

Integration of Pancasila Values Through Project-Based Learning Models for Civics Students in the Digital Era

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Abstract: The integration of Pancasila values in higher education is essential for strengthening students' character and civic responsibility in the digital era. However, rapid technological developments often influence students' attitudes and behaviors, making innovative learning models necessary to support value-based education. This study aims to analyze the integration of Pancasila values through the *Project Based Learning* (PjBL) model among PPKn students at Universitas Muhammadiyah Ponorogo. This research employed a qualitative descriptive method using observation, interviews, and documentation techniques. The participants consisted of 15 PPKn students and 3 lecturers from the PPKn Study Program who taught Character Education, Multicultural Education, and Government Institution Studies courses. The findings revealed that the implementation of *Project Based Learning* effectively encouraged students to apply the values of cooperation, responsibility, critical thinking, creativity, and nationalism in both academic and social activities. In addition, digital-based projects improved students' collaboration skills and active participation in the learning process. Therefore, the PjBL model can serve as an effective learning approach to integrate Pancasila values into higher education learning processes in the digital era.

Keywords: Pancasila values; Project Based Learning; digital era; PPKn students; higher education

INTRODUCTION

Digital transformation has fundamentally reshaped the paradigm of higher education, shifting learning from a lecturer-centered approach to a student-centered, collaborative, and 21st-century skills-oriented learning environment. Higher education institutions are no longer expected merely to produce graduates with strong cognitive competencies but also individuals who possess critical thinking, creativity, collaboration, communication, and adequate digital literacy skills. In the Indonesian context, Pancasila Education, as a compulsory general course (Mata Kuliah Wajib Umum or MKWU), plays a strategic role in fostering students' character while strengthening their national identity amid the rapid advancement of digital technology. Pancasila Education not only serves to transmit knowledge about the philosophical foundation of the Indonesian state but also to internalize Pancasila values as guiding principles for thinking, behaving, and acting in social life, thereby enabling students to respond effectively to contemporary societal challenges (Ministry of Research, Technology, and Higher Education, 2016; Asmaroini et al., 2026).

The rapid development of digital technology has significantly expanded access to information. However, it has also introduced new challenges, including the widespread dissemination of misinformation, declining critical thinking abilities, and the weakening of national values among younger generations. As digital natives, university students require learning experiences that not only integrate digital technologies but also cultivate moral values, ethical awareness, and civic responsibility. Digital literacy has therefore become an essential competency, encompassing not only the technical ability to use digital technologies but also the capacity to critically evaluate information, participate responsibly in digital environments, and develop inclusive digital citizenship (Faradila et al., 2026; Sasmita et al., 2026).

One instructional model considered capable of addressing these challenges is Project-Based Learning (PjBL). This model positions students as active participants in the learning process through the completion of authentic projects that require them to identify problems, gather and analyze information, collaborate with peers, make informed decisions, and develop accountable solutions. Within the implementation of the Merdeka Curriculum, PjBL aligns closely with the objectives of strengthening

the Pancasila Student Profile, as it provides students with opportunities to develop critical thinking, creativity, communication, collaboration, and social responsibility through meaningful and authentic learning experiences (Alhayat et al., 2023).

Numerous studies have demonstrated that project-based and problem-based learning integrated with digital technology can significantly improve the quality of learning in higher education. Asmaroini et al. (2026) found that integrating WebQuest with Problem-Based Learning through a Learning Management System (LMS) significantly enhanced students' conceptual understanding and problem-solving abilities in Pancasila Education courses. These findings indicate that digitally supported learning emphasizing exploration, collaboration, and problem-solving creates more meaningful learning experiences than conventional instructional approaches. Nevertheless, the study primarily focused on cognitive outcomes and did not comprehensively investigate how Pancasila values were integrated into project-based learning activities or how such integration influenced students' character development.

