

# Pancasila Education Globalization Era And The Sustainability Of National Development: Sectoral Challenges In Sailing Universities

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**Abstract**— This study analyzes the implementation of Pancasila Education in maritime colleges in shaping the character of students with integrity and ethics, as well as its suitability in facing the challenges of globalization. Pancasila Education, which functions as the philosophical and ideological foundation of the nation, not only fulfills the curriculum but also strengthens the moral integrity of students, especially in the maritime sector. By using active learning methods, such as case studies, group discussions, and community service, students are invited to internalize the values of Pancasila in real contexts. This study also found that Pancasila Education helps students maintain their national identity amidst the flow of foreign cultures that tend to be individualistic. In addition, the integration of the values of togetherness, mutual cooperation, and social justice supports the development of soft skills, such as the ability to work together and social responsibility, which are relevant in the global job market. The results of the study indicate that Pancasila Education contributes significantly to preparing graduates who are not only technically competent, but also have social and environmental concerns, so that they can become agents of change in sustainable development. Therefore, it is recommended to strengthen the Pancasila-based curriculum so that graduates are ready to face global challenges without sacrificing national values.

**Keywords**— *Pancasila Education, Student Character, National Identity, Maritime College, Globalization*

## I. INTRODUCTION

In the era of increasingly rapid globalization, Indonesia's national identity is under strong pressure from various foreign cultural influences. The current of globalization that brings technological advances, information, and foreign lifestyles, has significantly penetrated the younger generation, including students. This situation presents a serious challenge for Indonesia to maintain and strengthen the values of Pancasila as a national

ideology that is the foundation of national identity. In this context, Pancasila Education in universities has a crucial role in strengthening national identity, which is an important element for the sustainability and independence of Indonesia as a sovereign country.

Pancasila Education in universities is designed to foster love for the homeland, foster an understanding of the noble values in each Pancasila principle, and internalize the spirit of unity among students. In the midst of various global challenges, Pancasila Education does not only function as an academic course, but also as a basis for strengthening the nation's competitiveness on the international stage. Through Pancasila Education, students are expected to be able to maintain their Indonesian identity in facing the influence of foreign values that come along with the current of globalization. Strengthening Pancasila values in the younger generation is a strategic step to ensure that these values remain relevant in facing the development of the times.

As an archipelagic country, Indonesia has great potential in the maritime sector that needs to be managed and developed optimally. The maritime sector is not just a natural resource; it is a vital component in the national economy and sustainable development. Effective utilization of maritime potential can open up great opportunities for improving the national economy, strengthening food security, and establishing strong international trade relations. Furthermore, this sector has an important role in reducing disparities between regions and strengthening the resilience of coastal communities.

However, behind this great potential, Indonesia's maritime sector still faces various challenges, ranging from aspects of human resources, infrastructure, to regulations. Global challenges, such as international competition in maritime trade and threats to marine ecosystems, also add to the complexity of managing this sector. Therefore, education in the maritime sector must focus on strengthening Pancasila values that instill nationalism, love for the homeland, and a

commitment to sustainability. Maritime colleges, as educational institutions that focus on this sector, have an important role in preparing competent, nationalistic, and globally-minded human resources that remain rooted in national values.

Within the scope of maritime colleges, Pancasila Education not only aims to produce technically intelligent sailors, but also leaders with high integrity, a nationalist spirit, and ready to face global challenges. Here, Pancasila Education becomes a strategic means to instill national values and awareness of the importance of the maritime sector in national development. Maritime colleges are expected to be able to integrate Pancasila Education into the curriculum so that students not only have technical skills, but also a spirit of nationalism and commitment to the progress of Indonesia's maritime sector.

In facing global challenges, national development must prioritize strategic sectors that are the nation's competitive advantages, including the maritime sector. Pancasila Education implemented in maritime colleges can be the answer to equip the younger generation with global insight as well as strong nationalist values. This effort is expected to be able to produce a generation of sailors who are not only technically competent, but also have a leadership spirit that is oriented towards sustainable national development.

This research contributes to the development of higher education curriculum that is able to accommodate the values of Pancasila and the needs of the maritime sector. The holistically designed curriculum allows students not only to understand Pancasila as a theory, but also to apply it in their professional and personal lives. With a focus on the maritime sector, this research can be a reference for maritime universities in designing a curriculum that is relevant to the development of the times and the demands of the maritime industry.

