



Implementing a Pancasila-Based Content Creator Project in Science Learning to Strengthen Youth Character in Support of the Sustainable Development Goals

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Abstract: This research aims to develop a character development model for youth through a Pancasila content creator project to enhance the understanding and actualization of Pancasila values. This study uses a mixed methods approach, namely qualitative and quantitative, with stages of analysis, exploration, and development of a character development model focused on Pancasila values. The results indicate that the Pancasila Content Creator Project is an effective and innovative character development model that successfully bridges the gap between students' normative understanding and the practical actualization of Pancasila values. By integrating project-based digital content creation within science learning, particularly through sustainability and anti-bullying themes, the model enables students to internalize Pancasila values across cognitive, affective, and behavioral domains. The high effectiveness scores achieved in both implementation stages (91.72% in PIP 1 and 92.34% in PIP 2) indicate strong impacts on learning processes, participation, understanding, attitudes, behavior, and commitment to Pancasila values, with improvements observed following reflective refinement of the model. However, several obstacles still arise, particularly a digital skills gap, suboptimal teacher coordination, time constraints, and varying levels of home environment support.

Keywords: Character development model; Pancasila content creator project; Pancasila values actualization; Youth

Introduction

Character development remains a central challenge in national education, particularly in translating Pancasila values from normative understanding into authentic daily practice among younger generations (Wiwi, 2024; Wiwi & Sari, 2021). Pancasila education among younger learners plays an important role in shaping students' character from an early age (Bustomi et al., 2025). The young generation is the spearhead of future determinants and has a great responsibility in determining the future of the Indonesian nation (Elisa et al., 2022). Although Pancasila serves as the philosophical foundation of Indonesian education, students' comprehension of its values often remains

theoretical and weakly reflected in social behavior (Kurniasih, 2017). This condition is evidenced by the persistence of violence, bullying, and other forms of social misconduct in educational environments, as well as growing concerns regarding moral degradation, consumerism, and vulnerability to radical ideologies. These phenomena indicate a significant gap between students' cognitive understanding of Pancasila and the actualization of its values in everyday life, highlighting the urgent need for more effective and transformative character education models (Glanzer, 2006).

Character education fundamentally involves the integration of moral cognition, moral commitment, and moral action. According to Suwandi et al. (2025) developing students' character has become a focal point

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of educational discussions. Scholars emphasize that character is not merely the knowledge of moral values but also the motivation and capacity to consistently enact those values in real-life contexts (Ridhahani & Aziza, 2023). According to Atmojo et al. (2024) the issue of character continues to be discussed in various media because character remains a problem in Indonesia. Additionally, the national character crisis is a fundamental problem that needs to be resolved through education to produce high-quality human resources (Rinnanik et al., 2023). Then, through character education, students are taught to think and act in a way that enables them to make the right decisions so that they can select and evaluate information that is good and useful for their lives (Karo-Karo et al., 2023). Consequently, effective character education must be implemented through structured, continuous, and experience-based learning processes that engage students actively and meaningfully. When character education is limited to abstract instruction or moral discourse, it risks becoming symbolic and detached from students lived experiences, thereby limiting its impact on behavior and social responsibility.

Within this context, the actualization of Pancasila values becomes a critical educational objective (Salsabila et al., 2025). Actualization refers to the translation of Pancasila's foundational values into concrete norms, attitudes, and actions in individual, social, and civic life. As universal and timeless values embedded in the constitutional and philosophical foundations of the Indonesian state, Pancasila principles are intended to guide ethical behavior and social harmony (Eddy, 2018). However, empirical evidence suggests a declining internalization of these values among younger generations, underscoring the need for pedagogical approaches that are participatory, contextual, and relevant to contemporary social challenges.

One pedagogical approach with strong potential to address this gap is project-based learning, which emphasizes active participation, collaboration, and reflection. In this regard, the Pancasila Content Creator Project is proposed as an innovative character development model that engages students in designing and producing creative content grounded in Pancasila values (Saraswati, 2021). Through activities such as anti-bullying campaigns, social awareness media, and value-based digital storytelling, students are encouraged to internalize and actualize Pancasila values across cognitive, affective, and behavioral domains (Putra, 2024). This model aligns with the Pancasila Student Profile framework, which emphasizes critical thinking, collaboration, creativity,

independence, and ethical responsibility, thereby strengthening the connection between values education and real-world practice (Hidayat, 2022; Hidayat & Balakrishnan, 2024).

