

Fostering the Golden Generation 2045: Embedding *Pancasila* Values in Early Childhood Education

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Abstract. *Children represent the nation's investment and future, destined to become the leaders of tomorrow. Introducing Pancasila values at an early age is essential to nurturing competent individuals with strong character and noble morals. This article explores how integrating Pancasila values in early childhood education can contribute to realizing Indonesia's vision for a "Golden Generation 2045." Employing a descriptive qualitative approach, this study uses library research methods to gather data. The findings highlight that the incorporation of Pancasila values in early childhood can be effectively achieved through the Merdeka Curriculum, where structured play activities serve as a foundation for learning. By aligning stimulating play with children's interests, their potential can be fully optimized. Moreover, the Pancasila Ideology Education and Development Book (PPIP) provides a critical resource for enhancing understanding of the Pancasila ideology, ultimately strengthening the nation's cultural resilience and fostering the development of a progressive, modern, and morally grounded society.*

Keywords: *Pancasila Values, Early Childhood Education, Golden Generation 2045*

1. Introduction

The Ministry of National Development Planning/National Development Planning Agency of the Republic of Indonesia (Bappenas) is drafting the National Long-Term Development Plan (RPJPN) for 2025-2045 to support the implementation of Indonesia's Vision 2045, which aims to establish Indonesia as a sovereign, advanced, and sustainable archipelagic nation. During the launch of the RPJPN document, the President of Indonesia, Mr. Joko Widodo, explained that three fundamental points guide Indonesia's development: maintaining national stability, sustainability and continuity, and developing high-quality human resources (HR). He emphasized that Indonesia's human resources must excel not only in quantity but also in quality in terms of physical well-being, skills, productive character, disciplined character, and mastery of science and technology (Bappenas, 2023).

In the report "Indonesia Population Projection 2015-2045," the Ministry of National Development Planning (Bappenas) and Statistics Indonesia (BPS) projected that Indonesia will experience a demographic bonus with a population reaching 318.96 million by 2045, based on data from the 2015 Intercensal Population Survey (Supas). According to these data, the working-age population (15-64 years) is expected to reach 207.99 million, while the non-working-age population is estimated to be 110.97 million. The government must capitalize on this momentum to realize Indonesia's Vision 2045 by leveraging the abundant productive-age population (BPS RI, 2018).

The success of utilizing this demographic bonus for Indonesia's Vision 2045 is closely linked to the development of human resource quality today. The government has roughly 20 years to prepare the golden generation of Indonesia. Superior human resource quality is not limited to mastery of science and technology but also includes building human resources with solid character and noble values (Tyas et al., 2020). Character development is essential in facing various challenges, especially globalization and digitalization (Ulfah et al., 2023; Yuwannita, 2021).

In developing Indonesia's human resources, *Pancasila* can be the foundation for character education to create an ethical, moral, cultured, and civilized society (Linda, 2020; Omeri, 2015). The manifestation of Pancasila values in the education system is essential, as the character derived from these values must be developed and preserved in a structured, systematic, and massive manner (Santoso et al., 2021). Early Childhood Education (PAUD) is a priority for the government in improving human resource quality, as early childhood is the most critical period for shaping strong character and personality in children (Rahmawati, 2022; Yafie & Sutarna, 2019).

The importance of early childhood education is based on Law No. 20 of 2003 concerning the National Education System (National Education System Law), where Article 1, paragraph 14 states that early

childhood education is an educational effort directed at children from birth until the age of six years, carried out through educational stimulation to assist physical and spiritual growth and development so that children are ready to enter further education (Rinta et al., 2022; Yusuf et al., 2023). Indonesia's educational paradigm remains primarily focused on developing human resources through science and technology mastery, but it lacks character education (Mustakim, 2011). The onslaught of technology and globalization continues to erode the morals and character of the nation's children. One of Indonesian society's most significant challenges is preserving Pancasila values. Although globalization and digitalization cannot be avoided, early education and nurturing of Pancasila ideology from a young age will serve as a strong foundation (Sari et al., 2023). This article examines how the incorporation of Pancasila ideals into early childhood education might contribute to the realization of Indonesia's vision for a Golden Generation 2045. The challenges that were discussed earlier serve as the basis for this investigation.

2. Research Methods

This research is a literature study using a descriptive qualitative analysis method based on library research. The data presented were obtained through reading, analyzing, and understanding various types of literature, including journals, books, proceedings, and other relevant and related data sources.

3. Results and Discussion

Pancasila, as an ideology rooted in the noble values of the Indonesian nation, must be nurtured and instilled in children from an early age (Mbawo et al., 2022). Many experts believe that the early years of a child's life are critical in determining the quality of the individual in the future. Early childhood is considered a golden age, during which physical, motor, intellectual, emotional, language, and social development rapidly occur (Uce, 2015). In this golden period, children undergo the maturation of physical and psychological functions, preparing them to respond and form the character and behavioural patterns that are being shaped (Yuliani, 2009; Untung et al., 2023). This critical period requires special attention to maximize the child's development process.