Furthermore, the increasing adoption of Artificial Intelligence (AI) and other digital technologies in higher education suggests that technological competence must be balanced with the strengthening of character, ethics, and national values. The use of digital technologies without adequate value-based education may lead to the misuse of information, violations of academic integrity, and a decline in students' social responsibility. Consequently, higher education institutions require instructional models that effectively integrate technological innovation with Pancasila values, ensuring that students develop not only digital competencies but also integrity, responsibility, and the ability to make ethical decisions grounded in moral principles within society (Faradila et al., 2026; Ministry of Research, Technology, and Higher Education, 2016).

Based on the existing body of literature, a significant research gap remains regarding the integration of Pancasila values into Project-Based Learning in higher education and the impact of this instructional model on students' character development and competencies in the digital era. Most previous studies have focused primarily on improving learning outcomes, motivation, critical thinking, and problem-solving skills, whereas research explicitly examining the integration of Pancasila values throughout each stage of project-based learning remains limited. Therefore, this study is essential to analyze the process of integrating Pancasila values into Project-Based Learning and to identify its impact on strengthening students' character, collaboration, communication, creativity, critical thinking, and digital literacy as essential competencies for addressing the challenges of the digital age (Alhayat et al., 2023; Asmaroini et al., 2026; Sasmita et al., 2026).

METHODS

This study employed a qualitative descriptive approach to explore the integration of Pancasila values through the Project-Based Learning (PjBL) model and to examine its impact on students' character development and 21st-century skills in the digital era. A qualitative descriptive design was selected because it enables researchers to understand educational phenomena comprehensively within their natural setting and to interpret participants' experiences regarding the implementation of PjBL in Civics Education (Creswell & Poth, 2018; Miles et al., 2020).

The research was conducted in the Civics Education Study Program (PPKn) at Universitas Muhammadiyah Ponorogo. Participants consisted of 15 undergraduate PPKn students who had completed project-based learning activities and three lecturers responsible for the courses Character Education, Multicultural Education, and Government Institution Studies. The participants were selected using purposive sampling based on their direct involvement in implementing PjBL and their ability to provide rich information regarding the integration of Pancasila values into learning activities. This sampling strategy is appropriate for qualitative research because it prioritizes participants who possess relevant experiences and insights related to the research objectives (Miles et al., 2020).

Data were collected through classroom observations, semi-structured interviews, and documentation. Classroom observations focused on how lecturers integrated Pancasila values into each phase of Project-Based Learning, including project planning, collaborative investigation, project implementation, presentation, and reflection. Particular attention was given to students' demonstration of cooperation (gotong royong), responsibility, critical thinking, creativity, respect for diversity, and digital

literacy throughout project activities. Semi-structured interviews were conducted with the three lecturers to explore instructional planning, learning strategies, assessment practices, challenges, and perceptions regarding PjBL implementation. Interviews with the fifteen students explored their learning experiences, perceptions of Pancasila value integration, character development, collaborative skills, communication abilities, critical thinking, creativity, and digital competencies acquired during project completion (Alhayat et al., 2023; Asmaroini et al., 2026).

Documentation was used to strengthen data credibility by examining course lesson plans (RPS), project guidelines, students' project reports, presentation materials, reflective journals, photographs of learning activities, assessment rubrics, and digital learning artifacts uploaded to the Learning Management System (LMS). These documents provided evidence of how Pancasila values were embedded within project activities and supported the triangulation of observation and interview findings (Faradila et al., 2026).

Data analysis followed the interactive qualitative analysis model proposed by Miles, Huberman, and Saldaña (2020), consisting of data condensation, data display, and conclusion drawing/verification. First, all observation notes, interview transcripts, and documentation were organized, coded, and condensed according to themes related to (1) the integration of Pancasila values through Project-Based Learning and (2) the impact of PjBL on students' character and digital-era competencies. Second, the coded data were presented in thematic matrices to identify relationships, patterns, and recurring categories across participants. Finally, conclusions were drawn through continuous comparison of data sources and verified using source triangulation, method triangulation, and member checking to ensure the credibility, dependability, and confirmability of the findings (Miles et al., 2020).

