

STUDENT ORGANIZATIONS AS NON-FORMAL EDUCATIONAL SPACES IN STRENGTHENING STUDENTS' PANCASILA MORAL CHARACTER: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

This study aims to analyze the role of student organizations in strengthening Pancasila moral values through a Systematic Literature Review (SLR) approach. The SLR method was applied, adhering to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. A literature search was conducted through the Google Scholar and Garuda databases for journal articles published between 2021 and 2025. Based on inclusion and exclusion criteria, 11 articles were selected for systematic analysis. The results of this study indicate that student organizations play a significant role in strengthening Pancasila moral character through learning and training in experience-based organizational activities, cadre development, leadership, deliberation, and student social interaction. Furthermore, it was found that active student involvement in these organizations is a crucial driving factor in maintaining the effectiveness of student organizations, which impacts students' Pancasila moral awareness. Therefore, this study addresses new facts regarding the role of student organizations as strategic non-formal educational spaces in strengthening students' Pancasila moral character.

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INTRODUCTION

Pancasila as the basis of the state and ideology of the Indonesian nation not only functions as a constitutional foothold, but also as a moral compass that shapes the character, identity, and social orientation of the Indonesian people. More than just a philosophical formulation, Pancasila is a source of value that guides how citizens understand themselves, relate to others, and play a role in the life of the nation and state (Amalia F & Najicha FU., 2023). Therefore, Pancasila needs to be used as a foundation in all aspects of life, both in decision-making, daily behavior,

and in building social relationships. Pancasila contains noble values that reflect the nation's ideals such as divine values that guide spirituality, human values that uphold dignity, unity values that maintain diversity, popular values that uphold deliberation, and justice values that lead to the creation of common prosperity (Lumintang G.S, et al., 2023). These values should not only be understood, but really practiced by every citizen in real life as a form of commitment to Indonesian national identity. To form a generation that has a Pancasilaist spirit, it is important to instill and shape this character as early as possible. The younger generation, as the future successors of the nation who bear the responsibility to maintain the glory of Indonesia, need to be equipped and fostered through character education based on the values of Pancasila from an early age so that their attitudes, behaviors, and identities remain rooted in the spirit of nationalism and are able to face the dynamics of the changing times, so that the values of Pancasila are always maintained, practiced, and become a guideline for the life of the nation and state throughout time (Afifah Q & Najicha Fu., 2023). There are many ways to equip the younger generation to have an awareness of Pancasila values, starting from an early age through PPKn learning at school first, as through this students are trained and habituated to express opinions, discuss, respect the opinions of others, be polite, and responsible, which shows that this is a real form of instilling Pancasila values according to their precepts (Sundawa, D., 2020). In addition, the formation of the character of Pancasila that should be sustainable can be developed when touching higher education, as in this context, especially in the modern era marked by globalization and digitalization, the internalization of Pancasila values is no longer enough only through formal curricula such as citizenship courses or Pancasila. These challenges are increasingly complex considering the characteristics of the young generation who are highly exposed to various global cultural currents and digital information. This exposure has the potential to erode understanding of basic national values, so that it requires a more contextual, holistic value learning mechanism, and real experience in the social life of students.

Apart from that, the formation of Pancasila character does not stop at the primary and secondary education levels, but needs to be continued continuously at the higher education level. In this phase, students are at a crucial stage of development in the formation of self-identity, values, and social orientation. Student organizations emerged as one of the strategic spaces that allow students to develop and strengthen intellectual, social, and character abilities outside of formal education. In this forum, students are not only involved in administrative activities or organizational work programs, but are also trained to face real social dynamics through non-formal activities that are participatory. These activities provide opportunities for members to practice making wise decisions, discuss constructively, deliberate to reach mutual agreements, and work together in designing and implementing various organizational programs (Pertiwi, et al., 2021). More than just non-academic activities, student experiences in student organizations present a learning process that touches on various aspects of self-development. This process significantly prepares students to become adaptive individuals in dealing with change, competent in managing tasks and responsibilities, and having integrity when entering the world of work in the future. Thus, student organizations are not only a place to practice leadership, but also a vehicle for character and personality formation which is an important provision to face social life after graduation (Mustaqim GP & Wahjoedi T., 2024). In addition to forming technical and professional skills, active involvement in student organizations is also a means of internalizing Pancasila values. The interaction process that occurs in the organization teaches the value of mutual cooperation in teamwork, deliberation for consensus in decision-making, and empathy and respect for differences as part of civilized humanity. Students experience firsthand the dynamics of togetherness, the diversity of member backgrounds, and the social responsibility that must be maintained in every organizational activity. These experiences are in line with the basic values of Pancasila, so that it indirectly shapes the mindset, attitude, and behavior of students to become more characteristic, nationalist, and oriented towards the common good.

