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The Collaborative Strategy for Civic Character Education in Indonesia: Education System, BPIP, and Society

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Abstract: Indonesia needs a strong civic character amidst the challenges of globalization and digitalization. Patterns and strategies are urgently needed to strengthen civic character, especially in education and government, so that internalizing civic character values can significantly impact national growth. The library research method examines various papers, such as books, journal articles, and reports, which are analyzed critically and in depth, using data inclusion techniques based on the SPIDER (Sample, Phenomenon of Interest, Design, Evaluation, Research Type) approach to ensure a rigorous and comprehensive review. Furthermore, interactive data analysis techniques are used, namely reducing, presenting, and concluding the data. The findings show a lack of institutionalized collaboration between education and other institutions in producing a generation with a national character aligned with Pancasila values. Another finding shows the importance of harmonizing the policies of the Agency for Fostering Pancasila Ideology, Republic of Indonesia (BPIP) as a laboratory of Pancasila values, formal education, and society (non-formal) in accommodating learning resources, ideological discourse, and national symposiums. Collaborative governance is needed, where BPIP provides ideological direction and schools, universities, families, and communities apply these principles into contextual, participatory, and digitally responsive learning experiences.

Keywords: Civic Character; Civic Education; Strategy Collaborative; Pancasila Values.

1. Introduction

Globalization and digitalization have opened the floodgates of international cultural penetration, which, if left unchecked, could threaten moral decadence in Indonesia. Globalization has brought about a paradigm shift in national identity, citizen rights and responsibilities, and even political affairs (Aulia, 2023; Syamsuddin, 2021). The World Economic Forum (2020) report explains that globalization has transformed education systems in many countries, with a greater emphasis on technical and professional skills than on moral formation (WEF, 2020). Therefore, it is important to create curricula and policies to anticipate the negative impacts of digitalization in the era of globalization (B. Beribe, 2023). As a recent report by UNESCO (2024) states, globalization has brought more dominant materialistic and individualistic values to developing countries, which often conflict with more conventional values of collectivism and solidarity (UNESCO, 2024). Rizwan (2024) discusses the relevance of Pancasila as the state ideology in the twenty-first century, highlighting its continuing significance in contemporary Indonesian society.

In the Indonesian context, the influence of the digital era and social media that presents challenges such as disinformation, digital individualism, foreign cultural influences, and online bullying, requires adaptation in character education that may not have been widely discussed in relation to BPIP as a government institution that has a role in developing

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character (Fatmala, 2019; Yasir, 2024; Yuniarto, 2025). Additionally, it is critical to create a framework that incorporates values-based education in higher education institutions and integrates service-based learning and student leadership to reinforce principles such as empathy, respect, and honesty (Padmakumari et al., 2026). Wulansari et al. (2025) highlight the importance of role modelling, tolerance, respect for diversity, cooperation, and practical activities in strengthening Pancasila character among younger generations. Tantra et al. (2024) identify Pancasila as a philosophical foundation for strengthening religious moderation, demonstrating its relevance to cultivating tolerance and harmonious relationships within Indonesia's plural society. Therefore, strong synergy is needed to sustain the growth of citizenship, especially among students and the younger generation.

The younger generation faces a rapid flow of information, exposure to unfiltered content, and a decline in face-to-face interactions that disrupt the process of socializing traditional values, requiring adaptation of character internalization strategies. Key challenges include the negative influence of social media, weak control over digital content, and the need for an educational model that integrates technology without sacrificing basic moral values (Sudarsana & Mastini, 2025). Furthermore, the Industry 4.0 era raises the need for character education practices to include reinforcement models, role models, explicit teaching, and simultaneous habituation among schools, families, and communities (Datuk & Arifin, 2021). Acts of citizenship can help participants feel better because they give them a sense of social bonding and encourage them to become stronger (Cohen et al., 2025).

The success of collaborative strategies depends on the clear and synergistic roles of families, schools, communities, and governments in preparing the environment, policies, and practices for habituation (Ansell & Gash, 2018; Della Spina, 2025)(Della Spina, 2025). Literature reviews and field studies confirm that without the support of the educational environment and parental involvement, character programs struggle to achieve long-term impact (S. N. Rogahang, 2024). Currently, various sectors and institutions have conducted numerous studies to revitalize performance. However, collaborative implementation studies have been neglected, allowing sectoral egos to emerge. Collaborative strategies between institutions, civil society organizations, and particularly between the BPIP and the community are needed to foster civic character without relying solely on formal education (Nuryanto et al., 2020). Therefore, research is needed to develop collaborative strategies in building an education system.