RESULTS AND DISCUSSION

1. Internalization of Pancasila Values Through the Project-Based Learning Model

1.1 Internalization of Pancasila Values Through the Project Planning Stage for Students

The observation results indicate that the internalization of Pancasila values through the Project-Based Learning (PjBL) model begins at the project planning stage. At this stage, lecturers not only communicate the intended course learning outcomes but also guide students to identify real-world issues emerging within the community as the basis for determining project themes. The courses Character Education, Multicultural Education, and Government Institutions serve as the primary platforms for integrating Pancasila values into project-based learning activities. Students are given the freedom to select relevant issues, such as interfaith tolerance, strengthening the culture of *gotong royong* (mutual cooperation), digital literacy, public service, waste management, and community empowerment based on local potential. The process of selecting project themes is conducted through group discussions, enabling every student to express opinions, respect differing perspectives, and reach collective decisions through deliberation. These observational findings demonstrate that the values of democracy, humanity, national unity, and responsibility have been internalized since the initial stage of the learning process. This finding is consistent with previous studies on the implementation of PjBL in Pancasila Education, which emphasize that project-based learning should begin with the identification of authentic community problems to enable students to connect academic concepts with real-life social contexts (Melisa et al., 2025).

Interviews with the course lecturers revealed that project design always begins with mapping the learning outcomes to the values embodied in each principle of Pancasila. The lecturers develop the Semester Learning Plan (Rencana Pembelajaran Semester/RPS) by integrating character development, twenty-first-century competencies, and social problem-solving through a project-based approach. According to the lecturers, every project must provide tangible benefits to the community so that students not only understand Pancasila conceptually but are also able to implement its values through concrete actions. Consequently, students are instructed to prepare project proposals containing the background of the problem, project objectives, indicators of success, implementation strategies, forms of collaboration, and reflections on the Pancasila values to be realized throughout the project implementation. This approach illustrates a pedagogical shift from teacher-centered learning toward student-centered learning, providing broader opportunities for students to develop creativity, leadership,

and decision-making skills. These findings support the study conducted by Melisa et al. (2025), which demonstrates that the integration of PjBL into the compulsory Pancasila course is implemented through local problem identification, real community action, and reflection on Pancasila values, thereby making learning more meaningful for students.

Based on interviews with students, most participants stated that the project planning process provided a learning experience that differed significantly from conventional classroom instruction. Students felt more challenged because they were required to independently identify problems within their communities, collect supporting information through field observations and digital sources, and collaboratively discuss alternative solutions with their group members. These activities encouraged students to practice the values of *gotong royong*, respect diverse opinions, take responsibility for assigned tasks, and establish effective communication. One participant explained that preparing the project enabled them to realize that Pancasila is not merely a theoretical subject but rather a practical guideline for collaboratively addressing social problems. These findings indicate that the internalization of Pancasila values occurs through experiential learning, rather than through lectures or rote memorization of concepts. This result reinforces previous research suggesting that project-based learning enhances students' participation in community-oriented activities while strengthening civic engagement as a primary objective of Pancasila Education (Nurdiyanti et al., 2023).

Documentation in the form of students' project proposals demonstrated that every project group explicitly linked its selected theme to the implementation of Pancasila principles. For instance, a digital literacy campaign project was associated with the Second Principle of Pancasila concerning just and civilized humanity by promoting ethical social media practices. A local micro, small, and medium enterprise (MSME) empowerment project reflected the Fifth Principle, emphasizing social justice, whereas a project focusing on community tolerance represented the Third Principle, namely the unity of Indonesia. This integration indicates that students no longer perceived Pancasila merely as a normative concept but rather as an analytical framework for understanding and solving societal problems. The documentation further revealed that lecturers incorporated assessment indicators related to collaboration, responsibility, creativity, leadership, and the implementation of Pancasila values into the project assessment rubric. These findings demonstrate alignment between instructional planning, project implementation, and authentic assessment practices, thereby supporting the development of students' competencies in the digital era (Melisa et al., 2025; Nurdiyanti et al., 2023).

