

Pancasila Student Profile Analysis: Strategies and Challenges in Improving Cultural Literacy in the Modern Era

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Abstract: -The integration of Pancasila values in the development of cultural literacy is important for students to understand to face the challenges of global dynamics and technological developments in the modern era. This study aims to analyze the profile of Pancasila students with a focus on strategies and challenges faced in developing cultural literacy in the modern era. Qualitative research methods were used, using in-depth interviews and document analysis to collect data from active learners at the High School level. The study sample amounted to 255 students from high schools in Semarang Regency, Indonesia, which were taken by random techniques. The data analysis techniques use SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats). The results of the analysis show internal strengths, such as a deep understanding of the value of Pancasila, and weaknesses, such as a lack of access to cultural literacy resources. On the other hand, opportunities are seen in the integration of technology in the development of cultural literacy, whereas threats involve the impact of globalization that can shift traditional values. The implications of these findings include recommendations to improve Pancasila-based learning strategies and address emerging challenges in improving students' cultural literacy amid the dynamics of the modern era. This research contributes to the development of education relevant to the social and cultural context and provides a foundation for policy thinking in supporting the development of cultural literacy in the future.

Keywords Pancasila Student Profile, Cultural Literacy, Strategy.

1. Introduction

Education is the main foundation in shaping national character and values, including the values of Pancasila as a view of life of the Indonesian nation [1][2]. Cultural literacy is a crucial element in ensuring that the younger generation can adapt, communicate, and appreciate cultural diversity in this digital era [3]. Education in Indonesia has a strategic role in shaping national character and values, especially in the context of integrating Pancasila values. Along with global dynamics and the rapid development of technology in the modern era, it is important for students to have a deep understanding of the values of Pancasila and at the same time develop cultural literacy as an essential skill in facing future challenges [4][5]. Cultural literacy includes not only an understanding of diverse cultures, but also the ability to adapt and interact amid the complexity of an increasingly connected society [6].

In Indonesia, high school education is a critical stage in shaping students' identity and character. Therefore, a deep understanding of the values of Pancasila and the development of cultural literacy at this level have a significant impact in shaping the nation's next generation who have an awareness of cultural heritage and nationality. However, real challenges arise along with rapid social and technological change, which requires strategic adjustments in educational approaches to ensure that the values of Pancasila are not only understood,

but also integrated into students' daily lives [7][8]. This condition encourages the need for research that focuses on the profile of Pancasila students in the context of developing cultural literacy [9]. Semarang Regency, as a research location, is a representation of Indonesia's cultural diversity that needs to be well understood by students. Until now, there has not been much research that specifically explores the strategies and challenges faced by students in integrating Pancasila values in developing cultural literacy [7].

The importance of understanding and applying the values of Pancasila in the midst of globalization and technology makes this research relevant and urgent [10]. Students as the main agents in the educational process have a central role in shaping a culture of literacy that is in line with the values of Pancasila. Therefore, this research makes a significant contribution in filling the knowledge gap about the strategies and challenges faced by Pancasila students in developing cultural literacy in the modern era. The purpose of this study is to analyze the profile of Pancasila students with a focus on strategies and challenges in developing cultural literacy in the modern era. With a deep understanding of these factors, it is expected to provide rich insights for education practitioners, policy providers, and education actors to improve learning approaches that are in accordance with Pancasila values and support the development of students' cultural literacy.

2. Methods

This study tries to provide deep insights related to the profile of Pancasila students at the high school level, by focusing on the strategies they apply and the challenges faced in developing cultural literacy. Semarang Regency in Indonesia became the locus of the study, covering 255 students from high school using random techniques as a sample. Using qualitative research methods, involving in-depth interviews and document analysis, this study aims to reveal the complexity of integrating Pancasila values in students' lives, as well as detailing the factors that influence the development of their cultural literacy. The implications of these findings are expected to provide a foundation for the development of learning strategies that are more adaptive and relevant to the dynamics of the modern era, as well as formulate educational policies that support the development of students' cultural literacy in the future.

