

## INTEGRATION OF CIVIC EDUCATION, PANCASILA EDUCATION, AND VALUES EDUCATION IN SHAPING STUDENTS' CIVIC RESPONSIBILITY IN THE DIGITAL ERA: A MIXED METHODS APPROACH

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### Abstract

The digital era presents significant challenges for students as the younger generation in fostering civic responsibility, particularly amid the proliferation of disinformation, low levels of digital literacy, and growing political apathy. This study aims to analyze the integration of Civic Education, *Pancasila* Education, and Values Education in shaping students' civic responsibility at the higher education level. Employing a mixed methods approach with an explanatory sequential design, the research combines quantitative surveys of students with in-depth interviews, observations, and document analysis as qualitative data. The findings reveal that students perceive the integration of these three courses to be at a high level, especially in the dimensions of academic compliance, organizational participation, digital literacy, and ethical engagement on social media. Qualitative results further emphasize that values of democracy, morality, and social concern are internalized by students in both academic practices and digital interactions, although challenges remain in the form of negative influences from social media and the currents of globalization. The study contributes theoretically by expanding the concept of civic responsibility through the integration of digital citizenship dimensions and provides practical implications for curriculum development and teaching methods that are adaptive to the digital era. These findings highlight the importance of synergy between educational institutions, educators, and students in strengthening the role of civic education in the society 5.0 era.

**Keywords:** Civic Education, *Pancasila* Education, Values Education, Civic Responsibility, Digital Era

### Introduction

The digital era presents significant challenges for the younger generation, particularly university students, in developing civic responsibility. The advancement of information technology has given rise to phenomena such as disinformation, low levels of digital literacy, and increasing political apathy, all of which undermine the quality of civic participation (Sari & Prasetyo, 2021; Nugroho et al., 2020). This situation is not unique to Indonesia but has also become a global issue, where citizens' ability to access, evaluate, and critically utilize information plays a crucial role in determining the quality of democracy. In this context, civic education is regarded as a strategic instrument to foster critical awareness and social responsibility among young generations (Rahmawati & Hidayat, 2020). In Indonesia, *Pancasila* Education also plays a vital role as an ideological foundation for preserving national identity amid the intensifying forces of globalization (Hidayat et al., 2021).

Nevertheless, realities in practice indicate that the implementation of Civic Education, *Pancasila* Education, and Values Education at the higher education level often proceeds in a fragmented manner, lacking systematic integration. This has resulted in suboptimal contributions of these courses toward shaping students' civic responsibility (Susanto & Widiastuti, 2019). Furthermore, several studies highlight weak integration between national values and digital literacy, which renders students more vulnerable to instant, pragmatic, or even passive political behavior (Anwas, 2020; Yuliana & Santoso, 2021). Such phenomena underscore the urgency of developing a more adaptive and integrative approach to civic education.

The academic and practical gaps identified above indicate the necessity for more comprehensive studies. The integration of Civic Education, *Pancasila* Education, and Values Education has not been extensively examined within the context of fostering civic responsibility among students in the digital era. Yet, the challenges of digital citizenship demand educational approaches that go beyond normative aspects by also emphasizing digital literacy, critical thinking skills, and the reinforcement of moral character (Fatimah, 2022; Lubis & Rahayu, 2021). Therefore, this study seeks to provide a more holistic picture of how the integration of these three educational fields can effectively address civic challenges in the digital age.

The theoretical framework of this study encompasses *Civic Education Theory*, which emphasizes the importance of active civic participation (Branson, 1998); the *Civic Virtue Model*, which focuses on the cultivation of civic character (Westheimer & Kahne, 2004); and moral development theories, which highlight the internalization of ethical values and responsibility (Lickona, 2019). Additionally, digital literacy, as defined by Gilster (1997) and reinforced by UNESCO (2019), provides a critical framework for understanding students' civic responsibility in the digital era.