Overall, the findings indicate that the project planning stage constitutes the fundamental basis for the successful internalization of Pancasila values through Project-Based Learning. Unlike conventional instruction, which primarily emphasizes knowledge acquisition, PjBL provides students with opportunities to construct knowledge through authentic experiences, collaboration, and real-world problem-solving. This finding is consistent with Khusnati et al. (2024), who argue that both problem-based and project-based learning enhance students' engagement in discussions, collaborative learning, and understanding of Pancasila values through authentic learning situations. Likewise, Paramita et al. (2025) reported that the consistent implementation of PjBL fosters the values of *gotong royong*, social responsibility, and community awareness because students are actively involved from the project planning stage through project evaluation. Therefore, the internalization of Pancasila values does not occur instantaneously but develops through a systematic, participatory, reflective, and contextual learning process, enabling students to relate Pancasila values to real-life situations as prospective educators and responsible citizens in the digital era.

1.2 Internalization of Pancasila Values in the Implementation of Project-Based Learning for Students

The internalization of Pancasila values was clearly evident during the implementation stage of Project-Based Learning (PjBL). After each group prepared its project proposal, students carried out project activities according to the agreed plan. These activities included task allocation, intergroup coordination, field data collection, community service initiatives, report preparation, and project presentations. Throughout this process, lecturers acted as facilitators by providing guidance, feedback, and continuous monitoring of students' project progress. Based on classroom observations, students demonstrated active participation throughout every stage of the project, including group discussions,

collaborative decision-making through deliberation, conflict resolution, and project evaluation. These findings indicate that Project-Based Learning successfully created a student-centered learning environment while serving as an effective medium for internalizing Pancasila values through authentic learning experiences. These findings are consistent with Melisa et al. (2025), who argued that the implementation of Project-Based Learning in Pancasila courses emphasizes real-world action, enabling students to connect Pancasila values with societal issues so that learning extends beyond conceptual understanding.

Interviews with lecturers revealed that throughout the implementation process, students were encouraged to apply all five principles of Pancasila in every learning activity. The principle of Belief in the One and Only God was reflected through the practice of praying before field activities, respecting the religious beliefs of all group members, and maintaining ethical conduct while interacting with the community. The principle of Just and Civilized Humanity was demonstrated through mutual respect, empathy toward community members, and the ability to listen to diverse perspectives without discrimination. The principle of The Unity of Indonesia was manifested through collaboration among students from different regional, cultural, and personal backgrounds. Furthermore, the principle of Democracy Guided by the Inner Wisdom in Deliberation among Representatives was evident in students' use of deliberation to make collective decisions, while the principle of Social Justice for All Indonesian People was implemented through projects designed to generate tangible benefits for local communities. According to the lecturers, these values were not transmitted through lectures but rather through habitual practice within project activities, allowing students to experience the internalization process directly. These findings support Paramita et al. (2025), who reported that project-based Civic Education strengthens mutual cooperation, responsibility, and social awareness through collaborative activities oriented toward solving community problems.

Interviews with students indicated that project implementation provided a much more meaningful learning experience than traditional lecture-based instruction. Students explained that throughout the project they learned how to formulate strategies collaboratively, divide responsibilities according to each member's strengths, resolve internal group conflicts, and communicate effectively with stakeholders outside the university. One participant stated that the project taught them the importance of respecting differing opinions, maintaining commitment to group responsibilities, and prioritizing collective interests over personal interests. These experiences demonstrate that the internalization of Pancasila values occurs through repeated social practices that gradually shape positive academic behaviors. The findings also reveal a transformation from civic knowledge to civic disposition and civic action, whereby students move beyond merely understanding Pancasila concepts toward applying these values in practical situations. This finding is consistent with Melisa et al. (2025), who emphasized that the effectiveness of Project-Based Learning lies in its ability to transform civic knowledge into concrete action through projects focused on solving social problems.

