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Improving National Literacy Through Public Discussions on the History of the Formulation of Pancasila and the Relevance of Soekarno-Hatta's Thoughts in the Digital Era

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Abstract

Low national literacy among the younger generation is one of the challenges faced by Indonesia in the digital era. Advances in information technology have expanded people's access to various sources of information, but they are not always followed by the ability to comprehensively understand the nation's history, Pancasila ideology, and national values. This condition has the potential to cause the spread of hoaxes, intolerance, social polarization, and a weakening of understanding of the nation's identity. Therefore, educational efforts are needed that are able to improve national literacy through a participatory and contextual approach. This Community Service (PKM) activity aims to increase the understanding of students and the general public about the history of the formulation of Pancasila, reintroduce the relevance of the thoughts of Soekarno and Mohammad Hatta, and strengthen national commitment in facing the challenges of the digital era. The activity was carried out in the form of public discussions involving students, students, state civil servants, academics, youth organizations, and the general public. The implementation method consists of preparation, implementation, and evaluation stages. Core activities are carried out through interactive lectures, public discussions, case studies, and question and answer sessions. The evaluation was carried out using pre-test and post-test instruments on 20 respondents who were selected as research samples. The results of the activity showed an increase in participants' understanding of the history of the birth, formulation, and ratification of Pancasila as well as the relevance of Soekarno-Hatta's thought in the life of the nation and state. The level of understanding of participants increased from 75.6% during the pre-test to 81.6% during the post-test. The results of the paired sample t-test showed a significant difference between the pre-test and

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post-test scores (t(19) = -4.016; p = 0.001 < 0.05). This activity has proven to be effective in increasing national literacy, strengthening understanding of Pancasila values, and fostering awareness of participants to implement national values in daily life.

Keywords: Pancasila, National Literacy, Soekarno, Mohammad Hatta, Community Service.

INTRODUCTION

1.1 Situation Analysis

Advances in information and communication technology have brought about significant changes in Indonesian society. The internet era has created a vast space for the public to access information, engage in dialogue, and participate in various national issues. However, amid these challenges, new ones have emerged that have the potential to undermine the nation's ideology. The rapid dissemination of information is not always accompanied by advanced digital literacy, leaving the general public vulnerable to the spread of inaccurate information, hoaxes, or even narratives that could lead to a distorted understanding of national law. (Restianty, 2018)

One of the most significant challenges facing Indonesia today is the emergence of ideological competition in the digital realm. Social media serves not only as a communication tool but also as a platform for ideas, including those related to national identity, national history, and national identity. In this situation, Pancasila, as a national ideology, faces various forms of intolerance, radicalism, and the emergence of narratives that highlight the relevance of Pancasila principles in contemporary life. This suggests that developing literacy in the field of nationalism is necessary to ensure that the general public has a comprehensive understanding of the nation itself (Wiladatika et al., 2020; Renatasari, 2018).

In another context, the increasing disinformation about the history of Pancasila's formulation is also an issue that requires serious attention. Various information found in digital media often presents historical facts in partial terms, although it is difficult to avoid distortion. The history of Pancasila's birth is often understood in simplistic terms without considering the long process involving communication, debate, compromise, and every aspect of the nation's social life. As a result, the general public, especially the younger generation, has a limited understanding of the historical context of Pancasila as the foundation of Indonesia and its way of life (Arif., 2024).

Public understanding of the birth of Pancasila can be seen in the role of the Committee of Nine, the sessions of the Investigating Committee for Preparatory Work for Indonesian Independence (BPUPKI), and the ideas that expanded Indonesian independence.

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In fact, understanding the history of Pancasila is important not only for historical knowledge but also as a means to promote the values of unity, deliberation, tolerance, and respect for diversity that are the foundation of national and state life. For the general public to understand that Pancasila is the result of a national consensus that accommodates many social issues and the background of the Indonesian nation, contextual and dialogical education is needed (Setialaksana., 2017).

In this context, the thoughts of the nation's founders, particularly Soekarno and Mohammad Hatta, are crucially relevant for reexamination. Soekarno presented Pancasila as a philosophical foundation capable of supporting the diversity of the Indonesian nation. In his speech on June 1, 1945, Soekarno emphasized the importance of nationality, humanity, democracy, social justice, and divinity as the principles that form the foundation of national life. On the other hand, Hatta emphasized the importance of democracy, political education of the people, and national development that adheres to social norms and ethics. The thoughts of both figures remain relevant in addressing the challenges of the digital era, which are caused by social polarization, the dissemination of knowledge, and the declining quality of public discourse. (Pendidikan et al., 2025)

Indeed, the principles outlined by Soekarno and Hatta can serve as a moral foundation for creating an inclusive, healthy, and shared-goal-focused digital space. According to Raid Rafif et al. (2024), mutual cooperation, deliberation, tolerance, and unity are essential social modalities for navigating the complexities of today's digital society. Therefore, increasing public literacy through public discussions on Pancasila literature and the relevance of Soekarno-Hatta literature is a highly strategic way to strengthen the nation's national identity by preventing the spread of information that could affect national unity.

It is hoped that public discourse activities will become a humanistic and participatory learning environment where the public will not only gain knowledge of the subject matter but also be able to apply the principles of nationalism in their daily lives. Through dialogue, the public will understand that the historical formulation of Pancasila is a national intellectual heritage that aligns with national unity and wisdom. Through a deeper understanding of the history and thought of Soekarno-Hatta, it is hoped that the population will have a high level of literacy, be critical of information, and be able to apply the principles of Pancasila to face the challenges of the digital era.

