



Strengthening the Value of Mutual Cooperation through Pancasila Education

Ita Aristia Sa'ida

Universitas Nahdlatul Ulama Sunan Giri, Bojonegoro, Indonesia

itaaristia@unugiri.ac.id

Abstract

This study aims to describe the strengthening of the value of mutual cooperation through the learning of Pancasila Education at Universitas Nahdlatul Ulama Sunan Giri. This research employs a qualitative approach with a descriptive design. The research subjects consist of lecturers teaching the Pancasila Education course and students participating in the course. Data were collected through in-depth interviews, observations, and documentation. Data analysis was conducted using an interactive analysis model, which includes data reduction, data display, and conclusion drawing, while data validity was ensured through source and methodological triangulation. The findings indicate that the strengthening of the value of mutual cooperation is implemented through interactive and collaborative learning activities, such as group discussions, teamwork, and deliberation during the learning process. Lecturers serve as facilitators and role models in instilling the value of mutual cooperation, while students demonstrate positive responses to the learning activities. The value of mutual cooperation is not only understood conceptually but has also begun to be internalized in students' attitudes and behaviors, both inside and outside the classroom. This study concludes that Pancasila Education plays a strategic role as a means of character building for students, particularly in strengthening the value of mutual cooperation. This research is expected to serve as a reference for the development of Pancasila Education learning that is oriented toward values based and character based education in higher education.

Keywords

Pancasila Education, mutual cooperation, character education, qualitative learning

INTRODUCTION

Pancasila, as the foundation of the state and the guiding philosophy of the Indonesian nation, embodies noble values that serve as basis for social, national, and state life (Naibaho et al., 2022; Sudirta et al., 2025; Taher, 2021). One of the fundamental values contained in Pancasila is mutual cooperation, which reflects the spirit of togetherness, social solidarity, and concern for others (Cahyati et al., 2025; Triyono et al., 2025). The value of mutual cooperation has long been deeply rooted in Indonesian culture and has become a social identity that distinguishes Indonesia from other nations (Chanifah, 2025). In social life, mutual cooperation plays an important role in creating social harmony and strengthening national unity (Chang et al., 2013; Hao, 2015; Sultan et al., 2025). Education has a strategic role in instilling and strengthening the value of mutual cooperation among the younger generation (Ahmad et al., 2023; Sumar et al.,



2025). Through educational processes, the values of Pancasila can be internalized systematically and sustainably. Therefore, Pancasila Education serves as a primary means of instilling the value of mutual cooperation in learners. Strengthening this value is highly relevant to preserving national identity amid dynamic social changes.

In the era of globalization and rapid technological development, Indonesian society faces various social and cultural challenges. Globalization introduces values of individualism, pragmatism, and materialism that have the potential to erode the value of mutual cooperation (Meng & Cao, 2021; Prasetya et al., 2024; Precious, 2010). The younger generation, particularly university students, tends to prioritize personal interests over collective interests. This condition has led to a decline in social awareness and weakened solidarity within society and the campus environment. Pancasila Education is expected to serve as a safeguard against these challenges (Afifah & Fadilah, 2023; Hapsari & Wahyuningtiyas, 2023). Through appropriate learning approaches, students can develop a deeper and more contextual understanding of mutual cooperation. Pancasila Education functions not only as a means of knowledge transfer but also as a vehicle for character formation (Fitriasari et al., 2020; Wahyuni, 2024). Therefore, strengthening the value of mutual cooperation through Pancasila Education has become an urgent necessity.

Although Pancasila Education has been established as a compulsory course in higher education, its implementation has not been fully optimal in strengthening the value of mutual cooperation. Pancasila Education learning often remains cognitively oriented and theoretical in nature. The learning methods employed tend to be conventional and lack active student participation. As a result, the value of mutual cooperation has not been fully internalized in students' attitudes and behaviors. Many students understand the concept of mutual cooperation normatively but have difficulty applying it in daily life. The phenomenon of low social concern within the campus environment indicates weak internalization of this value. Moreover, the limited use of contextual learning activities further exacerbates the situation. This problem highlights a gap between the objectives of Pancasila Education and actual practice in the field.