Documentation in the form of activity photographs, project progress reports, student reflection journals, and Learning Management System (LMS) records demonstrated that digital technology was optimally utilized throughout project implementation. Students employed various digital platforms to coordinate group activities, design educational campaigns, produce video-based learning materials, analyze field observation data, and disseminate project outcomes through social media. The integration of digital technology not only enhanced project effectiveness but also strengthened students' digital literacy competencies. Importantly, lecturers consistently emphasized that technology should be used in accordance with Pancasila values, including academic honesty, ethical digital communication, respect for intellectual property rights, and responsibility in disseminating information to the public. Consequently, technology was positioned as a means of strengthening character development rather than merely serving as a learning tool. These findings are in line with Faradila et al. (2026), who argued that digital transformation in higher education must be accompanied by the reinforcement of ethics, integrity, and moral values to ensure that technology contributes positively to students' character development.

Observations further revealed that lecturers consistently facilitated reflective activities at the end of each learning session. Reflection was conducted through classroom discussions, project progress presentations, and individual reflective journals. During this stage, students were asked to explain the

Pancasila values they had practiced throughout the project, identify challenges encountered, and propose strategies for improving subsequent project activities. Based on interview findings, most students stated that reflective activities helped them recognize that Pancasila values are not merely theoretical concepts learned in the classroom but practical guidelines for collaboration, conflict resolution, appreciation of diversity, and democratic decision-making. Reflection also encouraged students to evaluate their own attitudes and behaviors throughout the project, thereby supporting continuous personal development. These findings reinforce the view that reflection constitutes an essential component of Project-Based Learning because it enables students to connect authentic learning experiences with character formation (Melisa et al., 2025).

Overall, the findings demonstrate that the implementation stage of Project-Based Learning represents the core process through which Pancasila values are internalized. Collaborative activities, authentic problem-solving, community engagement, the responsible use of digital technology, and continuous reflection collectively created comprehensive learning experiences that enabled students not only to acquire academic competencies but also to strengthen their character as future educators and responsible citizens. These findings support Asmaroini et al. (2026), who reported that project-based and problem-based learning enhance student engagement, critical thinking, collaboration, and meaningful learning experiences through the effective integration of digital technology. Therefore, the implementation of Project-Based Learning in the Civic Education Study Program at Universitas Muhammadiyah Ponorogo successfully served as a contextual, participatory, and relevant approach for internalizing Pancasila values in response to the demands of education in the digital era.

The findings further indicate that the reflection stage and project product development represent the phase in which the successful internalization of Pancasila values becomes most evident. Based on classroom observations, each student group was required to present its project outcomes before lecturers and classmates and subsequently reflect upon the entire project process. Reflection focused not only on the successful completion of the project but also on examining how Pancasila values had been implemented throughout the planning, implementation, and completion stages. Lecturers facilitated reflective discussions by asking students to evaluate their experiences in collaboration, conflict resolution, appreciation of diversity, communication, and community contribution. Observational data showed that students were able to identify meaningful changes in their attitudes after participating in project-based learning. This reflective process illustrates that the internalization of Pancasila values does not occur instantly but develops progressively through continuous learning experiences and social interactions during project implementation. These findings are consistent with Melisa et al. (2025), who emphasized that reflection is a fundamental component of Project-Based Learning because it enables students to connect project experiences with the practical application of Pancasila values in their everyday lives.

1.3 Actualization of Pancasila Values through PPKn Students' Project Outcomes

The findings revealed that the reflection and project development stages constituted the phases in which the internalization of Pancasila values was most evident within Project-Based Learning (PjBL). Based on the observations, each student group was required to present the outcomes of their projects before the lecturer and their peers, followed by a reflective evaluation of the entire project implementation process. Reflection focused not only on the successful completion of the project but also on examining how Pancasila values had been implemented throughout the planning, execution, and completion stages. The lecturer facilitated reflective discussions by asking students to share their experiences in collaboration, conflict resolution, appreciation of diversity, communication, and contributions to society. The observational findings indicated that students were able to identify changes in their attitudes throughout the implementation of Project-Based Learning. This reflective process demonstrates that the internalization of Pancasila values does not occur instantly but gradually develops through continuous learning experiences and is socially constructed through interactions among students during the project implementation. These findings are consistent with those of Melisa et al., who argued that the reflection stage is an essential component of Project-Based Learning because it enables students to connect their project experiences with the practical application of Pancasila values in their daily lives (Melisa, 2025).