So far, the Indonesian Education curriculum has implemented values that develop aspects as spiritual and physical beings (Febriyanti, 2021). This is evidenced in Article 3 of Law No. 20 of 2003 concerning the Indonesian Education System regarding the objectives of national education by placing the character of faith and piety as the main goal of education is something that is very much in line with the basic values of ideology, as viewed by Thomas Lickona that indicators of noble character (good character) include knowledge of something good, then forming a commitment to goodness, and implementing it (Lickona, 1992).

In character education research, many sources show that education efforts seek solutions for character formation, such as school programs that create a separate character education curriculum known as the monolithic model (Muhkam et al., 2025). In addition, efforts include integrating character education into learning, extracurricular activities, and habits, as well as instilling character values through role models such as teachers (Cholifah & Faelasup, 2024; Sarkadi et al., 2022). However, more complex efforts are needed, considering that data from UNESCO released in 2024 shows that the younger generation is very vulnerable to being influenced by globalization, which brings materialistic and

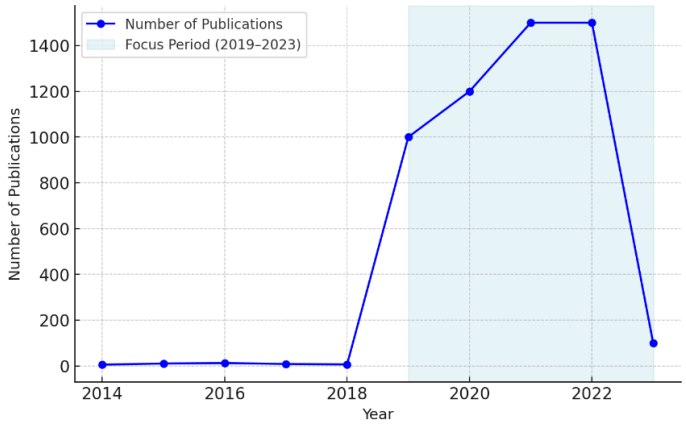
individualistic values (UNESCO, 2024). A study in 63 elementary schools in Jakarta showed that integrating character development into teaching improves student behavior and understanding of values and increases academic achievement (Marini, 2017). Therefore, it is very important to introduce the values of Pancasila from an early age.

Research shows that Pancasila Education plays a vital role in character formation because the theoretical foundation contained therein can strengthen national values (Lestari & Kurnia, 2022). In addition, Pancasila Education also has a significant influence on efforts to develop intelligence, imagination, character, and noble morals if practiced well and correctly in everyday life, or in other words, responsible for the survival of the country and its people (Hayqal & Najicha, 2023; Ismayanti et al., 2018).

One institution with significant potential for strengthening civic character is the BPIP (Agency for Fostering Pancasila Ideology, Republic of Indonesia), which is tasked with assisting the President in formulating comprehensive and sustainable policy directions for fostering Pancasila ideology. Given its function, character development should have been formulated accordingly. Furthermore, the issuance of BPIP Regulation No. 4 of 2022 concerning Pancasila Value Indicators will provide a foundational concept for understanding character based on Pancasila values.

A study using bibliometric analysis methods from 2019 to 2023 found that research trends on Pancasila character have significantly increased since the establishment of the BPIP. Studies generally address Indonesia's moral and character crisis. However, research on the strategic role of the BPIP in the character formation process has not yet been found to be significant (Hidayah & Hastangka, 2023). The following is a graph of the research trends in question:

Figure 1. Number of Pancasila Publications 2014-2023



Source: Research Analysis Results, 2023

Another initiative in this research study is the use of descriptive qualitative methods to analyze teachers' perspectives, which suggests that the objectives and effectiveness of BPIP remain unclear to the public (Anjar & Sihombing, 2019). To maximize the role of character strengthening, collaborative efforts are essential. A collaborative strategy combines the roles of various actors to consistently and contextually develop, implement, and evaluate the process of internalizing character values. This concept emphasizes shared communication, uniformity of value messages, and repeated habituation in formal and non-formal environments to strengthen moral learning and daily habits (Nisa et al., 2025; S. N. Rogahang, 2024; Siswanti, 2024).

