

Teachers' Strategies For Addressing Challenges In Digital-Era Pancasila Education: A Qualitative Study Of Fifth-Grade Elementary Students

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ABSTRACT : This study aimed to investigate the challenges encountered by teachers in implementing Pancasila Education in the digital era, examine the strategies employed to address these challenges, and analyze the contribution of these strategies to students' engagement and understanding of Pancasila values. This study employed a qualitative approach with a case study design. The primary informant was a fifth-grade teacher at a public elementary school. Data were collected through structured interviews, participant observation, and documentation. Data were analyzed through data reduction, data display, and conclusion drawing, while data credibility was established through methodological, source, and time triangulation. The findings revealed that the major challenges in teaching Pancasila Education in the digital era included students' distraction from digital devices, exposure to digital content that was inconsistent with Pancasila values, limited digital literacy, and difficulties in consistently internalizing Pancasila values in students' daily lives. To address these challenges, the teacher implemented interactive digital learning media, active and collaborative learning strategies, direct supervision of digital device use, and the cultivation of Pancasila values through role modeling and habituation. These strategies contributed to increased student interest, classroom engagement, and understanding of Pancasila values, while also supporting the development of discipline, responsibility, cooperation, and respect for others. The study concludes that the integration of digital technology with character-oriented education can serve as an effective approach to addressing the challenges of Pancasila Education in the digital era. However, the use of technology should remain balanced with teacher guidance, exemplary behavior, habituation, and continuous character development.

Keywords: Teacher Strategies, Pancasila Education, Digital Era, Digital Learning, Elementary School, Character Education.

INTRODUCTION

Pancasila Education occupies a strategic position in elementary education because it functions not only as a subject for transmitting knowledge about the national ideology but also as an important instrument for developing students' character, civic identity, and social responsibility. Through the internalization of Pancasila values, students are expected to develop religious attitudes, nationalism, mutual cooperation, independence, integrity, tolerance, and respect for diversity. These competencies are increasingly important in the digital era, in which students' patterns of thinking, communication, behavior, and social interaction are strongly influenced by the rapid development of information and communication technology (Fadilah, 2025).

The development of digital technology has created significant opportunities for improving the quality of Pancasila Education. Digital platforms, interactive media, educational videos, and online learning resources can provide students with broader access to information and more varied learning experiences. However, the rapid expansion of digital technology has also generated new challenges for elementary education. Students can access information that is not always consistent with Pancasila values, while the widespread use of digital devices may influence their patterns of interaction, attention, behavior, and social relationships. Consequently, the implementation of Pancasila Education in the digital era requires learning strategies that are able to integrate technological development with the formation of students' character and civic values.

Gustifal et al. (2024) identified several challenges in the implementation of Pancasila and Civic Education in the digital era, including students' limited digital literacy, inadequate supervision of digital device use, and the suboptimal utilization of technology-based learning media by teachers. These challenges demonstrate that the use of technology in education does not automatically produce effective learning. Technology must be accompanied by appropriate pedagogical strategies, clear learning objectives, and continuous guidance so that students are able to use digital resources responsibly. Nima et al. (2025) similarly emphasized that the digital transformation of Pancasila and Civic Education requires instructional innovation that utilizes technology while maintaining a strong orientation toward character development and the internalization of national values.

The challenges faced by teachers in teaching Pancasila Education in the digital era are therefore multidimensional. They are not limited to technical issues, such as the availability of devices, internet connectivity, or teachers' technological competence, but also involve pedagogical, social, cultural, and ethical dimensions. The rapid circulation of information through digital media has exposed students to diverse values, perspectives, and forms of behavior that may influence their understanding and application of Pancasila values. Li (2026) argues that teachers of Pancasila Education in the digital era have an important role in developing students' digital ethics and strengthening their awareness of rights and responsibilities as citizens. Accordingly, teachers are required not only to deliver instructional content but also to guide students in evaluating information, communicating responsibly, respecting others, and applying Pancasila values in digital and everyday social interactions.

