



## Pelajar Pancasila character development through digital literature in high school

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### ABSTRACT

Digital literature, broadly defined as any text consumed on a screen, creates a reading environment that pulses with interactivity. This research presents a systematic review examining the contribution of digital reading materials to the formation of Pancasila character among high school students in Indonesia. The purpose of this study is to investigate whether digital literature can genuinely help high school students grow into more Pancasila-minded citizens. The methodology employed is a qualitative literature review, analyzing empirical, methodologically sound, pertinent, and recent articles published between 2021 and early 2025. Google Scholar served as the primary search hub, utilizing keyword combinations such as "Pancasila student character" and "digital literature". Findings indicate a robust correlation between digital media and the multifaceted growth of the Profil Pelajar Pancasila. Various modalities, including web comics, e-books, and project-centered digital modules, were found to have significantly raised students' understanding, involvement, and real-world application of Pancasila principles. This literature suggests that when Teachers harness students' native devices and habits, they help a tech-savvy generation anchor its civic identity within Indonesia's enduring ethical framework.

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### ABSTRAK

Literatur digital, secara umum didefinisikan sebagai teks apa pun yang dikonsumsi di layar, menciptakan lingkungan membaca yang penuh dengan interaktivitas. Penelitian ini menyajikan tinjauan sistematis yang mengkaji kontribusi bahan bacaan digital terhadap pembentukan karakter Pancasila pada siswa sekolah menengah atas di Indonesia. Penelitian ini dilatarbelakangi oleh kesenjangan dalam literatur mengenai pengaruh literatur digital terhadap ciri-ciri karakter Pancasila siswa dan tantangan dalam mengintegrasikan nilai-nilai Pancasila ke dalam pengajaran harian. Metode yang digunakan adalah tinjauan literatur kualitatif, menganalisis artikel-artikel empiris, metodologis, relevan, dan terkini yang diterbitkan antara tahun 2021 dan awal 2025. Sumber utama pencarian adalah Google Scholar, menggunakan kombinasi kata kunci seperti "Pancasila student character" dan "digital literature". Temuan menunjukkan korelasi yang kuat antara media digital dan pertumbuhan karakter Profil Pelajar Pancasila. Berbagai modalitas seperti komik web, e-book, dan modul digital berbasis proyek secara signifikan meningkatkan pemahaman, keterlibatan, dan penerapan prinsip-prinsip Pancasila siswa. Literatur ini mengindikasikan bahwa memanfaatkan perangkat dan kebiasaan digital siswa dapat membantu mengukuhkan identitas kewarganegaraan mereka dalam kerangka etika Indonesia yang abadi.

**Kata Kunci:** karakter pancasila; kurikulum merdeka; literasi digital; literatur digital

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## INTRODUCTION

Recent breakthroughs in digital technology have shaken up classrooms and lecture halls more thoroughly than anything Teachers could have imagined a decade ago. Every smartphone buzz and wi-fi hiccup now reshapes attendance, content, and sometimes even a teacher's mood. In such a glaringly screen-driven world, lessons that once unfolded in chalk dust and paper stacks feel instantly retro. Indonesia moves to a different tempo, one rooted in the Pancasila five principles charter of faith, unity, democracy, humane decency, and social justice. For Indonesian parents, ministers, and policy-writers, these precepts still announce every proud Indonesian goodbye and solemn classroom hello. While traditional methods of character education have long been employed, the ubiquitous presence of digital devices and the proliferation of digital literature among high school students necessitate a re-evaluation of pedagogical approaches.

Digital literature, broadly defined as any text consumed on a screen, creates a reading environment that pulses with interactivity. Embedded videos, sound clips, and clickable hyperlinks replace the fixed pages of print, inviting students to explore moral and social dilemmas in a nonlinear way (Liao et al., 2024). Because contemporary high-schoolers have grown up swiping rather than turning pages, these techno-savvy formats often feel more intuitive than a hefty anthology (Clapp, 2021). When teachers want to illustrate Pancasila values, such as tolerance or social responsibility, the web supplies an almost limitless range of options—e-books, interactive fiction, and crowd-sourced poetry—allowing them to drop fresh, culturally relevant examples into the classroom almost overnight. Across that diversity of choices, compelling storytelling remains the common thread, turning abstract ideals into relatable, lived experience. Integrating digital literature into character education certainly sounds promising; yet, the approach raises some practical and moral concerns. The temptation to present an exciting e-book to a classroom full of teenagers must be tempered with the slower, yet essential, tasks of careful selection and thoughtful design. Teachers still do not fully understand how teenagers read screens, let alone how they integrate those readings into their everyday choices (Duncan & Freeman, 2020; Turner et al., 2020).