1.2 Partner Issues

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In the discussion on the types of public discourse discussed, this functions as a humanistic and participatory learning space, so that the public not only gains a conceptual understanding of the material presented by the speakers or participants , but is also able to actualize national values in social, national, and state life. Through this constructive dialogue , the public is expected to understand that Pancasila and the history of its formulation are the legacy of the thoughts of the nation's founders which serve as the philosophical foundation of the state and have relevance to national policy in maintaining unity and integrity. Understanding the history of the nation and the thoughts of Soekarno - Hatta, the public is expected to have strong national literacy, the ability think critically about the massive flow of information in society , and be able to implement the values of Pancasila in facing social dynamics and the challenges of technological developments in the increasingly sophisticated digital era and respond to patterns of social change.

1. Partial Understanding of Pancasila History

more comprehensive understanding of the history of the formulation of Pancasila as the foundation of the state , particularly regarding the roles and thoughts of Sukarno, Mohammad Hatta, and other founding fathers, is expected to improve public national literacy. This will enable the public to think critically in responding to various information, especially in the digital era, and to actualize the values of Pancasila as a guideline for navigating the dynamics of social, political, and national life . (Arif et al., 2024)

It is hoped that this activity will become a means of interaction for participants in discussing public discourse and become a humanistic and participatory learning environment where the general public not only gains knowledge of the subject matter but also has the ability to apply the principles of nationalism in everyday life. Through dialogue, the general public can understand that the history of Pancasila's formulation is a nation's intellectual heritage that is in line with the policies and unity of the central government. Through a deeper understanding of the history of Soekarno-Hatta and thought, it is hoped that the population will have a high level of literacy, be critical of information, and be able to apply the values of Pancasila to the challenges of the digital era (Lamijan, 2025).

2. Lack of National Discussion Forums, Especially Among Students

Through this inclusive dialogue process, which sharpens thinking, participants are expected to be able to understand that Pancasila is the intellectual legacy of the nation's founders which serves as the philosophical, ideological, and constitutional basis for national and state life. A deeper understanding of the thoughts of Soekarno, Mohammad Hatta, and other founding figures is expected to strengthen national literacy, foster a critical attitude in

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responding to the flow of information in the increasingly rapid digital era , and encourage students to actualize the values of Pancasila in academic, social, and community life. With the availability of ongoing national discussion forums, students not only serve as recipients of information but also as channels for conveying positive information. This participation, in turn, gives them the reputation of agents of change, capable of building a culture of dialogue, strengthening the spirit of unity, and contributing to maintaining democratic and national values amidst the dynamics of technological development and globalization.

Furthermore, public discourse is one of the most effective ways to foster critical thinking, raise awareness, and strengthen commitment to the principles of democracy and diversity. Through discussion forums, students can understand that Pancasila is not a historical document but rather a way of life that is relevant in addressing various contemporary issues (Rifka Alkhilyatul Ma'rifat, Saya Membuat Suraharta, 2024).

3. Low Literacy of Pancasila Ideology among the Younger Generation

Another issue faced by partners is the low level of Pancasila ideological literacy among the younger generation. Digital technology has changed the way the general public consumes information, especially the younger generation, who are more likely to learn through social media than through academic or literary sources. This situation creates its own challenges because not all information available online has verifiable validity. (Faidlatul Habibah & Irwansyah, 2021).

The low level of Pancasila ideological literacy can be seen in the majority of young people's understanding of the basic principles of Pancasila, such as mutual cooperation, tolerance, deliberation, social justice, and the spirit of unity. Consequently, young people are more sensitive to transnational ideologies, intolerance, social polarization, and even the spread of hate speech in the digital space. This situation highlights the need for more innovative and participatory educational initiatives so that the principles of Pancasila can be understood not only as normative concepts but also as guidelines for addressing contemporary challenges (Arif, 2024).

Based on the various issues mentioned above, a program is needed that can create educational spaces and public discourse that will enhance understanding of Pancasila literature, increase national ideological literacy, and foster critical thinking among the younger generation regarding the importance of the values upheld by the nation's society. Public discussions on the history of Pancasila and the relevance of research on Soekarno-Hatta are one strategic approach to addressing these issues and improving public literacy in the digital age (Risladiba & Ramdhani, 2021).

1.3 PKM Objectives

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Community Service (PKM) with the theme "Improving National Literacy Through Public Discussion on the History of the Formulation of Pancasila and the Relevance of Soekarno-Hatta's Thought in the Digital Era" was presented as an educational initiative to increase public awareness of the principles of nationalism that form the foundation of national and state life. This activity aims to address several issues that have emerged in the digital era, particularly those related to the lack of understanding of national texts, the increase in disinformation, and the lack of Pancasila ideological literacy among the younger generation. (Santoso, 2026) .