The integration of technology into Pancasila Education also requires teachers to possess the ability to connect technological knowledge, pedagogical knowledge, and subject-matter knowledge. This perspective is consistent with the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes that effective

technology integration occurs when technology is used in harmony with appropriate pedagogy and the characteristics of the subject matter. In the context of Pancasila Education, the framework enables teachers to present national values through interactive, contextualized, and meaningful learning experiences rather than merely transferring information through digital media. Thus, the effectiveness of digital learning depends largely on teachers' capacity to select and utilize technology in accordance with students' developmental characteristics and instructional objectives (Fadilah, 2025).

The transformation of Pancasila Education also needs to be connected with the development of 21st-century competencies. Saqjuddin, Parisu, and Saputra (2025) emphasize that the transformation of Pancasila Education in elementary schools requires learning experiences that develop critical thinking, creativity, collaboration, communication, and character. These competencies are particularly relevant in the digital era because students are expected not only to consume information but also to analyze, evaluate, communicate, and use information responsibly. Consequently, teachers must develop learning strategies that combine the internalization of Pancasila values with active, collaborative, reflective, and technology-supported learning experiences.

From a social and developmental perspective, students' responses to digital learning environments are also influenced by their cognitive and social development. Saputra and Parisu (2025) explain that social psychological processes play an important role in shaping individual cognitive and social development. In the context of elementary education, students' interaction with teachers, peers, digital media, and the broader social environment can influence their learning behavior and value development. Therefore, teachers need to understand students' social and psychological characteristics when designing digital-era Pancasila Education so that technology does not reduce meaningful interaction but instead supports communication, collaboration, and the development of positive social behavior.

The development of Pancasila values is also closely related to the integration of character education across learning experiences. Parisu, Saputra, and Lasisi (2025) emphasize the importance of integrating literacy and character education in elementary learning. This perspective is relevant to Pancasila Education because digital learning should not focus solely on students' technological abilities or academic achievement. Rather, digital learning should also strengthen students' responsibility, honesty, cooperation, critical awareness, and ethical behavior. In this regard, teachers play a central role in selecting learning resources and designing classroom activities that enable students to connect digital information with real-life values and social responsibilities.

Furthermore, the increasingly diverse digital environment requires Pancasila Education to develop students' ability to appreciate differences and live harmoniously in a pluralistic society. Saqjuddin, Parisu, and Saputra (2025) demonstrate that the integration of multicultural values in elementary learning can contribute to the development of students' attitudes toward diversity. This finding reinforces the importance of presenting Pancasila values in ways that are contextual and relevant to students' experiences. In the digital era, students are exposed to diverse cultural, social, and ideological perspectives through digital platforms. Teachers therefore need to guide students in responding to differences constructively and in applying the principles of tolerance, mutual respect, and unity.

In addition to the challenges of digital technology and cultural diversity, teachers must also respond to differences in students' learning needs. Saputra and Parisu (2024) emphasize the importance of developing inclusive curricula to increase the participation of students with diverse needs in elementary schools. This perspective is relevant to digital-era Pancasila Education because the use of technology should not create new forms of exclusion. Teachers need to consider students' different levels of digital literacy, learning abilities, access to technology, and social backgrounds. An effective learning strategy should therefore be flexible and inclusive so that all students have meaningful opportunities to participate in the learning process.

The preliminary context of the present study indicates that Pancasila Education for fifth-grade students at the research site has begun to utilize basic digital media, including interactive presentations and instructional videos. Nevertheless, the integration of digital technology has not completely resolved instructional challenges. Maintaining students' attention and active participation during digitally supported learning remains difficult. Preliminary observations indicated that some students were easily distracted by other applications on their devices and tended to participate less actively in discussions when the use of digital devices was not accompanied by close supervision. Initial interviews with the fifth-grade teacher further indicated that students' limited digital literacy and insufficient parental guidance at home constituted important challenges in the implementation of Pancasila Education in the digital era.