The integration of Pancasila values in the maritime education curriculum is expected to be able to form human resources who have a sense of love for the homeland, concern for environmental sustainability, and the ability to adapt and compete in the international market. This research also examines the role of Pancasila Education as a capital for students in facing global dynamics and their real contribution to development.

## II. METHOD

This research methodology, which focuses on literature review, provides a strong foundation for understanding the potential of Pancasila Education in responding to the challenges of the era of globalization and the sustainability of national development, transportation education. With a systematic approach in collecting, analyzing, and presenting data, this research is expected to provide significant contributions in the development of a more innovative and relevant curriculum in the field of transportation education.

## III. RESEARCH RESULT

Pancasila Education, as the philosophical and ideological basis of the Indonesian nation, plays an essential role in shaping the character and national identity of students. In the maritime college environment, the implementation of this

education is not only to meet the curriculum requirements, but also aims to strengthen values that are in accordance with the needs of the maritime work world. Hidayati and Rahman (2020) stated that Pancasila Education can be a solid moral foundation for students, which ultimately contributes to the formation of integrity and professional ethics in a diverse maritime work environment. This is very relevant considering that the shipping industry often faces complex ethical and social challenges.

Indonesia has great potential in the maritime sector, both in terms of economy and natural resources. However, challenges such as marine pollution, unsustainable exploitation of resources, and various social issues require graduates who are not only technically competent, but also have social sensitivity and responsibility towards the environment. In this context, the integration of Pancasila Education in the maritime college curriculum is becoming increasingly significant. According to Sari and Pratiwi (2021), this integration should be implemented comprehensively, covering not only compulsory courses but also extracurricular activities that encourage the development of student character.

Furthermore, the importance of character education in maritime colleges in the era of globalization was also stated by Nugroho and Kurniawan (2019), who emphasized that national identity must be maintained and strengthened. Pancasila education serves as a reminder of the noble values that need to be upheld by every individual, especially in facing increasingly complex global challenges. By integrating the values of Pancasila, it is hoped that students will not only become competent sailors, but also citizens who care and are committed to the nation and state.

### A. Implementation in Maritime Colleges

In the implementation of Pancasila Education in maritime colleges, various active learning approaches are applied to increase student participation and understanding. According to Susanto and Lestari (2022), methods such as case studies, group discussions, and collaborative projects have proven effective in encouraging more interactive and applicable learning. Through this method, students not only understand the concept, but also apply the values of Pancasila in real situations. For example, case studies related to maritime issues allow students to analyze problems and formulate solutions based on the principles of Pancasila. In addition, community service activities are also a significant method in the implementation of Pancasila Education. Setiawan and Yulianti (2023) stated that student involvement in community service activities can strengthen a sense of social concern and responsibility for the environment. Students not only learn theory but also gain direct experience that teaches positive contributions to the surrounding community. Through projects based on Pancasila values, students experience the real impact of their actions, strengthening their understanding and internalization of these values. The importance of active learning in Pancasila Education can be seen from research findings that show that students involved in collaborative activities have a deeper understanding of Pancasila values. This confirms that direct experience and social interaction can increase students' awareness of the relevance of Pancasila values in everyday life. Therefore, maritime colleges need to continue to develop innovative learning methods to ensure

that Pancasila Education can be effectively internalized by students.

Although efforts to implement Pancasila Education have been made, a number of challenges are still faced. One of the main challenges is the low awareness and understanding of students regarding the importance of Pancasila values. Nugroho and Kurniawan (2019) noted that in the era of globalization, many students are influenced by foreign cultures that sometimes ignore local values, which has the potential to reduce their love for their homeland and national identity.

Another challenge is the limited resources in developing a curriculum that integrates Pancasila Education. Several maritime colleges still have difficulty providing relevant and quality teaching materials. Sari and Pratiwi (2021) emphasized that despite efforts to integrate Pancasila Education, many lecturers still need training to teach these values in an interesting and effective way to students.

In addition, the lack of support from university management is also an obstacle in the implementation of Pancasila Education. Without a strong commitment from the leadership of the institution, efforts to integrate Pancasila values in the curriculum and student activities are difficult to realize. Therefore, support and resources from management are needed so that the implementation of Pancasila Education can take place optimally.