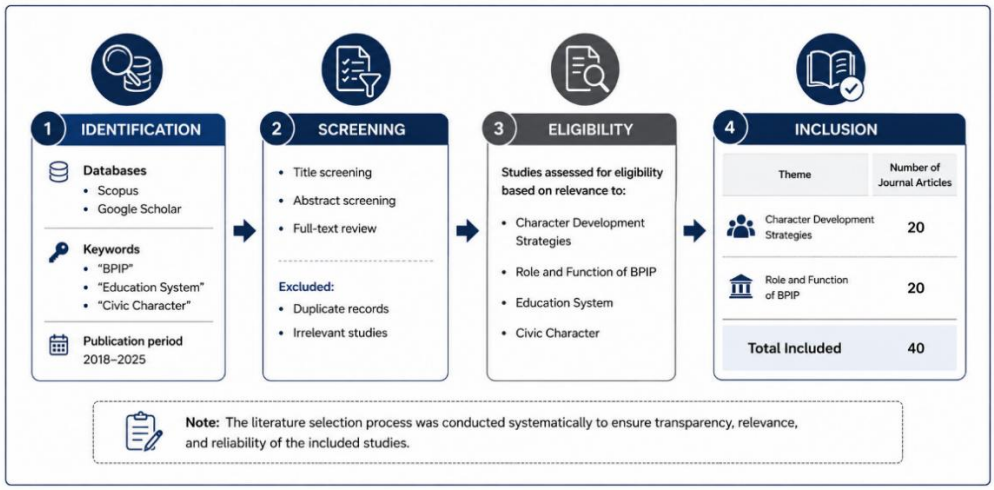
2. Method

This study conducts critical observation and examination of books, journal articles, and previous research reports related to the problems to be described regarding character education, citizenship, the position of BPIP, and strategies for instilling character values, which are then processed and presented in the form of a paper (Zed, 2008).

A systematic literature screening process was conducted to obtain sources relevant to the research focus. Literature searches were conducted in Scopus and Google Scholar using the keywords "BPIP", "Education System", and "Citizenship Character", along with relevant keyword combinations, with a publication year limit of 2018–2025. The search covered the last 8 (eight) years to track policy developments aimed at cultivating character. All search results were then selected through a full-text review of the titles, abstracts, and contents of articles based on inclusion criteria. These included scientific publications that directly discuss the role of BPIP, educational character, the education system, and citizenship, and are available in full text form. Articles that were duplicated, were opinion pieces, editorials, or book reviews, or had no substantial relationship to the research focus were excluded from the analysis. The literature that met the criteria was then critically analyzed through comparison, synthesis, and interpretation to develop a comprehensive understanding of BPIP's position in the education system and its strategies for instilling civic character values.

In addition, this is intended to determine how the character education method was when the BPIP institution was first established so that it can find innovations and new strategic patterns in character education as shown in the flowchart below:

Figure 2. Literature Identification and Screening Process



Source: Authors Analysis and Synthesis based on PRISMA, 2025

In the data screening process, inclusion criteria guided by the SPIDER framework *(Sample, Phenomenon of Interest, Design, Evaluation, Research Type)* were used to ensure a rigorous and comprehensive review (Cooke et al., 2012). These criteria provide significant benefits, such as increasing the relevance and efficiency of literature searches, improving the study selection process, providing flexibility for mixed methods research, and emphasizing the importance of better indexing practices (Cooke et al., 2012). This study used SPIDER-guided inclusion criteria to ensure a rigorous and comprehensive review.

The criteria are in five dimensions. First, sample (S) is limited to the character education strategy model and the role and function of the BPIP Institution, with studies

that focus on efforts to cultivate civic character. Second, the Phenomenon of Interest (PI) focuses on learning that integrates civic character in the learning context. Papers that are not related to the study of Civic Education are considered ineligible. Third, various Designs (D) are considered, including those using clear methodologies, both quantitative and qualitative models, and systematic new literature such as SLR and bibliometrics. Fourth, Evaluation (E) focuses on learning applications that foster national and civic character, prioritizing this over Civics learning outputs. Finally, the Type of Research (R) is limited to empirical and independent studies that involve and ensure a strong, evidence-based review. The data analysis technique used was data triangulation, which begins with data collection, followed by data reduction, and inference or verification, following the interactive mode (Huberman & Miles, 1992).

In the data triangulation process, the first step is to select and collect the data sources to be used, then collect data from the specified data sources, and then compare the data obtained from various data sources (Miles & Huberman, 1984). After that, researchers identify similarities and differences across various data sources. Next, the data obtained from various data sources are analyzed, and then conclusions are drawn based on the results of the data analysis.

