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Strengthening Pancasila-Based Digital Ethics Among Gen Z: A Community Service Program in SMA Negeri 34 Jakarta

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ABSTRACT

As Indonesia's foundational ideology, Pancasila faces considerable challenges in the digital age, particularly among Generation Z, who, as digital natives, often struggle to embody its values in online interactions. This study examines both the comprehension and application of Pancasila values among students at SMA Negeri 34 Jakarta, while evaluating the effectiveness of a community service program aimed at reinforcing digital ethics through a Pancasila-based framework. Namely by using the quasi-experimental one group pre-post design method. The program adopted an interactive pedagogical approach, integrating real-world case analyses and digital challenges to reconceptualize Pancasila from an abstract normative ideal into a practical moral compass. Empirical findings reveal that prior to the intervention, students demonstrated a limited grasp of Pancasila's principles, reflected in an average pre-test score of 5.1 out of 10. Following participation in the program, the average post-test score rose significantly to 8.9 out of 10, representing a 74.5% improvement. This substantial increase highlights the efficacy of contextual and practice-oriented methodologies in bridging the gap between ideological principles and behavioral practices. The findings affirm the enduring relevance of Pancasila as a moral framework for Generation Z within digital environments, while offering a replicable model for the integration of Pancasila-based character education in secondary schools across Indonesia. However, this study has causal limitations, as it only measured student outcomes in urban areas and public schools. Different outcomes may be found in rural or religious schools.

Keywords: Pancasila, digital ethics, Generation Z, character education, Indonesia

INTRODUCTION

The contemporary landscape of society has been profoundly transformed by the ubiquitous presence of digital environments, which have facilitated advancements in communication, information accessibility, and social interaction. This technological evolution has, in turn, significantly influenced how Indonesian youth engage with their foundational cultural and ideological tenets (Oktaviana, P. D., Kawuryan, S. P., & Saptono, B., 2023). The rapid expansion of digital technology presents complex and emerging challenges to the integration and practical application of Pancasila values, particularly

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among Generation Z. This demographic, born between 1997 and 2012, represents the largest segment of the Indonesian populace, comprising approximately 74.93 million individuals, or 27.94% of the total. Identified as digital natives, Generation Z typically spends between one and six hours daily on social media, possesses a global outlook, and exhibits a high degree of technological fluency (Prestianta, A. M., Evita, N., & Asmarantika, R., 2023).

Nevertheless, this generation also encounters considerable difficulties, including a reduction in face-to-face interactions, a sense of identity confusion within an interconnected global sphere, and exposure to international cultural influences that may diverge from local customs and values. This convergence creates a significant disconnect between Pancasila ideology and the ethical considerations relevant to the digital era (Adhayanto, O., Nazaki, N., Rahmawati, N. ., Haryanti, D. ., Suwardi, N. ., & Pambudi, R., 2021). Pancasila, the philosophical bedrock of Indonesia, continues to serve as the nation's guiding ideology and moral framework. Its five fundamental principles, Belief in One Almighty God, Just and Civilized Humanity, Unity of Indonesia, Democracy Guided by Inner Wisdom in Deliberation/Representation, and Social Justice for All Indonesian People, form the basis of the country's governance and societal norms (Kardiman, Y., Maiwan, M., & Pinandhita, P., 2025).

Although Pancasila was formulated in 1945 to foster national unity amidst Indonesia's diverse population, its current relevance and effective implementation within digital ecosystems, where Generation Z acquires knowledge, interacts, and shapes their perspectives, remain inadequately addressed. The digital realm introduces inherent risks such as the spread of misinformation, cyberbullying, hate speech, and the erosion of traditional values, all of which fundamentally undermine the core principles of Pancasila: unity, humanity, and social justice (Billano, G. C. et al, 2021).

There is a noticeable inclination among this demographic to view Pancasila primarily as a foundational principle governing state affairs rather than as a moral compass applicable to their daily lives. This observation is consistent with Suryadi's (2017) findings, which suggest that Generation Z often perceives Pancasila as a constitutional document regulating the state, rather than a value system intended to guide personal conduct. Their deep immersion in the digital world makes them more susceptible to external perspectives and cultures, which can sometimes conflict with Pancasila's emphasis on harmony and tolerance.

