Pancasila Education is Based on Constructivism Learning Theory in the Development of Learning Models to Deal with Challenges in the Era of Digitalization

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Abstract

This article discusses the development of a Pancasila Education learning model based on constructivism learning theory to face challenges in the digital era. In this article, it is explained that the digital era has brought significant changes in the way of learning and teaching Pancasila. Therefore, the authors develop a learning model that can help students understand and apply Pancasila values more effectively in digital life. The learning model developed is based on constructivism learning theory which emphasizes student-centered learning. Pancasila learning is carried out through project-based learning and collaboration between students, teachers, and the surrounding environment. This learning model also pays attention to the cultural and environmental diversity of students so that students can understand that Pancasila is a universal value that can be applied in all aspects of life. In this article, the author also discusses the important role of the teacher in learning Pancasila. Teachers are expected to be able to become facilitators in learning so that students can learn more actively and creatively. In addition, teachers are also expected to be able to integrate technology in learning so that students can more easily connect with an increasingly developing digital environment. This article concludes that the development of a Pancasila Education learning model based on constructivism learning theory can help students face challenges in the digital era. This learning model can help students understand Pancasila values more effectively and apply them in digital life. Therefore, the authors recommend using this learning model in the context of Pancasila education in Indonesia.

Keyword: Pancasila Education, Constructivism Theory, Learning Models, Challenges of the Digitalization Era

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Introduction

Pancasila education is an important aspect of development character of the Indonesian nation (Nurgiansah, 2021). According to Laurensius Arliman (2020), stated that the values of Pancasila have changed the character of the nation for the better a clear, directed and structured goal is also very relevant to apply in Indonesia (Laurensius Arliman, 2020).

However, in the increasingly developing digital era, learning Pancasila is faced with various challenges, such as a lack of student understanding towards Pancasila values, the influence of social media which has the potential to damage morals and ethics, as well as changes in ways of learning that tend to be more individualistic and less interactive (Sakinah & Dinie Anggraeni, 2021).

Apart from that, conventional learning methods tends to prioritize the teacher's approach as a source of knowledge and students as recipient of information, is considered less effective in developing students' abilities in understand and apply Pancasila values in everyday life (Susanto, 2013). Therefore, this article aims to develop a learning model Pancasila education is based on constructivist learning theory which can help overcome this challenges in the digital era. Constructivist learning theory was chosen because this theory emphasizes on student-centered learning, where students are expected to be actively involved in the learning process and build their own knowledge through interaction with the surrounding environment (Ratna Wilis Dahar, 2006).

This article also provides new value or innovation in model development Pancasila education learning in Indonesia is more adaptive and responsive to changes in the digital era. With the development of educational learning models Pancasila is based on constructivist learning theory, it is hoped that students will find it easier understand and apply Pancasila values in digital life. Besides that, This learning model can also help improve students' abilities think critically, creatively and independently and prepare students to face challenges in an increasingly complex digital era.

Method

The research method used in this research aims to deepe understanding through literature study and interviews. This research aims to combine a strong theoretical foundation with direct perspectives from individuals who are experienced in the scope of Pancasila education. In the initial phase of the research, an extensive literature search was conducted to identify sources relevant to the research topic (Maydiantoro, 2019). These sources include scientific journals, books, articles, and other related documents. Source selection criteria involve relevance to the research topic, year of

publication, and quality of the research. As a result, we gathered an in-depth understanding of the theoretical foundations related to the research topic.

Setting and Participant

Data obtained through questions and answers to teachers of Pancasila and citizenship education subjects related to learning based on constructivism theory. This research discusses the challenges faced by teachers in the current era of globalization. Apart from that, a survey was conducted at one of the senior high schools in the Solo region regarding learning, especially Pancasila and citizenship education subjects.

Result and Discussion

Basically the concept of Pancasila Education can contain an explanation of the principles The basic principles of Pancasila which are the basis of education in Indonesia include values such as mutual cooperation, social justice, unity and democracy (Maemunah, 2022). Associated with the use of constructivist learning theory which emphasizes active roles students in building knowledge and understanding through interaction with environment and construction of new knowledge based on personal experience (Fagonali Laia, 2018). Especially in the current era of digitalization, there are certainly opportunities and obstacles must be overcome in adapting Pancasila education to technological developments digital such as the use of information and communication technology (ICT) in learning, the role of social media, and the use of digital platforms as learning tools. Besides that, there is a need to develop learning models that can integrate education Pancasila with constructivist learning theory and adapting it to meet demands era of digitalization by emphasizing active participation of students and learning project-based, and the use of relevant technology (Putri et al., 2022). So it will there are challenges that will be encountered in

implementing this learning model, such as: teacher training, access to technology, and digital content management. Apart from that, the benefits are might be achieved through this approach could be the development of 21st skills century, critical thinking skills, and strengthening Pancasila values (Widiatmaka, 2021).

Based on this explanation, constructivism is a theory that constructive in nature, building in terms of ability, understanding, in the learning process. Because by having constructive qualities, it can be expected that students will be active increase intelligence. Perspectives in constructivism (Suparlan, 2019). The first is exogenous constructivism which refers to the idea of mastery knowledge represents a re-construction of different structures within external world. This view bases the strong influence of the outside world on construction knowledge, such as experiences, teaching and observing models.