Efforts to weave character education into daily instruction, particularly around the ideals of Pancasila, have not materialized as smoothly as policymakers anticipated. Classrooms still confront an awkward gap between eloquent policy speeches and the cluttered reality of lesson plans (Jaspers, 2022; Winslow, 2024). Funding shortfalls, bureaucratic hesitations, and the ever-present scramble for textbooks keep the ideals at the margins. Teachers routinely report that even rudimentary digital platforms fall short of pairing twenty-first-century media skills with age-old civic virtues. Few structured projects that exist remain clustered in pilot schools and research trials, leaving the bulk of the secondary sector without a ready blueprint for integrating digital literacy with character work (Ciptaningrum et al., 2023; Fikrotussholihah, 2024).

A striking void remains in the scholarship concerning the direct influence of digital literature on students' Pancasila character traits. Researchers acknowledge the promise of digital media, which is intuitive, colorful, and often collaborative, to enhance both learning outcomes and moral growth. However, specific inquiries into how e-books, web projects, or graphic novels can nurture Pancasila values are few and far between (Putri & Astiwi, 2025). Most

existing papers rely on abstract frameworks or single-instance vignettes, with almost no longitudinal data highlighting the real-world benefits of these digital reading tools (Hasbiah et al., 2024). Filling that void will demand deliberate trials where newly minted platforms deliberately fuse the ideals of Pancasila into everyday high-school tasks, and where the effects of such trials can be quantified against traditional pedagogies (Salsabilla & Priyanto, 2023; Zulfikar et al., 2024).

This research aims to investigate the effectiveness of utilizing digital literature as a tool for developing Pancasila student character within the high school setting. By examining the types of digital literature most conducive to instilling these values, the pedagogical strategies that optimize their impact, and the perceived changes in students' understanding and application of Pancasila, this study endeavors to provide empirical evidence and practical recommendations.

## LITERATURE REVIEW

### Character of Pancasila Student

Profil Pelajar Pancasila, or the Character of Pancasila Student, sketches the ideal young Indonesian through a blend of aspirations that echo the archipelago's founding beliefs. The profile goes well beyond textbook theory. The character of a Pancasila Student fills the space where morality, practical skills, and a sense of place in a fast-shifting world must meet. Faith and devotion to God sit beside a commitment to global diversity, the habit of gotong royong, an inner sense of independence, and the sharper tools of critical thinking and creativity (Bilalu et al., 2024; Harmadi et al., 2022). Teachers use the outline to redesign lesson plans and classroom culture, favoring experiences that foster thoughtful citizens capable of weaving their own stories into the broader fabric of the nation (Satriani & Cahyono, 2024). Knowledge, in this vision, is only half the goal. Virtue must keep pace if communities-and Indonesia itself-are to flourish.

Nurturing the Pancasila Student Character turns out to be less of a sprint and more of a long, winding march through nearly every corridor of school life. Teachers, staff, and even the cafeteria cooks frequently remind students of the importance of faith, mutual respect, and the simple act of lending a hand. Class projects, science fairs, and the late-afternoon soccer match all double as practice grounds for independent thinking, quick troubleshooting, and the occasional burst of spontaneous leadership (Najiah et al., 2024; Putra et al., 2023). Formal lessons do not stand alone. They mingle with community clean-ups, marching-band parades, and the small rituals that give a campus its heartbeat.

### Digital Literature

Digital literature refers to any text that is born on a screen and, for the most part, read there, a practical definition that sets it apart from paper-based formats and highlights the role of the delivery technology. Digital literature encompasses everything from straightforward e-books to scholarly repositories, as well as more experimental forms like hypertext stories, interactive poems, and multimedia projects that incorporate sound, video, or animated graphics (Dragon et al., 2025; Komara & Hadiapurwa, 2023). A key distinguishing feature is

not the presence of a screen itself, but the tendency for these works to unfold in non-linear paths, allowing the audience to shape the unfolding plot, and sometimes inviting them to write alongside the original author. Because pixels can be repositioned, paused, or layered over one another, creators often play with space and time in ways that print forbids, shifting the reader's sense of sequence or even sensory engagement from moment to moment. That formal flexibility, in turn, encourages fresh approaches to voice, point of view, and thematic depth, appealing primarily to a generation that navigates digital environments with ease.