These conditions demonstrate that the use of digital technology in Pancasila Education requires more than the provision of digital media. Teachers must develop strategies that integrate technological resources with classroom management, student guidance, character formation, collaborative learning, and contextualization of Pancasila values. The teacher's role is therefore increasingly complex: teachers are required to function simultaneously as facilitators of learning, designers of digital

learning experiences, guides in digital ethics, and models of responsible social behavior.

Although previous studies have examined the transformation of Pancasila Education, digital learning, character education, multicultural values, social development, and inclusive learning, further research is needed to examine how elementary school teachers respond directly to the practical challenges of implementing Pancasila Education in digital learning environments. In particular, limited attention has been given to the specific strategies teachers employ to address students' limited digital literacy, distractions caused by digital devices, low participation, and insufficient parental supervision in the context of fifth-grade elementary education. This study therefore seeks to address this gap by examining the challenges faced by teachers in implementing Pancasila Education in the digital era and analyzing the strategies employed to address those challenges.

Accordingly, this study aims to examine in depth the challenges faced by teachers in teaching Pancasila Education in the digital era and the strategies employed to address these challenges among fifth-grade elementary school students. The study is expected to contribute theoretically to the development of knowledge concerning digital-era Pancasila Education and practically to the development of instructional strategies that are relevant, contextual, inclusive, and oriented toward character formation. The findings may also provide useful insights for teachers and schools in designing learning environments that utilize digital technology while maintaining meaningful interaction, strengthening Pancasila values, and developing students' competencies as responsible members of society.

METHODS

This study employed a qualitative approach using a case study design to obtain an in-depth understanding of the challenges encountered by teachers and the strategies implemented in teaching Pancasila Education in the digital era. A qualitative approach was considered appropriate because the study focused on exploring phenomena in their natural setting and interpreting participants' experiences, perceptions, and instructional practices. According to Sugiyono (2008), qualitative research is based on a postpositivist paradigm, investigates phenomena in natural conditions, and positions the researcher as the primary instrument. Bogdan and Biklen, as cited in Syamsuddin (2009), describe a case study as an in-depth investigation of a particular setting, subject, or event. Yin (2011) further explains that a case study constitutes an empirical inquiry into a contemporary phenomenon within its real-life context, particularly when the boundaries between the phenomenon and its context are not clearly defined.

The study was conducted during the second semester of the 2025/2026 academic year at a public elementary school located in a rural area. The school had begun to integrate digital technology into the learning process, particularly through the use of laptops, projectors, and school internet access in Pancasila Education. The research site was selected because the school represented a context in which teachers had begun adopting digital media while still encountering various challenges related to students' digital literacy, classroom engagement, supervision of device use, and the integration of technology with character-oriented learning.

The primary informant in this study was the fifth-grade teacher who was directly responsible for planning and implementing Pancasila Education. The teacher was selected purposively because of their direct experience in using digital media and managing the learning process in the classroom. Additional information was obtained through classroom observations and relevant school documentation. The data consisted of primary and secondary data. Primary data were obtained from interviews with the teacher and direct observations of the implementation of Pancasila Education. Secondary data were obtained from school documents, including teaching modules, instructional materials, activity photographs, and other relevant supporting records (Mulyadi, 2016).

Data were collected through structured interviews, participant observation, and documentation. The interviews were conducted using a systematically prepared interview guide focusing on the challenges encountered in digital-era Pancasila Education, students' responses to the use of digital technology, teachers' instructional strategies, classroom management, digital supervision, and efforts to strengthen Pancasila values. Classroom observations were conducted to examine the actual implementation of learning, including the use of digital media, student participation, teacher-student interaction, student collaboration, and the strategies employed by the teacher to overcome learning challenges. Documentation was used to complement and verify the information obtained from interviews and observations through the examination of teaching modules, instructional materials, and photographs of learning activities.

