

The Role of Civic and Pancasila Education in Strengthening Human Literacy Among Students at Universitas Negeri Medan

Ramsul Nababan¹, Parlaungan Gabriel Siahaan², Reh Bungana Beru Perangin-angin³,
Surya Dharma⁴, Julia Ivanna⁵, Junaidi⁶

{ramsulnbbn@unimed.ac.id¹, parlaungansiahaan@unimed.ac.id², rehbungana@unimed.ac.id³,
suryappkn@unimed.ac.id⁴, juliaivanna@unimed.ac.id⁵, junaidi.13@upi.edu⁶}

Pancasila and Civic Education, Faculty of Social Sciences, Universitas Negeri Medan, Indonesia¹
Pancasila and Civic Education, Faculty of Social Sciences, Universitas Negeri Medan, Indonesia²
Pancasila and Civic Education, Faculty of Social Sciences, Universitas Negeri Medan, Indonesia³
Pancasila and Civic Education, Faculty of Social Sciences, Universitas Negeri Medan, Indonesia⁴
Pancasila and Civic Education, Faculty of Social Sciences, Universitas Negeri Medan, Indonesia⁵
Civic Education, Faculty of Social Sciences Education, Universitas Pendidikan Indonesia, Indonesia⁶

Abstract. The strengthening of character education has become a national vision emphasized in Presidential Regulation No. 87 of 2017 on Strengthening Character Education (PPK). This is crucial for reinforcing the national identity in the era of the Industrial Revolution 4.0, which brings both positive and negative impacts on various aspects of life. To prevent the negative impacts, systemic efforts are needed, including in education. This study aims to understand the role of civic and Pancasila education in strengthening human literacy among students at Universitas Negeri Medan. The research method used is qualitative with a literature study approach, collecting data from journals, books, and other sources. Data analysis employs the Miles and Huberman approach, namely data reduction, data display, and data verification. The results show that Pancasila and civic education play an important role in shaping the character and human literacy ready to face the challenges of the Industrial Revolution 4.0 era. By instilling the values of Pancasila and the principles of citizenship, this education helps students develop critical thinking skills, ethics, and social responsibility. The integration of character education into the curriculum also strengthens national identity and builds a society adaptive to global changes, creating a generation that is intelligent and strong in character.

Keywords: Civic Education, Pancasila, Human Literacy, Character Education.

1 Introduction

Character education has become a primary focus in national development efforts, as reflected in Presidential Regulation No. 87 of 2017 concerning the Strengthening of Character

Education [1]. In the context of the Fourth Industrial Revolution, character education has become increasingly crucial as the challenges faced by the younger generation grow more complex. The Fourth Industrial Revolution not only brings significant innovations and technological advancements but also potential negative impacts that could threaten cultural values and national identity [2]. Therefore, character education is necessary to shape a generation that is not only intellectually competent but also strong in moral, ethical, and national values.

To prevent the negative impacts of the Fourth Industrial Revolution, systemic efforts are needed that touch upon various aspects of life, especially in education. Character education must be thoroughly integrated into the education curriculum, from elementary to higher education levels. Additionally, it is important for educators to apply teaching methods that focus not only on technological mastery but also on the development of students' character, including critical thinking skills, ethics, and social responsibility. Thus, character education not only strengthens national identity but also equips the younger generation with the skills and values needed to face global challenges adaptively and wisely.

Education plays a crucial role in the advancement of the nation and the country of Indonesia, as through this process, individuals can experience changes in behavior and actions that lead them to maturity, thereby becoming more skilled in various fields [3]. As a fundamental need for personal development and self-actualization, education also serves as an important tool in the formation of national character. This is reflected in one of the goals of national education in Indonesia, which is to enlighten the life of the nation [4]–[6].

Civic Education (PKn) at the higher education level primarily aims to educate and shape students into good and intelligent citizens. Additionally, PKn aims to develop students' critical, rational, and creative thinking skills in responding to civic issues, to encourage active and responsible participation, and to reject corruption in social, national, and state life. This education also promotes positive and democratic personal development, enabling students to form adaptable characters and to live in harmony with other nations, while interacting effectively in the era of globalization by utilizing information and communication technology [7].