Research conducted by Khaidir Fadil et al. shows that the implementation of teamwork skills in Pancasila Education learning in grade 2 at MI Al-Fatih can be developed through collaborative activities such as group work, discussions, and hands-on practice involving active student participation. As a result, students demonstrate improved cooperation, social concern, and responsibility, so that the values of Pancasila can be concretely instilled in everyday behavior (Fadil et al., 2025). Research conducted by Kadek Pasek Satya Kharismadewi, I. Gede



Astawan, and Gusti Ayu Putu Sukma Trisna shows that the values of mutual cooperation and global diversity have a positive relationship with students' learning achievement in Pancasila Education. The results of this study confirm that the higher the character of mutual cooperation and the attitude of respecting diversity, the better the students' learning outcomes in this subject(Kharismadewi et al., 2024).

Based on a review of previous research, there is a research gap that has not been comprehensively explored. Studies on Pancasila Education have not sufficiently examined strategies for strengthening the value of mutual cooperation within actual learning contexts. Most studies have not linked the value of mutual cooperation to the social dynamics of students in the digital era. Furthermore, only a limited number of studies have examined the internalization process of mutual cooperation holistically. Contextual and reflective learning approaches have also not been widely explored in prior research. Therefore, this study offers novelty by focusing on strengthening the value of mutual cooperation through the learning process of Pancasila Education. This study also seeks to view mutual cooperation not merely as a concept, but as an attitude and social practice. Thus, this research contributes both theoretically and practically beyond previous studies.

Pancasila Education has great potential to strengthen the value of mutual cooperation when implemented using appropriate approaches. Participatory, contextual, and reflective learning is believed to enhance the internalization of this value. Students need to be actively involved in learning activities that reflect the practice of mutual cooperation. Through direct experience, students not only understand the value of mutual cooperation but also internalize it. Pancasila Education should be oriented toward character formation rather than merely cognitive achievement. Strengthening the value of mutual cooperation is essential for building social solidarity within the campus environment. Therefore, this research is important to examine in depth the role of Pancasila Education in strengthening the value of mutual cooperation. The findings of this study are expected to provide recommendations for the future development of Pancasila Education learning.

METHOD

This study employs a qualitative approach with a descriptive design because the researcher seeks to directly examine how the value of mutual cooperation is strengthened through Pancasila Education learning(Trisna Rukhmana, 2022). The research was conducted at Universitas Nahdlatul Ulama Sunan Giri, with the researcher directly



involved in academic activities related to the Pancasila Education course. Throughout the research process, the researcher attended classroom sessions to observe the learning process, interactions between lecturers and students, and student activities that reflect the value of mutual cooperation. The researcher recorded how lecturers delivered the material, the learning methods applied, and students' responses during the learning process. Observations were carried out over several meetings to ensure that the data obtained represented actual classroom conditions. The focus of the study was directed toward learning practices rather than merely planning or documentation. Through this approach, the researcher gained an authentic understanding of how the value of mutual cooperation is strengthened through Pancasila Education.

The research subjects consisted of lecturers teaching the Pancasila Education course and students enrolled in the course at Universitas Nahdlatul Ulama Sunan Giri. Informants were selected purposively based on their direct involvement in the learning process. Lecturers were chosen because of their central role in designing and implementing learning activities, while students were selected because they directly experienced the learning process. Data collection was conducted through direct interviews with both lecturers and students to explore their experiences, perspectives, and practices related to the value of mutual cooperation. In addition to interviews, classroom observations were conducted to examine student behavior and cooperation during learning activities (Majid, 2017). The researcher also collected instructional documents such as lesson plans, syllabi, and teaching materials as supporting data. All data were gathered gradually throughout the research process.

The primary research instrument in this qualitative study was the researcher, who directly collected and analyzed the data in the field. To support data collection, interview guidelines were used to ensure that discussions remained aligned with the research focus. Observation sheets were also employed to document learning activities that demonstrated the value of mutual cooperation, such as group work, discussions, and deliberation. Data validity was ensured by comparing findings from interviews, observations, and documentation obtained from various sources (A. anggito dan J. Setiawan, 2018). The collected data were then analyzed by organizing important



information, systematically arranging the data, and drawing conclusions based on field findings (A. A. dan J. Setiawan, 2018). The data analysis process was conducted continuously from the initial stage of data collection until the completion of the research. Through these steps, the researcher obtained a comprehensive and in-depth understanding of the strengthening of the value of mutual cooperation through Pancasila Education.