Through participatory and humanistic public discourse, it is hoped that this activity will function as a learning environment that not only instills historical knowledge but also encourages students to develop critical thinking skills and a commitment to learning. In this way, scholars and the general public can understand the importance of the principles of Pancasila and the nation's individual thinking in facing various contemporary challenges. (Pardi, 2025) . Specifically, the objectives of this PKM implementation are as follows:

1. Increase understanding of the history of the formulation of Pancasila among students and the general public.

To enhance participants' knowledge and understanding of the historical process leading to the birth of Pancasila as the foundation of the Republic of Indonesia. This understanding encompasses the dynamics of the BPUPKI session, the role of the Committee of Nine, the birth of the Jakarta Charter, and the process of establishing Pancasila as the foundation of the state at the beginning of independence. With a more comprehensive understanding, participants are expected to see Pancasila not merely as a state symbol, but as the result of a national consensus born through a spirit of unity, deliberation, and respect for the diversity of the Indonesian nation (Abiyyu et al., 2026).

2. Introducing Soekarno and Hatta's Pancasila Thought to Students and the General Public

Reintroducing the nationalist ideas put forward by Sukarno and Mohammad Hatta as central figures in the formation of the Indonesian state. Sukarno's thoughts on nationalism, mutual cooperation, and Pancasila as the philosophical foundation of the state, as well as Hatta's ideas on democracy, political education, and social justice, constitute an intellectual legacy that remains relevant today. Through this activity, participants are expected to understand the values championed by these two figures and actualize them in their lives within society, the nation, and the state in the digital era (Romualdi & Riset, 2024 ; Risladiba & Ramdhani, 2021).

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3. Strengthening National Commitment among Students and the General Public

Strengthening participants' commitment to nationality through internalizing the values of Pancasila in their daily lives. National commitment is a crucial aspect in maintaining national unity amidst the challenges of globalization, social polarization, and the spread of information that has the potential to divide society. By increasing understanding of the history and literacy of Pancasila ideology, students and the general public are expected to develop a more critical attitude towards information, uphold tolerance, appreciate diversity, and actively contribute to maintaining the integrity of the Unitary State of the Republic of Indonesia (Abiyyu et al., 2026 ; Mia, 2024).

By achieving these goals, this program is expected to contribute to shaping a generation that has a strong national insight, understands the historical roots of its nation, and is able to implement the values of Pancasila as a guideline in facing the challenges of life in the digital era.

2. SOLUTIONS AND OUTPUT TARGETS

2.1 Solutions Offered

Based on the challenges faced by partners, namely the still-low understanding of the history of the formulation of Pancasila, limited national discussion forums, and low literacy of Pancasila ideology among students and the general public, an approach that is not only informative but also participatory is needed. Therefore, this community service (PKM) offers a solution through holding public discussions that integrate historical education, reflection on national values, and interactive forums. This approach is expected to comprehensively improve participants' understanding while encouraging the internalization of Pancasila values in everyday life.

1. Historical Education about the Process of Formulating Pancasila

The first solution is implemented through the systematic and fact-based delivery of educational materials on the history of the birth of Pancasila. This material is designed to strengthen participants' understanding of the long process behind the formation of the Indonesian state ideology. Discussions on historical education include:

a. The Birth of Pancasila

Participants will gain an understanding of the background to the emergence of the basic ideas of the state in the lead-up to Indonesian independence, including Sukarno's speech on June 1, 1945, which introduced the concept of Pancasila as the philosophical foundation of the Indonesian nation. This historical understanding is crucial to emphasize

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that Pancasila arose from the Indonesian nation's need for a common foundation capable of uniting the diversity of ethnicities, religions, cultures, and groups (Darmayadi, 2016 ; Lamijan, 2025).

b. Investigating Committee for Preparatory Work for Indonesian Independence (BPUPKI)

Participants will be introduced to the role of the Indonesian Independence Committee (BPUPKI) as the institution that served as a forum for formulating the foundations of the Indonesian state and constitution. The discussion will cover the course of the first and second BPUPKI sessions and the various ideas that developed in the process of searching for a foundation that aligns with the character of the Indonesian nation (Abiyyu et al., 2026).

c. Committee of Nine

This material discusses the formation of the Committee of Nine, tasked with formulating a political compromise between the various groups involved in the preparation for independence. Participants will understand the importance of dialogue, deliberation, and a spirit of unity, which served as the foundation of the Committee of Nine's work in formulating the foundations of the state (Hoesein, 2022).

d. Jakarta Charter

Participants will learn about the Jakarta Charter's position as a key document in the history of the formulation of Pancasila. This discussion aims to provide an understanding of the political and social dynamics that occurred leading up to independence, as well as the process of compromise that demonstrated the maturity of the nation's founders in maintaining national unity (Kurniana et al., 2023; Brata & Wartha, 2017).

e. Preparatory Committee for Indonesian Independence (PPKI)

The next material explains the role of the PPKI in establishing the 1945 Constitution and ratifying Pancasila as the state philosophy on August 18, 1945. Through this discussion, participants are expected to understand that Pancasila is the result of a national consensus that has become the foundation of national and state life to this day (Hoesein, 2022).

2. Reflective Discussion on the Relevance of Soekarno and Hatta's Thoughts

In addition to providing historical understanding, this activity also provides a space for reflection on the relevance of the thoughts of the nation's founders in facing the challenges of the digital era.

a. The Value of Mutual Cooperation in Soekarno's Thought

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Sukarno viewed mutual cooperation as the core of Indonesian national life. He believed that the spirit of togetherness and collective work were the primary forces in building a just and prosperous nation. In the context of the digital era, the value of mutual cooperation can be realized through social collaboration, community participation in public spaces, and the responsible use of digital media for the common good (Romualdi & Riset, 2024 ; Risladiba & Ramdhani, 2021).

b. Democracy and Social Justice According to Mohammad Hatta

Hatta's thoughts on democracy emphasized the importance of popular participation, respect for citizens' rights, and social responsibility in political life. Hatta also placed social justice as a primary goal of national development. These values are highly relevant in addressing contemporary challenges such as social inequality, political polarization, and the spread of disinformation in the digital space (Nazmi et al., 2025; Rahmi et al., 2025).