Based on this framework, the study aims to describe the implementation of the integration of Civic Education, *Pancasila* Education, and Values Education in higher education learning; analyze the influence of this integration on students' civic responsibility; identify supporting and inhibiting factors in the integration process; and explore students' perceptions of the relevance of civic responsibility in the digital era. This research is expected to make academic contributions by expanding the concept of civic responsibility through the dimension of digital citizenship, as well as practical contributions in the form of recommendations for integrative teaching strategies in higher education (Creswell & Plano Clark, 2018; Gilster, 1997).

## Literature Review

The concept of civic responsibility is rooted in *Civic Education Theory*, which emphasizes the importance of citizens' active participation in democratic life (Branson, 1998). Westheimer and Kahne's (2004) *Civic Virtue Model* highlights the role of education in instilling civic values, including social responsibility, concern for others, and engagement in public life. Within the context of higher education, civic responsibility is associated with

students' ability to internalize national values and apply them in real practice, both in academic and social domains.

Civic Education in higher education plays a vital role in strengthening students' civic engagement. Consistent with the theory of democratic citizenship, this form of education functions not only as an instrument for knowledge transfer but also as a means of developing critical thinking skills, participatory competence, and commitment to democratic values (Benawa et al., 2022). *Pancasila* Education, grounded in the philosophy of *Pancasila* as the nation's worldview, integrates the values of unity, social justice, and humanity, which are essential for building national identity amid the current wave of globalization (Oktaviana et al., 2023). Meanwhile, Values Education emphasizes moral and ethical dimensions rooted in moral development theories, such as those advanced by Lickona (2019), which are particularly relevant in anticipating moral degradation in the digital era.

Various studies affirm that the integration of civic values within formal education has a significant impact on the formation of civic responsibility. Research by Widiastuti et al. (2024) demonstrates that strengthening *Pancasila* values in multicultural education can reinforce students' sense of nationalism. Benawa et al. (2022) found that civic education positively contributes to shaping value awareness among university students. Similarly, Oktaviana et al. (2023) emphasize the importance of *Pancasila* values in reinforcing character during the pandemic, a theme highly relevant to contemporary challenges.

Although there are studies related to civic education, *Pancasila*, and values education, research examining their simultaneous integration within the digital era remains limited. This research gap indicates a lack of studies that explicitly connect civic responsibility with the dimension of digital citizenship, despite the fact that digital literacy is a fundamental prerequisite for shaping critical and responsible citizens in the society 5.0 era. Therefore, this article occupies an important position by offering an integrative approach that synergizes these three foundational areas of education within the framework of students' civic responsibility in the digital age.

## Research Method

This study employed a mixed methods approach with an explanatory sequential design, in which quantitative analysis was conducted first and followed by qualitative exploration to provide a more comprehensive explanation of the findings (Ivankova et al., 2006; Othman et al., 2020). This research strategy was chosen because it allows for the integration of numerical data with participants' experiential narratives, thereby producing a holistic understanding of the integration of Civic Education, *Pancasila* Education, and Values Education in relation to students' civic responsibility (Subedi, 2016; Toyon, 2021).

Quantitative data were collected through a survey using a Likert-scale questionnaire that measured dimensions of civic responsibility such as compliance, organizational participation, digital literacy, and online communication ethics. The sample was determined using stratified random sampling based on faculty and year of study,

ensuring a more proportional representation of students. Meanwhile, qualitative data were obtained through in-depth interviews, participant observations, and document analysis (RPS, syllabi, and academic policies), with lecturers, students, and curriculum managers selected through purposive sampling (Gloc, 2024; Kandiero, 2022).

Quantitative data were analyzed using inferential statistics such as regression and ANOVA to examine the influence of the integration of the three educational areas on civic responsibility (Das, 2020). Qualitative data were analyzed thematically through coding, categorization, and interpretation to identify key themes (Cooper & Chang, 2022). The integration of quantitative and qualitative results was carried out using triangulation techniques, thereby providing a more valid and comprehensive understanding (Morgan, 2022; Wan et al., 2020).