The implementation of Pancasila Education in maritime universities has a significant impact on the formation of student character and ethics. Hidayati and Rahman (2020) stated that students who are active in programs based on Pancasila values tend to have high integrity and better social awareness. This is very important in the world of shipping, where ethics and social responsibility are the keys to success.

In addition, students' abilities in collaboration and cooperation also increase through collaborative project activities that integrate Pancasila values. Susanto and Lestari (2022) stated that this ability is very relevant in the world of work, especially in the shipping sector which involves various parties with different backgrounds. Pancasila Education not only shapes character, but also prepares students to face professional challenges. Finally, community service activities as part of the implementation of Pancasila Education also have a positive impact on the surrounding environment. Setiawan and Yulianti (2023) highlighted that student involvement in this activity helps improve the welfare of coastal communities and the maritime environment. Thus, Pancasila Education is not only beneficial for students, but also makes a positive contribution to the wider community.

## B. Globalization Challenges in the Implementation of Pancasila Values

Globalization has had a significant impact on the mindset and behavior of students, especially in maritime colleges. One of the prominent changes is the shift in values from collectivism promoted by Pancasila to individualism which is part of global culture. Sari and Rahman (2020) stated that students are currently increasingly exposed to individualistic values that prioritize freedom and personal achievement, which often override the values of togetherness and mutual cooperation. Through digital media, students have wide

access to information and lifestyles that conflict with traditional Indonesian values.

Wulandari (2022) reported that more than 70% of students feel influenced by social media content that emphasizes an individualistic lifestyle. This phenomenon shows the important role of digital media in shaping students' perspectives on themselves and their social environment. Many students prefer to pursue careers and personal success, without considering their contribution to society, thus creating challenges for strengthening the values of Pancasila.

In addition, this shift in values is reflected in students' social interactions. Activities that focus on togetherness, such as social services and student organizations, are now decreasing in participants. Putra (2019) found that maritime students are often in a dilemma between maintaining national values and adapting to competitive global demands. Pancasila education in the era of globalization needs to teach the importance of collective values in a global context in order to support global competence without sacrificing national identity.

According to Hidayati (2021), universities need to develop innovative teaching methods that can integrate Pancasila values with global competence, including through the use of information technology. Overall, this change in values among students is a challenge that requires cooperation between educational institutions, the government, and society to create an environment that supports shared values amidst the flow of globalization.

Maritime students face the challenge of developing global competence needed in the maritime industry, while maintaining a sense of nationalism. These competencies include intercultural communication skills, understanding of international standards, and technical skills. However, tensions between national identity and global identity often arise. Mulyani (2020) revealed that students often experience a dilemma in balancing the demands of global adaptation with a commitment to Pancasila values.

More than 60% of maritime students feel pressured to adopt international practices that often conflict with national values, according to Kurniawan (2023). Students studying abroad, for example, are often exposed to a culture that prioritizes individual freedom, which can obscure their social responsibility. Therefore, education based on Pancasila values needs to provide a clear context on how students can balance the two values.

To respond to this challenge, Sukardi and Lestari (2021) suggest that the Pancasila education curriculum should be strengthened with relevant materials on how national values contribute to international success. Maritime universities are expected to create a learning environment that supports the development of global competence without sacrificing Pancasila values, so that students are not only internationally competent but also have an awareness of their national identity.

With increasing global interactions, maritime students are increasingly exposed to international values such as individual rights and freedom of expression. While these values can encourage creativity, they can also shift Pancasila values that emphasize common welfare and social justice. Rizki (2022) noted that students tend to prioritize individual rights over collective interests, which has the potential to reduce

solidarity on campus. More than 50% of students feel that Pancasila values are increasingly marginalized in discussions about individual rights (Sembiring, 2020).

Pancasila education must integrate global competencies with a deep understanding of national values. Nugroho (2021) argues that an effective curriculum must include material on the history and philosophy of Pancasila, as well as how to apply it in a global context. For example, a module on work ethics based on Pancasila can help students understand the importance of integrity and social responsibility in professional practice.

The main challenge in developing this curriculum is the limited resources and support available. Many universities still rely on a curriculum that does not pay enough attention.