Interviews with lecturers revealed that reflection was conducted both individually and collaboratively through reflective journals, classroom discussions, and project presentations. According to the lecturers, reflective activities were intended to help students evaluate their character development, identify their strengths and weaknesses throughout the project, and formulate improvements for subsequent learning activities. The lecturers also integrated Pancasila character indicators into the assessment rubric so that responsibility, mutual cooperation (*gotong royong*), social awareness, communication, leadership, and integrity were weighted equally with the quality of the project outcomes. Consequently, assessment was oriented not only toward the final product but also toward the learning process experienced by the students. This approach demonstrates that authentic assessment within Project-Based Learning provides a more comprehensive evaluation of both students' academic competencies and character development. These findings support previous studies on the implementation of PjBL in Civic Education (PPKn), which emphasize the importance of process-based assessment in measuring the development of mutual cooperation, responsibility, and social awareness among students (Paramita et al., 2025).

Based on interviews with students, most respondents stated that participating in project-based activities had transformed their understanding of Pancasila Education. Prior to engaging in Project-Based Learning, students tended to perceive Pancasila merely as theoretical content studied to fulfill academic requirements. However, after completing the projects, they recognized that Pancasila values serve as practical guidelines for addressing various social issues. Students reported learning to appreciate the diverse characteristics of their group members, prioritize deliberation (*musyawarah*) when facing differing opinions, and place collective interests above personal interests. Furthermore, direct engagement with the community enhanced their understanding of the importance of social responsibility and civic engagement as future educators and citizens. These experiences indicate a transformation from civic knowledge to civic disposition and civic action, reflecting a shift from merely understanding citizenship concepts to actively implementing these values in real-life contexts. These findings are consistent with Melisa et al. (2025), who found that Project-Based Learning strengthens ecological citizenship by engaging students in authentic community-oriented actions aimed at addressing social issues.

Analysis of the project documentation revealed that the products developed by students varied according to the themes selected by each group. These products included digital literacy campaign videos, educational media promoting tolerance, character education modules, public service infographics, digital anti-hoax campaigns, community empowerment programs, and documentary videos highlighting the practice of *gotong royong* within local communities. All project outputs demonstrated the integration of Civic and Pancasila Education concepts with digital technology as a medium for communicating messages to society. The documentation further showed that students utilized various digital platforms and applications, including Canva, Google Workspace, Learning Management Systems (LMS), social media platforms, and video editing software, to produce engaging and communicative learning products. The use of these technologies indicates that students not only developed digital competencies but also gained an understanding of digital ethics, respect for intellectual property rights, and responsibility in disseminating information to the public. These findings support the study by Faradila et al., which emphasizes that the integration of digital technology in higher education should always be accompanied by the reinforcement of ethical values and character development to ensure that digital transformation contributes positively to educational quality (Faradila, 2026).

The observational findings also indicated that project presentations provided students with opportunities to develop communication skills, critical thinking, and scientific argumentation. During the presentation sessions, students explained the project implementation process, the challenges they encountered, the solutions they applied, and the ways in which Pancasila values were implemented throughout the project activities. Their peers responded by posing questions, offering constructive criticism, and providing suggestions, thereby fostering active academic discussions. The lecturer facilitated these discussions by providing feedback based on the intended learning outcomes and the implementation of Pancasila values. These presentation and discussion activities demonstrate that Project-Based Learning not only enhances students' academic competencies but also strengthens democratic culture by promoting respect for freedom of expression, openness to constructive criticism, and the ability to make rational decisions. These findings reinforce the study conducted by Asmaroini et

al. (2026), which concluded that project-based and problem-solving learning approaches effectively enhance students' critical thinking, communication, collaboration, and conceptual understanding through student-centered learning.