## **Research Findings**

The findings of this study are presented in accordance with the mixed methods explanatory sequential design, beginning with quantitative results obtained from questionnaires, which were then reinforced by qualitative data from in-depth interviews and document analysis.

An analysis of 100 respondents revealed that, overall, students perceived the integration of Civic Education, *Pancasila* Education, and Values Education to be at a high level, with an average score of 4.22 on a 1–5 Likert scale. This indicates that the three courses are perceived as complementary in shaping students' civic responsibility.

The dimensions of academic and social civic responsibility obtained an average score of 4.14, suggesting that students demonstrate compliance with campus regulations, active participation in organizations, and mutual respect within academic settings. In the dimension of civic responsibility in the digital era, the average score was 4.08, reflecting students' cautiousness in using social media, particularly in filtering information and maintaining ethical standards in online communication. However, the dimension of supporting and inhibiting factors received a relatively lower score (3.59), pointing to tangible challenges faced by students, especially those related to the influence of social media and globalization pressures.

When analyzed by faculty, students from the Faculty of Da'wah and Islamic Communication recorded the highest scores in integration (4.31) and civic responsibility in the digital sphere (4.17), which indicates the faculty's strong association with media literacy and technology. Conversely, the Faculty of Sharia scored relatively higher in supporting factors (3.67), suggesting a more supportive academic environment for fostering civic responsibility.

Interviews with lecturers and students further emphasized the importance of integrating the three courses as the foundation for developing civic responsibility. Lecturers stated that the integration of Civic Education, *Pancasila* Education, and Values Education represents a strategic effort to instill democratic values, social responsibility,

and morality in students. Students acknowledged that such learning experiences have made them more attentive to social and national issues.

In the aspect of academic and social civic responsibility, interview findings revealed that students associate civic responsibility with compliance to campus regulations, active participation in student organizations, and the practice of tolerance within academic settings. One student respondent mentioned that involvement in organizations provides real experiences in developing a sense of social responsibility.

Meanwhile, in the context of the digital era, lecturers emphasized the importance of equipping students with digital literacy skills to prevent them from falling into disinformation traps. Several students stated that they have applied digital ethics by sharing only beneficial information and maintaining a critical stance toward online content.

Regarding supporting factors, interview results identified the crucial role of institutional support, project-based learning methods, and the positive influence of peers. Conversely, the main obstacles highlighted were the strong currents of globalization, the negative impact of social media, and the prevalence of political hoaxes that shape students' attitudes.

Furthermore, interviews revealed several revitalization strategies expected to strengthen students' civic responsibility, including curriculum renewal, digital literacy training, the application of innovative teaching methods, and campaigns promoting *Pancasila* values through social media platforms.

The integration of quantitative and qualitative findings demonstrated consistency in showing that the integration of Civic Education, *Pancasila* Education, and Values Education makes a significant contribution to the formation of students' civic responsibility. Survey data confirmed the high scores in integration and academic responsibility, while interviews reinforced the narrative that these values are genuinely practiced both within campus life and in digital spaces. The greatest challenges identified were the influence of social media and globalization, whereas institutional and lecturer support emerged as key reinforcing factors for civic responsibility.

## **Discussion**

The findings of this study affirm that the integration of *Pancasila* values within civic education at the higher education level in the digital era plays a significant role in shaping students' civic responsibility. Quantitatively, the majority of respondents demonstrated a high level of awareness regarding the relevance of values such as unity, democracy, and social justice in their daily lives. These results align with the research objectives, which emphasize the importance of civic education as an instrument for strengthening national character, particularly amid the increasingly complex challenges of digitalization and globalization. Furthermore, qualitative findings revealed that students not only comprehend *Pancasila* values conceptually but also internalize them through academic practices and social activities, both in the real world and in digital spaces.

Within the framework of civic responsibility theory and the paradigm of *Pancasila* values integration, the study indicates that digital technology should not be viewed solely as a challenge but also as an opportunity to reinforce civic education. Adaptive civic education can serve as a bridge between national ideology and the lifestyle of the digital generation, enabling students to continue expressing national values within technology-based interactions. This finding resonates with studies that position civic education as an effective medium for maintaining the relevance of national ideology in the midst of technological modernization. Accordingly, the study underscores the importance of transformative pedagogical approaches in which traditional values are combined with contemporary contexts.