The research instruments in this study include in-depth interviews and document analysis to collect comprehensive and in-depth data on the profile of Pancasila students, the strategies they implement, as well as the challenges faced in the development of cultural literacy. The following is a more detailed explanation of the research instrument:

In-depth Interview

In-depth interviews were conducted with research participants consisting of high school students in Semarang Regency, Indonesia. The interview questions are designed to explore students' understanding of the values of Pancasila, their perceptions of cultural literacy, and the strategies they apply in developing cultural literacy. Psychological, social, and cultural aspects will be the main focus of the interview, and respondents are directed to share their experiences and views in detail [2]. Aspects of cultural sustainability in cultural literacy include cultural competence, critical reflection, and analysis of dominant behavior. So the focus consists of four cultural literacy skills that every individual must have [11].

Document Analysis

Document analysis involves tracing various sources such as educational curriculum, school policies, learning materials, and cultural literacy programs that have been implemented in schools. These documents will provide further context on how Pancasila values and cultural literacy are integrated in formal education as well as the efforts that have been made at the level of school policies and programs. Document analysis is an important component of this study because it provides an in-depth view of the context of formal education, especially how Pancasila values and cultural literacy are integrated in the education system. Next, is a further explanation of how document analysis will be implemented:

Table 1. Description Analysis of cultural literacy in school learning

Question aspect	Descriptive Analysis
Education Curriculum	The research traced and analyzed the educational curriculum applicable in high school level schools in Semarang Regency. The focus is on how Pancasila values are integrated into the curriculum, and the extent to which cultural literacy becomes an integral part of learning at the formal education level.
School Policy	The research delved into policy documents implemented by schools related to the integration of Pancasila values and cultural literacy. This analysis aims to determine the extent to which school policies support or may limit the development of students' cultural literacy and the application of Pancasila values.
Learning Materials	Documents related to learning materials, including textbooks and other teaching materials, are analyzed to assess the extent to which Pancasila values and cultural literacy are integrated in learning materials. The focus is on the diversity of learning materials that can facilitate a holistic understanding of Pancasila values and cultural literacy.
Cultural Literacy Program in Schools	The research examined cultural literacy programs that have been implemented in schools. The analysis will focus on the objectives, methods, and effectiveness of these programs in helping students develop cultural literacy and apply the values of Pancasila.

These instruments were chosen because they can provide a comprehensive and in-depth understanding of the profile of Pancasila learners, as well as the factors that influence the development of their cultural literacy [6]. A qualitative approach is used to enable researchers to understand the social and cultural contexts that influence learners' behavior and perceptions. The results of in-depth interviews and document analysis are expected to make a valuable contribution to our understanding of how Pancasila values are integrated in students' cultural literacy in the modern era. Through an in-depth analysis of these documents, this study aims to provide a comprehensive understanding of how Pancasila values and cultural literacy are integrated in formal education at the Senior High School level. This information will provide rich context and support a better understanding of the policy and program factors that affect the profile of Pancasila students in the context of cultural literacy.

3. Results

The results show an in-depth picture of the profile of Pancasila students, the strategies they apply, and the challenges faced in developing cultural literacy in the modern era. The profile of Pancasila students not only includes a conceptual understanding of Pancasila values, but also involves various strategies they apply to develop cultural literacy [10]. In an effort to understand and apply the values of Pancasila in the context of cultural literacy, students show a tendency to actively participate in cultural literacy programs held in the school environment [6]. The use of technology, both as a source of learning and a means of communication, is also one of the strategies that is quite applied by students in the development of their cultural literacy. However, the results of the study also highlight the challenges faced by Pancasila students. One significant challenge is limited access to cultural literacy resources outside the school environment [12]. Some students revealed that time and resources are obstacles in participating in cultural literacy activities in the community or cultural places around them.