To ensure that character education is not implemented in isolation, this study situates the Pancasila Content Creator Project within science learning, particularly through the theme of environmental sustainability (Mutmainah & Dewi, 2021). Science education provides a concrete and authentic context in which moral values can be practiced through inquiry, experimentation, and problem-solving related to ecosystems, resource management, and environmental protection. Issues such as environmental degradation, waste management, and sustainable resource use inherently involve ethical considerations, social responsibility, and justice, making science learning a strategic domain for the actualization of Pancasila values (Tirtoni, 2022). Through this integration, students can connect scientific understanding with moral reasoning and civic responsibility in a tangible manner.

Based on these considerations, this study develops and examines a Pancasila-based character development model through the Pancasila Content Creator Project implemented in science learning with a sustainability focus. The study aims to analyze the effectiveness of the model in enhancing students' understanding and actualization of Pancasila values, as well as to identify supporting and inhibiting factors in its implementation. By positioning science learning as a contextual platform for character education, this model is expected to contribute to more authentic, integrated, and sustainable Pancasila-based character development among younger generations.

Method

This research used an exploratory sequential approach (qualitative-quantitative). The exploratory sequential design (qualitative-quantitative) involves collecting and analyzing qualitative data first, followed by quantitative data to test or expand on the qualitative findings (Abidin, 2011). The qualitative data in this study served as the conceptual and empirical foundation for the development of the quantitative phase of the exploratory sequential design. In the initial phase, observations, in-depth interviews with 10 informants, and documentation analysis were used to identify patterns, needs, and actual problems related to the understanding and actualization of Pancasila values in the context of science-based PIP training. These qualitative findings served as the basis for determining the focus of relevant Pancasila character and value

indicators, such as cooperation, critical thinking, independence, creativity, environmental awareness, and social justice, which were then integrated into the Pancasila Content Creator Project model.

Subsequently, the results of the qualitative analysis were used directly in the development of a 36-item questionnaire. The questionnaire statements were formulated based on key themes, participant experiences, and forms of value actualization that emerged from the interview and observation data. Therefore, the quantitative instrument was not abstract but represented the participants' empirical reality. Thus, the questionnaire served as a tool to test, expand, and numerically measure the qualitative findings in a broader population.

In addition, qualitative data also played a role in determining the scope and subjects of the research, namely the participants of PIP Science 1 and Science 2. Initial analysis showed that the science learning context with the theme of science for a sustainable environment provided the most authentic space to observe the relationship between the understanding of Pancasila values and real-world practice through creative content projects. Therefore, the selection of PIP Science participants was not merely an administrative decision but was based on qualitative findings that demonstrated the suitability of the context to the research objectives. With this flow, the qualitative and quantitative stages were systematically integrated, where qualitative data played a role in determining direction, while quantitative data served to confirm and strengthen the research findings empirically.

Result and Discussion

Implementation of the Pancasila Content Creator Project Model

The Pancasila Content Creator Project was implemented as a character development model aimed at strengthening students' understanding and actualization of Pancasila values, particularly in addressing issues of violence and bullying. The model was adapted from project-based learning and redesigned to emphasize value internalization through digital content creation. The implementation followed six main stages: coordination with facilitators and stakeholders to align perceptions and objectives based on Pancasila values; introduction of contextual national and social issues, including violence, bullying, and ethical challenges among youth; facilitation of exploration, elaboration, and confirmation activities; distribution of project guidelines and assignment of Pancasila-themed content topics; group-based project execution with facilitator mentoring; and reinforcement

through workshops on digital ethics, character education, and legal awareness related to information and communication technologies.

Through this process, students were positioned as active agents of change, encouraged to critically examine social problems and transform Pancasila values into concrete, communicative actions. Below are the results of the interview.