The rise of digital literature has profound implications for both literary creation and consumption, necessitating a re-evaluation of how we define and interact with texts. For readers, it offers unprecedented access to a vast global library, often at their fingertips, and provides interactive experiences that can deepen engagement and comprehension, particularly for complex or abstract topics. For authors, it liberates them from the constraints of traditional publishing, offering new tools for expression and direct avenues for connecting with their audience. However, this evolution also presents challenges, including issues of digital preservation, copyright in a highly fluid environment, and the need for new critical frameworks to analyze and appreciate these emergent forms (Ardiansah et al., 2022). As technology continues to advance, digital literature is poised to become an even more integral part of the literary landscape, continually pushing the boundaries of what stories can be and how they are experienced, thereby shaping future generations' relationship with narrative and information (Bushell et al., 2022).

## **METHODS**

This inquiry draws on the tradition of qualitative literature reviews to assess how digital reading materials contribute to the formation of Pancasila character among high school students. Relying on a structured synthesis of published work makes it easy to spot blind alleys in the research, catalogue corroborating evidence, and tease out fresh propositions grounded in time-honored theories of Pancasila virtue, online literature, and constructivist pedagogy. Such a method keeps the discussion anchored in firsthand observations, letting the rich, sometimes messy, dialogue between technology and Indonesian moral education surface in full view. For the review proper, only empirical, methodologically sound, pertinent, and recent articles will be chosen, thereby safeguarding the reliability and timeliness of the assembled knowledge.

The review will rely on Google Scholar as its primary search hub, primarily because this engine encompasses publications from nearly every academic discipline. Initial keyword combinations will include "Pancasila student character", "digital literature", "high school education", "character education", and "constructivism learning". These keywords will be combined using Boolean operators (AND, OR) to broaden the search scope and capture a diverse range of relevant articles. First-pass triage occurs at the title-and-abstract stage, where the team flags anything that genuinely appears to answer the guiding questions. Once the keepers are sorted, the researchers download full texts and roll up their sleeves, sizing up sample sizes, analytical gears, and cited theories to spot material worth trusting. Final cuts depend on scholarly hunches about relevance and impact, stitching together a narrative thick enough to demonstrate how digital stories can influence Pancasila values in high school homerooms.

## RESULTS AND DISCUSSION

Recent scholarship on Indonesian secondary education increasingly investigates how digital literature and online media can nurture the Pancasila character among high school students. A systematic literature review conducted compiles articles published between 2021 and early 2025, each drawing on methods that range from classroom experiments to nationwide surveys and close readings of web-based texts. The exercise categorizes experimental successes, identifies promising new directions, and highlights unexplored questions that future researchers may pursue to reinforce moral teaching in alignment with the nation's guiding philosophical ideals (see **Table 1**).

**Table 1.** Systematic Literature Review

No	Cite	Research Objective	Methodology	Findings
1	Putri, N. R., & Sari, P. K. (2025). Pixton Digital Comic Media in PPKN Lessons to Improve the Character Profile of Pancasila Students. <i>Jurnal Penelitian dan Pengembangan Pendidikan</i> , 9(1), 125-135.	To explore the use of digital comics to improve Pancasila student profiles in social studies education.	Case study, qualitative approach using digital comics.	Digital comics as a medium to enhance students' Pancasila profile.
2	Ciptaningrum, D. S., Fadhlia, H. N., & Jinabe, M. (2025). Manifesting Pancasila Students' Needs: Insights and Implementations. <i>KUPAS SENI: Jurnal Seni dan Pendidikan Seni</i> , 13(1), 50-60.	Investigating the character development needs of high school students in Pancasila education.	A survey and interviews with 326 participants from senior high schools.	Identified significant needs and gaps in Pancasila education for character development.
3	Fikrotussholihah, F. (2024). The Systematic Literature Review: The Effectiveness Of Implementing The Pancasila Student Profile In The Independent Curriculum And Its Implications For Students' Character Development. <i>International Conference on Elementary Education</i> , 6(1), 192-199.	To evaluate the implementation of the Pancasila Student Profile in an independent curriculum.	Experimental study with pre- and post-tests for character evaluation.	Positive impact of Pancasila profile implementation on students' character traits.