The findings of this study further indicate that the internalization of Pancasila values through Project-Based Learning (PjBL) contributes to the development of a more collaborative academic culture. Based on the observational findings, the relationship between lecturers and students became more open, as lecturers assumed the roles of facilitators, mentors, and learning partners. Students participated more actively in discussions, demonstrated greater confidence in expressing their ideas, and exhibited stronger responsibility for the success of their group projects. This learning environment fostered an academic climate that was democratic, inclusive, and respectful of diversity. Such conditions are consistent with the principles of Pancasila Education, which position students as active participants in the learning process while simultaneously preparing them to become responsible citizens with moral obligations toward society. These findings reinforce previous studies suggesting that Project-Based Learning promotes a participatory learning environment and enhances students' social awareness through authentic learning experiences (Paramita et al., 2025; Melisa, 2025).

Overall, the findings demonstrate that the internalization of Pancasila values through Project-Based Learning in the Civic Education (PPKn) Study Program at Universitas Muhammadiyah Ponorogo was implemented systematically, beginning with the planning stage and continuing through project implementation, reflection, and evaluation. The internalization of values was not achieved through conventional verbal instruction but through authentic learning experiences that enabled students to identify real-world problems, collaborate effectively, make democratic decisions, engage directly with the community, utilize digital technology responsibly, and reflect upon these experiences as part of their character development. Consequently, Project-Based Learning has proven to be an effective instructional model for transforming Pancasila values from knowing values into living values, whereby these values become embedded in students' ways of thinking, behaving, and acting. Furthermore, these findings extend previous research by demonstrating that the integration of Pancasila values not only strengthens students' character development but also supports the enhancement of digital citizenship competencies, which have become an essential requirement for higher education in the era of digital transformation (Melisa, 2025; Faradila et al., 2026).

The implementation of Project-Based Learning (PjBL) has emerged as one of the most relevant instructional strategies for addressing the demands of education in the digital era. This learning model emphasizes not only the acquisition of academic knowledge but also encourages students to solve authentic problems through project-based activities requiring collaboration, creativity, communication, and critical thinking. These characteristics are closely aligned with the twenty-first-century competencies that are increasingly essential in both higher education and the professional workplace. Through project-based learning, students gain more meaningful learning experiences because they are actively involved in designing, developing, implementing, and evaluating the outcomes of their projects.

From the perspective of character development, PjBL fosters responsibility, independence, integrity, and teamwork. Throughout the project implementation process, students are required to manage their time effectively, make informed decisions, respect the opinions of group members, and accomplish assigned tasks according to predetermined objectives. Antari (2023) reported that the implementation of PjBL significantly enhances students' integrity while simultaneously improving their critical thinking skills. These findings indicate that project-based learning not only strengthens cognitive achievement but also reinforces character formation, which serves as a fundamental basis for addressing the challenges of the digital era.

In addition to promoting character development, PjBL has a positive impact on the enhancement of students' skills. By engaging students in authentic problem-solving activities, this learning model encourages them to develop creativity, critical thinking, effective communication, and the ability to utilize digital technologies to gather information and produce meaningful learning products. Muhammad et al. (2025) reported that the implementation of PjBL significantly improved students' creativity, with the experimental group demonstrating a 31.3% increase compared to an 11.9% improvement in the control group. Furthermore, greater improvements were observed in cognitive flexibility, originality of ideas, and the ability to produce creative products compared with conventional instructional approaches.

These findings are further supported by Meirawati and Kresnawati (2022), who found that students participating in Project-Based Learning achieved better learning outcomes than those taught through conventional methods. As a student-centered instructional approach, PjBL provides students with opportunities to independently access information, collaborate in completing projects, and develop problem-solving skills. These learning experiences equip students with the competencies required to adapt to the rapid technological changes characterizing the digital era.