3. Result and Discussion

A critical synthesis of the 20 studies on character education and the 20 studies examining the role of BPIP reveals a broad consensus that strengthening civic character requires collaboration between educational institutions and state agencies; however, the literature differs considerably in explaining how such collaboration should be implemented. Studies on character education predominantly emphasize pedagogical transformation through contextual learning, participatory approaches, and the integration of digital literacy as the principal means of fostering students' moral and civic competencies (Susilo et al., 2022). In contrast, studies concerning BPIP primarily focus on institutional governance, ideological stewardship, and policy coordination as mechanisms for strengthening the internalization of Pancasila values (Mulaydi & Malihah, 2024; Yasir, 2024).

This divergence suggests that previous research has generally treated pedagogical innovation and institutional governance as separate domains rather than as complementary components of a unified character education ecosystem. International studies report similar observations, arguing that citizenship education remains fragmented because deliberative teaching, civic competence, and argumentation research have developed independently with limited conceptual integration (Larrain et al., 2021). Moreover, while numerous studies acknowledge that digital challenges, including misinformation, cyberbullying, and online individualism, have weakened opportunities for the meaningful enactment of Pancasila values (Efianingrum et al., 2020), relatively few propose an integrated governance framework that connects national policy with classroom practice and community engagement. International evidence similarly indicates that digital citizenship education should extend beyond technological competence to include ethical participation, critical thinking, and civic responsibility supported by coherent educational policies. Therefore, this review argues that effective character education should not be understood solely as a pedagogical issue or an institutional responsibility, but rather as a collaborative governance process in which BPIP provides ideological direction. At the same time, schools, universities, families, and communities translate these principles into contextual, participatory, and digitally responsive learning experiences. This integrated perspective extends previous studies by positioning institutional collaboration as the critical mechanism

linking national ideology, educational practice, and sustainable civic character development.

Collaboration between BPIP and the education sector is effective when implemented through a multi-level partnership approach that connects national policies with local practices in schools and communities. Strategies frequently recommended in various studies include: (1) integrating Pancasila values into a digital literacy-based curriculum; (2) teacher training through a deliberative pedagogy approach; (3) strengthening community-based learning projects; and (4) implementing Pancasila values campaigns through social media to form Digital Pancasila Ambassadors among students (Arthur et al., 2021; Kurniawan et al., 2024; Yuniarto, 2025). This approach has been proven to increase students' critical awareness and social participation, as Pancasila values are not merely taught as dogma but are brought to life through meaningful social practices and digital activities. Thus, schools function not only as places for moral learning but also as social laboratories for forming national character that is directly connected to the dynamics of society.

Furthermore, the study findings also demonstrate the need for longitudinal evaluation to gauge the effectiveness of BPIP's interventions in shaping civic character among students. BPIP, in collaboration with universities, is recommended to develop the National Pancasila Character Index as an evidence-based policy tool that can assess the ongoing development of Pancasila values in education (Irfan et al., 2025). This collaborative model demonstrates that synergy between state institutions and educational institutions not only strengthens the nation's ideological foundation but also addresses the need to develop digitally savvy citizens with integrity and a Pancasila-based personality amidst the rapid flow of globalization (Lickona, 1992; Prasetyo, 2023). Therefore, a collaborative strategy between BPIP and the education sector is key to ensuring that character education in Indonesia remains relevant, adaptive, and has a real impact on the social life of the younger generation, as illustrated in the table below:

Table 2. Collaborative Strategies for Strengthening Character Education

Emerging Theme	Evidence from the Reviewed Literature	Analytical Implication
Curriculum Integration	The reviewed studies consistently recommend integrating Pancasila values into curriculum content through contextual and digital literacy-based learning (Susilo et al., 2022).	Curriculum reform should position Pancasila values as an integral component of civic learning rather than as standalone moral content.
Teachers' Professional Capacity	Several studies emphasize that teachers' competence in deliberative and reflective pedagogy is fundamental for translating ideological values into meaningful classroom practice (Arthur et al., 2021; Lickona, 1992).	Teacher professional development is a prerequisite for sustainable implementation of character education.
School–Community Collaboration	Character education becomes more effective when schools collaborate with families, communities, and local governments through participatory	Civic character develops through interaction between formal education and authentic social participation.