Through this reflective discussion, participants not only understood the history of the thoughts of these two figures, but were also able to connect them to the national issues facing Indonesia today.

3. Interactive and Participatory Forum

To strengthen the learning process, this activity will be carried out with an interactive approach that provides opportunities for participants to be actively involved.

a. Question and Answer Session

Participants were given the opportunity to engage in direct dialogue with speakers on various issues related to the history of Pancasila, the thoughts of Soekarno-Hatta, and the challenges of implementing national values in the digital age. This method is expected to increase understanding and foster a culture of healthy and constructive discussion.

b. Actual Case Study

Participants will be invited to analyze various social phenomena developing in society, such as the spread of hoaxes, intolerance, political polarization, and other national challenges. The analysis will be conducted using the perspective of Pancasila values and the thoughts of Soekarno and Hatta, enabling participants to understand the relevance of national ideology in resolving contemporary issues (Kusumaryono, 2025).

Through a combination of historical education, reflective discussions, and interactive forums, this program is expected to create a learning process that is more contextual, humanistic, and oriented towards strengthening national literacy.

2.2 Output Targets

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The implementation of this PKM activity is expected to produce various outputs that are not only beneficial for the activity participants, but also contribute to the development of national literacy in the academic environment and the wider community.

a. Improving Participant Understanding

The primary outcome of this activity is increased understanding by students and the general public regarding the history of the formulation of Pancasila, the thoughts of Soekarno-Hatta, and their relevance to national life in the digital age. This improvement in understanding can be measured through pre- and post-test evaluations *and* through *participant* participation in discussions.

b. Publication of PKM Articles

The results of the activities will be documented in scientific articles or community service articles published in relevant journals or proceedings. This publication aims to disseminate good practices in strengthening national literacy activities to a wider audience.

c. Socialization Modules or Materials

This activity will produce modules, presentation materials, or educational materials that can be reused in outreach activities, national education, and Pancasila ideology strengthening programs on campus and in the community. These materials are expected to become easily accessible learning resources that are relevant to the needs of the younger generation.

d. Activity Documentation

Other outputs include activity documentation, including photos, videos, participant attendance lists, discussion minutes, and program implementation reports. This documentation serves as evidence of activity implementation, as well as material for evaluation and publication to stakeholders.

Overall, these output targets are expected to have a sustainable impact in increasing national literacy, strengthening understanding of the history of Pancasila, and fostering the commitment of the younger generation to implement Pancasila values in social, national, and state life.

METHOD

The Community Service (PKM) program "Improving National Literacy Through Public Discussions on the History of Pancasila's Formulation and the Relevance of Soekarno-Hatta's Thought in the Digital Era" is designed to be participatory, educational, and reflective. This approach aims to ensure that participants not only gain knowledge about the history and ideology of Pancasila but also internalize national values in their daily lives.

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The program's implementation involves three main stages: preparation, implementation, and evaluation. Each stage is systematically structured to optimally achieve program objectives and provide a sustainable impact for partners and participants.

3.1 Preparation Stage

The preparation phase is the initial step that is crucial to the program's success. During this phase, the PKM team conducts various planning and coordination activities to ensure both technical and substantive readiness for the activities.

1. Coordination with Partners

The activity begins with coordination with partners to align on the objectives, activity format, participant needs, and program implementation mechanisms. Coordination is conducted through in-person meetings and online communication to ensure that the materials and methods used align with the needs of the program's targets. Furthermore, coordination also aims to determine the activity schedule, location, number of participants, and division of tasks between the implementation team and partners.

Partner involvement from the early stages is important because it can increase a sense of ownership of the program and support the sustainability of activities after the program is completed.

2. Preparation of Materials

After identifying partner needs, the PKM team developed educational materials to be delivered during the event. The materials were based on credible academic sources relevant to the event's theme, including the history of the formulation of Pancasila, the thoughts of Sukarno and Mohammad Hatta, and the actualization of Pancasila values in facing the challenges of the digital era.

The material is prepared using a communicative and humanistic approach to ensure it is easily understood by participants from various educational backgrounds. In addition to historical and conceptual aspects, the material is complemented by actual examples relevant to everyday life, enabling participants to connect the values of Pancasila to the social realities they face (Ismi et al., 2025; Firdaus et al., 2026).

3. Preparation of Evaluation Instruments

To measure the program's effectiveness, the team developed evaluation instruments consisting of *pre-* and *post-test questions* , participant observation sheets, and a questionnaire assessing the level of understanding (Dhaneswari et al., 2025). These instruments were designed to measure participants' increased knowledge of the history of Pancasila, the thoughts of Soekarno-Hatta, and their understanding of national values (Utami, 2020).

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In addition, evaluation instruments are also used to obtain feedback from participants regarding the quality of the material, delivery methods, and the benefits of the activities as material for improving the program in the future.

3.2 Implementation Stage

The implementation phase is the core of the PKM activity, which involves interactive lectures, public discussions, case studies, and collaborative reflection. The activity is conducted in several integrated sessions to build participants' understanding gradually and comprehensively.