On the other hand, Pancasila Education, as a mandatory course in every higher education institution according to Law No. 12 of 2012 on Higher Education, plays a central role in shaping character, attitudes, and behaviors that reflect love for the homeland within the framework of diversity. The responsibility of lecturers in teaching this course is substantial, particularly in fostering students' sense of nationalism. This course, like Civic Education, serves as a frontline in national character formation, especially in the era of Society 5.0, where the virtual world facilitates the entry of values that may contradict Pancasila and potentially diminish patriotic attitudes [8].

Strengthening human literacy in the modern era is an urgent need and must be carried out consistently and systematically. This becomes even more crucial in the context of higher education, where students, as the next generation, are expected not only to possess technological skills but also to have abilities reflecting essential human values. Human literacy encompasses communication skills, collaboration, critical thinking, creativity, and innovation, as well as leadership and teamwork skills, all of which are vital in shaping balanced character and competencies in the digital era.

However, the use of technology in learning still faces significant challenges in enhancing human literacy, particularly for Generation Z. This generation tends to struggle with direct communication, prefers instant methods, and sometimes cultural and religious values become diluted. Yet, the ability to communicate effectively, think critically, and collaborate is at the core of human literacy that every individual must possess [9].

In line with this, higher education institutions play a crucial role in strengthening human literacy. Universities are responsible for preparing students not only in technological aspects but also in humanistic aspects, so that they do not lose their character and can still control technology. Skills such as leadership, teamwork, cultural maturity, and entrepreneurial ability are essential competencies that students must master as part of human literacy [10].

Therefore, the aim of this research is to analyze and understand the role of Civic Education and Pancasila Education in strengthening human literacy among students at Universitas Negeri Medan. This study aims to identify the extent to which these two courses can shape students into critical, creative, and highly integrative individuals, enabling them to play an active role in community and national life.

2 Method

The research method used in this study is qualitative with a literature review approach [11]. A literature review is a research method that involves the collection and analysis of data from various written sources such as scientific journals, books, websites, popular articles, and other credible and relevant sources [12]. This approach allows the researcher to review theories, concepts, and previous findings related to the research topic, providing a strong theoretical foundation for analyzing the phenomena under study.

After data is collected from various sources, data analysis is performed using Miles and Huberman's analytical techniques. This technique includes three main stages: data reduction, where irrelevant data is filtered out and important data is retained; data display, where the reduced data is organized in a structured form to facilitate understanding; and data verification, where conclusions are drawn based on patterns that emerge from the analyzed data. This approach ensures that the analysis is conducted systematically and thoroughly, making the research findings scientifically accountable [13].

3 Results and Discussion

3.1 Human Literacy in the Era of the Fourth Industrial Revolution

Education, as an "agent of change," is a crucial aspect of human life. Education has the power to shape national character, making it of high quality and competitive, especially in the era of the Fourth Industrial Revolution. Fundamental changes in human life due to the Fourth Industrial Revolution can be observed through significant shifts in human activity patterns, which have a profound impact on the world of work. The Fourth Industrial Revolution involves approaches to control production processes by synchronizing time, as well as integrating and adapting production [14].

In the era of the Fourth Industrial Revolution, there are three essential key skills: digital literacy, technological literacy, and human literacy. Digital literacy aims to enhance the ability to read, analyze, and utilize big data information. Technological literacy is directed towards understanding technology applications and machine operations. Additionally, human literacy focuses on improving communication skills and mastering design knowledge. These skills are crucial in addressing the dynamics of change in the era of the Fourth Industrial Revolution [15].

Human literacy fundamentally involves the ability to communicate, collaborate, think critically, be creative and innovative, and possess leadership and teamwork skills, among others. The role of literacy further extends to other areas, including the moral domain. The National Institute for Literacy defines literacy as an individual's ability to read, write, speak, calculate, and solve problems according to the skills required by work, family, and society. However, literacy in this context is placed within a contextual environment, not limited to reading and writing but also responding to the environment [16].