In 2023, Litbang Kompas conducted a survey titled 'The Existence of Pancasila Tested by Time.' This survey involved 514 respondents across 58 cities and 38 provinces, maintaining a 95% confidence level. The study specifically investigated the application of Pancasila values in daily life, including representation from all generational cohorts, notably Generation Z.

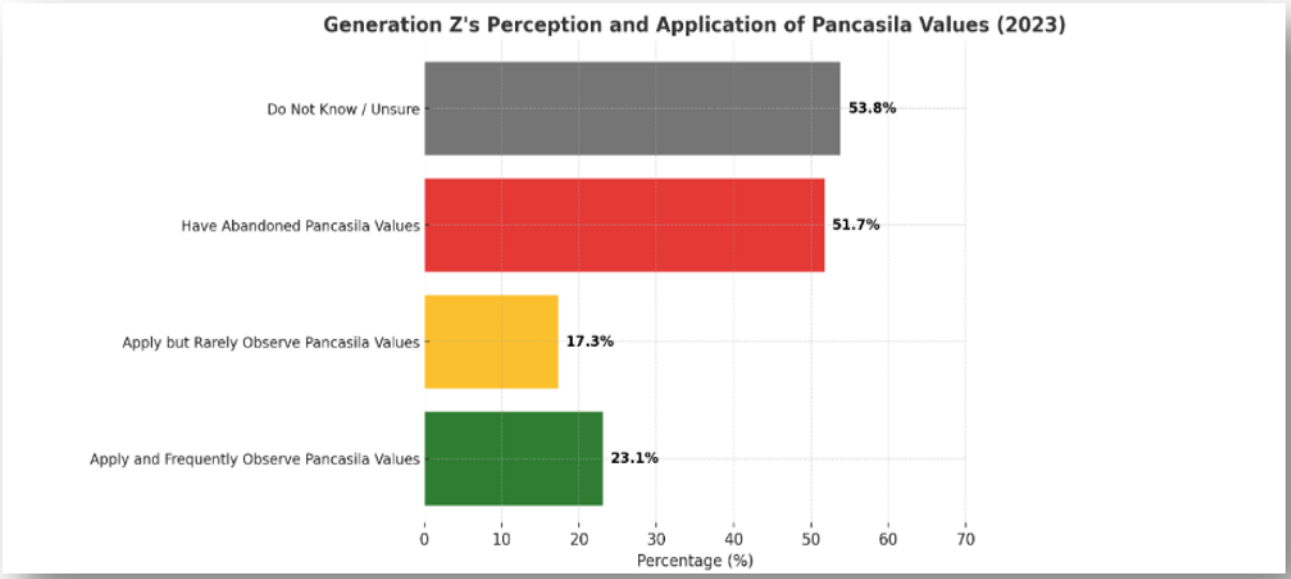


Figure 1. Perception and implementation of Pancasila values by Generation Z
Source: Kompas research and development, 2023

Based on the survey results, 23.1% of Generation Z respondents consistently apply Pancasila values and frequently observe or experience their manifestation in daily life. An additional 17.3% reported regular adherence to these values, though they infrequently observed or encountered them. However, a concerning 51.7% of Generation Z respondents indicated a detachment from Pancasila values, while 53.8% expressed uncertainty or a lack of knowledge regarding them.

Several factors contribute to Generation Z's declining adherence to Pancasila values. As a generation born into an era of rapid technological advancement, they have unfettered access to a vast array of information from both domestic and international sources. This unrestricted flow of information allows them to freely choose and adopt lifestyles that align with their personal preferences, which may not always be consistent with the principles of Pancasila (Al'Ulya, A. Z., Maradjabessy, N., & Damayanti, A., 2024). A significant portion of Generation Z has demonstrated a diminishing interest in Pancasila. If this trend persists unchecked, this generation faces the risk of an 'identity crisis' and could potentially be influenced by or adopt alternative ideologies. While Pancasila remains pertinent today, a substantial segment of the population no longer considers it a guiding principle in their everyday existence (Efendi, E., Al-Mujtahid, N. M., Alfaruqi, M. A., Khairiah, N., & Matondang, A. R., 2023).