Session 1: A Comprehensive History of the Formulation of Pancasila

In the first session, participants were given an understanding of the historical process leading to the birth of Pancasila as the foundation of the Indonesian state. The material covered the background to the formation of the BPUPKI (Indonesian State Ideology Committee), the sessions formulating the state's foundation, the formation of the Committee of Nine, the creation of the Jakarta Charter, and the ratification of Pancasila by the PPKI (Indonesian Committee for the Preparation of Indonesian Independence) on August 18, 1945.

The presentation emphasized that Pancasila was born through a process of dialogue, deliberation, and compromise, reflecting the character of the Indonesian nation, which upholds unity in diversity. This historical understanding is expected to strengthen participants' awareness of the importance of maintaining the values of unity and tolerance in national life (Sapada & Akmaluddin, 2025).

Session 2: The Pancasila Thoughts of Soekarno and Mohammad Hatta

The second session focused on the nationalist thought developed by Sukarno and Mohammad Hatta, central figures in the founding of the Indonesian nation. The discussion covered Sukarno's ideas on nationalism, mutual cooperation, and Pancasila as the philosophical foundation of the state, as well as Hatta's thoughts on democracy, popular sovereignty, political education, and social justice.

Participants were invited to understand that the thoughts of these two figures not only have historical value, but also remain relevant in facing the challenges of modern life, such as social polarization, intolerance, and the spread of disinformation in the digital space (Arif, 2024).

Session 3: Discussion and Reflection on Pancasila Values

The third session consisted of group discussions and collective reflection. Participants were given the opportunity to express their views, experiences, and ideas regarding the application of Pancasila values in everyday life.

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The discussion also utilized actual case studies related to national issues, such as the spread of hoaxes, social conflict, intolerance, and social media ethics. Through this reflective process, participants were expected to identify solutions to various social problems based on the values of Pancasila and the thoughts of Soekarno-Hatta. This dialogic approach is crucial for developing critical awareness and strengthening participants' national character (Arif, 2024).

3.3 Evaluation Stage

Evaluation is carried out to measure the level of success of the program and to determine the extent to which activities are able to increase participant understanding and satisfaction.

1. Pre-test

A pre-test was administered before the activity began to determine participants' initial knowledge of the history of the formulation of Pancasila, the thoughts of Soekarno-Hatta, and national values. The pre-test results served as the basis for identifying participants' learning needs.

2. Post-test

A post-test was administered after the entire series of activities had been completed. This instrument was used to measure participants' understanding of the program after participating. Comparing pre-test and post-test results served as a key indicator of the program's success in improving participants' national literacy.

3. Activity Documentation

The entire activity process is documented in the form of photos, videos, attendance lists, discussion minutes, and activity reports. The documentation serves as evidence of program implementation, publication material, and a source of data for the preparation of final reports and scientific articles on community service.

Table 3.1 Implementation Method

Implementation Stage	Activity	External
Preparation	Partner coordination, preparation of materials, preparation of evaluation instruments	Technical and academic readiness of activities
Session 1	The Comprehensive History of the Formulation of Pancasila	Increased historical knowledge of partici-pants

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Session 2	The Pancasila Thoughts of Soekarno and Mohammad Hatta	Understanding of national values
Session 3	Discussion and reflection on Pancasila values	Strengthening critical attitudes and national commitment
Evaluation	Pre-test, post-test understanding, documentation	Program achievement data and participant feedback

RESULTS AND DISCUSSION

4.1 Participant Profile

The Pancasila Public Discussion was designed with a target of 150 participants, but public enthusiasm for the theme led to a turnout of 200. This high level of participation demonstrates that the history of Pancasila's formulation and the actualization of national values remain highly relevant within the community.

To measure the effectiveness of the activity, the implementers conducted pre- and post-tests on participants. Of all the participants who attended, 20 respondents were selected as the research sample using incidental sampling, which is a sample determination based on participants who happened to be present and willing to participate in the evaluation process before and after the activity. This technique was chosen because it is practical and appropriate to the characteristics of community service activities that involve participants from various backgrounds.

4.2 Implementation of Activities

The Pancasila Public Discussion was held on Saturday, June 6, 2026, at the Dharma Indonesia University (UNDHI) grounds. The event ran from 8:00 a.m. to 4:00 p.m. and was attended by a diverse group of participants, including university students, civil servants, youth organizations, academics, and the general public. The event was designed to be interactive so that participants not only passively received the material but also actively participated in the learning and discussion process.

The main topic presented in this activity was "The History of the Birth, Formulation, and Ratification of Pancasila." The presentation began with an explanation of the historical background to the birth of Pancasila as the foundation of the Indonesian state. The resource person explained the dynamics of the Investigating Committee for Preparatory Work for Indonesian Independence (BPUPKI) session, the various ideas that developed regarding the

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foundation of the state, and the contributions of national figures in the process of formulating Pancasila.

Furthermore, participants gained an understanding of the process of formulating Pancasila, which involved various political and national compromises in order to achieve national unity. The material also discussed the formation of the Committee of Nine, the birth of the Jakarta Charter, and the changes that occurred until Pancasila was finally ratified as the state philosophy by the Preparatory Committee for Indonesian Independence (PPKI) on August 18, 1945. In addition to the historical aspect, the speakers also emphasized the importance of understanding the values of Pancasila comprehensively as a guideline in national and state life.