Emerging Theme	Evidence from the Reviewed Literature	Analytical Implication
	learning and community engagement (Arthur et al., 2021; Yuniarto, 2025).	
Digital Character Education	Recent studies highlight the importance of digital citizenship, social media engagement, and ethical participation to address misinformation and cyber risks (Efianingrum et al., 2020; Yasir, 2024; Yuniarto, 2025).	Character education should integrate digital citizenship competencies alongside Pancasila values.
Evidence-Based Evaluation	Few studies discuss systematic evaluation; however, several recommend collaboration between BPIP and universities to develop longitudinal assessment mechanisms (Irfan et al., 2025; Lickona, 1992).	Long-term evaluation is required to assess the sustainability and effectiveness of character education policies.

Source: Primary Data, 2025

Accordingly, Table 2 does not merely propose new policy directions; Rather, it synthesizes convergent findings from previous studies into an integrated collaborative framework that illustrates how BPIP and educational institutions can jointly strengthen civic character education in Indonesia. Rather than being formulated as normative policy recommendations, the collaborative strategies presented in Table 2 emerged from a thematic synthesis of the reviewed literature. Following a comparative analysis of the 40 selected journal articles, recurring concepts, implementation approaches, and policy orientations were identified, coded, and subsequently grouped into broader thematic categories. Across the reviewed studies, five dominant themes consistently appear: (1) curriculum integration of Pancasila values; (2) strengthening teachers' pedagogical capacity; (3) collaboration between schools and communities; (4) character education in digital environments; and (5) longitudinal evaluation through institutional collaboration. These themes were not uniformly emphasized across all studies but emerged from repeated patterns identified in both the character education literature and studies examining BPIP's institutional role.

Collaboration between the BPIP (Agency for Fostering Pancasila Ideology, Republic of Indonesia) and the formal education sector is a strategic key to strengthening Pancasila-based character education in the digital era. Through policy synergy, integrating Pancasila values into the curriculum, teacher training, strengthening digital learning, and longitudinal research, character education can be implemented contextually and sustainably. BPIP serves as an ideological director and facilitator of national policy, while educational institutions implement the values in the field. This collaborative approach not only strengthens students' character in schools but also fosters civic engagement and moral resilience in a social environment increasingly influenced by digital dynamics and globalization.

The history of Indonesian education shows how education has played a crucial role in building national identity and character, from the struggle for independence to the reform era. Education has played a crucial role in instilling national values in the younger generation (Harun et al., 2023). Schools such as Taman Siswa and Muhammadiyah, established during the national movement, served not only as places for formal education

but also as efforts to spread nationalism and unity. Educational figures such as Ki Hajar Dewantara and Ahmad Dahlan recognized that education not only provides knowledge but also shapes the character of the next generation who love their homeland and nation (Purnama Wirayuda et al., 2024).

Experiences from Nordic countries provide valuable insights for strengthening civic character education; however, these practices cannot be transferred directly to the Indonesian context because of differences in governance structures, cultural diversity, educational administration, and socio-religious characteristics. In Nordic education systems, character formation is supported by strong collaboration between schools, local governments, and civil society organizations, allowing democratic values to be cultivated through continuous participation in community life (Firmansyah, Ricky;Hamzah, 2025; Rasmussen, 2026). Similarly, Denmark emphasizes a bottom-up approach that encourages local initiatives and active citizen participation rather than relying solely on centralized government intervention (Arendt et al., 2021; Balok, 2024). While Indonesia has a more centralized policy framework and a broader cultural landscape, these international experiences remain relevant when interpreted as guiding principles rather than institutional models. Their key contribution is showing that sustainable character education depends on collaboration among multiple stakeholders, not schools alone.

In the Indonesian context, this principle can be realistically adapted through stronger partnerships between BPIP, the Ministry of Primary and Secondary Education, higher education institutions, local governments, schools, families, community organizations, and digital communities. Such collaboration may include integrating Pancasila values into contextual learning, community-based civic projects, teacher professional development, and digital citizenship initiatives that reflect Indonesia's social and cultural diversity. This adaptive approach suggests that transferring international experience should focus not on replicating institutional arrangements but on adopting collaborative governance principles compatible with Indonesia's education system and the constitutional mandate to strengthen Pancasila-based civic character.