Thus, student organizations not only function as a forum for self-development, but also as an educational space that strengthens students' national identity through substantial and transformative real experiences. Although

various studies have examined the role of student organizations in the development of student character and skills, studies that systematically map the contribution of student organizations to the internalization of Pancasila values and the strengthening of student citizenship character are still relatively limited and scattered. Some research tends to be partial with a focus on specific aspects, such as leadership, soft skills, or political participation, without looking at thematic linkages comprehensively. This condition shows the need for a study that is able to synthesize various research findings systematically in order to obtain a complete picture of the strategic role of student organizations in the context of Pancasila character education in higher education.

Based on this background, this study aims to systematically analyze the role of student organizations in the formation of student character and internalization of Pancasila values through the Systematic Literature Review (SLR) approach. This research is expected to provide a comprehensive understanding of the contribution of student organizations as a non-formal educational space, as well as identify challenges and opportunities to optimize their role in shaping a young generation with Pancasilaist character and civic insight.

RESEARCH METHODS

This study uses a qualitative approach with the Systematic Literature Review (SLR) method which aims to identify, critically examine, and synthesize research results that are relevant to the study topic. The literature review process is carried out by referring to the guidelines of Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) to ensure that the stages of searching, screening, and selecting literature take place systematically and transparently. The PRISMA guidelines are used as a methodological framework in searching various sources of scientific literature and selecting articles based on pre-established inclusion and exclusion criteria (Xiao & Watson, 2019). This approach aims to guarantee that only studies of sufficient relevance and methodological quality are included in the study. Based on the selection process, 11 research articles were obtained which were then analyzed and synthesized as the main material in the literature review in this study.

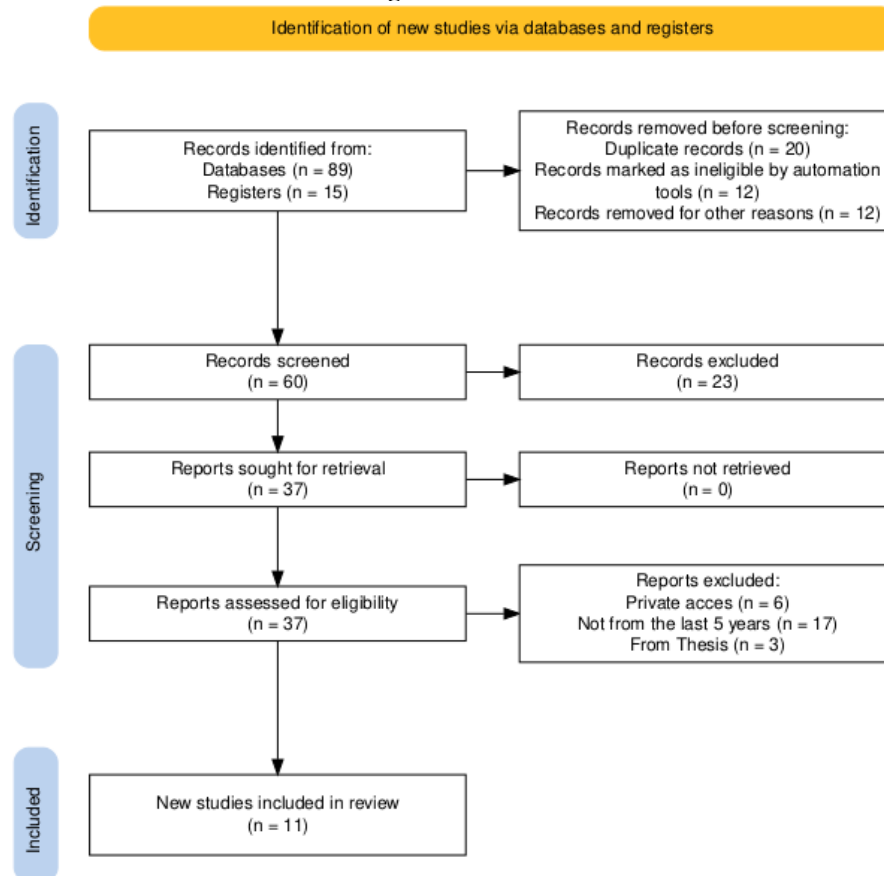
This literature search was completed on November 12, 2025, using reference sources from Google Scholar and Garuda. The criteria for finding references in this study refer to several points, as presented in the table below:

Table 1. Inclusion and exclusion criteria

No	Inclusion Criteria	Exclusion Criteria
1	Article is peer review journal	Article is not peer review journal
2	Article is open acces	Article is close acces journal
3	Published between 2021 - 2025	Published before 2021
4	Based on empirical research	Not empirical research
5	Title, abstract, and content of the discussion are consistent	Title, abstract, and content of the discussion are consisten

The stage of searching for previous research results in this study by using relevant keywords such as (1) student organizations; (2) organization; (3) learning; (4) moral values; (5) moral values; (6) character; (7) regeneration; (8) leadership; (9) solidarity. The database sources used in searching for the various previous articles used Google Scholar and Garuda. After conducting various searches, the researcher began to review the literature found, in this process the researcher began to exclude several articles that did not meet the criteria and duplicate articles in the collection process. This literature selection was used using the Preferred Reporting Item for Systematic Reviews and Meta Analyses (PRISMA) guideline approach obtained after the researcher reduced data, presented data and drew conclusions from several literature sources that had been reviewed. The figure below shows the results of the mechanism of the literature source selection process used, as presented in the form of a Flow Diagram.

Figure 1.
PRISMA Flow Diagram Article Selection Procces



The PRISMA diagram in this study describes the stages of systematic literature selection starting from the identification process to the inclusion of the articles analyzed. At the identification stage, the researcher searches the article through scientific databases and research registers. From this process, 89 articles were obtained from the database and 15 articles from the register, bringing the initial total to 104 articles. Before entering the screening stage, the initial data was deleted, including 20 duplicate articles, 12 articles that were marked as unsuitable by the automated tool, and 12 articles that were eliminated for other reasons, leaving 60 articles for the next stage.

At the screening stage, as many as 60 articles were selected based on titles and abstracts to assess their suitability with the research focus. From this process, 23 articles were removed because they were not relevant to the topic of the study, leaving 37 articles that continued to the full-text document search stage.

Furthermore, at the eligibility stage, all 37 articles were successfully accessed and assessed for eligibility based on the inclusion and exclusion criteria that had been set. At this stage, 26 articles were issued, with details of 6 articles that were not fully accessible (private access), 17 articles did not meet the criteria for the last five years of publication, and 3 articles came from theses that were not included in the category of journal articles that were set.

In the final stage (included), as many as 11 research articles were obtained that met all criteria and were considered relevant and quality for further analysis. These articles were then systematically synthesized in the Systematic Literature Review (SLR) study in this study.

RESULT

After going through the scientific findings filtering process, the final results of the findings in this study were obtained using 11 journal articles that became references for literature studies which were viewed from the title, abstract, method, and overall content of the article. In fact, the sources used in this study are focused between 2021 and 2025 publications.

Table 2.
Findings of Previous Research on the Role of Student Organizations in Shaping Character and Values

No	Author and Year	Result
1	(Pertiwi et all., 2021)	Student organizations function as a forum for achieving common goals as well as a strategic means of shaping student character in the digital era, especially in developing critical thinking skills as a fortress against the negative influence of technology, so that students are able to take advantage of digital progress wisely and play a role model in maintaining the nation's character.
2	(Alzuhro et all., 2025)	Student organization activities play a strategic role not only as a space for social interaction, but also as an effective medium that can be used as a form of internalization of Pancasila values. Through work program activities carried out in organizations, students are trained to respect diversity, work together, and participate in the deliberation process as a real practice of national values.
3	(Khodijah et all., 2024)	Student organizations are an important forum that is optional for students to develop <i>soft skills</i> in an essential and organized manner. Student organizations tend to provide opportunities for the younger generation of the campus to engage in activities that are useful in training interpersonal and professional skills, such as leadership, civilized ability, integrity as well as teamwork and good communication.
4	(Saradilla et all., 2025)	Student organizations within the University play a significant role in strengthening student participatory democracy through increasing political awareness, expanding participation in decision-making, and instilling democratic values such as tolerance, deliberation, and social responsibility. The function of this organization also functions as a means of informal political education and strengthening <i>civic engagement</i>
5	(Nasution et all., 2025)	Student organizations play an important role in increasing the awareness and character of student citizenship through academic, social, and environmental activities that encourage participation, care, and social responsibility, although its optimization still requires strengthening member participation, internal communication, and resource support.
6	(Taqiuddin & Suriadiata, 2022)	Student organizations play a strategic role in strengthening student personalities based on Pancasila values. Strengthening Pancasila values through student activities aims to shape the attitudes and behaviors of students who have faith and piety, uphold the values of humanity and justice, have nationalism and togetherness, prioritize deliberation, and be fair and responsible
7	(Haris et all.2023)	Student organizations have a strong role in forming and maintaining student solidarity through a pattern of mechanical and organic solidarity that is instilled in a sustainable manner through work programs, regeneration, strengthening the sense of " <i>one family</i> ", and the application of non-discriminatory principles to prevent intolerance in organizational life.