Improved Observation Skills

"While creating content, students become more thorough when conducting scientific observations. For example, they focus more when observing chemical reactions or environmental changes. They realize that the results of their observations must be accurate to be displayed in videos." – Science Teacher

More Systematic Understanding of Experiments

"Students follow the experimental steps more systematically. They determine variables, prepare equipment, and record data. They do all of this because they have to document the experimental process for the content." – Science Project Facilitator

Strengthened Problem Identification Skills

"When creating content topics, they learn to identify relevant scientific issues, such as plastic waste or the greenhouse effect. This trains them in identifying evidence-based issues." – Curriculum Representative

Improved Hypothesis Formulation Skills

"During the content production process, students are asked to formulate clear hypotheses before conducting scientific experiments or demonstrations. This helps them understand that science must be structured." – Science Teacher

Ethical Data Collection Skills

"Students don't just take data from the internet. They learn to collect data directly through experiments or field observations. At the same time, they apply the value of honesty in processing data. Research Observer

More Critical Data Analysis

"When preparing data visualizations for content, students begin to examine patterns, compare results, and explain causes. They become more critical in drawing conclusions from scientific information." – Science Expert / Content Validator

Ability to Present Scientific Evidence

"Students are accustomed to showing evidence, such as graphs, photos of experiments, or cited references. The content demands scientific transparency. This aligns with the Pancasila values of

honesty and responsibility." – Pancasila Project Supervisor Teacher

Improved Scientific Communication Skills

"When explaining concepts in videos, students learn to use clear and understandable scientific language. They also learn digital communication ethics and avoid exaggerating findings." – Student 1

Evaluation and Reflection on the Science Process

"After creating content, students reflected on what went wrong or was inaccurate in their experiments. This reflection demonstrated their understanding that science is a process that is continually being improved." – Student 2

Integration of Pancasila Values in Each Step of Science

"Interestingly, students linked each step of the scientific method to Pancasila values. For example, cooperation during group experiments, integrity in data recording, and environmental awareness when selecting topics." – Pancasila Content Creator Program Coordinator

Development of Students' Character and Scientific Skills

Qualitative findings indicate that the project significantly enhanced students' cognitive, effective, and behavioral dimensions of character development. During content creation, students demonstrated improved abilities in observing social and scientific phenomena, identifying problems related to violence, bullying, and environmental issues, and presenting evidence-based arguments. Teachers and facilitators reported that students became more systematic in planning activities, formulating hypotheses, collecting data ethically, and reflecting on outcomes. Importantly, these processes were consistently linked to Pancasila values, such as integrity in data reporting, cooperation during group work, and responsibility in communicating information to the public.

Students also showed increased awareness of ethical behavior, particularly in avoiding misinformation, plagiarism, and harmful digital practices – competencies directly relevant to preventing symbolic and verbal violence in digital spaces. 260 0620

Effectiveness of the Model in Actualizing Pancasila Values

The effectiveness of the character development model was measured using a Likert-scale questionnaire administered during two training phases (PIP 1 and PIP 2 workshops).

The results demonstrate a high level of effectiveness across six evaluated dimensions, namely the learning process, student participation, understanding, behavior, attitudes, and commitment to Pancasila values. The implementation of the PIP 1

Workshop achieved an overall effectiveness score of 91.72%, indicating that the initial application of the model was highly effective in supporting the internalization and actualization of Pancasila values. Furthermore, the PIP 2 Workshop, which incorporated systematic refinements based on reflection and evaluation of the first implementation, showed a further increase in effectiveness to 92.34%. This improvement suggests that the enhanced model design and instructional strategies contributed positively to strengthening students' character development and engagement with Pancasila values.

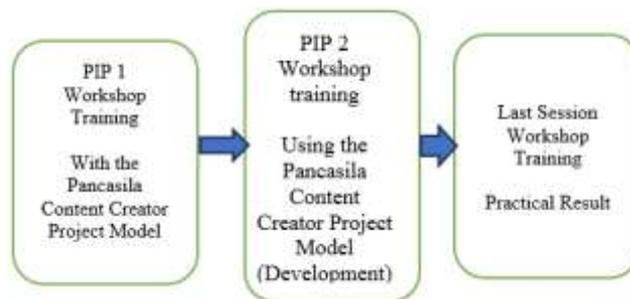


Figure 1. PIP 1 and PIP 2 workshops

Statistical testing (sig. 2-tailed = 0.001 < 0.025) confirms a significant improvement in the actualization of Pancasila values following the enhanced implementation. These findings demonstrate that the Pancasila Content Creator Project effectively strengthens not only students' conceptual understanding of Pancasila but also their commitment to practicing its values in real-life social contexts, including anti-violence and anti-bullying behaviors.