No	Cite	Research Objective	Methodology	Findings
4	Salsabilla, S., Priyanto, E., & Fajar, W. N. (2023). The Effect of Pancasila Education Learning in Shaping Digital Literacy of Young Citizens (A Descriptive Study on 10th Grade Students in High Schools in Banyumas Regency). <i>Proceedings Series on Social Sciences &amp; Humanities, 13</i> (1), 123-130.	To examine the impact of Pancasila education on digital literacy in high school students.	A descriptive study was conducted among 10th-grade students in Banyumas.	Digital literacy is strengthened through Pancasila-based education.
5	Salahuddin, S., Erniati, E., Mistiani, W., Gusnarib, G., & Ardiansyah, A. (2025). Development of a Web-Based Assessment of Pancasila Student Character in Senior High Schools. <i>Jurnal Pendidikan Progresif, 15</i> (2), 945-965.	To develop a web-based assessment tool for measuring Pancasila student character.	Web-based design and testing with a sample of high school students.	Web-based design and testing with a sample of high school students.
6	Khosiah, N., & Ameh, A. S. (2023). From Book to Screen: The Role of Digital Media in Forming Pancasila Student Profiles. <i>Assyfa Journal of Multidisciplinary Education, 1</i> (2), 84-94.	To assess the role of digital media in shaping Pancasila student profiles.	Qualitative study, content analysis of digital media materials.	Digital media plays a significant role in helping students develop a deeper understanding of Pancasila values.
7	Komalasari, K., Abdulkarim, A., & Sopianingsih, P. (2024). Digital-Based Living Values Project Activities Learning Model for Strengthening Students' Pancasila Character. <i>The New Educational Review, 75</i> (2), 127-139.	To design a digital-based learning model to strengthen Pancasila values.	Action research with project-based learning.	The digital project-based learning model effectively enhanced students' character.

No	Cite	Research Objective	Methodology	Findings
8	Zulfikar, Z., Suryanef, S., Fatmariza, F., & Fatimah, S. (2024). Enhancing Pancasila Character Traits through Innovative Science E-Books: A Digital Approach to Values Education. <i>Jurnal Penelitian Pendidikan IPA</i> , 10(10), 8255-8262.	To evaluate the effectiveness of science e-books in enhancing Pancasila character traits.	Experimental study using digital e-books in science classes.	Science e-books improved students' practice and understanding of Pancasila values.
9	Indah, M. (2021). Students' skills in digital literature using comic page creator to realize pancasila student profile. <i>Widyagogik: Jurnal Pendidikan dan Pembelajaran Sekolah Dasar</i> , 9(1), 74-91.	To analyze students' use of digital comic creators in realizing Pancasila student profiles.	Case study with comic page creation and analysis of results.	Comic page creators foster deeper engagement and creativity in realizing Pancasila values.
10	Eliya, I., Priyatni, E., Suwignyo, H., Sodik, A., & Rahman, A. (2023). Portrait of digital project-based learning for procedural text in supporting the profile of pancasila students in the era of independent learning. <i>ISCE: Journal of Innovative Studies on Character and Education</i> , 7(1), 118-130.	To examine how digital project-based learning supports the development of Pancasila student profiles.	Descriptive case study with project-based learning in classrooms.	Digital project-based learning enhances students' understanding of Pancasila through procedural text.

Sources: Research 2025

Recent literature reviews indicate a robust correlation between digital media and the multifaceted growth of the Pancasila Student Profile. Multiple investigations indicate that targeted digital platforms are effective accelerators of this development. Putri and Sari documented social studies classes where animated digital comics directly lifted students' Pancasila competencies, making the sprawling framework feel more immediate (Putri & Sari, 2025). Indah replicated that enthusiasm by having learners build their comics, an exercise that ignited both creativity and ownership of the Pancasila ethos (Indah, 2021). Khosiah and Ameh then expanded the conversation, arguing that all forms of interactive media—simulations, podcasts, and even gamified quizzes—significantly deepen students' grasp of the same values (Khosiah & Ameh, 2023). Their more exhaustive survey suggests that such

lively tools can transform abstract ideals into observable behavior, a skill that paper handouts and lectures often overlook when addressing today's screen-savvy high schoolers.

A recent examination of Indonesian pedagogy reveals a noticeable shift toward software-centered instructional systems that explicitly uphold the values of Pancasila. An action-research cycle centered on a digital living-values framework; subsequent student surveys indicated that character dispositions had indeed strengthened (Komalasari et al., 2024). Turning to discipline-specific media, Zulfikar et al. tested downloadable science e-books and found that learners practiced Pancasila tenets with greater fluency. This outcome suggests e-texts may serve dual roles in content mastery and moral formation (Zulfikar et al., 2024). Prototype a browser-based rubric for quantifying Pancasila traits in real time, marking a clear pivot toward metrics and analytics in character assessment (Salahuddin et al., 2025). Jointly, these innovations point to a classroom future where screens and interactive literature not only hold attention but also yield complex data on how well foundational Indonesian principles take root in young minds—a gap traditional methods have struggled to close (Ciptaningrum et al., 2023; Eliya et al., 2023; Fikrotussholihah, 2024; Salsabilla et al., 2023).