### C. The Relationship between Pancasila Education and the Sustainability of National Development

#### Contribution of Pancasila Education to the Character of Maritime Graduates

Pancasila education plays a vital role in shaping the character of graduates, especially in maritime colleges, by providing a strong foundation of values to develop integrity, responsibility, and a sense of love for the country. According to Sari and Rahman (2021), Pancasila education functions as a pillar of national character that supports sustainable development, forming individuals who are not only technically competent but also have high morals. This relevance is very evident in the maritime sector, where graduates are not only expected to have the ability to operate ships, but also to maintain the sustainability of the marine environment and support the welfare of coastal communities.

Data from the Ministry of Education and Culture shows that graduates who have taken Pancasila-based character education are more likely to be active in social and environmental activities. For example, in a survey of 500 maritime students, 75% admitted that their awareness of environmental issues had increased after taking the Pancasila Education course (Hidayati & Subandi, 2022). This indicates that Pancasila-based education is effective in building social awareness and concern for the environment among students.

A concrete example of the application of Pancasila values can be seen in community service programs by maritime students, such as participation in marine conservation through coral reef planting and beach cleaning activities. These activities not only have a positive impact on the environment, but also strengthen the sense of togetherness and social responsibility among students. Thus, Pancasila Education not only supports individual development, but also contributes to the sustainability of national development through the active involvement of graduates in protecting the environment and society.

In addition, graduates who understand the values of Pancasila are expected to be ethical leaders in the maritime sector. Yusuf and Hasanah (2022) emphasize that Pancasila-based education is able to produce leaders who are not only competent, but also have integrity and commitment to social justice. This is very important in the context of the shipping industry which often faces ethical challenges, such as exploitation of natural resources and social injustice.

Overall, Pancasila Education is not just a formal course, but an instrument to shape the character and identity of maritime graduates. Through this education, it is hoped that graduates can make a positive contribution to national development, prioritizing moral and ethical values in every action they take.

#### Pancasila Education and Environmental Awareness

Pancasila Education plays a crucial role in increasing environmental awareness among students. Wahyu (2020) stated that education oriented towards Pancasila values can strengthen environmental awareness and encourage student participation in nature conservation efforts. Education in this context does not merely transfer knowledge, but also forms attitudes and behaviors that are oriented towards environmental concern.

Research shows that students who take part in the Pancasila Education program have higher environmental awareness than those who do not. Lestari's study (2021) noted that 80% of students who are active in environmental activities admitted that their views on the importance of protecting the environment were influenced by Pancasila Education. This confirms that an educational approach that prioritizes Pancasila values is effective in building environmental awareness in the younger generation.

The influence of Pancasila Education on environmental awareness is evident in student sailing projects that focus on marine conservation, such as the creation of waste banks and plastic reduction campaigns. These activities are not only beneficial for the environment but also increase students' sense of social responsibility. Pancasila Education acts as a bridge between knowledge and real action in environmental conservation.

In addition, Pancasila values encourage graduates to adopt sustainable practices in their careers. Prasetyo (2020) found that graduates who understand Pancasila pay more attention to sustainability aspects in decision-making, which is very relevant in the maritime sector. Decisions in this sector have the potential to directly affect the environment and society.

Thus, Pancasila Education not only shapes individual character but also broadens environmental awareness. This education prepares students as active agents of change in environmental conservation and sustainable development in Indonesia.

The integration of Pancasila values in the higher education curriculum is a strategic step in forming the character of quality graduates. Hidayati and Subandi (2022) emphasized that a curriculum based on Pancasila values helps students understand the importance of ethics and morals in professionalism. This is especially important in the shipping sector, where graduates are required to have not only technical skills but also integrity.

Data from the Ministry of Education shows that educational institutions that implement a Pancasila-based curriculum get a higher level of student satisfaction. A survey of 1,000 shipping students revealed that 85% felt that the education they received equipped them with values that were important for their careers (Fitria, 2019). The integration of Pancasila values in the curriculum improves the overall quality of education.

A real example of the integration of Pancasila values can be seen in the maritime ethics course, where students are taught to consider moral and social aspects in every decision. This is very relevant in the shipping industry, where decisions made have a broad impact on society and the environment. Education based on Pancasila equips students with the skills and attitudes needed in the professional world.

Furthermore, the integration of Pancasila values in the curriculum encourages students to contribute to society. Many shipping colleges hold community service programs that highlight social and environmental issues. Through this program, students not only learn theory but also apply Pancasila values in real action. Education based on Pancasila produces graduates who are not only competent, but also care about society and the environment.