This prevailing situation inevitably impacts the ethical conduct of Generation Z within digital spaces, thereby highlighting the urgent need to strengthen digital ethics rooted in the noble values of Pancasila. Pancasila should be regarded not merely as the national ideology but also as a moral compass critically important for shaping civilized digital behavior (Yusuf, Nurbani, Arif Prasetyo Wibowo, and Budiono, 2024). The inherent values of Divinity, Humanity, Unity, Democracy, and Social Justice provide a robust framework for fostering responsible digital citizenship. Consequently, the internalization of Pancasila values through educational initiatives and digital literacy programs must be reinforced to preserve the nation's identity and moral integrity (Firmansyah, R., Hamzah, S., & Almuntarizi, A., 2025).

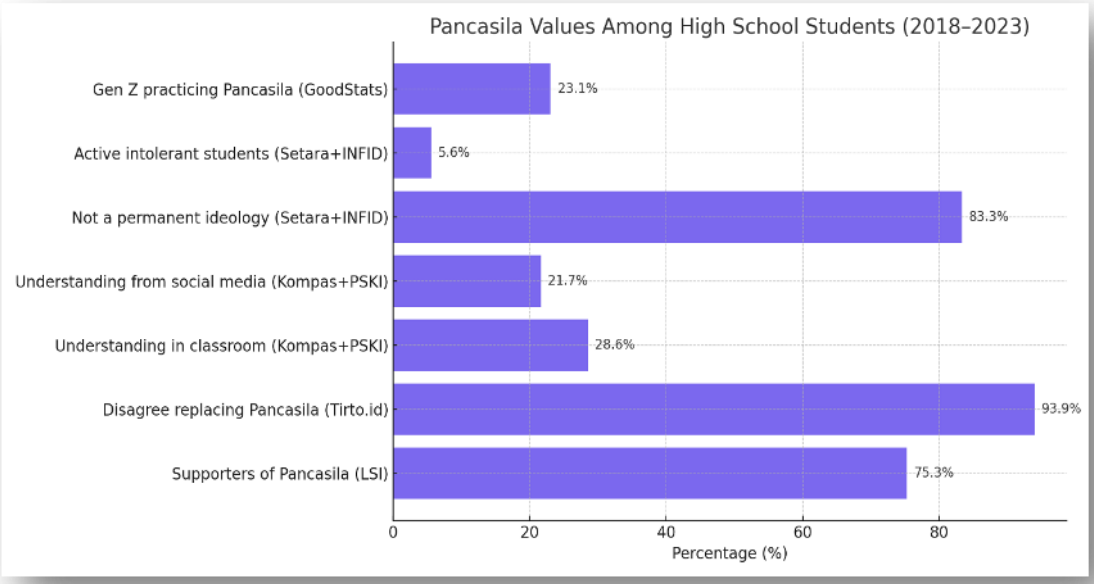


Figure 2. Trends in understanding and practicing Pancasila values among Indonesian high school students (2018–2023).
Source: Author's Source

Figure 2 presents data on trends in the understanding and practice of Pancasila values among high school students in Indonesia based on various survey sources between 2018 and 2023. This graph shows various indicators that reflect the extent to which the younger generation, especially Generation Z, understands, accepts, and applies Pancasila as the nation's ideology in everyday life. While support for Pancasila remains high (93.94%), surveys reveal a declining depth of understanding—only 28.6% grasp it in classrooms and 21.7% through social media. Alarmingly, 83.3% believe Pancasila is not a permanent ideology, and only 23.1% of Gen Z actively practice its values. These findings highlight a widening gap between ideological affirmation and ethical behavior in the digital era.

As Indonesia's capital and the epicenter of its digital society, Jakarta represents a highly relevant geographical area for the dissemination and application of Pancasila values within digital domains. The elevated levels of social mobility, internet penetration, and intensity of digital interactions position Jakarta's Generation Z as a crucial and urgent demographic for further promulgation and deeper understanding of Pancasila-based digital ethics (Yorman, Y., & Sadam, S., 2025). This demographic not only consumes a significant portion of the nation's digital content but also actively shapes online discourse, cultural trends, and political opinions through social media platforms, making their ethical orientation in digital spaces particularly consequential (IDN Research Institute, 2024).