FINDING AND DISCUSSION

Finding

A. Implementation of Pancasila Education Learning in Strengthening the Value of Mutual Cooperation

The implementation of Pancasila Education learning at Universitas Nahdlatul Ulama Sunan Giri is carried out in a structured manner in accordance with the Semester Learning Plan prepared by the course lecturers. The learning process does not focus solely on the delivery of conceptual material but is also directed toward instilling Pancasila values, particularly the value of mutual cooperation. Lecturers relate the learning material to examples from daily life that are closely connected to students' experiences. The learning process is conducted interactively through discussions and group work. Students are given opportunities to express their opinions and engage in open discussions. Classroom situations indicate the presence of two-way interactions between lecturers and students. This demonstrates that the learning process is not one-directional. Thus, Pancasila Education learning has been deliberately designed as a means of strengthening the value of mutual cooperation.

Based on classroom observations, it was found that lecturers frequently divide students into small groups. In these activities, students are required to work collaboratively to complete tasks related to Pancasila values. Students appear to share roles and responsibilities within their groups. Interactions among students reflect attitudes of mutual assistance and respect for others' opinions. When differences of opinion arise, students attempt to resolve them through deliberation. These activities represent the practical application of the value of mutual cooperation. Observations also indicate that students are more active when learning is conducted collaboratively. This demonstrates that cooperative learning is effective in fostering the value of mutual cooperation.



The results of interviews with lecturers teaching Pancasila Education indicate that strengthening the value of mutual cooperation is one of the primary objectives of the learning process. Lecturers stated that the value of mutual cooperation is intentionally integrated into every learning activity. According to the lecturers, students can more easily understand Pancasila values when they are practiced directly. Lecturers also emphasized that discussion and group work methods are highly effective in instilling values of togetherness. Learning that relies solely on lectures is considered less effective in shaping students' attitudes. Therefore, lecturers strive to create a participatory classroom atmosphere. Lecturers also emphasize the importance of role modeling in teaching the value of mutual cooperation. These statements reflect lecturers' awareness of the strategic role of Pancasila Education learning.

The implementation of Pancasila Education learning is closely linked to careful planning. Lecturers adjust learning materials to match students' conditions and characteristics. Learning is designed so that students not only understand concepts but also internalize values. In each meeting, lecturers consistently connect the material to social realities. Students are encouraged to reflect on their roles in social life. This approach promotes critical and reflective thinking among students. Learning becomes more meaningful because it is relevant to real-life contexts. Consequently, Pancasila Education learning functions as a medium for character formation. The value of mutual cooperation becomes an integral part of this process.

The learning process also demonstrates active student involvement. Students are not merely passive listeners but active participants in the learning process. This involvement is evident in students' enthusiasm during discussions. Students exchange ideas and assist peers who have difficulty understanding the material. This situation reflects effective cooperation among students. Lecturers act as facilitators who guide the discussion process. Learning takes place in a conducive and democratic atmosphere. The value of mutual cooperation is not only taught but also directly practiced. This strengthens the internalization of the value among students.

Based on the field findings, it can be concluded that the implementation of Pancasila Education learning at Universitas Nahdlatul Ulama Sunan Giri has contributed to strengthening the value of mutual cooperation. Learning is conducted interactively and collaboratively. Lecturers actively integrate the value of mutual cooperation into every learning activity. Students demonstrate positive responses to this learning model. The value



of mutual cooperation is evident in students' attitudes and behaviors during the learning process. These findings indicate that Pancasila Education learning has significant potential in shaping students' character. With proper implementation, the value of mutual cooperation can be strengthened effectively.

B. The Role of Lecturers in Strengthening the Value of Mutual Cooperation

Lecturers play an important role in strengthening the value of mutual cooperation through Pancasila Education learning. Lecturers do not function solely as transmitters of knowledge but also serve as role models for students. In the learning process, lecturers demonstrate openness and respect for students' opinions. They encourage students to collaborate with one another and to respect differences. These attitudes become concrete examples for students to follow. The role of lecturers is evident in how they manage the classroom and create a supportive learning atmosphere. Lecturers strive to establish an environment that promotes cooperation. Thus, lecturers act as key agents in the process of strengthening the value of mutual cooperation.