8	(Fuady et all. 2022)	Student organizations play a role in improving students' <i>soft skills</i> through the implementation of useful and participatory activities, the effectiveness of which is supported by synergy between students, lecturers, and campus bureaucracy in supporting and being actively involved in each organizational program.
9	(Setiabudi & Humaeroh., 2022)	Student organizations function as a forum for achieving common goals as well as a means of shaping student character in the digital era, especially in developing critical thinking skills so that students are able to respond wisely to the influence of technology, maintain the nation's character, and become positive role models in community life.
10	(Fadli et all., 2025)	External student organizations play a strategic role in character formation through systematic regeneration, leadership experience, and internalization of national and social values, which have been proven to develop students' soft skills, ethics, responsibility, and nationalism, although their effectiveness requires continuous synergy between students, organizations, and higher education institutions.
11	(Umam, 2025)	<i>CoRe Thinking-based</i> regeneration (<i>Contextual Resonance Thinking</i>) is an innovative approach in the development of humanist and reflective student organization cadres, by emphasizing experience-based, context-based, empathy, and reflection-based skill formation activities to form adaptive leadership, moral integrity, and social responsibility that are in harmony with the character of the younger generation

Based on the results of the Systematic Literature Review (SLR) on various studies related to the role of student organizations, it can be concluded that student organizations have a significant and multidimensional contribution in character formation, strengthening national values, and developing student civic capacity. These findings show a pattern of similarity (convergence) as well as a complementary thematic emphasis between studies.

DISCUSSION

The existence of student organizations is consistently seen as a forum for strategies for shaping students' character and personality, especially in the midst of the challenges of the digital era. Research by Pertiwi et al. (2021) and Setiabudi and Humaera (2022) emphasized that organizational activities contribute to the development of students' critical thinking skills as a fortress against the negative impact of technology. This ability is an important capital so that students not only become technology users, but also wise and character actors in the digital space. This shows that student organizations do not solely function administratively, but rather act as a non-formal pedagogical space. In this regard, there are also a number of studies that emphasize the role of student organizations as a medium for internalizing Pancasila values and civic character. The findings of Alzuhro et al. (2025), Taquuddin and Suriadiata (2022), and Nasution et al. (2025) show that values such as tolerance, deliberation, justice, nationalism, and social responsibility are concretely actualized through work programs, discussions, and organizational practices. This activity allows students to directly experience the process of value learning (experiential learning), so that the value of Pancasila does not stop at the cognitive level, but is internalized in attitudes and behaviors.

Reviewing the results of several literature used in this study, the researcher can state that student organizations have proven to play an important role in the development of soft skills and student leadership. Research by Khodijah et al. (2024), Fuady et al. (2022), and Fadli et al. (2025) shows that student involvement in organizations trains interpersonal and professional skills such as leadership, communication, teamwork, integrity, and adaptability. This soft skill is an essential competency that is difficult to obtain optimally through formal learning in the classroom, so that student organizations function as a complement to the higher education system.

From a civic perspective, student organizations also contribute to strengthening participatory democracy and student civic engagement. Saradilla et al. (2025) emphasized that student organizations function as a means of informal

political education that encourages political awareness, participation in decision-making, and practices democratic values such as tolerance and social responsibility. This finding is strengthened by Haris et al. (2023) who highlight the role of organizations in building student social solidarity through mechanical and organic solidarity patterns, so as to prevent fragmentation and intolerance in campus life.

With some of the above descriptions that agree and support the positive impact of the student organization, the researcher also found a new fact that although the student-centered role of the organization is considered significant, some studies also underscore the challenges in optimizing the role. Nasution et al. (2025) and Fadli et al. (2025) show that the effectiveness of student organizations is still influenced by the level of member participation, the quality of internal communication, as well as resource support and synergy with universities. This means that the success of the organization in shaping the character and civic disposition of students does not only depend on the organizational structure, but also on a sustainable supporting ecosystem.

Innovation in the regeneration process is also an important finding, as expressed by Umam (2025) through the CoRe Thinking approach. This approach emphasizes experiential, context-based, empathy, and reflection-based learning, which is relevant to the character of today's young generation. This improves the findings of the systematic literature review by showing that strengthening the role of student organizations needs to be accompanied by updating training methods to remain contextual and humanistic.