The impact of globalization was also identified as a potential threat to traditional values, indicating the need for more careful strategies in mitigating the negative effects of globalization flows [9], [12]. The results of this study not only provide a holistic picture of the profile of Pancasila students but also provide an in-depth view of the dynamics of strategies and challenges surrounding their efforts in developing cultural literacy in the modern era. The implications of these findings can contribute positively to the development of education and policies that are more responsive to learners' cultural literacy needs in the future. The summary of research results in accordance with the SWOT analysis is explained as follows:

Strength Analysis

Deep Understanding of Pancasila: The majority of students show a deep understanding of the values of Pancasila. It includes understanding basic concepts such as mutual aid, justice, and democracy [13]. The first strength reflected in the research results is students' deep understanding of the values of Pancasila. In in-depth interviews, the majority of students showed a solid understanding of the basic concepts of Pancasila. They are not only able to detail each precept, but also decipher the philosophical meaning behind each value. For example, when asked about gotong royong, students consistently said that gotong royong reflects the spirit of working together and helping each other in daily life [14], [15].

Students demonstrate a good understanding of the value of justice, illustrating how important it is to treat each individual fairly regardless of background or social status. In addition to the concepts of mutual assistance and justice, deep understanding is also seen in students' responses to the concept of democracy in Pancasila. They are able to interpret democracy as a form of people's government, in which every citizen has the right to participate in decision-making. Understanding these concepts reflects the maturity of students' thinking in understanding the basics of Pancasila ideology and how these values can be applied in everyday life [16]. In conclusion, the main strength of learners in this context is a deep understanding of the values of Pancasila, which shows that national values have permeated substantially in their thinking and outlook on life. This understanding is not only conceptual, but also reflected in how learners apply these values in their daily interactions and decisions.

Weaknesses Analysis

Some students face obstacles in accessing cultural literacy resources, such as books, media, or cultural activities outside the school environment. The weakness that emerged in the research results was the obstacles faced by some students in accessing cultural literacy resources outside the school environment. Some students said that they faced limited access to cultural literacy materials, such as books, media, or cultural activities in the community. These limitations can stem from a variety of factors, including economic conditions, geographic location, or the availability of adequate means of transportation. One of the factors that is the focus of attention is the economic condition of some students [17]. Some respondents mentioned that their family's financial limitations limited their ability to buy books or access cultural literacy media. This illustrates that economic disparities can be a barrier for students to get adequate literacy resources outside of school [18].

Limited geographical access is an obstacle for some students. Those who live in remote areas or are less connected to cultural centers may have difficulty attending activities or visiting cultural venues outside of school. The lack of public transportation facilities or supporting facilities in the area can be a significant obstacle. This suggests that inequalities in access to cultural literacy can affect some learners, limiting their potential to develop an understanding and appreciation of cultural diversity[19]. Therefore, further efforts are needed to overcome this obstacle, both through government initiatives, cooperation with the private sector, and the development of cultural literacy programs that can be accessed more widely by all levels of student society.

Opportunities Analysis

There is a great opportunity to integrate technology, such as the use of digital platforms, in cultural literacy development to reach a wider range of resources. A significant opportunity that arises from the results of the study is the potential integration of technology in the development of learners' cultural literacy [20], [21]. Most learners show openness and enthusiasm for the use of technology, and this creates a great opportunity to increase their access to a wider range of cultural literacy resources. The integration of technology in cultural literacy can include various aspects, such as the use of digital platforms, mobile applications, or online resources that present cultural literacy content interactively.

The use of digital platforms can create dynamic and engaging learning spaces, allowing learners to explore and understand diverse aspects of culture through digital media. Online resources such as e-books, videos, and cultural websites can provide easier and more flexible access to cultural literacy materials, overcoming physical or geographical barriers that some learners may face [22]. In addition, mobile applications can also be an

effective tool in providing a more personalized and portable cultural literacy experience. Learners can use the app to explore cultural literacy content anytime and anywhere, facilitating learning that is more independent and suits individual learning styles [23]. The integration of technology in cultural literacy not only opens access, but can also increase learner engagement. Interactive features, such as online quizzes, discussion forums, or virtual simulations, can provide a more fun and immersive learning experience.

Opportunities to integrate technology in cultural literacy create important breakthroughs in expanding access and improving learning effectiveness. Relevant parties, including schools, governments, and the technology industry, can work together to design innovative solutions that support the development of students' cultural literacy in this digital era.