Observational findings indicate that lecturers frequently assign group tasks that require collaboration. Lecturers organize group divisions evenly to ensure balanced participation. During discussions, lecturers monitor activities and provide guidance when necessary. They do not dominate discussions but instead give students opportunities to express their opinions. When minor conflicts arise within groups, lecturers guide students to resolve them through deliberation. This reflects the lecturers' role in instilling the value of mutual cooperation. Observations also show that lecturers provide appreciation for students' cooperative efforts. This attitude motivates students to continue working collaboratively.

During interviews, lecturers stated that the value of mutual cooperation should be taught through practice rather than theory alone. They emphasized that students learn most effectively from direct experience. Therefore, lecturers strive to design learning activities that involve cooperation. Lecturers also highlighted that role modeling is crucial in value-based education. According to them, students tend to imitate behaviors they observe. Lecturers make efforts to demonstrate fairness and respect toward all students. This is done to create a harmonious classroom environment. These statements indicate lecturers' strong commitment to strengthening the value of mutual cooperation.

The role of lecturers is also evident in the evaluation of learning. Lecturers assess not only final outcomes but also the group work process. Students who actively engage in



cooperation receive appreciation. This encourages greater student participation. Lecturers emphasize the importance of each group member's contribution. Evaluation is conducted objectively and transparently. This approach fosters a sense of shared responsibility. Students feel valued for their roles in group activities. Consequently, learning evaluation supports the strengthening of the value of mutual cooperation.

Lecturers also play a role in building students' awareness of the importance of mutual cooperation. Through discussions and reflection, lecturers encourage students to understand the meaning of mutual cooperation. Students are guided to relate this value to real-life situations. Lecturers provide concrete examples from social life to illustrate the relevance of mutual cooperation. This helps students better understand its significance. The process is carried out repeatedly in each meeting. In this way, the value of mutual cooperation is gradually internalized. The role of lecturers is crucial to the success of this process.

Based on the research findings, it can be concluded that lecturers have a strategic role in strengthening the value of mutual cooperation. Lecturers act as facilitators, role models, and motivators. Their attitudes and actions have a direct influence on students' behavior. Learning designs created by lecturers are able to encourage student cooperation. The value of mutual cooperation is not only conveyed but also practiced. These findings highlight the importance of lecturers' roles in Pancasila Education learning. With optimal involvement, the value of mutual cooperation can be strengthened in a sustainable manner.

C. Student Response to Strengthening the Value of Mutual Cooperation

Students demonstrate varied responses to the strengthening of the value of mutual cooperation in Pancasila Education learning. Most students state that learning activities involving group work are more engaging. Students feel more active and involved in the learning process. Collaborative learning helps students understand the material more easily. In addition, students feel closer to their classmates. Social interaction increases during the learning process. Students also learn to respect differing opinions. These findings indicate positive student responses toward the strengthening of the value of mutual cooperation.

Observational results show that students actively collaborate within their groups. Students help one another in completing tasks. When a group member encounters difficulties, other students provide assistance. Discussions take place in a conducive atmosphere. Students appear enthusiastic in expressing their opinions. No single student dominates the discussion. All group members are given opportunities to contribute. These



observations demonstrate the practical implementation of the value of mutual cooperation in the classroom.

Interview results with students indicate that they perceive significant benefits from cooperation-based learning. Students report becoming more open-minded and tolerant. Group learning helps students learn how to work with others. Students also feel more responsible for group tasks. Some students state that they learn to respect their peers' opinions. These experiences are considered valuable for life beyond the campus. Students recognize the importance of mutual cooperation in social life. These statements reflect the internalization of the value of mutual cooperation among students.

Students' responses are also evident in changes in their attitudes during the learning process. Students become more active in asking questions and participating in discussions. Individualistic attitudes begin to diminish. Students show greater concern for group success. Cooperation becomes an essential component of the learning process. Students learn to manage differences of opinion in a mature manner. This indicates the development of social attitudes. Pancasila Education learning provides space for students' personal growth. The value of mutual cooperation becomes part of students' learning experiences.

Students also relate the value of mutual cooperation to their daily lives. Some students state that they have begun to apply this value outside the classroom. Students become more concerned about their surrounding environment. Attitudes of mutual assistance begin to appear in campus activities. Pancasila Education learning raises new awareness among students. The value of mutual cooperation is no longer understood abstractly. Students perceive the relevance of this value in real-life situations. This demonstrates the success of learning in shaping students' attitudes. Positive student responses serve as an important indicator of the strengthening of the value of mutual cooperation.