Overall, the results of this systematic literature review confirm that student organizations have a strategic role as a space for character formation, internalization of Pancasila values, soft skill development, and strengthening student democracy and citizenship. However, optimizing the role requires strengthening the cadre system, increasing active member participation, and sustainable synergy between students, organizations, and higher education institutions.

The findings in this systematic literature review can also be explained theoretically through David Kolb's Experiential Learning approach and Thomas Lickona's theory of character education, and strengthened by the thoughts of domestic figures such as Kaelan and Notonagoro who place Pancasila as a praxis value system in social life. In the perspective of David Kolb (1984), learning is a process of transforming experience through the stages of concrete experience, reflection (reflective observation), conceptualization (abstract conceptualization), and application (active experimentation). The results of the study show that student organizations provide concrete experiences for students through direct involvement in deliberation, decision-making, teamwork, and conflict resolution. The activity encourages students to reflect on attitudes and behaviors that arise during the organizational process, then relate them to normative values such as justice, responsibility, tolerance, and democracy rooted in Pancasila. The values that have been interpreted are then reapplied in the next organizational practice, thus forming a pattern of repetitive and sustainable behavior. This emphasizes that student organizations function as contextual and effective experiential learning spaces in internalizing national values.

In line with that, Thomas Lickona's (1991) character education theory which emphasizes three main components, namely moral knowing, moral feeling, and moral action, also explains the mechanism of character formation of students through student organizations. The findings of the study show that students not only gain a cognitive understanding of the value of Pancasila (moral knowing), but also develop moral sensitivity (moral feeling) through intense and diverse social interactions in organizations. This sensitivity is then manifested in real actions (moral actions), such as a fair attitude in leadership, responsibility for trust, and respect for differences. Thus, student organizations allow for complete and holistic character education, as emphasized by Lickona.

The findings of this study are also relevant to the thinking of Kaelan (2013) who emphasized that Pancasila is not just a normative ideology, but a value system that must be internalized through the praxis of social life. Student organizations are one of the vehicles for this praxis because the values of Pancasila are not only taught, but are experienced and carried out directly by students in organizational dynamics. This strengthens the argument that the internalization of Pancasila values will be more effective when placed in the context of real and meaningful social experiences. Apart from that, Notonagoro's (1975) view of the nature of Indonesian people as individual, social, and religious beings is also reflected in the life of student organizations. Students are required to balance personal interests

with collective interests, develop social solidarity, and uphold the values of humanity and justice. This process shapes the character of students who are not only individually competent, but also responsible as citizens.

Thus, the results of this study confirm that student organizations play a role as a strategic non-formal educational space in the formation of students' Pancasila character. Student organizations are able to bridge normative values with social realities, thereby strengthening students' national identity and civic disposition in the midst of the challenges of the globalization and digitalization era.

CONCLUSION

The conclusions of the Systematic Literature Review in this study show that student organizations play a strategic role in the formation of student character, internalization of Pancasila values, and strengthening civic capacity. Through organizational experience, students not only gain a cognitive understanding of values, but also live and practice them in campus social life. The novelty in this study shows that the integration of the overall value of Pancasila praxis and the character of civic awareness will be visible and can be formed through the active involvement of students as part of the organization's members and administrators (cadre training). Directly, the results in this study show the effectiveness of student organizations that are useful in shaping and strengthening the moral character of Pancasila of the younger generation. However, optimizing the role of student organizations still requires strengthening regeneration, increasing member participation, and sustainable institutional support so that student organizations are more effective as a vehicle for the formation of Pancasila character in the era of globalization and digitalization.

Based on theoretically, the findings of this study contribute to the development of character education and civic education scholarship by strengthening the conceptual understanding of student organizations as non-formal learning spaces grounded in experiential learning. This contribution is supported by the synthesis of various empirical studies reviewed in this research, which collectively provide a structured and conceptualized understanding of how student organizational activities function as meaningful learning experiences in character and civic development. And then, as practically, this study offers important implications for higher education institutions, student affairs units, and student organization administrators in designing and optimizing the role of student organizations as instruments for character formation and the strengthening of students' civic engagement. The findings may serve as a reference for universities in formulating institutional policies, reinforcing student development systems, and integrating character education beyond the formal curriculum.

Based on the findings of this Systematic Literature Review, future research is recommended to employ empirical approaches, such as case studies, surveys, or mixed-methods designs, to directly examine the impact of student involvement in organizations on moral character formation and civic engagement. Further studies may also be directed toward comparative research across higher education institutions, types of student organizations, or countries, in order to identify differences in organizational models and their effectiveness in internalizing Pancasila values or broader civic values.

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