The researcher served as the primary instrument in the data collection and interpretation process. Supporting instruments included interview guidelines, observation guidelines, and documentation checklists. The researcher was directly involved in observing the learning process, conducting interviews, recording relevant information, and interpreting the data obtained from the field. The use of supporting instruments was intended to ensure that data collection remained focused on the research objectives while allowing flexibility to explore relevant findings that emerged during the research process.

Data were analyzed descriptively and qualitatively using an inductive approach. The analysis began with the organization and examination of all data obtained from interviews, observations, and documentation. The researcher identified information relevant to the research focus, grouped similar findings, and interpreted patterns concerning the challenges and strategies associated with digital-era Pancasila Education. Following Bungin (2001), the analysis proceeded through data reduction, data display, and conclusion drawing. Data reduction involved selecting, simplifying, and organizing information relevant to the research questions. The reduced data were then presented in narrative form to facilitate the identification of patterns, relationships, and significant findings. Conclusions were subsequently drawn and continuously verified by comparing the findings with the available evidence.

The trustworthiness of the data was established through methodological, source, and time triangulation. Methodological triangulation was conducted by comparing information obtained through interviews, observations, and documentation. Source triangulation involved comparing information from the teacher with evidence obtained from classroom observations and school documents. Time triangulation was conducted by examining the consistency of information and observed practices across different times and learning situations. Through these procedures, the study sought to ensure the credibility, consistency, and dependability of the findings (Moleong, 2013).

RESULT AND DISCUSSION

RESULT

A. Challenges Faced by Teachers in Teaching Pancasila Education in the Digital Era

Data obtained from interviews, classroom observations, and documentation indicated that teaching Pancasila Education in the digital era involves challenges that extend beyond the delivery of subject matter. The teacher recognized that Pancasila Education has a broader purpose, namely to develop students' understanding of Pancasila values and encourage their application in everyday behavior. However, the digital environment has created new challenges in ensuring that students consistently demonstrate these values in both offline and online contexts.

The fifth-grade teacher (G-01) explained:

"The purpose of Pancasila Education is not merely for students to understand the subject matter, but also for them to apply Pancasila values in their daily lives, including discipline, responsibility, mutual cooperation, and tolerance." (G-01)

This statement indicates that the teacher understood Pancasila Education as a character-oriented subject. The learning process was therefore not limited to cognitive achievement but also involved the development of students' attitudes and behavior.

Observation data showed that the teacher attempted to connect learning materials with students' daily experiences, including discipline in completing assignments, responsibility for group tasks, cooperation with classmates, and respect for differences of opinion.

Nevertheless, the development of students' character in the digital era presented additional challenges. The widespread use of digital technology and social media exposed students to various types of information and social interactions that were not always consistent with Pancasila values. The teacher stated:

"Pancasila Education is highly important in the digital era because students are easily influenced by information from social media. Teachers must guide students to use technology wisely." (G-01)

The statement demonstrates that the teacher viewed digital technology as both an educational opportunity and a potential challenge. Digital media can provide access to diverse learning resources; however, uncontrolled exposure to digital content may influence students' attitudes, communication patterns, and behavior. Consequently, teachers are required not only to teach Pancasila values but also to provide guidance concerning responsible, ethical, and critical use of technology.

A further challenge involved selecting digital media appropriate to the learning objectives and students' characteristics. Observation results showed that the teacher had used several digital resources, including instructional videos, interactive presentations, images, and digital quizzes. However, the use of digital media required careful consideration because students possessed different levels of digital literacy, learning readiness, concentration, and ability to understand information presented through technology. Digital media that were too complex or insufficiently relevant to the learning objectives could reduce the effectiveness of instruction.