Therefore, it is important for higher education institutions to contribute to the development of human literacy in the era of the Fourth Industrial Revolution by enhancing self-capabilities to communicate, collaborate, think critically, be creative, and innovative. This human literacy will be closely related to character development, effective communication skills, and good design skills, while upholding human values, enabling individuals to be competitive in the workforce during the Fourth Industrial Revolution.

3.2 Civic Education

In Indonesia, Civic Education is categorized as a mandatory general course that must be taken at both public and private higher education institutions. This is regulated by Law No. 12 of 2012, which mandates that "higher education must provide education that can develop science and technology, and produce intellectuals, scientists, and/or professionals who are cultured, creative, tolerant, democratic, resilient, and brave in defending the truth for the benefit of the nation." Additionally, Article 35, Paragraph 2 of this law emphasizes that "the higher education curriculum must serve as a guideline in carrying out learning activities to achieve higher education objectives and must include courses in Religion, Pancasila, Civic Education, and Indonesian Language, implemented through curricular, co-curricular, and extracurricular activities" [17].

Civic Education, with the slogan "value-based education," focuses on the mission of enlightening the Indonesian nation. The civic system is built on three main paradigms: first, as part of the curriculum aimed at developing self-potential, creating an intelligent, noble, participatory, and responsible nation. Second, in terms of theory, civic education encompasses knowledge, emotional, and psychomotor aspects, integrated into the values and morals of Pancasila and democratic citizenship principles. Third, practically, the subject is designed to instill values and learning experiences relevant to daily life, supporting national, social, and state life, and reflecting social continuity in the context of Pancasila and national defense [18].

The essence of Civic Education is a conscious and planned effort to enlighten the nation's life by nurturing national identity and morals as the foundation for exercising rights and obligations in state affairs, ensuring the survival and glory of the nation and state. Standards in Civic Education include the development of patriotic values, national and state awareness,

belief in Pancasila as the state ideology, as well as democratic values, human rights, and environmental concerns. Additionally, this education emphasizes the willingness to sacrifice for society, the nation, and the state, as well as basic skills in national defense [19].

3.3 Pancasila Education

Pancasila Education is a general course that must be included in every academic program curriculum, making it mandatory for each program to allocate space for this course for students. This is mandated by Law No. 12 of 2012 concerning Higher Education. Additionally, the curriculum for elementary, middle, and high schools is also required to teach Pancasila to students, in accordance with Law No. 20 of 2003 on the National Education System. The goal of Pancasila Education is to shape intelligent, good, and character-driven citizens in line with the values of Pancasila [20].

Pancasila Education is a component of Civic Education designed to align the Pancasila ideology with the individual student, so that they can become outstanding Indonesian citizens. In other words, Pancasila Education aims to introduce and instill the Pancasila ideology in students. The objective of Pancasila Education at the higher education level is to prepare students to become high-quality, dedicated, and highly integrative graduates. This effort involves several key aspects: first, forming individuals with belief and devotion to the One True God; second, maintaining physical and mental health and possessing good morality and ethics; third, developing a strong personality, independence, and responsibility in accordance with conscience and moral principles; fourth, ensuring the ability to keep up with developments in science, technology, and the arts; and fifth, encouraging participation in national development and societal progress [21].

3.4 The Role of Civic Education and Pancasila Education in Strengthening Human Literacy Among Students

In the era of the Fourth Industrial Revolution, education plays a central role as an agent of change that shapes character and enhances individual competitiveness. This revolution significantly alters human activity patterns and has a substantial impact on the world of work, demanding new skills relevant to technological and social changes. In this context, human literacy becomes a key component, alongside digital and technological literacy. Human literacy encompasses communication skills, collaboration, critical thinking, creativity, innovation, as well as leadership and teamwork skills needed to adapt to the ever-evolving environment [15], [16].

Civic Education, as part of the mandatory curriculum in higher education, aims to shape students into intelligent, ethical, and responsible individuals. According to Law No. 12 of 2012 concerning Higher Education, this course develops students' potential by instilling values of patriotism, national and state awareness, and belief in Pancasila as the state ideology. Civic Education also teaches principles of democracy, human rights, and environmental concerns, which are expected to build character and prepare students to actively participate in national development and societal progress [17], [19].