Participation throughout the event was highly active. This was evident in the high level of enthusiasm shown in the discussion, question-and-answer sessions, and scientific debates. Various questions were raised regarding the history of the formulation of Pancasila, the role of the nation's founding fathers, the relevance of Pancasila values in facing the challenges of globalization, and its implementation in contemporary social, political, and educational life. The discussions demonstrated participants' interest in understanding Pancasila not only as a historical document but also as an ideology that remains relevant in addressing various contemporary national issues.

Through a dialogic and participatory delivery method, this activity successfully created an academic atmosphere conducive to the exchange of ideas and the strengthening of national insight. The interaction between the speakers and participants was dynamic, effectively achieving the activity's goal of enhancing understanding of the history of the formulation of Pancasila and fostering awareness of the importance of Pancasila values in everyday life.

4.3 Analysis of Results

A thematic analysis of the seminar results showed that there were three main themes that represented participants' understanding of the substance of the activity, namely: (1) strengthening historical understanding of Pancasila as the foundation of the state; (2) actualizing Pancasila values in facing the challenges of the digital era; and (3) strengthening legal awareness and student nationalism. These three themes are interrelated and show that the seminar is not only oriented towards conveying information, but also building ideological awareness and national character of the participants.

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1. Strengthening the Historical Understanding of Pancasila as the Foundation of the State

The first finding indicated that the seminar successfully strengthened participants' understanding of the history of the birth, formulation, and ratification of Pancasila as the foundation of the state. The speakers' presentations emphasized that the birth of Pancasila was the result of dialogue, compromise, and deliberation among the nation's founders, which progressed through the stages of the BPUPKI (Indonesian Independence Committee), the Committee of Five (Parliament), the Committee of Nine (Parliament), and its ratification by the PPKI (Indonesian Independence Committee) on August 18, 1945.

The analysis shows that this understanding of history is no longer positioned as a mere chronological series of events, but rather as a process of building a national consensus that reflects a spirit of unity amidst diverse ideologies and political interests. Thus, participants gained the perspective that Pancasila is the result of a national consensus built through the values of deliberation and respect for the plurality of Indonesian society.

This finding shows that strengthening historical literacy is an important part in building the ideological understanding of the younger generation so that they are able to interpret Pancasila as a whole, not just as a constitutional document, but as the foundation of national and state life **.**

2. Actualization of Pancasila Values in Facing the Challenges of the Digital Era

The second theme emerging from the analysis was the relevance of Pancasila values in addressing the various challenges of a digital society. The speakers' presentations emphasized that the development of information technology has created new problems, such as the spread of hoaxes, hate speech, cyberbullying, instant culture, and even an identity crisis among the younger generation.

The analysis showed that the seminar positioned Pancasila as an ethical framework for the use of digital technology. Each Pancasila principle was contextualized within digital behaviors, such as responsible use of social media, respect for human dignity in the digital space, maintaining unity despite differing views, and avoiding abuse of freedom of expression.

These findings indicate that internalizing Pancasila values is no longer understood solely as normative civics education, but rather is directed at students' ability to apply these values in everyday digital life. Thus, Pancasila is seen as remaining relevant as an ethical guideline in navigating social transformations driven by technological developments.

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3. Strengthening Student Legal Awareness and Nationalism

The third theme demonstrated that the seminar reinforced legal awareness as part of student character development. The resource person emphasized that compliance with the law is not solely based on fear of sanctions, but stems from a moral awareness to respect the rights of others and maintain social order.

The analysis shows that students are positioned as agents of change, responsible for building a legal culture through critical, ethical, and responsible behavior, particularly in the use of social media. This legal awareness is also linked to the strengthening of modern nationalism, a form of love for one's nation manifested through integrity, social responsibility, digital literacy, and tangible contributions to society.

These findings demonstrate a paradigm shift in nationalism, from a symbolic approach to a substantive one. Nationalism is no longer understood simply as pride in national identity, but is manifested in concrete actions that reflect the values of Pancasila in both academic and social life **.**

Based on the overall analysis, it can be concluded that the seminar yielded three main findings. First, the seminar strengthened participants' historical understanding of the birth and formulation of Pancasila as a result of the consensus of the nation's founders. Second, the seminar demonstrated that Pancasila's values remain relevant as ethical guidelines in facing various challenges of the digital era, particularly those related to the use of social media, digital literacy, and respect for diversity. Third, the seminar contributed to strengthening students' legal awareness and nationalism by developing critical, integrated, and responsible character as citizens.

Overall, the findings indicate that the seminar served not only as a medium for knowledge transfer but also as a means of internalizing Pancasila values, fostering ideological awareness, digital ethics, and legal culture among students. These findings demonstrate that national education delivered through public discussion forums has strategic potential in developing the character of a younger generation that is adaptive to changing times without losing its Indonesian identity. Thus, this seminar made a real contribution to strengthening the implementation of Pancasila values in the context of academic and social life in the digital era.