Other medical experts agree with research findings that show 70-80% of human brain cells are formed by age three (SC, 1981). During this golden age, a child's brain experiences rapid growth. It is susceptible to all forms of stimulation. In this condition, positive information given to the child will have a very beneficial effect on their development. Conversely, if a child receives harmful or low-quality information, they may grow up to have a poor or even deviant personality (Untung et al., 2023).

Early childhood education functions to optimize the development of a child's intelligence capabilities (Jatmiko et al., 2021). Education here is not limited to classical learning processes but can occur anywhere and at any time, whether in the family environment or through educational institutions (Conțu, 2017). Maria Montessori, a renowned early childhood education figure from Italy, stated, "Working with children older than 3 years is too late to have the most beneficial effect on their life." She says the best time to provide stimuli to optimize a child's absorption and ability is before they turn three years old (Feez, 2009).

In the effort to develop a child's potential, Benjamin S. Bloom emphasized that three domains of education need to be strengthened during the learning process: the cognitive domain, which shapes students to become intelligent individuals; the psychomotor domain, which fosters creativity; and the affective domain, which develops good character (Sitti, 2022:26). These three domains are interconnected and cannot be separated. Moreover, a study by Bappenas found that early childhood development positively impacts a country's literacy and numeracy achievements, contributing to the competitive edge of human capital investment in the future. The study underscores the importance of preschool or early childhood education (PAUD) in brain development, as it serves as the foundation for future learning (Yulianti, 2023).

From an early age, character formation plays a significant role in a child's life when they eventually become part of society. If, during this stage, children do not receive good education and

teaching about values and morality, they may grow into adults with low productivity and social sensitivity (Pertiwi et al., 2024). Given the high demands for children's capabilities in the future, early childhood education must be well-planned to produce quality human resources. The insufficient availability of PAUD in Indonesia and its strategic position in creating a “golden generation” for 2045 have led Bappenas to include increasing the number of PAUD centres as a target in the National Long-Term Development Plan (RPJPN) 2025-2045 (Bappenas, 2023).

In the Indonesian education system, a child's success is often measured by their ability to answer exam questions and score well rather than by their values and morals. Learning materials related to values and morals, such as honesty, tolerance, and cooperation, are not fully provided. As a result, many children achieve high academic scores but display poor moral behaviour (Khoiri et al., 2023; Uno, 2023).

The erosion of Indonesian national character is evident in the increasing reports of moral deviations and criminal acts committed by minors, such as harassment, assault, theft, bullying, and drug abuse. Moreover, many of these young offenders feel proud, believing that their actions gain them recognition (Azhari et al., 2023). If left unchecked, Indonesia will lose its identity. As Thomas Lickona (1992) once noted, ten behavioural indicators signal the decline of a nation, including (1) increasing violence among youth; (2) widespread dishonesty; (3) growing disrespect for parents, teachers, and authority figures; (4) peer group influence promoting violence; (5) rising suspicion and hatred; (6) deterioration of language; (7) declining work ethic; (8) diminishing individual and civic responsibility; (9) increasing self-destructive behaviour; and (10) the blurring of moral guidelines (Fitriani & Dewi, 2021).

Instilling Pancasila values at the PAUD level is essential in creating a high-quality and competitive golden generation for the future. Early childhood characteristics, such as being easily guided, highly imitative, and curious, provide a strong foundation for teaching, guiding, and directing them to align their behaviour with Pancasila values. Strengthening and optimizing Pancasila values from an early age will form outstanding character deeply ingrained in children.

The Agency for Pancasila Ideology Development (BPIP) and the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) have launched the “*Pendidikan dan Pembinaan Ideology Pancasila*” (PPIP) book as a primary reference aligned with the Merdeka Belajar curriculum, to enhance the understanding of Pancasila ideology across all formal educational levels, from PAUD to high school (Mbawo et al., 2022).

The PPIP book explains that BPIP has identified 37 positive values, including belief in God, honesty, tolerance, responsibility, cooperation, and harmony. These values can be taught to early childhood students, particularly those aged 3-4, as fundamental principles for their future lives. The PPIP book uses a student-centred learning approach, enabling students to engage actively in real-life practices and experiences of Pancasila, which is in line with the Merdeka Belajar curriculum. The presentation of the material also encourages children to explore curiosity, develop creativity, and foster a cooperative spirit in exemplifying Pancasila (Mbawo et al., 2022).

President Joko Widodo, in a closed meeting with the BPIP head at the State Palace in February 2021, emphasized the importance of instilling Pancasila values in a way that is enjoyable for students. He believes that it is time to actualize and revitalize Pancasila's values. Pancasila education should no longer seem dogmatic or indoctrinating. With this new educational approach, it is hoped that Pancasila can be easily understood and implemented, especially by children (Mbawo et al., 2022).