The teacher also faced challenges in maintaining students' attention during digitally supported learning. Although digital devices and multimedia resources could increase students' initial interest, they could also become a source of distraction. The teacher explained:

"Students are sometimes more interested in opening other applications than paying attention to the lesson." (G-01)

Classroom observations confirmed this statement. Some students demonstrated reduced concentration when using digital devices and required direct supervision from the teacher. Students' attention occasionally shifted from the instructional materials to other applications or digital content unrelated to the learning activity. As a result, the teacher had to provide repeated reminders and monitor students' use of digital devices throughout the learning process.

Documentation also showed that the teacher had established rules concerning the use of digital devices during learning. These rules were intended to ensure that technology remained a learning tool rather than a source of distraction. The teacher's classroom management therefore involved not only delivering learning materials but also regulating students' digital behavior.

Another challenge concerned the difficulty of maintaining equal participation among students. Although some students became more active when digital media were used, others remained passive or required additional guidance. This difference was related to variations in students' learning interests, digital competence, confidence, and ability to work collaboratively. Therefore, the teacher needed to combine digital media with face-to-face interaction, questioning, discussion, and direct assistance.

Overall, the findings show that the main challenges in digital-era Pancasila Education were the consistent internalization of Pancasila values, the influence of digital content on students' attitudes and behavior, the selection of appropriate digital learning media, distractions caused by digital devices, and differences in student engagement. These challenges demonstrate that technology integration requires pedagogical planning and continuous teacher supervision.

B. Teachers' Strategies for Addressing the Challenges of Pancasila Education in the Digital Era

To address the challenges identified above, the teacher implemented several complementary strategies. The strategies were not limited to the use of technology but combined digital media, active learning, classroom supervision, role modeling, and habituation. This combination was intended to maintain students' engagement while ensuring that the learning process continued to support the development of Pancasila values.

The first strategy was the use of interactive digital learning media. The teacher employed instructional videos, interactive presentations, images, and digital quizzes to make learning more attractive and relevant to students. The teacher explained:

"I use instructional videos, interactive presentations, images, and digital quizzes to make students more interested in participating in the lesson." (G-01)

Classroom observations supported the teacher's statement. Students appeared more attentive when learning materials were presented through visual and interactive media. They were also more willing to respond to questions and participate in classroom activities. The use of digital media enabled the teacher to present abstract concepts in a more concrete and accessible manner.

However, the teacher did not rely solely on digital technology. The second strategy involved the implementation of active and collaborative learning methods.

The teacher used group discussions, question-and-answer activities, and case studies to encourage students to engage directly with the learning material. The teacher stated:

"I use group discussions, question-and-answer activities, and case studies to engage students actively." (G-01)

Observation results indicated that these activities provided students with opportunities to express their opinions, listen to their classmates, solve problems, and work collaboratively. Such activities were particularly relevant to Pancasila Education because they allowed students to practice values such as cooperation, responsibility, tolerance, and respect for others rather than merely learning about these values theoretically.

The third strategy involved the supervision and regulation of digital device use. The teacher established classroom rules concerning the use of laptops and other digital devices and monitored students throughout the learning process. The teacher provided reminders when students became distracted and redirected their attention to the learning activity. This strategy was important because the educational effectiveness of digital technology depended on students' ability to use it responsibly.

The fourth strategy was the cultivation of Pancasila values through role modeling and habituation. The teacher connected the learning material with students' everyday behavior and demonstrated values through personal example. Habituation included praying before and after lessons, working cooperatively, completing responsibilities, respecting classmates' opinions, and maintaining discipline during learning activities.

The teacher emphasized:

"Digital media will be more effective when combined with role modeling and habituation." (G-01)

This statement reflects the teacher's understanding that character development cannot be achieved through digital media alone. Students require direct social interaction and concrete examples of behavior. Through role modeling, students observe how Pancasila values are practiced, while habituation provides repeated opportunities to apply these values in daily activities.

The findings also showed that the teacher combined digital learning with direct interpersonal interaction. Digital technology was used to increase the accessibility and attractiveness of learning materials, whereas the teacher remained responsible for facilitating discussion, providing feedback, managing behavior, and guiding students' moral and social development. This combination allowed technology to function as a supporting tool rather than a replacement for the teacher.