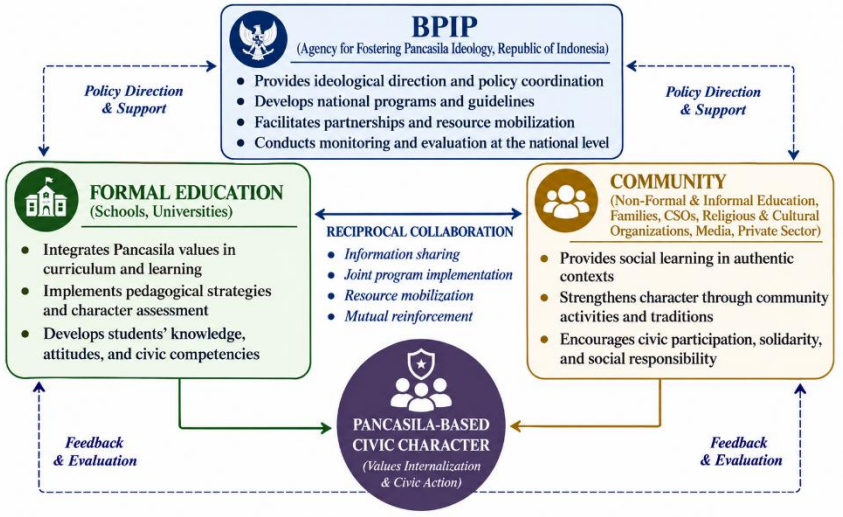
3.1. Collaborative Strategy between Institutions

Currently, the government, through the education sector, has made a significant contribution to fostering positive character in students. However, innovations are needed so that character education is not merely the goal of formal education, but rather a process of individual growth towards social awareness (Halinen, 2018). Even countries such as Finland emphasize character education through separate learning within the curriculum, such as learning about life values (Khoirunnisak & Sutriyanto, 2023). A study shows the vital role of teachers in using four learning strategies: contribution, enrichment, transformation, and problem-based. These strategies can foster conducive learning conditions for students. Furthermore, the importance of implementing policies between institutions in integrating multicultural education curricula is supported because it can promote respect for diversity among students, introduce cultural values across ethnicities, and strengthen national identification, which supports the development of a global identity (Suri & Chandra, 2021).

Other studies reinforce this idea, showing that strategic management and stakeholder collaboration can improve student character development efforts, with effective strategies including formulation, implementation, and evaluation (Astuti & Kinas, 2023; Rahmah et al., 2021). Therefore, bureaucratic reform is needed so character education does not rely solely on the education sector. As a government institution, BPIP needs to play a vital role because its policy scope can reach civil society. Furthermore, the organization must build

capacity to evaluate character-building programs (Urban & Trochim, 2017). The results of the analysis are illustrated in the table below regarding the separate roles of BPIP, formal education, and non-formal education.

Figure 3. Conceptual Framework of Collaborative Governance for Pancasila Based Civic Character Development



Source: Authors' Analysis and Synthesis, 2026

As illustrated in Figure 3, BPIP provides ideological direction and policy coordination, formal education translates these principles into structured learning experiences, and community-based institutions reinforce character formation through authentic social participation. Rather than operating sequentially, these three institutional actors interact continuously through reciprocal collaboration, allowing Pancasila values to be internalized across formal, non-formal, and social learning environments. This conceptual framework highlights that sustainable civic character development depends on institutional synergy rather than the isolated contribution of any single actor, thereby extending previous studies that have primarily examined these institutions separately.

The figure above shows that the BPIP (Agency for Fostering Pancasila Ideology, Republic of Indonesia) can access all levels of society as an instrument of the central government in its efforts to provide general and character education. Formal education effectively shapes students' character in the academic world, particularly through cognitive development. Furthermore, non-formal education plays a crucial role in fostering socially sensitive capital. From these three elements, it can be concluded that developing a collaborative strategy in shaping national character is crucial, ensuring that formal educational institutions do not act alone. In other words, the government, through the BPIP, and the community, through non-formal education, play a primary role in shaping civic character.

The BPIP can initiate a cross-level pilot program in which schools are not only places to learn values but also carry out social activities such as cooperation, community service, tolerance campaigns, and digital volunteering. Furthermore, schools can integrate Pancasila-based community projects into student character assessments and collaborate with local governments, youth organizations, and religious institutions to ensure Pancasila values are embedded in students' social interactions (Khoirunnisak & Sutriyanto, 2023). A community-based approach strengthens the link between school values and behavior in

society, as Lickona emphasizes: character education must be connected to social practices (Lickona, 1992).