The implementation of Project-Based Learning (PjBL) significantly strengthens students' character and competencies in the digital era because the learning process shifts from a teacher-centered transfer of knowledge toward authentic, experience-based learning through the completion of real-world projects. This instructional model positions students at the center of the learning process, encouraging them to independently and collaboratively plan, implement, evaluate, and present project outcomes. Studies on PjBL have consistently demonstrated that this approach enhances students' learning motivation, active engagement, conceptual understanding, and twenty-first-century competencies, including critical thinking, communication, collaboration, and creativity, all of which are indispensable for responding to the challenges of an increasingly digital society (Mamoto & Mashudi, 2025).

From the perspective of character formation, the implementation of PjBL cultivates responsibility, discipline, independence, and teamwork. Students are required to manage their time effectively, distribute responsibilities among team members, resolve conflicts, and take responsibility for the outcomes of their projects. Such learning experiences foster the development of lifelong learners who are adaptive to technological advancement and continuous change. Furthermore, students' involvement in projects addressing authentic societal issues enhances their social awareness, academic integrity, and capacity to make responsible decisions. Research findings also indicate that PjBL promotes initiative, creativity, and students' confidence in exploring innovative solutions, thereby making the learning experience more meaningful than conventional instructional approaches (Nirwani, 2026).

In terms of skill development, the digital era requires graduates who possess the 4C competencies—critical thinking, creativity, collaboration, and communication—as well as strong digital literacy. The integration of information technology into Project-Based Learning enables students to utilize various digital platforms, collaborative applications, e-learning systems, cloud storage, and interactive presentation tools to complete project assignments. A literature review on ICT-based PjBL indicates that technology integration not only facilitates access to information but also improves students' abilities to process information, visualize concepts, produce digital products, and collaborate effectively regardless of time and geographical constraints. Consequently, technological proficiency develops simultaneously with higher-order thinking skills (Fatimah & Bramastia, 2022).

Furthermore, the implementation of PjBL in Pancasila Education has been shown to significantly improve students' critical thinking abilities through activities involving problem identification, information analysis, solution development, and product presentation. These learning processes strengthen students' ability to connect theoretical concepts with real-life societal issues, resulting in contextual and reflective learning experiences. Therefore, Project-Based Learning can be regarded as an effective instructional model for fostering positive character while simultaneously developing the twenty-first-century competencies required for students to become competent, innovative, adaptive graduates capable of responding to the dynamic challenges of the digital society (Novitasari et al., 2024).

In conclusion, the implementation of Project-Based Learning has a substantial positive impact on students' character development and skill enhancement in the digital era. This instructional model produces graduates who possess not only strong academic competencies but also creativity, adaptability, communication skills, collaborative abilities, and positive character traits necessary for solving real-world problems. Accordingly, Project-Based Learning deserves to be adopted as one of the primary instructional models in higher education to support the development of high-quality human resources capable of meeting the challenges of the Industrial Revolution 4.0 and Society 5.0.

CONCLUSION

The findings of this study indicate that the internalization of Pancasila values through the Project-Based Learning (PjBL) model among Civic Education (PPKn) students at Universitas Muhammadiyah Ponorogo was implemented systematically through the stages of planning, project implementation, reflection, and project development. Throughout these stages, students not only developed a conceptual understanding of Pancasila values but also translated them into practice through collaborative activities, deliberative decision-making (musyawarah), authentic problem-solving, and direct engagement with the community. The integration of the values of Belief in One Supreme God, Humanity, Unity, Democracy, and Social Justice into every project created a more contextual, participatory, and meaningful learning experience, enabling students to transform knowing values into living values in both academic and social contexts. Furthermore, the implementation of Project-Based Learning had a positive impact on strengthening students' character and competencies in the digital era. The project-based approach enhanced responsibility, mutual cooperation (gotong royong), leadership, integrity, and social awareness while simultaneously developing critical thinking, creativity, communication, collaboration, digital literacy, and problem-solving skills. The integration of digital technologies throughout the project implementation further strengthened students' digital citizenship competencies without compromising the ethical principles and character values embodied in Pancasila. Therefore, Project-Based Learning can be regarded as an effective instructional model for reinforcing character education while preparing Civic Education students to become adaptive, innovative, and globally competitive graduates capable of addressing the challenges of the digital era.

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