Specifically, Pancasila Education functions to align the Pancasila ideology with students, making them outstanding Indonesian citizens. This education aims to introduce and instill the values of Pancasila, so that students not only have belief and devotion to the One True God but also maintain physical and mental health, and develop a strong personality, independence,

and responsibility. Furthermore, it ensures that students can keep up with advancements in science, technology, and the arts, and contribute to national development [20], [21].

In the overall higher education curriculum, Civic Education and Pancasila Education are indispensable components. Both contribute to strengthening human literacy by providing a solid moral and ethical foundation, which is crucial in facing the challenges of the Fourth Industrial Revolution. This education not only teaches technical skills but also shapes character and prepares students to become future leaders who are integrative, creative, and ready to contribute to society. Through the integration of these two courses into the curriculum, it is hoped that students can utilize the literacy they gain to adapt and innovate in an increasingly complex and dynamic work environment.

4 Conclusion

Civic Education and Pancasila Education play a crucial role in strengthening human literacy in the era of the Fourth Industrial Revolution. Both not only provide the technical foundation needed to adapt to technological and social changes but also shape students' character and ethics. Civic Education focuses on the development of national values and social responsibility, while Pancasila Education ensures the instillation of national ideology and personal integrity. By integrating these two courses into the curriculum, higher education institutions can equip students with communication, collaboration, critical thinking, and innovation skills, which are essential for facing challenges and contributing to an increasingly complex society.

Acknowledgments. I extend my deepest gratitude for the financial assistance and support provided for this research. The support from the LPPM (of Universitas Negeri Medan has been invaluable to the smooth progress and success of this study. Sincere appreciation is also extended to the Rector of Universitas Negeri Medan and the Dean of the Faculty of Social Sciences for their invaluable moral and administrative support. Additionally, thanks are given to all parties who have provided both material and non-material assistance, contributing to the success of this research. The support from everyone has been instrumental in ensuring that this research could proceed smoothly and achieve the desired results.

References

- [1] S. Setiawati and S. Sulastri, "Evaluasi Implementasi Peraturan Presiden No.87 Tahun 2017 tentang Penguatan Pendidikan Karakter," *J. Pendidik. Kewarganegaraan*, vol. 7, no. 2, p. 79, 2020, doi: 10.32493/jpkn.v7i2.y2020.p79-86.
- [2] S. Z. Al Munawaroh and D. A. Dewi, "Peran Pendidikan Kewarganegaraan di Era Revolusi Industri 4.0," *J. Educ.*, vol. 3, no. 4, pp. 291–298, 2021, doi: 10.31004/joe.v3i4.377.
- [3] H. Hodriani, W. Windawati, S. Sutrisno, J. Junaidi, and U. Alhudawi, "Student Understanding Of The Independent Campus Learning Program And Its Relevance To Strengthening Soft Skills As Professional Teachers," no. 3, 2024, doi: 10.4108/eai.24-10-

2023.2342263.