When compared to previous studies, the present findings reveal both convergences and distinctions. Research by Widiastuti et al. (2024) demonstrated that integrating *Pancasila* values with multicultural approaches strengthens students' understanding of diversity while preserving national unity. Similarly, Oktaviana et al. (2023) found that despite challenges such as limited social interaction and digital literacy gaps, *Pancasila*-based education continues to make a significant contribution to students' character development. However, Benawa et al. (2022) highlighted that the contribution of civic education to values education remains limited if not supported by innovative teaching methods. Thus, this study enriches the literature by demonstrating that the integration of *Pancasila* into digitally oriented civic education remains both relevant and impactful, provided it is accompanied by contextual and participatory methods.

The scholarly contribution of this study lies in advancing an adaptive model of *Pancasila* integration for the digital era, particularly within higher education. This article broadens the understanding that civic education is not merely a space for transmitting normative knowledge, but also an arena for character transformation through pedagogical innovation, including the use of interactive digital media. This reinforces the perspective that civic education can function as an instrument of social and legal reform by fostering critical awareness of issues related to democracy and justice. In addition, the practical contribution of this research provides a foundation for lecturers and education policymakers in designing civic education curricula that are more relevant to the needs of Generation Z.

This study acknowledges several limitations, particularly concerning the scope of the questionnaire sample, which involved only a group of students from a single higher education context, as well as the thematic rather than in-depth nature of the interviews that did not explore cross-program comparisons. In addition, the absence of longitudinal data limits the understanding of long-term changes in students' civic behavior. This aligns with critiques in the literature that similar studies often remain at a descriptive level and have yet to fully explore the dynamics of value internalization in the digital context.

The implications of this study include three key points. First, at the academic level, the findings encourage the strengthening of civic responsibility theory by incorporating the variable of digital citizenship, thereby providing a basis for future research in the field

of civic education. Second, at the practical level, the study offers recommendations for lecturers to develop innovative learning models, for instance through Android-based educational games, which have been shown to enhance students' understanding of *Pancasila* values. Third, from a policy perspective, the study highlights the need for synergy between the government, universities, and society in ensuring that *Pancasila*-based civic education remains adaptive to the challenges of the Society 5.0 era. Thus, this article contributes not only to academic discourse but also to strengthening civic education practices that are contextual, relevant, and sustainable.

## **Conclusion**

This study demonstrates that the integration of Civic Education, *Pancasila* Education, and Value Education plays a significant role in shaping students' civic responsibility in the digital era. Quantitative results indicate that students assessed the integration of these three courses at a high level, particularly in aspects of rule compliance, organizational participation, digital literacy, and online communication ethics. Qualitative findings reinforce this by affirming that students internalize the values of democracy, morality, and social concern both in academic activities and digital interactions. The main challenges identified relate to the influence of social media and the rapid flow of globalization, while the primary supporting factors are institutional support and the role of lecturers in managing contextual learning.

Theoretically, this study contributes to expanding the concept of civic responsibility by incorporating the dimension of digital citizenship as an integral part of character formation among university students. Practically, it underscores the importance of integrative learning designs that link *Pancasila* values, civic education, and moral education to foster critical awareness and social responsibility among young people. These contributions can also serve as a reference for curriculum developers and educators in designing adaptive learning strategies that respond to digital challenges while remaining grounded in national values.

The implications drawn from this research emphasize the need to develop innovative technology-based learning models, for instance through digital platforms or educational games that instill civic values interactively. Furthermore, future research may focus on longitudinal studies to evaluate the consistency of students' civic responsibility internalization over time, as well as cross-disciplinary explorations connecting civic education with digital literacy, politics, and culture. These findings are expected to strengthen the relevance of higher education in preparing young generations who are competitive, ethical, and responsible citizens in the era of Society 5.0.

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