4.4 Activity Evaluation (Pre-test and Post-test)

To determine the understanding of participants in the Public Discussion event on the History of the Formulation of Pancasila and the Relevance of Soekarno-Hatta's Thoughts in the Digital Era, a pretest-posttest was conducted. The material consists of five indicators, namely (1) History of the formulation of Pancasila (2) Understanding the meaning of each

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principle (3) Applying Pancasila values in everyday life (4) Relevance of Pancasila values in facing challenges in the digital era and (5) Pancasila as a glue for national unity. The data collection technique used a Likert scale questionnaire by choosing five answer options: strongly disagree score = 1, disagree score = 2, neutral score = 3, agree = 4, strongly agree =5. The respondents' answers are presented in table 3.2 as follows:

Table 3.2 Participant Answer Scores

NR	Skor Indikator					Total pretes	Skor Indikator					Total posts
	1	2	3	4	5		1	2	3	4	5	
1	3	3	4	3	4	17	3	3	4	3	4	17
2	2	4	5	5	5	21	5	2	5	5	5	22
3	4	4	4	5	5	22	5	5	5	5	5	25
4	4	4	4	5	5	22	5	4	5	4	5	23
5	5	3	3	2	3	16	4	5	4	4	4	21
6	3	3	4	5	3	18	3	3	4	3	5	18
7	3	3	4	4	4	18	3	3	4	3	5	18
8	4	5	4	3	5	21	4	4	3	4	5	20
9	2	4	4	3	5	18	5	4	4	5	4	22
10	3	3	4	4	4	18	4	3	3	5	5	20
11	3	3	4	4	4	18	4	3	3	5	5	20
12	5	4	3	3	5	20	4	3	4	5	5	21
13	3	4	3	3	5	18	4	4	3	3	5	19
14	3	4	3	3	5	18	4	4	3	3	5	19
15	3	3	4	3	4	17	4	4	4	3	5	20
16	4	3	4	4	5	20	4	3	4	4	5	20
17	3	3	3	4	3	16	4	3	4	3	4	18
18	3	4	3	5	3	18	4	4	5	3	4	20
19	4	4	5	5	5	23	5	4	5	3	5	22
20	4	3	4	4	4	19	5	4	4	5	5	23
Jml	-	-	-	-	-	**378**	-	-	-	-	-	**408**

Source: Pre-test and Post-test Result Data, 2026.

Analysis of Criterion Scores, Observation Scores, and Difference Tests based on the data in Table 3.2 above was conducted by comparing the observation scores to the criterion scores (ideal scores). According to Sugiyono (2009), the criterion score is the maximum

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possible score obtained if all respondents give the highest score on each item of the instrument. The criterion score is calculated using the formula:

$$\text{Skor Kriterium} = \text{Skor Tertinggi} \times \text{Jumlah Item} \times \text{Jumlah Responden}$$

The research instrument uses a 1–5 rating scale, so the highest score for each item is 5. Furthermore, the observation score or data collection score is obtained by adding up all the scores given by respondents for each indicator. According to Sugiyono (2009), the observation score is formulated as follows:

$$\text{SH} = \sum X$$

Where SH is the observation score, while ΣX is the total score obtained from the research instrument. To determine the level of achievement of observation results against the ideal score, a percentage analysis is used with the formula:

$$\text{Persentase} = \frac{\text{Skor Hasil}}{\text{Skor Kriterium}} \times 100\%$$

or

$$P = \frac{SH}{SK} \times 100\%$$

Description: SH = Result Score (observation) and SK = Criterion Score (ideal).
Calculation: Number of indicators = 5, Number of observers = 20, Assessment scale = 1– 5, Total pretest observation score = 378

$$SK = 5 \times 5 \times 20 = 500$$

Percentage:

$$P = \frac{378}{500} \times 100\% = 75.6\%$$

This means that the participants' level of understanding of the material before the activity was 75.6%. Then, the post-test calculation, the total post-test observation score = 408

$$SK = 5 \times 5 \times 20 = 500$$

Percentage:

$$P = \frac{408}{500} \times 100\% = 81.6\%$$

Table 4.2 Comparison of Pre-test and Post-test Results

Measurement	Observation Score	Criteria Score	Percentage
Pre-test	378	500	75.6%
Post-test	408	500	81.6%

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Improvement	30	-	6.0%

Source: Data from Pre-test and Post-test Processing Results (2026).

The results indicate that participants' understanding level after participating in the activity reached 81.6% of the ideal score. Descriptively, there was a 6.0% increase in participants' understanding, from 75.6% in the pretest to 81.6% in the posttest. These findings indicate that the seminar positively contributed to improving participants' understanding.

The measurement results are also presented in the following figure to show changes in the level of understanding of participants after participating in the activity.

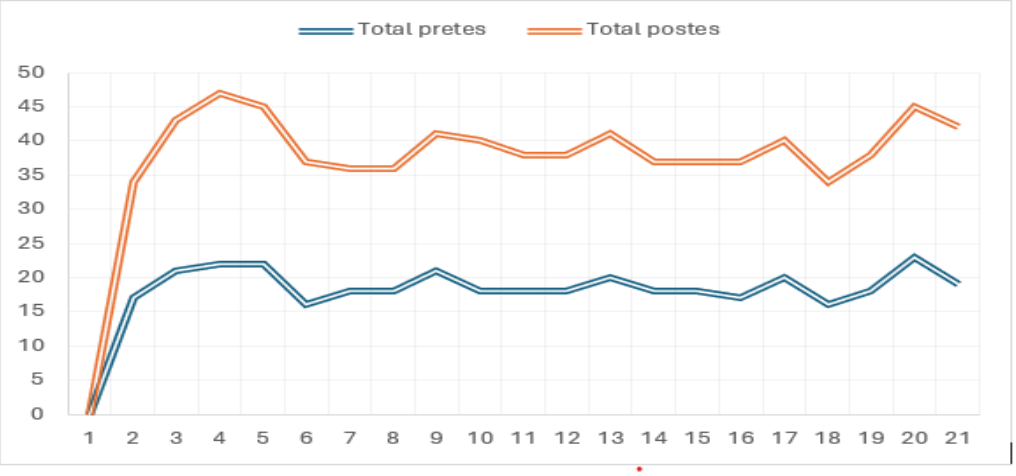


Figure 4.1 Graph of Pretest-Posttest Results

The graph shows an increase in post-test scores compared to pre-test scores across all measured indicators. These results indicate that the public discussion and presentation of material on the history of the formulation of Pancasila were effective in enhancing participants' understanding. This improvement indicates that participants gained a better understanding of the history, values, and relevance of Pancasila in national life.