- [4] J. Naibaho, "Peran guru dalam meningkatkan motivasi belajar peserta didik di sdn 01 bilah barat rantau prapat," *Ilma (Jurnal Ilmu Pendidik. dan Keagamaan)*, vol. 2, no. 1, pp. 13–19, 2023.
- [5] L. C. Rahmawati, D. A. Dewi, and R. S. Hayat, "Peran Guru Dalam Meningkatkan Literasi Budaya Dan Kewargaan Siswa Sekolah Dasar," *Semant. J. Ris. Ilmu Pendidikan, Bhs. dan Budaya*, vol. 2, no. 1, pp. 91–99, 2023, doi: 10.61132/semantik.v2i1.193.
- [6] Hodriani, Junaidi, and U. Alhudawi, "Implementasi Pembelajaran PPKn Berbasis Permainan Tradisional Pada Mahasiswa PGSD," *J. Humanit. Civ. Educ.*, vol. 1, no. 1, pp. 17–28, 2023.
- [7] M. N. Afrizal and F. U. Najicha, "Urgensi Mata Kuliah Pendidikan Kewarganegaraan Di Kalangan Mahasiswa Pada Zaman Millennial," *J. Kewarganegaraan*, vol. 6, no. 1, pp. 1345–1351, 2022.
- [8] P. Widiatmaka and A. M. A. Shofa, "Strategi Mata Kuliah Pendidikan Pancasila Dalam Membentuk Karakter Nasionalisme Mahasiswa di Era Society 5.0," *J. Civ. Huk.*, vol. 7, no. 2, pp. 110–122, 2022.
- [9] L. Y. Hastini, R. Fahmi, and H. Lukito, "Apakah Pembelajaran Menggunakan Teknologi dapat Meningkatkan Literasi Manusia pada Generasi Z di Indonesia?," *J. Manaj. Inform.*, vol. 10, no. 1, pp. 12–28, 2020.
- [10] V. Anggresta, "Literasi Manusia Untuk Menyiapkan Mahasiswa Yang Kompetitif Di Era Industri 4, 0," *Fakt. J. Ilm. Kependidikan*, vol. 6, no. 3, 2019.
- [11] Z. Abdussamad, *Metode Penelitian Kualitatif*. Makassar: syakir Media Press, 2021.
- [12] H. Ahyar et al., *Buku Metode Penelitian Kualitatif & Kuantitatif*, no. March. 2020.
- [13] J. W. Creswell, *Research Design Pendekatan Penelitian Kualitatif, Kuantitatif, dan Mixed*. Surakarta: Pustaka Pelajar, 2013.
- [14] R. D. Mahande and R. Fadhli, *Pengantar Pendidikan Kejuruan*. Indonesia Emas Group, 2023. [Online]. Available: <https://books.google.co.id/books?id=T-3GEAAAQBAJ>
- [15] M. . Ghufron, "Revolusi Industri 4.0: Tantangan, Peluang, Dan Solusi Bagi Dunia Pendidikan," *Semin. Nas. dan Disk. Panel Multidisiplin Has. Penelit. dan Pengabd. Kpd. Masy. 2018*, vol. 1, no. 1, pp. 332–337, 2018.
- [16] F. Indrawati, "Peningkatan kemampuan literasi matematika di era revolusi industri 4.0 [Improving mathematical literacy skills in the era of the industrial revolution 4.0]," *Proceeding Semin. Nas. Sains*, vol. 1, no. 1, pp. 382–386, 2020, [Online]. Available: <http://www.proceeding.unindra.ac.id/index.php/sinasis/article/view/4064>
- [17] F. A. Bahrudin, "Implementasi Kompetensi Mata Kuliah Pendidikan Kewarganegaraan Di Perguruan Tinggi Dalam Menghadapi Tantangan Globalisasi," *Pro Patria J. Pendidikan, Kewarganegaraan, Hukum, Sos. Dan Polit.*, vol. 2, no. 2, pp. 184–200, 2019.
- [18] L. Sati and D. A. Dewi, "Peran Pendidikan Kewarganegaraan Dalam Pendidikan Multikultural," *J. Pendidik. Tambusai*, vol. 5, no. 1, pp. 904–909, 2021.
- [19] T. Izma and V. Y. Kesuma, "Peran Pendidikan Kewarganegaraan Dalam Membangun Karakter Bangsa," *Wahana Didakt. J. Ilmu Kependidikan*, vol. 17, no. 1, p. 84, 2019, doi: 10.31851/wahanadidaktika.v17i1.2419.
- [20] A. Suryaningsih, Y. Hidayah, and W. Pratomo, "Penguatan Literasi Digital Melalui Mata Kuliah Umum Pendidikan Pancasila Untuk Mengantisipasi Berkembangnya Berita Hoax," *Kwangsan J. Teknol. Pendidik.*, vol. 11, no. 1, p. 403, 2023, doi: 10.31800/jtp.kw.v11n1.p403--417.

- [21] N. Raichanah and F. U. Najicha, "Peran Pendidikan Pancasila di Perguruan Tinggi dalam Menghadapi Hoax," *J. Glob. Citiz. J. Ilm. Kaji. Pendidik. Kewarganegaraan*, vol. 12, no. 2, pp. 122–128, 2023, doi: 10.33061/jgz.v12i2.9940.