Based on the research findings, it can be concluded that students respond positively to the strengthening of the value of mutual cooperation. Collaborative learning provides meaningful learning experiences. Students not only understand the concept but also practice it. Students' responses indicate changes in social attitudes. The value of mutual cooperation begins to be internalized within students. Pancasila Education learning plays an important role in this process. These findings show that students are active subjects in strengthening the value of mutual cooperation. With appropriate approaches, students' responses can be further optimized.



D. Obstacles and Efforts to Strengthen the Value of Mutual Cooperation

Although efforts to strengthen the value of mutual cooperation have been implemented, this study identifies several obstacles. One of the main challenges is the diversity of students' characteristics. Not all students demonstrate the same level of participation. Some students tend to be passive during group discussions. This condition affects group work dynamics. In addition, limited instructional time also becomes a constraint. The restricted duration of class sessions requires lecturers to manage learning activities efficiently. These obstacles require attention in efforts to strengthen the value of mutual cooperation.

Observational findings indicate that in some groups, there are students who are less active. These students tend to delegate tasks to other group members. As a result, the workload is not evenly distributed. Lecturers attempt to address this issue by providing guidance. However, this condition still occurs frequently. Observations also show that discussion time is sometimes less than optimal. Time constraints prevent discussions from running effectively. These obstacles influence the effectiveness of mutual cooperation-based learning.

In interviews, lecturers stated that the greatest challenge lies in building students' awareness. Lecturers explained that not all students have the same understanding of mutual cooperation. Some students still exhibit individualistic attitudes. Lecturers attempt to overcome this issue through persuasive approaches. They also provide continuous motivation to students. According to the lecturers, strengthening values is a process that does not occur instantly. Therefore, lecturers consistently evaluate the learning process. These statements indicate the presence of sustained efforts by lecturers.

Efforts to strengthen the value of mutual cooperation are carried out through the use of varied learning methods. Lecturers apply discussion, case study, and group work methods. These methods are chosen to increase student participation. Lecturers also emphasize the importance of cooperation. Students are encouraged to reflect on their learning experiences. This reflection helps students become aware of their roles within groups. These efforts are implemented consistently in each meeting. Consequently, the strengthening of the value of mutual cooperation is conducted on an ongoing basis.

In addition, lecturers strive to create an inclusive classroom atmosphere. Students are encouraged to respect and support one another. Lecturers provide opportunities for students to grow and develop. A positive learning environment supports the strengthening



of the value of mutual cooperation. Students feel comfortable working collaboratively. These efforts contribute to increased social interaction. Existing obstacles can gradually be minimized. The strengthening of the value of mutual cooperation becomes a dynamic process.

Based on the research findings, it can be concluded that strengthening the value of mutual cooperation encounters several challenges. However, lecturers have implemented various efforts to address these challenges. These obstacles do not hinder the overall learning process. The efforts undertaken demonstrate lecturers' commitment to students' character development. The value of mutual cooperation can still be strengthened through appropriate strategies. These findings highlight the importance of the roles of lecturers and the learning environment. With continuous improvement, the strengthening of the value of mutual cooperation can be carried out more optimally.

Discussion

The implementation of Pancasila Education learning at Universitas Nahdlatul Ulama Sunan Giri, which is conducted in an interactive and collaborative manner, aligns with constructivist learning theory. According to constructivism, knowledge and values are not transferred directly but are constructed through learning experiences. The research findings indicate that students understand the value of mutual cooperation more easily when they are directly involved in discussions and group work. This supports the view that value-based learning should be participatory and contextual. Pancasila Education is not sufficient when delivered solely through lectures but needs to be practiced through real activities. Discussion and group work processes enable students to construct the meaning of mutual cooperation collectively. Thus, the implementation of Pancasila Education learning is consistent with the principles of meaningful learning. The value of mutual cooperation is formed through intensive social interaction in the classroom.

