

Philosophical Reflection on Pancasila as a Source of Digital Ethics in Shaping Good Digital Citizenship

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ABSTRACT

The digital era has significantly transformed social structures, cultural dynamics, and human interactions, presenting novel challenges in the realms of ethics and citizenship. The rapid advancement of digital technology has introduced complex ethical dilemmas, necessitating reflection and adaptation of national values and moral principles. This study explores the philosophical underpinnings of Pancasila as a moral foundation for cultivating good digital citizenship, emphasizing the principles of responsibility, constructive freedom of expression, and active, ethical participation within digital communities. Employing an integrative review methodology, this research examines theoretical perspectives on digital ethics and Pancasila, as well as the assimilation of its core values, drawing from interdisciplinary social science literature. By integrating the philosophical values of Pancasila, digital ethics can be developed to address challenges such as hate speech, hoaxes, and misinformation, thereby creating a healthier and more sustainable digital ecosystem. This study also emphasizes the relevance of Pancasila in shaping responsible digital citizens and strengthening social cohesion in the face of technological advancements.

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1. INTRODUCTION

Pancasila functions as both the ideology of the nation and a worldview that embodies the noble values of the Indonesian people. It can be referred to as a “modus vivendi” (a noble agreement), in which its philosophical values serve as a guiding principle for collective life in the context of nationhood and statehood. The philosophy of Pancasila as the foundational ideology of Indonesia entails profound and complex dimensions, encompassing ontological, epistemological, and axiological aspects. Ontologically, Pancasila reflects the essence and fundamental values that underpin national and state life. From an epistemological perspective, Pancasila operates as a system of knowledge that

guides patterns of thought and action. Meanwhile, in terms of axiology, Pancasila is closely related to values that must be internalized by future generations, particularly through the educational process. In the context of education, the internalization of Pancasila values is expected to shape the character of the nation's children with a national perspective and integrity for the realization of good citizens. Given the importance of character education based on the philosophical values of Pancasila (Azmi, 2023), should always be applied optimally in the educational environment so that it has an impact on the formation of morality and strong character of students through integrated learning of Pancasila values (Effendi, 2023; Husaeni, 2023; Ruwaidah et al., 2024). Ideally, the values of Pancasila should not only be taught as theoretical concepts but, more importantly, be implemented in daily life so that individuals can practice these values in the context of citizenship. On the other hand, Pancasila, as the nation's philosophical foundation, also encompasses political and legal aspects. Junaedi et al. (2023) explained that Pancasila can be the basis of people's beliefs and legal ideals that are used as guidelines in the administration of the state. For this reason, Pancasila not only functions as a basic norm, but also as a source of all legal sources in Indonesia, as expressed by Triwijaya et al. (2020) and Atqiya et al. (2024) affirm that Pancasila has the most important position in the Indonesian legal system, which is regulated in Law No. 12 of 2011.

Given the highly strategic position of Pancasila, efforts to instil its values among the nation's younger generations must remain a priority for various stakeholders. This includes discussions among diverse groups on how Pancasila should shape the national and philosophical identity of Indonesia. One notable example is the Pancasila Congress, which serves as a significant milestone in the historical development of Indonesia's national ideology. Originating from its formal introduction on June 1, 1945, Pancasila has functioned as the philosophical and ideological foundation of the Indonesian state. From a historical perspective, the BPUPKI sessions not only reflected the aspirations of the Indonesian people for independence from colonial rule but also reaffirmed the nation's commitment to the democratic and social justice values embedded in Pancasila (Alwan et al., 2021; Dimyati et al., 2023). This underscores that Pancasila is not merely an ideology but the outcome of a national consensus involving various societal groups (Laksono, 2019; Wonohadidjojo et al., 2023). The Pancasila Congress serves as a symbol of collective efforts to construct an inclusive and just national identity. Consequently, this congress has been held regularly, beginning with the First Pancasila Congress in Yogyakarta (2009), followed by the Second in Bali (2010), the Third in Surabaya (2011), and continuing thereafter, including the Twelfth Pancasila Congress in Yogyakarta in 2024. These congresses aim to establish Pancasila as "the fundamental values of the state," ensuring its integration into the social, national, and governmental spheres. By emphasizing Pancasila's core principles, Indonesia aspires to cultivate a harmonious, principled, just, and democratic society capable of navigating increasingly complex global challenges (Firdaus, 2022; Utaminingsih et al., 2023; Fauziah et al., 2023; Agussalim et al., 2023; Sarmini et al., 2023; Wirayuda et al., 2024).