Table 1. Descriptive statistics table of questionnaire results for PIP I, training participants

		Score			Σ Score	Maximal Score	%	% Average Score
1	2	3	4	5				
0	0	837	3443	8300	57783	63000	0.917	91.7

The measurement of effectiveness in terms of process, measurement of effectiveness in terms of participation, measurement of effectiveness in terms of understanding, measurement of effectiveness in terms of behavior of training participants, measurement of effectiveness in terms of attitude and measurement of effectiveness in terms of commitment of PIP training participants with statements submitted to workshop training participants and received a positive response with a total score of 57783 which is at 91.72%.

PIP 2 Workshop Training

Each indicator was analyzed using group frequency distribution analysis. Then, a description of

the overall statistical data was outlined to determine the percentage of the results of the PIP 2 Workshop participant questionnaire. The descriptive statistics of the questionnaire results are as follows.

Table 2. Descriptive statistics table of questionnaire results for PIP 2 training participants

Score					Σ Score	Score Max	%	% Score
1	2	3	4	5				
0	0	705	3414	8481	58176	63000	0.92343	92.34

Measurement of effectiveness in terms of process, measurement of effectiveness in terms of participation, measurement of effectiveness in terms of understanding, measurement of effectiveness in terms of training participant behavior, measurement of effectiveness in terms of attitude and measurement of effectiveness in terms of PIP training participant commitment with statements submitted to workshop training participants and received a positive response with a total score of 58176 which is at 92.34%.

The effectiveness figures of 91.72% for PIP 1 and 92.34% for PIP 2 refer to the evaluation results of the first and second phases of the Project Implementation Program (PIP) for the Pancasila Content Creator Project. PIP 1 represents the initial implementation phase of the model, while PIP 2 represents the advanced implementation phase, conducted after improvements to the learning design and strengthening mentoring based on the reflections from the first phase. Therefore, these two figures do not compare two different groups, but rather demonstrate a gradual improvement in the quality of the model's implementation.

Furthermore, these effectiveness figures do not directly measure a reduction in bullying or violence but rather measure the level of achievement of Pancasila-based character learning objectives through a Likert-based questionnaire. This instrument is designed to assess three main dimensions: understanding (cognitive domain) of Pancasila values, attitudes and moral commitment (affective domain) in rejecting violence and bullying, and active participation (behavioral domain) of students in the Pancasila Content Creator Project activities. In other words, the effectiveness score reflects the extent to which students can understand, accept, and actively engage in the actualization of Pancasila values through the project.

Furthermore, although the project is integrated into a science learning context, the effectiveness score is not intended to measure the quality of specific scientific skills, such as concept mastery or experimental ability. The scientific aspect serves as an authentic learning context that supports the internalization of values, not as the primary variable being measured. Therefore, the

increase in effectiveness score behavior, to PIP 2 indicates a strengthening of the character learning process—not a direct change in the prevalence of violent behavior which is theoretically an important prerequisite for the formation of prosocial behavior and long-term bullying prevention.

Below is the Result of Interview

Integrating Pancasila Values in Science Content Projects According to an IAP Teacher

"When students create science content, such as explaining ecosystems or renewable energy, they begin to connect scientific concepts with the values of mutual cooperation and environmental sustainability. I see them internalizing these values without having to express them in words." According to the students, this also increases their motivation to learn science. "The children are more enthusiastic about learning science material because they feel like 'young scientists' who must explain concepts creatively. The content project format encourages them to actively seek out valid sources."

Meanwhile, the P5 Project Supervisor Teacher noted improvements in digital literacy and information ethics. "Through the Pancasila Content Creator project, students learn that creating content isn't just about aesthetics. They also learn about scientific honesty, avoiding plagiarism, and conveying scientific information responsibly."