Observational findings regarding group work and deliberation practices reflect Bandura's social learning theory. This theory states that individuals learn through observation and interaction with their social environment. Students who observe their peers collaborating and helping one another are encouraged to imitate such behaviors. Social interaction within the classroom becomes the primary medium for the internalization of the value of mutual cooperation. The deliberation process carried out by students demonstrates indirect value learning. The value of mutual cooperation is not taught merely verbally but through examples and lived experiences. The classroom environment functions as a social laboratory for students.



This confirms that Pancasila Education learning is effective when values are learned through social experience. These findings reinforce the relevance of social learning theory in value education.

The role of lecturers as facilitators and role models in this study is consistent with role-modeling theory in character education. This theory emphasizes that educators have a strategic role as value models for learners. Interview results indicate that lecturers consciously demonstrate fairness, openness, and respect for diversity. These attitudes serve as concrete examples for students in practicing the value of mutual cooperation. Lecturers do not merely teach values but also demonstrate them in practice. Such role modeling strengthens the process of value internalization among students. This aligns with the perspective that character education is more effective when conveyed through real examples. Therefore, the role of lecturers cannot be separated from the success of strengthening the value of mutual cooperation. These findings highlight the importance of the affective dimension in Pancasila Education learning.

Students' positive responses to collaborative learning can be explained through cooperative learning theory. This theory suggests that cooperation within groups enhances engagement and responsibility in learning. The findings show that students feel more active and motivated in group-based learning. Cooperation helps students develop social skills such as communication and tolerance. The value of mutual cooperation grows through equal interaction among group members. Students learn to respect differences and share responsibilities. Cooperative learning also fosters a sense of shared responsibility for group success. This aligns with the objectives of Pancasila Education in shaping responsible and character-driven citizens. Thus, collaborative learning serves as an effective strategy for strengthening the value of mutual cooperation.

The internalization of the value of mutual cooperation, which begins to appear in students' attitudes, can be understood through value internalization theory. This theory explains that values become firmly embedded when they are experienced repeatedly and meaningfully. Research findings indicate that students have begun to apply the value of mutual cooperation outside the classroom. This suggests that the value has shifted from the cognitive domain to affective and behavioral domains. Reflective processes in learning help students recognize the meaning of mutual cooperation. The value is no longer understood as an abstract concept but as a guide for action. Pancasila Education learning functions as a medium for gradual value



internalization. This process requires time and consistency. These findings confirm that value education is a long-term process.

Overall, the results of this study support the theory that Pancasila Education functions as a medium for character education. Strengthening the value of mutual cooperation through contextual, collaborative, and reflective learning demonstrates the effectiveness of this approach. Lecturers, students, and the learning environment operate as an integrated system of value education. The findings show consistency between learning practices and theories of value education. Pancasila Education functions not only as a compulsory course but also as a means of shaping students' social attitudes. The value of mutual cooperation can be strengthened through authentic learning experiences. Thus, this study enriches both the theoretical and practical discourse on Pancasila Education. These findings reaffirm the importance of value-based learning in higher education.

CONCLUSION

Pancasila Education at Universitas Nahdlatul Ulama Sunan Giri plays an important role in strengthening students' values of mutual cooperation through interactive, collaborative, and contextual learning. The role of lecturers as facilitators and role models is a key factor in internalizing of the value of mutual cooperation, while students demonstrate positive responses reflected in their increased cooperation, tolerance, and social awareness. The value of mutual cooperation is not only understood conceptually but has also begun to manifested in students' behavior both inside and outside the classroom. Therefore, lecturers are encouraged to continuously develop experience-based and cooperative learning models, higher education institutions are expected to support value strengthening through academic policies and campus culture and future research is recommended to further examine the strengthening of the value of mutual cooperation using broader contexts and diverse methodological approaches.

REFERENCES

- Afifah, R., & Fadilah, N. R. (2023). Implementation of Pancasila Values in Students in Everyday Life. *The Easta Journal Law and Human Rights*, 1(02), 51–57.
- Ahmad, M. I. S., Idrus, M. I., & Rijal, S. (2023). The role of education in fostering entrepreneurial spirit in the young generation. *Journal of Contemporary Administration and Management (ADMAN)*, 1(2), 93–100.
- Cahyati, A. C. N., Ariska, A., Shafa, A. N., Azzahra, N., Ardiyanti, N. T., Ningsih, Y., & Rizti, Z. A. (2025). Islamic Solidarity Values in The Philosophy of Pancasila.



TATHO: International Journal of Islamic Thought and Sciences, 87–100.