Second, endogenous constructivism emphasizes the coordination of actions previously, not directly from environmental information; therefore, knowledge is not a reflection of the outside world obtained through experiences, teaching, or social interaction. Knowledge develops through the cognitive activities of abstraction and following a generally predictable sequence. Third, dialectical constructivism. believes that knowledge can not only be obtained through school but also obtained through interacting with friends, teachers, neighbors and even the surrounding environment we. Apart from that, the interpretation is not tied to the outside world. Even knowledge or understanding arises as a result of mental contradictions from interactions between the surrounding environment and someone (Arsyad, 2021).

Pancasila education in Indonesia is based on the basic values of Pancasila, namely Belief in One Almighty God, Just and Civilized Humanity, Indonesian Unity, Democracy Led by Wisdom in Deliberation/Representation, and Justice Social for all Indonesian people,

these values are the basis for forming character and personality of the Indonesian nation through education (Saadah, 2020). Teaching and learning activities can be is a way of providing explanations and integration of the basic values of Pancasila to students in everyday life. Therefore, there is a purpose in education Pancasila integrates these values in learning to shape character, attitudes, and behavior that reflects the spirit of Pancasila.

Constructivist learning theory emphasizes that learning involves construction new knowledge and understanding by students through interaction with the environment and experience themselves (Kusumawati et al., 2022). In the context of Pancasila education, this theory can be used implemented by providing opportunities for students to actively participate in learning, discussing, collaborating, and linking Pancasila values with experience them in everyday life. There are principles in constructivist learning theory, such as the active role of students in building knowledge and understanding, its importance construction of knowledge through interaction with the environment, and the importance of providing meaning individual in learning (Harefa et al., 2022). Constructivism theory states that Social interaction has an important role in developing learning (Achzab & Budiyanto, 2017). Therefore, related parties in the scope of education must always be pay attention to needs and newness in ongoing teaching and learning activities follow the current developments of the times.

The era of digitalization has brought significant changes in education, usage information and communications technology (ICT) such as computers, the internet, and mobile devices plays an important role in learning (Japar & Fadhillah, 2018). In this context, Pancasila education can adopt creative and innovative digital approaches, such as use of online learning platforms, mobile applications, and social media to improve accessibility and interaction between students and learning materials. Apart from that,

technological developments information and communication (ICT) in the educational context can take the form of the role of social media in learning, use of digital platforms, and how technology can be used as a tool help effective learning (Arifin & Setiawan, 2020). It can be said that the era of digitalization has arrived changing the educational landscape with the development of information and communication technology (ICT) (Nursyifa, 2019). So that Pancasila education in the era of digitalization can be adopted a creative and innovative approach by utilizing technology as a learning tool that is relevant and interesting.

Development of a learning model for Pancasila education based on learning theory constructivism and the era of digitalization can involve approaches such as learning-based learning projects, simulations, online discussions, and collaboration via digital platforms (Ramdani & Marzuki, 2019). This learning model can encourage students to think critically, actively participate, and linking Pancasila values with real world situations in the digital era. Model development learning that combines Pancasila education, constructivism learning theory, and digital technology can use approaches such as project-based learning, use of online learning platforms, student collaboration through digital media, and implementation learning strategies that integrate Pancasila values in a digital context (Juwandi, 2020). Apart from that, developing learning models can integrate education Pancasila, constructivist learning theory, and digital technology become a unity. A number of examples of learning models that can be developed are project-based learning, collaborative learning, learning through simulation, use of learning platforms online, use of social media, and so on (Bulan, 2021). These learning models designed to encourage active student participation, direct involvement in learning, and application of Pancasila values in a digital context.

Challenges in implementing this learning model may include teacher training in using technology, unequal access to digital infrastructure, and management relevant and quality digital content. However, the benefits can include development technology skills, strengthening understanding of Pancasila, strengthening social skills and collaborative, and preparing students to face challenges in the digital era (Silvia & Dewi, 2021). One of the challenges that arise in implementing digitalization in the realm of education is: there was a decrease in student interest, motivation and achievement because of the teaching material presented online is no better than delivered face to face (Nurgiansah & Sukmawati, 2020). In this case, the role of educators and parents is expected to play a role flexible in facing developments over time, and continues to prioritize moral education and character. Apart from the internet, television can also be a problem in moral and education the character of the nation's next generation, the many shows that do not provide benefits and not being age appropriate can cause serious problems in a person's morals and character child (S, 2021).

Conclusion

Based on the research results and discussion, it can be concluded that developing a learning model based on constructivism theory can be effective in increase students' understanding of Pancasila values and students' abilities in apply Pancasila values in everyday life. Learning model developed consists of several components, such as learning materials, media learning, learning strategies, and learning assessment, and has been tested in the classroom by using assessment instruments that have been tested for validity and reliability.

The practical implication of this research is that the development of learning models is based on constructivism theory can help educators in facing learning challenges in digital era, as well as improving the quality of Pancasila learning in schools.

In a broader context, this research can also make a contribution conceptual and practical towards curriculum development and learning in Indonesia, especially in efforts to increase understanding and implementation of Pancasila values as the basis of the state. In addition, this research can contribute to development of learning theory and implementation of digital technology in learning. Therefore, further research can be carried out to develop the model learning is based on constructivism theory, so that it can be more optimal in increasing understanding and implementation of Pancasila values among students.

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