Moreover, Jakarta's socio-cultural diversity mirrors the broader pluralism of Indonesia, which makes it a strategic setting for observing how Pancasila as a unifying national ideology can be internalized amid fragmented digital narratives. The prevalence of cyberbullying, echo chambers, hate speech, and digital misinformation in urban settings like Jakarta also underscores the need to reinforce civic values and digital responsibility grounded in the principles of Pancasila (Pratama, F. F., Asyiah, A. K., & Chandra, D., 2021). SMA Negeri 34 Jakarta is one of the public schools in the Jakarta area that has a socio-cultural diversity character, located in the digital center and a big city in Indonesia. Addressing these challenges through targeted civic education and digital literacy programs not only empowers Jakarta's youth but also sets a precedent for national strategies in fostering a digital citizenship rooted in ethical and ideological integrity.

METHOD

Our conceptual framework posits that a well-designed community service program, integrating interactive and relevant methodologies, can serve as a vital conduit for translating abstract Pancasila values into tangible social ethics. By engaging students in activities that directly address contemporary issues through the lens of Pancasila, we aim to foster critical thinking, empathy, and responsible digital citizenship. The measurement of the effectiveness of community service uses a one-group pre-test and post-test design with a quasi-experimental method. Meanwhile, the participant criteria measured were students of SMA Negeri 34 Jakarta, living in a big city, interacting with diverse cultures, and having a basic understanding of Pancasila.

The significance of this community service lies in its potential to provide a replicable model for character building and ethical development in Indonesian schools (Vivi Rahmelia, Anik Widiastuti, Agustina Tri Wijayanti, & Taat Wulandari., 2025). The objectives of this activity were twofold: first, to assess the current understanding and application of Pancasila values among Gen Z students at SMA 34 Jakarta in the digital context; and second, to implement and evaluate a community service program designed to strengthen their social ethics grounded in Pancasila, thereby contributing to a more harmonious and ethically conscious digital society.

This activity was an independent community service program conducted on Thursday, July 20, 2023. The socialization session lasted approximately two hours, from 9:30 to 11:30 AM (Western Indonesia Time). The participants were students of SMA Negeri 34 Jakarta, aged between 17 and 18 years. The group consisted of both male and female students in roughly equal proportions, totaling one class of 33 students.

SMA Negeri 34 Jakarta is a public high school located at Jalan Margasatwa Raya No. 1, RT.1/RW.5, Pondok Labu, Cilandak, South Jakarta, DKI Jakarta 12450. The school was established on September 13, 1978, and is currently accredited with an "A" rating. It is recognized as one of the top public high schools in South Jakarta.