The government, through the National Education System Law, fully recognizes that formal institutions are insufficient to shape national character. Collaboration with family and community education, also regulated in Article 26 on Non-Formal Education and Article 27 on Informal Education, is necessary so institutionalized socialization can have a greater impact. As Amitai Etzioni explains in his book "The Spirit of Community," traditional communities, in this case the community, play a crucial role in shaping individual moral values (Etzioni, 1991). Through social interactions within the community, individuals learn social norms, values of goodness, and expected behavior. Therefore, society must not neglect its role as a political community that has the obligation to shape national character (Febriyanti, 2021).

3.2. Optimizing the Role of Formal Education in Character Education

The development of integrative awareness of the Indonesian nation must be achieved through reflection on the historical journey of Pancasila, including through formal education (Santika et al., 2018). Formal education occupies a strategic position as the primary institution for character formation of the younger generation because it has a broad, systematic, and sustainable reach that allows for the internalization of moral values through an integrated curriculum, a conducive school culture, and the role of teachers as role models and facilitators of moral experiences (Syafika & Marwa, 2024).

To optimize its role, formal education needs to implement concrete strategies that combine the habituation of positive values in daily activities (such as the habituation of greetings, queuing, and reflection), the integration of a character-based curriculum that includes explicit moral objectives into the syllabus and affective assessments, and the use of innovative learning methods such as folklore, drama, philosophical discussions, and reflective approaches to develop students' moral reasoning and empathy (Mutia Shifana et al., 2025; Trisnawati & Riyani, 2025).

Teachers act as multipliers of character change through exemplary behavior, designing value-learning experiences, and evaluating moral development. At the same time, the school environment must create a safe climate with consistent rules, positive reinforcement, and active collaboration with families to align value messages between home and school (Mutia Shifana et al., 2025; Syafika & Marwa, 2024). Despite facing challenges such as inconsistent policies, limited teacher preparation, curriculum burden, and the complexity of the digital era, measurable solutions can be implemented through binding policies with character evaluation indicators, ongoing training programs for teachers, integration of value-oriented technology, allocation of specific time for character activities, and participatory monitoring involving families and communities. These steps have been proven to produce long-term impacts in the form of increased ethical reasoning, prosocial behavior, better student engagement, and the formation of a generation ready to become responsible citizens, as shown in various evaluative studies and literature reviews on the effectiveness of character education implemented systematically and sustainably (Intania & Sutama, 2020; Marwan et al., 2025).

Another foundation for forming civic character in formal education is integrating Civic Education and Character Education learning, which is important because it fosters citizens who have social responsibility, integrity, and empathy (Anisah & Marzuki, 2019). In a global context, especially in Denmark, it is considered that the problem of social exclusion and lack of social cohesion is often associated with the unmet need for civic education (Pratama et al., 2026; Rasmussen, 2026).

From a formal elementary school perspective, integrating character education into the civics curriculum can foster positive interactions and ethical attitudes among students, effectively shaping their personalities (Lubis et al., 2024). Therefore, integrating Character and Civics Education through character-based Civics learning in schools has demonstrated significant positive impacts on student attitudes and behaviors, such as caring for others and serves as an ideological foundation for national identity, democratic values, and civic responsibility (Kurniawan et al., 2024; Rosida et al., 2023; Tiongco-Navarro & Cordova, 2024). Therefore, teachers should not only be government representatives but also curriculum developers who integrate civic character into the learning process.

3.3. Revitalizing the Role of Institutions

The Agency for Fostering Pancasila Ideology, Republic of Indonesia (BPIP), which was established through presidential policy in the post-reform era in response to the need to revitalize Pancasila values and correct the distortion of the nation's ideological history, plays a strategic role in strengthening character through the functions of formulating an ideological framework, inter-institutional coordination, policy synchronization, advocacy, regulatory oversight, and monitoring and evaluation to harmonize legal products with Pancasila values and analyze the synchronization of central-regional regulations to align with the principles of inclusivity and social justice (Purwanti et al., 2022; Razuni & Faizal, 2024).

In its implementation, BPIP develops concrete programs that combine formal education, youth activities, and community approaches such as the flag-raising team development program implemented in collaboration with academics, local governments, and community leaders which has been proven to increase understanding and internalization of Pancasila values in the form of nationalism, discipline, and leadership among young participants, as well as collaboration with the Ministry of Education in integrating Pancasila values into the implementation of the Curriculum as a value penetration strategy in the digital era (Lukitoyo et al., 2023; Sarkadi et al., 2022; Solehhudin et al., 2023).