It also fosters a collaborative attitude. "In groups, they have to divide up tasks. Some do research, some write scripts, some edit, and some present. The value of mutual cooperation is very evident." (Observer – Field Researcher)

Through this delay, science understanding becomes more contextual. "Usually, I only learn science from books. But when creating content about water pollution, I went into the field, interviewed residents, and understood the problem in real terms." (Student 2)

Strengthening a Sense of Responsibility "They become more careful because the content will be seen by the public. They feel a sense of moral responsibility to ensure the science information they convey is accurate and not confusing." (Science Teacher)

Practical Outcomes: Anti-Violence and Anti-Bullying Content

The primary tangible outcomes of the project were student-produced digital content, including short videos and social media campaigns addressing bullying, intolerance, environmental neglect, and social responsibility. These contents reflect students' ability to reinterpret Pancasila values such as humanity, justice, and cooperation into persuasive messages aimed at preventing violence and promoting empathy.

Students reported increased motivation and a sense of moral responsibility, recognizing that their content could influence public attitudes. This sense of accountability strengthened their commitment to ethical communication and respectful social interaction, both online and offline.

Constraining and Supporting Factors

Several challenges were identified, including unequal digital skills among participants, limited time allocation, and varying levels of engagement. These constraints occasionally hindered optimal participation and content quality. Nevertheless, strong institutional support, competent facilitators, clear project guidelines, and active student involvement emerged as key supporting factors that enhanced the effectiveness of the model.

Ongoing mentoring, differentiated digital support, and continuous evaluation were identified as essential strategies to ensure equitable participation and sustained character development.

Discussion

The findings demonstrate that the Pancasila Content Creator Project serves as an effective model for character development by bridging the gap between normative understanding and practical actualization of Pancasila values. The practical results are reflected in the form of videos produced by participants in the Pancasila Content Creator Project for science learners. According to Nurwahidah et al. (2023) and Latifah et al. (2023) the curriculum expects students to actively participate in sustainable global development and to be resilient in facing various challenges of the Industrial Revolution 4.0. To achieve this, the *Projek Penguatan Profil Pelajar Pancasila* is implemented in the *Merdeka Curriculum*. Moreover, the implications of this research are significant for curriculum development and learning practices in Indonesia, as it can produce graduates who are academically intelligent, solid in their cultural identity, and possess the character of Pancasila (Riasani et al., 2025).

Unlike traditional character education approaches that emphasize moral instruction, as Purwaningsih & Ridha (2024) explain that morality, defined as the principles concerning the distinction between right and wrong or good and bad behavior, is intricately linked to character development, which encompasses the cultivation of virtues such as honesty, responsibility, and empathy. This model enables students to experience, express, and practice values through socially relevant action, particularly in responding to violence and bullying. In addition Davidson et al. (2008), assert that character education programs or

strategies are identified that have demonstrated empirical effectiveness.

The government has issued Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education, which is carried out by applying Pancasila values in intra-curricular, co-curricular, and extra-curricular activities. In addition, Pancasila is used as the foundation for the development of national education goals, namely, to form complete human beings, where the criteria are contained in the five principles of Pancasila (Salim et al., 2023).

The research results also show that the Project Implementation Program (PIP) through the Pancasila Content Creator Project is effective in developing the Pancasila character of adolescent students. This is evident in the very high effectiveness rate of 91.72% achieved in PIP 1, reflecting the model's initial success in supporting the learning process, active student participation, understanding of Pancasila values, attitudes, behaviours, and commitment to practicing these values. The Likert-scale questionnaire used to measure cognitive, affective, and behavioural aspects indicates that students not only understand the theoretical concepts of Pancasila but are also beginning to display positive attitudes such as cooperation, empathy, responsibility, and rejection of violence and bullying in their social contexts.