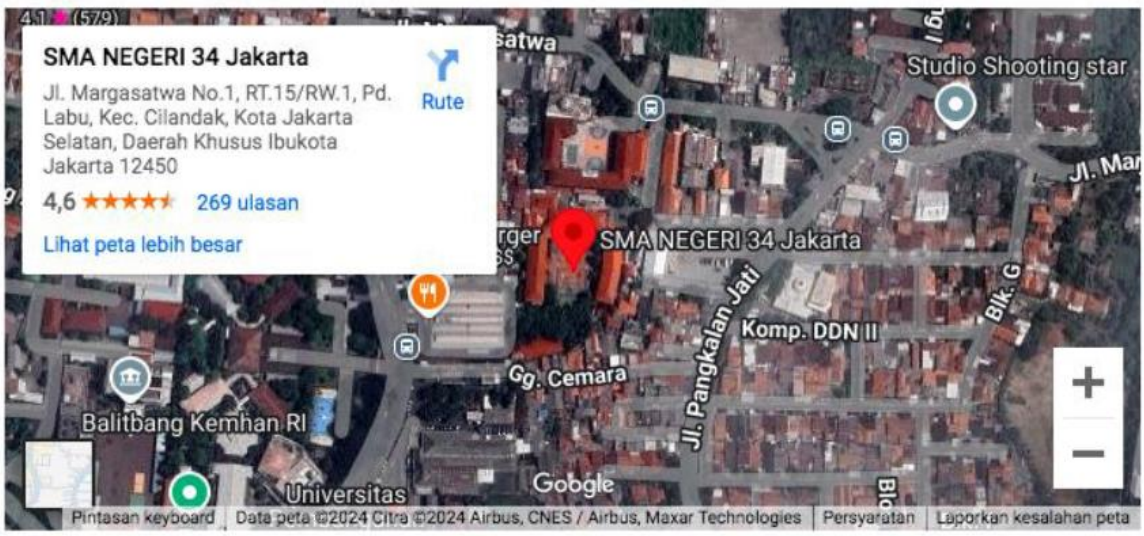


Figure 3. Location of SMA Negeri 34 Jakarta based on satellite image
Source: Google Maps (2024)

This community service program employed a quasi-experimental approach using a one-group pretest–posttest design to evaluate the effectiveness of an intervention aimed at strengthening Pancasila-based digital ethics among Generation Z students. The study was conducted on July 20, 2023, at SMA Negeri 34 Jakarta following a preparatory phase that

included program design, budget planning, institutional approval, and scheduling coordination. The research design measured changes in students' cognitive understanding of Pancasila values and their application in digital contexts before and after the intervention.

The participants consisted of 33 Grade XII students aged 17–18 years selected through purposive sampling. Inclusion criteria included active enrollment at the school, residence in an urban metropolitan environment, regular exposure to diverse digital interactions, and prior formal instruction in Pancasila education. The sample was considered representative of urban Generation Z students who actively engage in digital platforms and social media environments.

The intervention comprised a structured two-hour module entitled "Pancasila-Based Digital Ethics for Gen Z." The session began with a pre-test consisting of 10 multiple-choice questions designed to assess baseline understanding of Pancasila values and their practical application in digital scenarios, including misinformation, cyberbullying, hate speech, digital diversity, and online scams. The instructional phase followed, integrating conceptual explanation of Pancasila's philosophical foundations with interactive discussion and case-based analysis. Real-life digital dilemmas were presented to encourage critical thinking, ethical reasoning, empathy, and responsible digital citizenship. The session concluded with a post-test identical to the pre-test to measure immediate learning gains.

The evaluation instrument was developed based on indicators aligning Pancasila principles with digital ethical behavior. Content validity was ensured through expert review in civic education and digital ethics. Reliability testing indicated acceptable internal consistency (Cronbach's Alpha > 0.70). The instrument focused primarily on cognitive comprehension and applied ethical reasoning in digital contexts. Data were analyzed using paired-sample t-tests to determine statistically significant differences between pre-test and post-test scores, with significance set at $p < 0.05$. Descriptive statistics were calculated to determine mean scores and percentage improvements.

Ethical procedures included obtaining formal permission from the school administration, informing participants about the objectives of the program, ensuring voluntary participation, and maintaining anonymity and confidentiality in data processing and reporting. This methodological framework acknowledges the limitation of using a single-group quasi-experimental design without a control group and the restricted generalizability of findings beyond the context of SMA Negeri 34 Jakarta.

RESULTS AND DISCUSSION

The community service activity was strategically designed to address the growing disconnect between Indonesia's foundational ideology, Pancasila, and the digital lives of its youth. The session began with a pre-test, a critical first step to quantitatively measure the students' initial understanding. The results confirmed our hypothesis: a significant number of students at SMA 34 Jakarta, a representative sample of Generation Z in a major urban hub, had a limited grasp of how to apply Pancasila's principles in a digital context. This finding mirrors broader national data, such as the Litbang Kompas survey (2023), which revealed that over half of Gen Z respondents felt uncertain or uninformed about Pancasila. This pervasive knowledge gap underscores a fundamental challenge: while Gen Z may acknowledge Pancasila's existence as a state ideology, they often fail to internalize it as a personal moral compass for their daily ethical decisions, especially online.

The pre-test, administered to the 33 students of SMA Negeri 34 Jakarta, revealed their baseline understanding. The test consisted of 10 multiple-choice questions designed to assess their knowledge of Pancasila's values and their application in digital scenarios, such

as responding to misinformation, dealing with cyberbullying, and respecting digital diversity. The average pre-test score was 5.1 out of 10, indicating a moderate but incomplete understanding of the subject matter. Specifically, a significant portion of students struggled with questions related to the practical application of Pancasila's principles in complex digital situations. For instance, only 27% of students correctly identified the Pancasila principle most relevant to combating hate speech, and only 39% could articulate the ethical implications of sharing unverified information.