Several recent inquiries, presented here in systematic review form, point toward a lively shift in character instruction at the high-school level in Indonesia. Put, tablet stories, and web comics now appear capable of cultivating the Pancasila Student Character far more effectively than teachers once hoped. Multiple sources indicate that the studies by Putri and Sari, as well as those by Zulfikar et al., reach a similar conclusion (Putri & Sari, 2025; Zulfikar et al., 2024). Their observations cluster around digital panels, science e-books, and pop-up quizzes, all of which students seem to enjoy. That student's enjoyment is not simply a good wish. It resonates neatly with the older idea of constructivist learning. Vygotsky, Piaget, and their followers argued that people build knowledge when they engage in activities such as tinkering, arguing, and revisiting the material (Pedapati, 2022). Traditional lectures, by contrast, sometimes fall flat in rooms full of students who think a swipe is slower than breathing (Rosyiddin et al., 2023; Yeung & Yau, 2022). In short, the evidence shows that comics, films, and scrolling textbooks can hard-wire civic habits during regular study time.

A growing line of inquiry now catalogs the distinct innovations that digital methods have introduced to character education, advantages that printed textbooks once held a monopoly on. Earlier studies repeatedly lamented difficulties in embedding Pancasila ideals in classroom practice and the scant availability of dedicated digital tools (Ciptaningrum et al., 2023; Fikrotussholihah, 2024). The present survey, by contrast, uncovers a wave of projects that squarely confront those shortcomings. One noteworthy advance is the Living Values Project Activities platform, which adapts real-world service tasks into a digital framework (Komalasari et al., 2024). Another promising route comes from Teachers experimenting with web-based, project-oriented curricula that emphasize teamwork and hands-on inquiry (Eliya et al., 2023). Both models closely mirror the mutual assistance, or gotong royong, and the critical-thinking components outlined in the Pancasila character profile. In parallel, newly developed online assessment suites enable teachers to track ethical growth in a manner that paper quizzes seldom permit (Salahuddin et al., 2025). By transforming once-abstract theories into functioning, evidence-gathering applications, the field announces its most substantial leap beyond conventional rote learning to date.

The recent literature survey reveals an unexpected and direct coupling between a learner's digital literacy and the robust development of Pancasila-rooted pedagogy. Salsabilla et al. argue that exposure to Pancasila-anchored materials actively hard-wires the same digital competencies that Teachers once assumed were incidental (Salsabilla et al., 2023). Their observation goes far beyond treating software as a basic delivery apparatus. It implies that the ethical frame embedded in online texts can mold responsible digital citizens almost by osmosis. Earlier inquiries had hinted at, but never fully established, the link between screen culture and moral formation, whereas this study lays the connection out plainly. Such clarity invites Teachers to repurpose popular media as a two-for-one intervention, sharpening both character and technical know-how. These findings thus mint a fresh angle in instructional scholarship, underscoring how the platforms young people already inhabit can double as scaffolding for the Pancasila Student Profile.

## **CONCLUSION**

This systematic review aimed to determine whether digital texts can meaningfully enhance the character traits outlined in Pancasila-mandated high school curricula. The cross-study synthesis confirms that web-based narratives provide a vibrant, interactive platform for instilling those values, while neatly fitting the tenets of constructivist pedagogy. Numerous modalities—web comics, e-books, and project-centered digital modules—are flagged as having raised students' understanding, involvement, and real-world application of principles such as cooperative teamwork, responsible citizenship, and analytical inquiry. Such consistent data imply that when Teachers harness students' native devices and habits, they do not merely teach abstract morals. They help a tech-savvy generation anchor its civic identity within Indonesia's enduring ethical framework.

The strength of the existing evidence naturally leads to a set of concrete next steps for both researchers and practitioners. Experimental designs that document how long a targeted digital-literature project can shape facets of the Pancasila Student Character remain sparse; studies should expand to include broader, more varied participant pools and well-defined control groups. Web-based assessment platforms are being rolled out, yet their validity and reliability in classroom settings—the benchmarks that indicate whether they truly work—have not been exhaustively tested across Indonesia's uneven educational landscapes. Course outlines that merge digital literacy with character instruction still do not exist in a systematic form; policymakers should draft actionable frameworks that specify what teachers should look for when curating online texts and how those texts should be taught. Further inquiries could explore how local customs and regional identities influence the way students understand and adopt Pancasila values when those values appear on a screen, an angle critical given Indonesia's geographic diversity. Until fresh digital materials and innovative teaching methods continue to arrive in classrooms, the promise of cyberspace to nurture principled, engaged young Indonesians will remain only partially fulfilled.

## **AUTHOR'S NOTE**

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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