The implementation of these strategies produced several positive classroom outcomes. Students became more engaged when digital media were combined with interactive activities. Group discussions and case studies encouraged students to communicate and cooperate, while classroom rules helped minimize inappropriate use of digital devices. At the same time, role modeling and habituation strengthened the connection between the content of Pancasila Education and students' daily behavior.

Table 1. Summary of Challenges and Teacher Strategies in Digital-Era Pancasila Education

Challenges	Teacher Strategies
Distractions from digital devices and online content	Establishing rules for device use and directly supervising students during lessons
Difficulty consistently cultivating Pancasila values	Cultivating values through role modeling and daily habituation
Selecting digital media appropriate to students' characteristics	Using interactive digital learning media, including videos, presentations, images, and digital quizzes
Maintaining students' attention and engagement	Applying active and collaborative learning methods, including discussions, question-and-answer activities, and case studies
Differences in students' digital literacy and learning readiness	Providing direct guidance, differentiated assistance, and continuous feedback

The findings presented in Table 1 indicate that the challenges faced by teachers in digital-era Pancasila Education require multidimensional strategies. Digital media are useful for increasing students' attention and presenting learning content in an attractive manner, but their effectiveness depends on appropriate selection and supervision. Similarly, the internalization of Pancasila values requires more than the presentation of digital materials. It requires consistent role modeling, habituation, social interaction, and opportunities for students to practice the values in authentic learning situations.

In general, the findings demonstrate that the teacher's role remains central in digital-era Pancasila Education. Technology can enrich learning experiences and increase student engagement, but the teacher continues to function as a facilitator, classroom manager, role model, and character educator. The integration of technology with active learning, collaborative activities, digital supervision, role modeling, and habituation therefore represents a comprehensive strategy for addressing the challenges of Pancasila Education in the digital era.

DISCUSSION

The findings demonstrate that teaching Pancasila Education in the digital era involves challenges that are both technological and pedagogical. The teacher encountered difficulties in consistently cultivating Pancasila values, selecting digital media appropriate to students' characteristics, managing distractions caused by digital devices, and addressing the influence of digital content on students' attitudes and behavior. These challenges indicate that technology integration in elementary education cannot be understood simply as the use of digital devices. Rather, it requires the integration of technology with pedagogical considerations, subject-matter objectives, and character development.

The findings are consistent with Nasrullah et al. (2017), who explain that digital literacy encompasses more than the ability to operate technological devices. Digital literacy also involves the ability to access, understand, evaluate, select, and use information critically and responsibly. Within Pancasila Education, this perspective is particularly important because students need to develop the ability to respond to digital information while maintaining values such as responsibility, tolerance, mutual respect, honesty, and social awareness. Thus, digital-era Pancasila Education should simultaneously strengthen students' digital competence and their ability to apply Pancasila values in digital and everyday social interactions.

The findings also reinforce the importance of transforming Pancasila Education in response to changes in students' learning environments. Saqjuddin, Parisu, and Saputra (2025) emphasize that the transformation of Pancasila Education in elementary schools requires learning that develops 21st-century competencies while maintaining the fundamental values of Pancasila. In this context, the teacher's challenge is not simply to introduce technology into the classroom but to ensure that technology supports critical thinking, collaboration, communication, creativity, and character development. The present findings show that the teacher attempted to achieve this balance by combining digital media with discussions, case studies, direct guidance, role modeling, and habituation.

Distraction from digital devices emerged as one of the most prominent challenges in this study. Although digital devices provide access to diverse learning resources, they can also reduce students' concentration when used without adequate supervision. This finding is consistent with Julfan and Haifaturrahmah (2025), who reported that uncontrolled gadget use can interfere with students' concentration and reduce their attention during learning activities. In the present study, some students were observed to become distracted by applications or digital content unrelated to the learning material. This condition required the teacher to establish clear rules, monitor students' device use, and redirect their attention when necessary.