However, the reviewed literature suggests that several institutional and implementation challenges have limited BPIP's effectiveness. Empirical studies consistently report that BPIP's recommendations concerning regulations inconsistent with Pancasila have often produced limited policy impact because they are advisory rather than legally binding and are not consistently integrated into sectoral governance (Hanafi et al., 2023). Similarly, studies evaluating character education programs indicate that initiatives grounded in sustained inter-institutional collaboration, particularly curriculum integration, youth leadership programs, and community engagement, demonstrate greater effectiveness in fostering civic values than isolated or short-term interventions (Lukitoyo et al., 2023; Solehhudin et al., 2023). This pattern is also reflected in international research, which emphasizes that successful citizenship and character education policies rely on coherent institutional coordination, long-term policy commitment, and evidence-based evaluation rather than fragmented educational initiatives (UNESCO, 2024).

Therefore, the policy recommendations proposed in this study, including strengthening the legal foundation of BPIP, institutionalizing coordination mechanisms across ministries and local governments, standardizing evidence-based educational resources, and expanding collaborative programs that have demonstrated positive outcomes, are derived from convergent empirical findings identified across the reviewed literature rather than from normative policy assumptions (Wahid, 2023). These recommendations collectively indicate that sustainable civic character development

requires an integrated governance framework in which legal authority, educational practice, and community participation reinforce one another.

With the position of BPIP that can partner with other institutions, BPIP should carry out government duties by instilling Pancasila values must be done from the ground up or known as button up, strengthening the spirit of Pancasila by using the state or government as a locomotive, and increasing the government's role in maintaining continuity and sustainability of efforts to ground it (Fatmala, 2019). Therefore, BPIP should serve as a role model in internalizing Pancasila values. Through the Regulation of the Agency for Fostering Pancasila Ideology, Republic of Indonesia Number 4 of 2022, it provides guidelines amid the chaos of debate and the abstractness of previous Pancasila values. This regulation is a guideline in internalizing policies, especially in the context of character formation of citizens. BPIP should be "*the real laboratory of Pancasila*" and an institution that reinforces the world of education, especially character formation.

The synthesis of the reviewed studies further shows that revitalizing BPIP should be understood not merely as institutional reform but as a collaborative governance strategy to strengthen civic character. Across the literature, successful character education initiatives consistently involve active partnerships among government institutions, educational organizations, families, community groups, and civil society, enabling Pancasila values to be internalized through continuous learning and social participation rather than through policy dissemination alone (Nurmiyanti, 2021; Winterbottom & Schmidt, 2022). These findings suggest that BPIP's strategic contribution lies in its capacity to coordinate, facilitate, and evaluate collaboration across multiple sectors while ensuring that educational programs remain aligned with national ideological objectives. Consequently, the proposed revitalization framework presented in this study is grounded in empirical patterns identified from the reviewed literature. It provides a realistic policy pathway for strengthening Pancasila-based civic character in response to contemporary challenges, including digital transformation, social polarization, and transnational ideological influences.

4. Conclusion

Collaboration between the Agency for Fostering Pancasila Ideology, Republic of Indonesia (BPIP) and the formal education sector is a strategic key to strengthening Pancasila-based character education in the digital era. Through policy synergy, integration of Pancasila values into the curriculum, teacher training, strengthening digital learning, and longitudinal research, character education can be implemented contextually and sustainably, empowering comprehensive character development (Winterbottom & Schmidt, 2022). Character education focuses not only on academic aspects but also on developing positive attitudes and behaviors. Internalizing character values can develop individuals, build social relationships, foster the ability to face challenges, and foster a more moral society (Harrison, 2024). Character education cannot be effective if it relies solely on the academic world; therefore, collaborative strategies between institutions are needed. Harmonization between the BPIP (Agency for Fostering Pancasila Ideology, Republic of Indonesia), formal education, and the community as a non-formal education institution is essential to foster collective awareness of the importance of civic character.

BPIP can initiate a cross-level pilot program in which schools are not only places to learn values but also sites for social activities such as cooperation, community service, tolerance campaigns, and digital volunteering. As a government institution, the Agency for Fostering Pancasila Ideology, Republic of Indonesia (BPIP) plays a key role in educating the nation, making it crucial to build relationships, particularly between educational

institutions and the community. BPIP must position itself as a laboratory for Pancasila values so its policies serve as a reference for efforts to build national character. Furthermore, BPIP must be a responsive institution in addressing immoral acts that conflict with Pancasila values. Meanwhile, formal education and the community must build synergy in efforts to instill character holistically.

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