- Chang, L. W., Azizan, B., & Amran, M. (2013). National unity at the university level: Importance of civilisational dialogue and way forward. *European Scientific Journal*.
- Chanifah, N. (2025). Measuring The Role of Science as Basis of Student Character Development in Islamic Education Learning. *International Journal of Education and Learning*, 1(2), 99–116.
- Fadil, K., Afifah, L. L., & others. (2025). Implementation of Mutual Cooperation Skills in Pancasila Education Learning in Class 2 of MI Al-Fatih. *Jurnal Evaluasi Dan Pembelajaran*, 7(1), 52–64.
- Fitriasari, S., Masyitoh, I. S., & others. (2020). The role of Pancasila education teachers and citizenship in strengthening character education based on Pancasila values. *2nd Annual Civic Education Conference (ACEC 2019)*, 534–540.
- Hao, S. (2015). Building a Harmonious Society and Achieving Sound Development. In *How the Communist Party of China Manages the Issue of Nationality: An Evolving Topic* (pp. 233–278). Springer.
- Hapsari, A. M., & Wahyuningtiyas, A. A. F. (2023). Student Action in Defending the Country Upholding Pancasila Values. *The Easta Journal Law and Human Rights*, 1(02), 58–63.
- Kharismadewi, K. P. S., Astawan, I. G., & Trisna, G. A. P. S. (2024). The Relationship between the Character of Mutual Cooperation and Global Diversity and Students' Pancasila Education Learning Achievement. *Jurnal Pendidikan Multikultural Indonesia*, 7(1), 76–87.
- Majid, A. (2017). *Analisis Data Penelitian Kualitatif* (Cet. I). Aksara Timur.
- Meng, B., & Cao, M. (2021). On the Construction Concept and Mechanism of Youth Responsibility Ethics in the Context of Globalization. *2021 5th International Seminar on Education, Management and Social Sciences (ISEMSS 2021)*, 548–554.
- Naibaho, Y. P. C., Sawitri, N. M., & Asbari, M. (2022). Pancasila as a Paradigm of Development in Indonesia Government. *Journal of Information Systems and Management (JISMA)*, 1(4), 1–6.
- Prasetya, S. F., Yani, B. I., Nisa, L., Devina, M., & others. (2024). The erosion of ethical



- and moral values among elementary school students: The negative impact of globalization. *Kultur Journal of Social Education*, 1(1), 1–18.
- Precious, O. U. (2010). Globalization and the future of African culture. *Philosophical Papers and Reviews*, 2(1), 1–8.
- Setiawan, A. A. dan J. (2018). *Metodologi Penelitian Kualitatif*. jejak.
- Setiawan, A. anggito dan J. (2018). *Metodologi Penelitian Kualitatif*. CV Jejak (Jejak Publisher).
- Sudirta, I. W., Pieris, J., Nugroho, W., & Ryantoni, H. (2025). Explore the Values of Pancasila as the Basic Philosophy of the Indonesian Nation. *Arena Hukum*, 18(1), 127–158.
- Sultan, M. H., Pirol, A., & Salmilah, S. (2025). Strategies of the National Unity and Politics Agency in Strengthening Religious Harmony. *International Journal of Educational Administration, Management, and Leadership*, 95–107.
- Sumar, W. T., Razak, I. A., & Akadji, F. (2025). Collaborative Roles in Character Education: Contributions and Challenges of Principals, Teachers, and Parents in Elementary Schools. *AL-ISHLAH: Jurnal Pendidikan*, 17(2), 3433–3451.
- Taher, P. (2021). Pancasila as the Basis of the State Unity of the Republic of Indonesia. *Pancasila and Law Review*, 2(2), 133–140.
- Trisna Rukhmana, danial D. dan A. R. A. (2022). *Metode Penelitian Kualitatif*. CV. Rey Media Grafika.
- Triyono, S., Ilhami, M. R., Nur'aini, F., Sari, R., & Rahmia, S. H. (2025). Internalizing the Spirit of Mutual Cooperation in Housing Communities Implementation of Social Values. *The Kalimantan Social Studies Journal*, 6(2), 183–198.
- Wahyuni, D. (2024). Pancasila Education as one of the Forms of National Character in the Global Era. *Research Horizon*, 4(1), 17–24.