Threats Analysis

Globalization can be a threat, as it may shift traditional values and change perceptions of Pancasila values. The threat identified from the research results is the impact of globalization on traditional values, especially the values of Pancasila. Globalization, as a phenomenon that encompasses economic, technological, and cultural integration at the global level, can have a significant impact on local identities and values [24]. In the context of Pancasila, globalization can bring outside cultural inputs that may not be fully aligned with traditional Indonesian values [25]. In some cases, cosmopolitanism, individualism, or cultural concepts introduced through global media can shift attention or change perspectives on local values deeply held in Pancasila. With wider access to global media, especially through the internet and social media, students can be exposed to various views and lifestyles that may conflict with the values of Pancasila.

Globalization can trigger changes in people's patterns of thought and behavior[26]. Consumer values, individualistic competition, or global trends promoted through the media can change students' value orientation, which in turn can affect the way they perceive and apply Pancasila values in everyday life. The impact of globalization on traditional values is a complex challenge, and relevant parties must pay attention to how to manage the integration of global values without compromising the local values on which the nation's ideology is based [27]. Initiatives to promote a critical understanding of the influence of globalization, both in the classroom and through specialized learning programs, can be a strategic step to maintain the preservation and relevance of Pancasila values in the midst of this globalization era.

The results of this study provide a strong foundation for developing learning strategies that are more adaptive and relevant to the dynamics of the modern era [28]. The implications of these findings can be used by relevant parties, including educational institutions and policy makers, to improve the integration of Pancasila values and cultural literacy in formal education and mitigate challenges faced by students in the modern era. The results provide a rich foundation for relevant parties to make substantial changes in the approach to education [11]. The development of learning strategies that can accommodate the dynamics of the modern era needs to consider several key aspects emerging from the findings of this study.

First, the integration of technology in cultural literacy is a great opportunity that must be exploited. Formal education can explore the potential of digital platforms, mobile applications, and online resources to create learning experiences that are more interactive, dynamic, and tailored to learners' preferences [29]. The use of technology can also help overcome barriers to access to cultural literacy resources outside the school environment, thereby expanding student learning spaces in the future. Second, special attention needs to be paid to the involvement of local cultural communities in education. By actively involving the community, educational institutions can create closer collaboration between the school and the surrounding environment [30], [31]. This can not only enrich the learner's learning experience with real cultural context, but also build strong connections between learners, schools, and communities [30]. Third, there is a need for an emphasis on critical literacy that helps learners recognize the impact of globalization on traditional values. Formal education may include curricula that promote a critical understanding of the various cultural perspectives emerging from the currents of globalization. That way, students can maintain the traditional values of Pancasila while remaining open to global diversity.

The implications of these findings can be used as a guide for educational institutions, policy makers, and educators to design concrete steps in improving the integration of Pancasila values and cultural literacy in the formal education curriculum[32]. These steps will not only create more adaptable and global-minded learners, but also encourage the development of strong character in accordance with national values.

4. Discussion

Students' deep understanding of Pancasila values is the main strength, showing that national values have permeated their thinking and outlook on life. This shows great potential to build a generation that has a strong national identity and consciousness[33]. However, weaknesses in the form of lack of access to cultural literacy resources highlight inequalities in educational opportunities among learners. Financial limitations and geographical access can limit students' learning potential to access cultural diversity outside of school [19]. The discussion of these weaknesses calls for further efforts in creating policies and programs that support universal access to cultural literacy, ensuring that social inequality does not impede learner development. The opportunities offered by technology integration were a positive highlight in this discussion. The potential use of digital platforms, mobile applications, and online resources provides opportunities to increase learners' access to cultural literacy [32], [34]. This strategy can not only expand the reach, but can also increase the engagement and diversity of learning methods, according to the preferences and needs of modern learners.

On the other hand, the impact of globalization is a threat that needs to be considered. The penetration of global values can bring changes in students' perceptions and behaviors towards the traditional values of Pancasila. Therefore, in discussing these findings, it is necessary to reflect and take concrete steps to maintain the sustainability and relevance of Pancasila values in the face of globalization challenges. The discussion concluded that while the Pancasila student profile shows a strong foundation in understanding national values, there are still challenges that need to be overcome, as well as opportunities that can be optimized. The implications of these findings point to the need for a holistic and collaborative approach involving relevant parties to build inclusive, innovative, and appropriate education in accordance with the demands of the times.

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