One of the pressing global challenges in the digital era concerns the nature of interaction and communication in online spaces. Digital ethics is a critical component in addressing this challenge, as it contributes to fostering responsible digital citizenship. As the adoption of information technology and digital media continues to expand, a comprehensive understanding of digital ethics becomes increasingly essential, particularly among students. Empirical studies have demonstrated that strong digital literacy enhances ethical awareness in digital engagement, fostering responsible and ethical online behaviours while mitigating risks associated with digital interactions (e.g., studies by Terttiaavini et al., 2022; Farhan et al., 2022; Saputra, 2022; Pambudi et al., 2023; Agustina et al., 2023; Manasikana et al., 2023; Abidin et al., 2023). Nevertheless, the application of digital ethics in online

spaces remains suboptimal. Therefore, the integration of digital ethics must be prioritized in the use of technology and digital media to cultivate responsible digital citizenship. In the Indonesian context, this process should be anchored in the foundational values of Pancasila, which serve as a normative framework for ethical digital interactions within Indonesian society.

The philosophy of Pancasila as a source of digital ethics is highly relevant in the context of Indonesia's increasingly interconnected society, where access to digital technology and information continues to expand. The Indonesian government has demonstrated a particular commitment to the field of digital communication, as evidenced by the establishment of a dedicated ministry under the leadership of President Prabowo Subianto. This initiative is intrinsically linked to Pancasila, which serves as both the foundational ideology of the state and the philosophical framework of the nation. As a repository of noble values, Pancasila provides ethical guidance for navigating the digital sphere. These values—encompassing divinity, humanity, unity, democracy, and justice—can be systematically integrated into digital ethics to foster a more ethical and responsible digital society (Asmaroini, 2017; Amri, 2018; Atmanegara et al., 2024). This framework, often referred to as “the rule of ethics,” positions Pancasila as a moral and ethical compass in national and civic life. Furthermore, it serves as a foundational source of ethical values for addressing the challenges of digital ethics. Thus, a philosophical reflection on Pancasila as a source of digital ethics is particularly pertinent in shaping good digital citizenship within Indonesia's rapidly evolving information technology landscape.

Thus, Pancasila functions not only as an ethical-moral guideline but also as a foundational framework for fostering digital citizenship grounded in ethics and social responsibility. While existing studies acknowledge the philosophical significance of Pancasila and the growing urgency of digital ethics, gap research has explored the integration of Pancasila as a foundational ethical framework for shaping responsible digital citizenship in Indonesia's digital society. The application of Pancasila's values in digital ethics is of paramount importance, necessitating their consistent implementation in the digital sphere to ensure ethical and constructive interactions (Br Marpaung et al., 2023). This process can be further reinforced through the use of digital teaching materials that embed Pancasila's core values, illustrating the critical role of digital technology as an educational medium (Holilah et al., 2024; Rusmaniah et al., 2023). This underscores Pancasila's nature as an “open ideology”, wherein its reflection and implementation remain dynamic and contextually relevant to societal developments. In conclusion, the philosophical reflection on Pancasila as a source of digital ethics is crucial in shaping good digital citizenship by emphasizing responsibility, positive freedom of expression, and ethical engagement. Furthermore, Pancasila provides a moral-ethical framework that fosters ethical behaviours in the digital realm, contributes to a healthier digital environment, and supports the development of a strong, integrity-driven, and sustainable national character.