Furthermore, the implementation of PIP 2, a refinement of the previous phase, demonstrated an increased effectiveness rate of 92.34%, indicating a sustained strengthening of students' Pancasila character. This improvement was influenced by enhancements in learning design, more intensive mentoring, and reflection on the results of PIP 1, resulting in students becoming more active and committed to actualizing Pancasila values through creative activities based on digital media. These findings confirm that the PIP Project is not only effective in improving students' cognitive understanding of Pancasila values but also successfully fosters real attitudes and behaviors that reflect the character of Pancasila Students, particularly in building social ethics, responsibility, and positive participation in community life.

Consistent with project-based learning theory, the model fosters active engagement, collaboration, and reflection. Students do not merely learn about Pancasila values; they reinterpret and apply them to contemporary challenges faced by their peers. This aligns with previous studies indicating that digital and project-based approaches can enhance moral awareness, civic engagement, and ethical responsibility among youth. The project learning model integrates

project-based learning, living values education, and digital learning. Students perceived the implementation of this model quite positively, and the reinforcement of students' Pancasila character was categorized as good. This model can be used to strengthen students' character (Komalasari et al., 2024).

The practical outcomes of the Pancasila content creator project for science students include self-produced videos. These videos reflect how students integrate Pancasila values into science learning, encompassing themes such as the environment, ecosystems, sustainability, and concrete actions to protect nature. These videos demonstrate students' learning achievements and their ability to process science information, integrate it with character values, and creatively communicate it through digital media. In this case, teachers must use digital technology creatively (Astuti et al., 2022). One such approach is implementing digital-based learning (Afian, & Sahrattullah, 2023).

Furthermore, positioning science learning as a contextual platform strengthens the relevance of character education by connecting moral values to observable social and environmental issues. According to Hasnan et al. (2024) in the learning process, where students' understanding of science concepts associated with Pancasila values can be further developed through cooperation with peers. However, the core contribution of this study lies in demonstrating that digital content creation can function as a moral practice, enabling students to internalize Pancasila values while addressing real-world problems of violence and bullying (Karo-Karo et al., 2023).

According to previous research conducted by Widiatmaka (2022), obstacles in Pancasila and Citizenship Education in building student character include learning processes that emphasize the cognitive aspect, resulting in student character being less considered. In addition, teacher competence also hinders the development of student character, because most teachers in Indonesia have not been able to comprehensively master the four competencies (pedagogical, professional, social, and personality). The learning methods used by teachers remain monotonous and make the process of building student character less than optimal. Furthermore, this phenomenon is one of the emerging problems experienced by education in Indonesia, namely the crisis of youth character which has an impact on many criminal acts committed by young people (Widiatmaka, 2022). Student learning motivation in Pancasila Education is classified as moderate. Many students complain and feel lazy in PPKn learning because it is difficult to understand the material being studied (Candra et al., 2023). Lack of

motivation for learning can also be caused by several factors. In line with Amalia et al. (2021) opinion, several factors can influence students in the learning process. Teaching strategies also played a role. Several instructors admitted that large class sizes and limited teaching hours made it difficult to implement communicative or practice-based methods (Khoiruman, 2025).

One of these factors is external factors, which play a role in determining student success. In addition to external factors, internal factors can also influence learning motivation. External factors that influence student learning motivation include the family environment and classroom atmosphere. Meanwhile, internal factors that influence learning motivation include student awareness of learning and student interest. According to Ishida & Sekiyama (2024), learning motivation has been extensively researched in the fields of education, psychology, neuroscience, and sociology. The research also crosses multiple academic and applied fields to understand the drivers of individuals toward learning. In education, motivation is one of the most influential factors. Motivation is referred as an "internal condition that stimulates, directs and maintains behavior (How et al., 2024). Additionally, psychological factors have a significant influence on motivating students to study (Aprieliava et al., 2021). Studies conducted by How et al. (2024) show that increasing motivation through educational psychology include increased learning willingness which lowers anxiety and leads to an increase in motivation to learn.