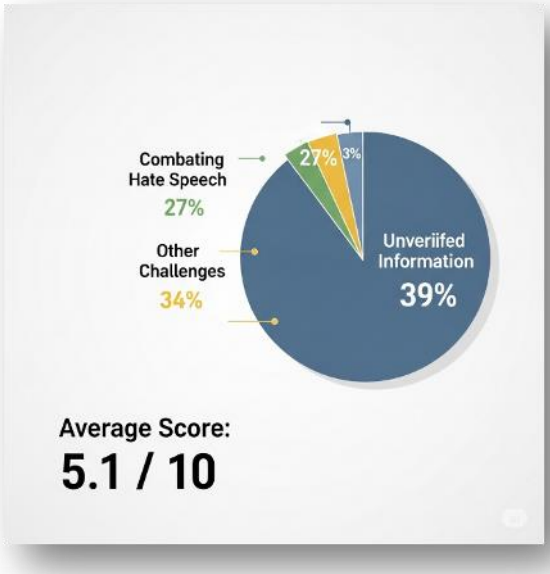


Figure 4. Pre-test analysis: the challenge of implementing Pancasila in the digital era

Following the pre-test, the program pivoted to an interactive and engaging presentation. The core objective was to reframe Pancasila from an abstract, historical concept into a tangible, practical guide for navigating the complexities of the digital world. The facilitators used thought-provoking questions to connect with the students' lived experiences. We asked them to consider how core Pancasila principles could be their guide in dealing with online challenges. For instance, we linked the principle of Belief in One Almighty God to the importance of upholding truth and rejecting the spread of misinformation and hoaxes. This reframing helped them see that ethical digital behavior, such as verifying information before sharing, is not just a good habit but a reflection of a moral and truthful character.

The principle of Just and Civilized Humanity was presented as a shield against the pervasive issues of cyberbullying and hate speech. By emphasizing empathy and respect, we encouraged students to use the digital space to uplift others rather than tear them down. We also highlighted how the principle of Unity of Indonesia is directly threatened by online echo chambers and divisive content. This led to a discussion on how they could actively foster harmony and respect for diversity in their online interactions, mirroring the national unity that Pancasila seeks to preserve.

To ensure the lessons resonated, the session moved beyond theoretical discussions to real-world applications. We presented practical case studies and dilemmas that Gen Z commonly encounters, such as navigating the ethics of sharing private information, dealing with online scams, or responding to viral, but potentially false, content. This segment was crucial for demonstrating that Pancasila isn't just for politicians; it's a vital framework for everyday digital life. By showing them how to apply Pancasila's values to these specific situations, we empowered them to become more responsible digital citizens. The students' enthusiastic participation was a clear indicator of the program's effectiveness. They actively engaged in discussions, shared their own experiences, and posed thoughtful

questions. This level of engagement stands in stark contrast to the passive learning often associated with traditional civic education.

After this session, we concluded the program by giving the students a challenge. This challenge was not just a task, but an invitation to apply the values of Pancasila in a tangible way. For example, we asked them to create a small digital campaign on social media that promotes tolerance (First and Second Principles) or deliberation for consensus (Fourth Principle) in responding to differing opinions in the comments section. Their response was overwhelmingly positive, with many students taking the initiative to create creative content such as infographics, short videos, and inspiring story series.

This program demonstrates the growing understanding that Pancasila, often considered outdated, can serve as a relevant and practical moral compass for Generation Z in the digital age. The interactive approach and relevance of the material ensure that these noble national values are not only memorized but also internalized and become part of their digital identity. Thus, we are not only educating them about Pancasila but also shaping a young generation that is not only digitally literate but also has character based on Pancasila. This interpretation is limited by the quasi-experimental one-group research design and is only applied to students of SMA Negeri 34 Jakarta.