2. METHODS

This article presents a preliminary study employing a qualitative approach through the integrative review method to theoretically examine the discourse on digital ethics and Pancasila, as well as the acquisition of its values based on literature from the social sciences. The integrative review method not only summarizes existing literature but also analyses and synthesizes findings to generate new insights on the discussed topic, thereby contributing to knowledge development (Shuck, 2011; Haracz et al., 2013; Torraco, 2016; Pereira et al., 2017; Amos et al., 2022). This method is structured and designed to address gaps in the existing literature by providing a comprehensive synthesis that can guide future research directions (Carliner, 2011; Scully-Russ et al., 2020; Cho, 2022). The steps involved in this

method include identifying research questions, data collection, analysis of findings, and synthesis of results (Hopia et al., 2016; Ramirez et al., 2018; Peters et al., 2021).

First, the study formulates the research problem, which serves as a guiding framework in reviewing various literature sources. The research questions addressed in this study are: (1) How do the values of Pancasila contribute to addressing ethical challenges in the digital era? (2) How can the philosophical values of Pancasila be implemented as a source of digital ethics in shaping good digital citizenship? Second, the selection of relevant literature is conducted, including journal articles, books, websites, and other sources, with a primary focus on peer-reviewed scholarly articles. Once the literature is selected, the third step involves analysing the collected sources. Finally, the fourth step entails systematically presenting the findings of the review, including discussions on the practical implications of the study and recommendations for future research on digital ethics and Pancasila. By following these steps, this study aims to make a significant contribution to evidence-based practices in various fields, including education and the social sciences. The integration of digital ethics within the framework of Pancasila, as Indonesia's foundational philosophical doctrine, presents an intriguing area of inquiry, particularly in relation to the acquisition of ethical values in the digital era.

3. FINDINGS AND DISCUSSION

The Role of Pancasila Values in Addressing Ethical Challenges in the Digital Era

Digital technology has transformed patterns of social and cultural interaction, contributing to the formation of digital citizenship. The current digital era presents numerous ethical challenges within digital society, including hate speech, misinformation, cyberbullying, widespread disinformation, data privacy violations, and the misuse of technology. These issues underscore the necessity of fostering a healthier and more sustainable digital ecosystem. In this context, the values of Pancasila serve as a relevant moral guide for addressing these challenges. Pancasila emphasizes principles such as social justice, democracy, and humanity—values that are significantly influenced by ethical considerations.

This integrative review synthesizes literature from the social sciences to explore the theoretical positioning of digital ethics in relation to Pancasila. Digital ethics encompasses the aforementioned challenges, which are critical in the context of Pancasila's emphasis on respect for human dignity and social justice. For instance, Facca et al. (2020) highlight the ethical dilemmas surrounding digital data collection, emphasizing the importance of informed consent and the risks of data breaches in digital environments. These concerns align with Pancasila's principles, which advocate for the protection of individual rights and the promotion of societal harmony. The ethical implications of digital technology necessitate a framework that not only addresses technological advancements but also aligns with the moral implementation of Pancasila in everyday life, including in digital spaces. Additionally, the role of digital citizenship is crucial in promoting ethical behaviour in the digital sphere. Isdendi et al. (2023) underscore the importance of digital citizenship by advocating for collective efforts to uphold digital ethics, reflecting the communal values embedded in Pancasila's philosophy. This perspective is further supported by Prados et al. (2021), who argue for the urgent need to redefine digital citizenship to incorporate ethical considerations that align with contemporary societal values.

Furthermore, Furnamasari et al. (2024) emphasize the integration of moral and ethical education with the values of Pancasila, focusing on the formation of responsible character and encouraging younger generations to develop empathy and social awareness, including in digital interactions. The application of Pancasila values in the digital era plays a crucial role in addressing various moral and ethical challenges in the digital sphere. In study, Syahputra (2024) asserts that implementing Pancasila

principles can establish a strong ethical foundation in the digital era while providing solutions to ethical dilemmas arising from the complexities and dynamics of contemporary information technology advancements. Accordingly, understanding and applying Pancasila values in daily life is expected to enable individuals to navigate modernization without losing national identity, ensuring that Indonesian youth possess both intellectual competence and strong moral-ethical values (Sartika et al., 2024). The aforementioned literature highlights the significance of integrating digital ethics within the Indonesian national context to foster a digital culture aligned with Pancasila principles. This synthesis underscores the necessity of addressing ethical challenges in the digital realm while promoting the philosophical values of Indonesia's digital society.