Qualitative findings indicate that the project significantly enhanced students' cognitive, affective, and behavioral dimensions of character development. During content creation, students demonstrated improved abilities in observing social and scientific phenomena, identifying problems related to violence, bullying, and environmental issues, and presenting evidence-based arguments. Pancasila, as the foundation of the state, plays a crucial role in shaping the character of the Indonesian nation because it embodies fundamental values that serve as guidelines for social, national, and state life. Divinity fosters religious attitudes and tolerance among religious communities, humanity fosters respect for human dignity and rights, unity fosters love for the homeland and togetherness in diversity, democracy fosters a democratic attitude and a spirit of deliberation, and social justice fosters a society that strives for prosperity and justice for all Indonesians. Internalizing these Pancasila values is expected to foster a nation characterized by noble morals, strong personalities, and the ability to maintain social harmony in everyday life (Zulfikar et al., 2024).

Meanwhile, supporting factors for the implementation of the PIP science learning workshop, based on the results of the documentation study, indicate that a comprehensive learning plan, relevant modules and teaching materials, clear project guidelines, recordings of participant activities and reflections, as well as evaluation and feedback reports, serve as the main supporting factors in the implementation of the character development model for the younger generation through the Pancasila Content Creator Project. These factors support well-integrated workshop training, facilitating the development of the younger generation in actualizing Pancasila values.

The results of this study are in line with the opinions of several experts including Aulia & Dewi (2022), whose research shows that learning through technology-related projects such as social media can increase the actualization and understanding of Pancasila for the integrity of the Indonesian nation and state, especially among young people amid rapid globalization. In recent years, the term “content creator” has emerged as an inclusive concept describing digitally supported cultural producers who create and distribute content on social media platforms, driven by an entrepreneurial spirit and a desire to produce their own “media brand” (Cunningham & Craig, 2019). Social media can be a positive tool in strengthening national unity, encouraging good ethics, and ensuring that information disseminated on the platform is in accordance with the principles of Pancasila. Grounding Pancasila through website innovation also has a positive impact on the quality of Pancasila education, aligning with sustainable education efforts due to its contemporary and innovative design (Kabatiah et al., 2025).

Conclusion

This study concludes that character education grounded in Pancasila requires pedagogical models that move beyond normative transmission toward experiential and contextual learning. The findings demonstrate that the Pancasila Content Creator Project effectively bridges the long-standing gap between students’ cognitive understanding of Pancasila values and their practical actualization in everyday behavior. By engaging students in addressing concrete social issues—particularly violence, bullying, and environmental responsibility—the model enables Pancasila values to be internalized as lived moral commitments rather than abstract ideals. This confirms that character development is most effective when moral cognition, moral commitment, and moral action

are integrated within authentic learning experiences. The exploratory sequential approach demonstrates that the Pancasila Content Creator Project significantly enhances students’ character across cognitive, affective, and behavioral domains. Qualitative findings reveal improvements in critical thinking, ethical awareness, collaboration, responsibility, and scientific communication, while quantitative results indicate a consistently high level of effectiveness across learning process, participation, understanding, behavior, attitudes, and commitment to Pancasila values. The increase in effectiveness from PIP 1 (91.72%) to PIP 2 (92.34%) suggests that reflective refinement and strengthened facilitation contribute to deeper internalization of values. Importantly, while the effectiveness scores do not directly measure reductions in violence or bullying, they indicate strengthened dispositions, attitudes, and participatory behaviors that theoretically function as foundational prerequisites for long-term prevention of such social problems. Finally, positioning science learning—particularly within the theme of sustainability—as the contextual platform for the Pancasila Content Creator Project represents a strategic contribution to this study. Science learning provides an authentic arena where ethical reasoning, social responsibility, and civic values can be practiced through inquiry, problem-solving, and public communication. Despite challenges such as unequal digital skills and limited time allocation, strong institutional support, competent facilitators, and active student engagement emerged as key enablers of success. Overall, this study contributes to a novel and integrative model of Pancasila-based character development that leverages digital content creation as a form of moral practice, offering a scalable and relevant approach for strengthening character education among younger generations in contemporary educational contexts.

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Author Contributions

Conceptualization, investigation, visualization, supervision, project administration, obtaining funding, E.S.; methodology, E.S.N. and Y.R.; formal analysis, E.S., E.S.N., Y.R., and T.S.; resources, writing – reviewing and editing, E.S.N., Y.R., and T.S.; writing – preparation of original draft, E.S.N. All authors have read and approved the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflict of interest.

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