The program concluded with a post-test, which was identical to the pre-test, to measure the change in understanding. The average post-test score was 8.9 out of 10, representing a significant improvement of 74.5% from the initial score. This dramatic increase in scores demonstrates the effectiveness of the community service program's methodology. The students' performance showed a much deeper understanding of how to apply Pancasila's principles in digital contexts. For example, the percentage of students who correctly identified the Pancasila principle for combating hate speech increased from 27% to 88%, while those who understood the implications of unverified information rose from 39% to 91%.

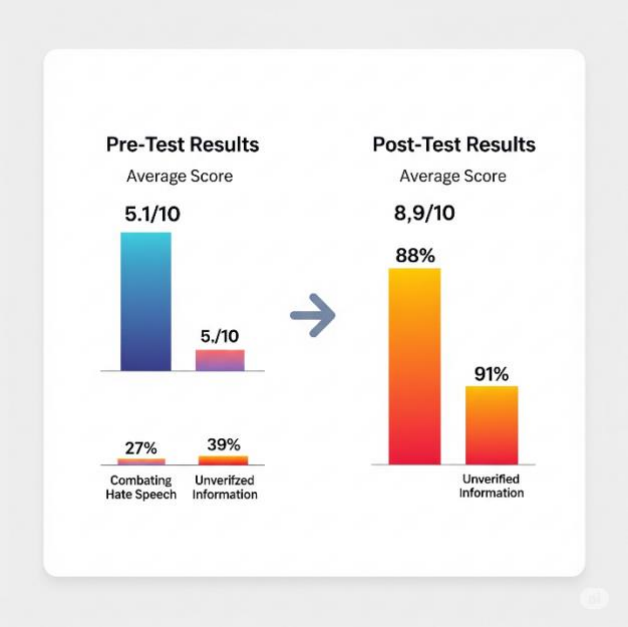


Figure 5. Improved digital understanding: pre-test & post-test comparison

This measurable increase in knowledge and awareness is a promising sign. It suggests that by employing a relevant, interactive, and practical approach, it is possible to bridge the gap between ideology and action. This community service initiative provides a valuable and replicable model for schools across Indonesia. By integrating digital ethics rooted in Pancasila into the curriculum, educators can help shape a generation of young Indonesians

who are not only technologically fluent but also morally grounded. Ultimately, this effort contributes to the larger goal of cultivating a more harmonious, just, and civilized digital society, ensuring that Indonesia's future is built on the strong foundation of its core values.

Here is the documentation from the community service team's visit with students at SMA Negeri 34 Jakarta:



Figure 6. Improve understanding and application of Pancasila values among Gen Z.
Source: personal documentation (2023)

In addition, the community service team formed a solid and long-term cooperation with the school administration to promote future partnerships to strengthen Pancasila-Based Digital Ethics among Gen Z students. We hope that similar projects can be undertaken on a continuing basis to foster critical thinking, digital accountability, and ethical awareness based on Pancasila ideals, particularly when dealing with disinformation, online hate speech, digital fraud, and other digital difficulties. Furthermore, we advocate for the spread of such initiatives beyond schools and into larger community organisations in order to foster a resilient and morally conscious digital society.



Figure 7. Token of appreciation for the Vice Principal of SMA Negeri 34 Jakarta
Source: personal documentation (2023)

CONCLUSION

This community service initiative effectively enhanced short-term knowledge and provided contextual learning experiences about Pancasila and the digital ethics challenges facing Generation Z. Through an interactive approach focused on real-world case studies, the program successfully shifted students' perceptions from viewing Pancasila as a rigid state ideology to seeing it as a personal moral compass for their daily lives. Significant improvements in post-test scores demonstrated the success of this methodology in enhancing students' understanding and awareness.

This program serves as a replicable model for schools across Indonesia, demonstrating that by integrating Pancasila-based digital ethics into the curriculum, educators can shape a generation of young people who are not only technologically literate but also possess a strong character. This effort contributes to the broader objective of creating a more harmonious, just, and civilized digital society, ensuring that the nation's future is built upon the strong foundation of its core Indonesian values.

A limitation of this activity is that it only targeted groups of schools in large, culturally diverse cities. Different results may be found in areas with different characteristics. Therefore, suggestions for future activities include targeting schools with different characteristics and comparing them across regions. This will provide insight into what similar activities might look like with different target groups.

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