The influence of digital content on students' attitudes and behavior represents a further challenge. Rahmawati et al. (2025) found that social media use may influence students' learning focus and behavior in both positive and negative ways, depending on the intensity and manner of use. Fadhila et al. (2025) similarly emphasized that excessive gadget use may affect elementary school students' behavior and academic achievement. These findings suggest that students' digital behavior cannot be separated from the broader goals of Pancasila Education. Teachers therefore need to help students distinguish between beneficial and harmful digital content and develop responsible patterns of digital interaction.

In this regard, the role of the teacher remains essential. Saputra and Parisu (2025) explain that social interaction plays an important role in individual cognitive and social development. This perspective is relevant to the present study because the use of technology should not eliminate opportunities for direct communication and social interaction. The teacher's use of group discussions, question-and-answer activities, and case studies provided opportunities for students to communicate, cooperate, and exchange perspectives. These activities helped ensure that digital learning remained connected to social and interpersonal development.

The use of interactive digital learning media was another important strategy identified in this study. The teacher used videos, interactive presentations, images, and digital quizzes to increase students' attention and motivation. This finding is consistent with Agustina, Sapriya, and Sundawa (2023), who found that the integration of digital literacy into Pancasila Education can increase students' active engagement and support the development of meaningful learning competencies. Digital media can make learning content more accessible and attractive, particularly when abstract concepts are presented through visual and interactive formats.

However, the findings indicate that the effectiveness of digital media depends on how they are integrated into the learning process. Kasmawati, Ekadayanti, and Putri (2025) emphasize that the transformation of learning media in elementary education requires adaptation to changes in students' learning needs and technological developments. Similarly, Kasmawati et al. (2023) demonstrate the potential of technology-based media to support more interactive learning experiences. These findings support the present study, in which digital media were most effective when combined with teacher guidance and active student participation rather than used as a substitute for direct instruction.

Active and collaborative learning methods also played an important role in addressing the challenges of digital-era instruction. The teacher used group discussions, question-and-answer activities, and case studies to involve students directly in the learning process. Selviani and Putri (2023) similarly reported that

collaborative learning in Pancasila Education can strengthen social interaction, cooperation, and classroom participation. Through collaboration, students not only acquire knowledge but also practice values that are central to Pancasila Education, including mutual cooperation, responsibility, tolerance, and respect for others.

The importance of connecting learning with students' experiences is also supported by Saputri et al. (2023), who found that innovative problem-based learning media can increase student engagement and help learners connect subject matter with real-life situations. In the present study, the teacher connected Pancasila values with students' daily activities, such as cooperation during group work, respect for classmates' opinions, discipline, and responsibility. Such contextualization made Pancasila Education more meaningful because students were encouraged to understand that Pancasila values are not merely concepts to be memorized but principles that should guide behavior.

The teacher's use of role modeling and habituation was particularly important in cultivating Pancasila values. Mandasari and Supriyadi (2024) explain that habituating students to social values can strengthen cooperation and positive character in Pancasila Education. The present findings support this perspective. The teacher modeled respectful behavior and encouraged students to practice values through routine activities, including cooperation, discipline, responsibility, and respect for others. These practices demonstrated that character education requires consistency and repetition.

The importance of teacher modeling is also reinforced by the finding that digital media alone could not ensure the internalization of Pancasila values. Students require direct examples of how values are practiced in social situations. Digital materials may explain the meaning of cooperation or tolerance, but students develop a deeper understanding when they experience these values through group work, classroom interaction, and daily habituation. Therefore, technology should function as a supporting instrument within a broader pedagogical framework.

Furthermore, the findings are relevant to the integration of literacy and character education in elementary learning. Parisu, Saputra, and Lasisi (2025) emphasize the importance of integrating literacy and character development into elementary education. In the context of digital-era Pancasila Education, this integration involves developing students' ability to understand information, evaluate digital content, communicate responsibly, and apply Pancasila values in both physical and digital environments. Digital literacy should therefore be directed toward the formation of responsible and ethical users of technology.