Building the golden generation for 2045 requires collaboration and dedication from parents, teachers, and the government to prepare the best successors for the nation. According to the principles outlined in the PPIP book, values that need to be developed in children aged 3-4 include (1) developing creativity, feelings, desires, and achievements, (2) conducting intensive education that involves all stakeholders, (3) using the school environment as a learning resource, (4) tailoring education to the social and cultural context of the surrounding community, (5) optimizing the achievement of 21st-century competencies, (6) respecting and appreciating others, (7) promoting democracy, justice, and non-discrimination, (8) upholding religious values, human rights, cultural

values, and national diversity, and (9) providing role models, fostering willingness, and developing creativity. These principles will equip children to understand how to behave and act in national and state life when they grow up.

The disappearance of Pancasila ideology from the current generation can be seen as a logical consequence of the changes in the national education curriculum that began in 2003. At that time, the inclusivity of Pancasila ideology in Pancasila and Citizenship Education (PPKN) was replaced by Citizenship Education (PKN), resulting in Pancasila no longer being directly taught in schools or other educational institutions (Kandia, 2023; Tintigon et al., 2023).

Learning at the PAUD level must be designed in various fun activities because PAUD plays a crucial role in laying the foundation for developing multiple intelligences in children. The Merdeka curriculum incorporates play activities as a learning process for early childhood. High-quality and interest-aligned play stimulation helps children develop according to age and maximizes their potential. A fun learning process allows children to learn without pressure, ensuring the optimal development of motor, cognitive, social-emotional, and spiritual intelligence. Furthermore, Pancasila values instilled through enjoyable play activities can shape children's personalities and positive character traits (Alfanisa et al., 2022).

On the other hand, teachers as educators and parents at school play a central role in developing children's potential. Teachers must actively and creatively guide students to maximize their intellectual potential. Interaction and communication between teachers and students can focus on understanding Pancasila's values. Teachers can also set examples of Pancasila values for children aged 3-4 in simple ways to develop spiritual, social, knowledge, and skill aspects, such as encouraging children to pray, work together, share, and discuss with their peers.

Implementing Pancasila values in early childhood through play activities can make children feel comfortable, calm, and happy. Through play, children are encouraged to implement Pancasila values implicitly. Discovered during play, these values are continuously implemented and internalized in various learning activities. For example, children can be introduced to traditional games like "*Sarungan*," "*Bola Bekel*," and "*Teuku Umar Spel*." Through the "*Sarungan*" game, children are taught balance and cooperation as a means of instilling the values of social justice, while in the "*Bola Bekel*" game, they are trained to think strategically, act quickly, be alert and honest, line with the values of humanity and Indonesian unity (BPIP, 2020).

Teuku Umar Spel (Teuku Umar Game) is a chess-like strategy game created by the Dutch in 1886 to influence the Indonesian people by portraying Teuku Umar as an enemy that must be defeated and eliminated. This game is played by two individuals using pawns and a checkered board, symbolizing strategy and resistance. The pawns are typically represented by pebbles, stones, or seeds of different colours and shapes to distinguish between the players' pieces. The key to winning this game lies in the cooperation and unity among the pawns, emphasizing the importance of mutual support in achieving victory. This value, in turn, reflects the spirit of solidarity and patriotism that the game seeks to instil (BPIP, 2020).

In education, particularly in teaching Pancasila Ideology to young children, introducing this game can serve as a method to instil national values. Pancasila education is not solely the responsibility of educational institutions but also a collective duty of all societal elements to work together in realizing Indonesia's Golden Generation 2045. This generation is competitive, excellent, and rooted in Pancasila principles. Applying Pancasila values in daily life is believed to contribute to a better society that practices the values of divinity, humanity, unity, democracy, and justice (Hakiki & Santosa, 2023; Nurapilia & Dewi, 2021).

4. Conclusion

The erosion of the nation's character values has become a growing concern and should be a collective responsibility. The moral decline among the younger generation can be seen in the increasing number of crimes committed by minors today. Reviving Pancasila values within society, primarily through the education system, is an effort to prevent the numerous problems we face now and in the future.

Instilling Pancasila values at the early childhood education (PAUD) level is crucial, as children between the ages of 3-4 are entering their golden period. Early childhood education is vital in laying the foundation for developing multiple intelligences and shaping children's character. Collaboration between educators and parents, along with support from the government, is essential to seize this opportunity, ensuring the optimal growth and development of children's mental, intellectual, and emotional capacities. Strengthening and optimizing Pancasila values from an early age will cultivate deeply rooted and superior character traits in children. The many advantages inherent in this period must be maximized to shape the Golden Generation 2045.

The presence of the PPIP (*Pendidikan Pancasila untuk Anak Usia Dini*) book as a primary reference to enrich the understanding of Pancasila Ideology, particularly at the PAUD level, brings a fresh perspective to education. Pancasila, once seen as dogmatic and indoctrinating, can now be taught through play-based activities. Pancasila education should not be limited to developing intellectual abilities alone but must also influence the character development of children. The Golden Indonesia 2045 is the nation's aspiration for advancing the country. Therefore, building a competitive and character-driven generation by manifesting Pancasila values will guide Indonesia towards its golden era on the global stage.

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