However, this percentage increase cannot yet be used as a basis for declaring a statistically significant difference. Therefore, a paired sample t-test was conducted using IBM SPSS Statistics version 22 software. This test aimed to determine whether there was a significant difference between the pretest and posttest scores after participants participated in the activity. The results of this statistical test are presented in the following table.

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Table 3.3 Paired Sample Test Results

Variables	Paired Differences					t	df	p-value (α 0.05)
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-1.5	1,670	0.373	-2,281	-0.718	-4.016	19	0.001

The results of the paired sample t-test in table 3.3 above show a significant difference between the pretest and posttest scores. The mean difference of -1.500 indicates that the posttest score is higher than the pretest score. The test results obtained a df (19) value of -4.016 with p = 0.001 (p < 0.05). In addition, the 95% confidence interval for the mean difference is in the range of -2.281 to -0.718, which does not cross the zero value. This finding indicates that the seminar activities held were able to significantly increase national insight for participants.

CONCLUSION AND SUGGESTION

The Community Service (PKM) activity, which included a public discussion on the history of the formulation of Pancasila and the relevance of Soekarno-Hatta's thoughts in the digital era, was successfully implemented and achieved its stated objectives. The event was attended by 200 participants from various backgrounds, including university students, civil servants, academics, youth organizations, and the general public, creating an inclusive and participatory dialogue space.

First, this activity successfully increased participants' understanding of the history of the formulation of Pancasila. Through the presentation of material that discussed the birth, formulation, and ratification of Pancasila as the foundation of the state, participants gained a more comprehensive understanding of the dynamics of the BPUPKI session, the role of the Committee of Nine, the Jakarta Charter, and the ratification of Pancasila by the PPKI. This understanding encouraged participants to view Pancasila as the result of a national consensus born from the spirit of unity, deliberation, and respect for the diversity of the Indonesian nation.

Second, this activity successfully introduced and re-actualized the thoughts of Soekarno and Mohammad Hatta to participants. Soekarno's thoughts on nationalism, mutual

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cooperation, and Pancasila as the philosophical foundation of the state, as well as Mohammad Hatta's ideas on democracy, political education for the people, and social justice were understood as intellectual legacies that remain relevant in facing the various challenges of life in the digital era. Participants were able to connect these values to various contemporary issues, such as the spread of hoaxes, intolerance, social polarization, and low digital literacy.

Third, this activity contributed to strengthening the participants' commitment to nationalism. Through discussion, reflection, and analysis of actual cases, participants demonstrated an increased awareness of the importance of tolerance, unity, mutual cooperation, and civic responsibility. Pancasila was understood not only as the foundation of the state but also as an ethical guideline for social, national, and state life.

The evaluation results showed an increase in the level of understanding of participants from 75.6% in the pre-test to 81.6% in the post-test. The results of the paired sample t-test also showed a significant difference between the pre-test and post-test scores ($t(19) = -4.016$; $p = 0.001 < 0.05$), which indicates that the activity had a positive influence on increasing participants' national insight.

Thus, the Pancasila Public Discussion has proven effective as a means of strengthening national literacy, enhancing understanding of the history of Pancasila's formulation, and reinforcing the relevance of Soekarno-Hatta's thinking in facing the challenges of the digital era. Similar activities need to be implemented continuously to ensure that Pancasila's values remain alive and serve as a guide for the younger generation in maintaining the unity, diversity, and integrity of the Unitary State of the Republic of Indonesia.

Based on the results of the implementation of Community Service (PKM) activities that have been carried out, there are several suggestions that can be used as considerations for developing similar activities in the future.

1. Public discussion activities regarding the history of the formulation of Pancasila and the thoughts of the nation's founders need to be carried out in a sustainable and programmed manner in order to strengthen national literacy in society, especially among the younger generation.
2. Material on Pancasila and the thoughts of Soekarno-Hatta needs to be developed with a more contextual and adaptive approach to current developments, especially those related to the challenges of the digital era, media literacy, and social media ethics.
3. Universities, student organizations, and educational institutions are expected to increase discussion forums, seminars, and other educational activities that encourage active stu-

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dent participation in understanding and actualizing the values of Pancasila in everyday life.

4. Similar activities need to involve more elements of society, such as students, youth organizations, social communities, village officials, and government agencies so that the process of strengthening national insight can reach wider levels of society.
5. To obtain a more comprehensive picture of the impact, further research and community service activities are recommended to use a larger number of respondents and conduct long-term evaluations to determine the sustainability of understanding and implementation of Pancasila values after the activities take place.
6. The use of digital media as a means of national education needs to be continuously improved by providing creative, informative, and Pancasila-based content so that it can reach the younger generation more effectively.

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