The findings also support the importance of multicultural and inclusive perspectives in developing students' social attitudes. Saqjuddin, Parisu, and Saputra

(2025) demonstrate that the integration of multicultural values can strengthen students' attitudes toward diversity. This perspective is relevant to Pancasila Education because digital media expose students to diverse cultures, opinions, and identities. Teachers therefore need to guide students in responding to differences with tolerance, respect, and an awareness of national unity.

In addition, the teacher's role in creating inclusive learning environments remains important in the digital era. Saputra and Parisu (2024) emphasize the importance of inclusive curriculum development in increasing student participation. Although the present study focused on digital-era Pancasila Education, the principle remains relevant: technology and instructional strategies should be designed to provide meaningful opportunities for all students to participate. Differences in students' digital literacy, learning readiness, and ability to engage with technology require teachers to provide appropriate guidance and differentiated assistance.

Overall, the findings indicate that the effectiveness of teachers' strategies in digital-era Pancasila Education depends not only on the availability of technology but also on the quality of its pedagogical integration. Interactive digital media can increase attention and motivation, while collaborative learning can strengthen participation and social interaction. At the same time, supervision is necessary to minimize digital distractions, and role modeling and habituation remain essential for the internalization of Pancasila values.

Therefore, a holistic approach that combines interactive digital media, digital supervision, active and collaborative learning, contextual instruction, role modeling, and habituation appears to be the most appropriate strategy for addressing the challenges of Pancasila Education in the digital era. Such an approach enables teachers to use technology not merely as a tool for delivering information but as a means of developing students' critical, collaborative, ethical, and socially responsible competencies. In this way, digital-era Pancasila Education can contribute to the development of elementary students who are digitally literate, socially responsible, and firmly grounded in Pancasila values.

CONCLUSION

Based on the findings and discussion, this study concludes that teaching Pancasila Education in the digital era presents several interconnected challenges. The main challenges identified were the consistent internalization of Pancasila values, the selection of digital media appropriate to students' characteristics and learning objectives, the management of distractions caused by digital devices, and the influence of digital content on students' attitudes and behavior. These challenges demonstrate that the integration of technology into Pancasila Education requires

more than the provision of digital devices and learning materials. It requires careful pedagogical planning, continuous supervision, and the integration of technological competence with character education.

To address these challenges, the teacher implemented a combination of strategies, including the use of interactive digital learning media, active and collaborative learning methods, supervision and regulation of digital device use, and the cultivation of Pancasila values through role modeling and habituation. The findings indicate that these strategies complemented one another. Digital media increased students' attention and learning interest, while discussions, question-and-answer activities, and case studies encouraged active participation and social interaction. At the same time, teacher supervision helped minimize distractions, whereas role modeling and habituation supported the development and internalization of Pancasila values in students' daily behavior.

The implementation of these strategies contributed to increased student engagement and enthusiasm during learning activities. Students demonstrated greater participation in discussions and collaborative activities and were provided with opportunities to practice values such as cooperation, responsibility, discipline, tolerance, and respect for others. These findings reinforce the view that digital technology is most effective when integrated with active learning and direct teacher guidance rather than used as a substitute for interpersonal interaction and character education.

Teachers should continue to develop their competence in integrating digital technology, pedagogical strategies, and Pancasila values in a balanced manner. Schools should provide adequate digital infrastructure, professional development, and institutional support for technology-based learning. Parents also have an important role in supervising and guiding children's use of digital technology at home. Collaboration among teachers, schools, and families is therefore necessary to ensure that digital technology contributes positively to students' character development. Through such collaborative and holistic efforts, Pancasila Education in the digital era can become more relevant, engaging, and effective in preparing elementary students to become digitally literate, responsible, collaborative, and principled citizens.

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