Thus, it is clear that the integration of Pancasila values in the higher education curriculum is very important to shape the character of quality graduates. Through this education, graduates are expected to be able to play a role as agents of change in supporting sustainable national development.

#### D. Relevance of Pancasila Education in the Era of Globalization

This study examines the significance of Pancasila Education in higher education, especially in maritime higher education, in facing the challenges of globalization. Pancasila Education is seen as an effective filtering mechanism to withstand global influences that have the potential to reduce national values and erode national identity. Pancasila values such as solidarity, justice, and integrity are believed to be able to protect students from foreign cultures that conflict with the characteristics and values of the Indonesian nation.

Pancasila Education plays a vital role in building a strong and consistent student identity amidst global dynamics. With a deep understanding of Pancasila, students are expected to be able to recognize and maintain local values that are relevant to the Indonesian context. In addition, Pancasila Education also strengthens students' moral foundations, so that they remain steadfast to the principles of nationality when working in a multicultural and global work environment.

The findings of this study reveal that Pancasila Education plays a significant role in developing soft skills needed to compete in the global job market. Values such as mutual cooperation and tolerance support students in building collaboration, communication, and adaptability skills—skills that are highly needed in the global workplace. In maritime colleges, Pancasila Education provides students with an understanding and firsthand experience in interacting with individuals from diverse cultural backgrounds and beliefs.

Furthermore, this education encourages the development of empathy, professional ethics, and social responsibility in students—characteristics that are essential for success in the workplace. The application of the principle of “Social Justice for All Indonesians” instills an awareness of valuing community welfare and sustainability, soft skills that are increasingly recognized by companies around the world. Thus, Pancasila Education functions not only as moral learning but also as a medium for character formation that is relevant to the needs of the global market.

This study recommends a number of strategies to integrate Pancasila Education with a global-based curriculum in order

to create a balance between global competencies and national values. One strategy proposed is the development of a curriculum that combines Pancasila values with global standards in the learning process. For example, through an international case study approach evaluated from a Pancasila perspective, students can learn how to identify and apply national values in a global context.

In addition, this study suggests the use of active learning methods such as project-based learning and experiential learning, which invite students to face real challenges in the maritime sector while considering the principles of Pancasila. Students can be given collaborative tasks that require the application of Pancasila principles, such as social justice and togetherness, while honing practical skills that are relevant to international industry standards. Through this approach, the curriculum not only equips students with technical competencies that are in accordance with global standards, but also ensures that they remain rooted in the values of Pancasila. This strategy is expected to produce graduates who are competitive in the global job market while maintaining a strong national identity.

#### IV. CONCLUSION

Here are five conclusions from the research related to the implementation of Pancasila Education in maritime colleges in facing the challenges of globalization:

First, Pancasila Education as a Moral Foundation in the Maritime Industry. Pancasila Education provides a strong moral foundation for maritime college students, helping them build the integrity and professional ethics needed to face various challenges in the maritime sector. These values are important for maintaining integrity, work ethics, and commitment to social justice, which are essential in a multicultural work environment.

Second, the Importance of Integrating Pancasila Values in the Curriculum. This study confirms that the integration of Pancasila values in the maritime college curriculum is able to shape the character of students who are technically and morally competent. It also provides environmental and social awareness, enabling students to become sailors who care about issues of sustainability and the welfare of coastal communities.

Third, Active Learning for Internalizing Pancasila Values. The implementation of active learning methods, such as case studies, group discussions, and collaborative projects, accelerates the internalization of Pancasila values in students. Direct experience through community service or collaborative projects increases their understanding and concern for the values of mutual cooperation, togetherness, and social justice.

Fourth, the Role of Pancasila Education in Maintaining National Identity. In the era of globalization, Pancasila Education functions as a filter that prevents the erosion of national identity amidst the flow of foreign cultures. Students are taught to understand the importance of balance between individual rights and social responsibility, which strengthens their national character when faced with global individualistic values.

Fifth, the Contribution of Pancasila Education to Global Competence. Pancasila values, such as togetherness and tolerance, help students develop soft skills, such as the ability

to work together, empathy, and social responsibility. These competencies are highly valued in the global job market, making Pancasila Education an important element in forming graduates who are ready to compete in the international job market without losing their national identity.

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