation in future research.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study indicate that students at UIN Siber Syekh Nurjati Cirebon demonstrate a relatively strong understanding of *Pancasila* values, as reflected in the high scores on dimensions of comprehension and ideological attitudes. Nevertheless, challenges remain significant in implementing these values, particularly due to the influence of the post-truth era characterized by the

spread of hoaxes, information bias, and the dominance of emotional opinions in digital spaces. Quantitative data highlight students' strong support for *Pancasila* revitalization strategies, while qualitative findings reveal that both students and lecturers emphasize the importance of curriculum innovation, digital literacy, and student organizations as effective means for internalizing values.

The scientific contribution of this research lies in reinforcing the relationship between *Pancasila*, digital literacy, and the ideological resilience of the younger generation in navigating the challenges of the post-truth era. Theoretically, the study enriches discourse on *Pancasila* as an open ideology relevant to contemporary socio-political and technological transformations. Practically, it provides concrete insights for higher education institutions to design more innovative, applicable, and digitally oriented *Pancasila* learning strategies that strengthen student character.

The implications of this research are highly relevant for both educational practice and policymaking. For education practitioners, the findings highlight the importance of pedagogical innovations such as case-based learning, information literacy simulations, and the integration of digital technologies into *Pancasila* instruction. For policymakers, the study emphasizes the need for regulations that promote adaptive curricula, strengthen lecturers' digital literacy competencies, and provide technological infrastructure aligned with national values. Future research is recommended to explore integrative, cross-disciplinary strategies, for instance, collaborations among *Pancasila* education, information technology, and educational psychology, in order to enhance students' resilience against disinformation in the digital era.

FURTHER STUDY

Future research is recommended to involve a broader range of participants and comparative case studies in different universities to gain deeper insights into the revitalization of *Pancasila* values in the post-truth era.

ACKNOWLEDGMENT

The researcher would like to thank Almighty God for His guidance in completing the study entitled "Revitalizing *Pancasila* Values in the Post-Truth Era: A Case Study of Students at Universitas Islam Negeri Siber Syekh Nurjati Cirebon (UINSSC)." Sincere thanks are also given to advisors and all parties who have supported this research.

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