In confronting ethical challenges in the digital era, Pancasila values play a highly strategic role as a moral and ethical foundation for Indonesian society. As the state ideology, Pancasila encompasses five core values—divinity, humanity, unity, democracy, and justice—which must be actualized in daily life, particularly in the context of digital technological advancements (Asmaroini, 2017; Wulandaria, 2020; Syafitri et al., 2022). The recontextualization of Pancasila values in the digital sphere is essential for fostering a strong national identity and character, aligning with the perspectives of Oktarina et al. (2023). This endeavour can be pursued across various domains, particularly in education, which serves as the primary process for character formation and identity development. Thus, education rooted in Pancasila values as a foundational principle can serve as a means of shaping a young generation that is ethical and responsible in the digital world. Consequently, it is imperative that the younger generation be equipped with a robust understanding of Pancasila values and digital ethics to engage in social media wisely and ethically (Effendi et al., 2021; Yuniar et al., 2022). Moreover, such an understanding can foster a sense of patriotism and encourage active participation in national and civic life (Nurhalisyah et al., 2024). Accordingly, the role of Pancasila values in addressing ethical challenges in the digital era is crucial. Through Pancasila-based education, the younger generation is expected to become agents of change who can implement these noble values in their daily lives, both in the physical and digital realms (Utami et al., 2022). Pancasila should not merely be regarded as a symbolic national ideology but also as a moral and ethical compass that remains relevant in navigating the challenges of the contemporary digital era. However, despite growing attention to digital ethics and the philosophical relevance of Pancasila, there remains a lack of comprehensive studies that explicitly examine how Pancasila values can be systematically operationalized as a normative framework for shaping digital ethics and responsible digital citizenship in Indonesia.

The Philosophical Values of Pancasila as a Source of Digital Ethics

A profound understanding of Pancasila as an ethos, ideology, and a means of self-defences is crucial in addressing the continuously evolving impact of the digital era (Furnamasari et al., 2024). As an integral aspect of digital citizenship, active and ethical engagement is required, reflected through responsible and wise digital behaviour. The ethical dimension of digital citizenship, viewed through the lens of digital ethics, has become an essential component in shaping responsible and accountable digital citizens. This synthesis explores the role of digital ethics in fostering responsible digital citizenship, particularly from an educational perspective, emphasizing the necessity of a collective approach involving various stakeholders. The concept of digital citizenship encompasses a range of competencies and ethical considerations that individuals must navigate within the digital landscape. The emerging generation of digital citizens in Indonesia plays a pivotal role in promoting ethical behaviour in the digital sphere by advocating Pancasila values to strengthen responsible digital conduct and cultivate a sense of accountability among digital users (Harmanto et al., 2022; Isdendi et al., 2023). To achieve this, value-based education, particularly through the principles of Pancasila, is

fundamental in shaping digital citizenship practices in Indonesia (Komalasari et al., 2023). This perspective aligns with the views of Prasetyo et al. (2021), who underscore the necessity of a comprehensive educational strategy to foster digital competencies and ethical behaviour as integral aspects of digital citizenship. The formation of responsible digital citizenship is closely linked to the promotion of digital ethics within an educational framework (Wulandari et al., 2021; Mahadir et al., 2021; Fajri et al., 2022).

Pancasila serves as a moral and ethical filter that encourages individuals to respect others, critically assess information, and engage ethically in the digital world (Alaby, 2019; Effendi et al., 2021; Oktarina et al., 2023; Ardianti et al., 2024). As a source of ethical guidance, Pancasila also plays a crucial role in fostering a strong national character in the digital era, contributing to the development of a civilized and responsible society (Lubis et al., 2024). This perspective aligns with Adristi (2024), who emphasizes the inseparability of ethics and Pancasila, both of which promote goodwill in social life. Accordingly, education grounded in Pancasila's values can equip younger generations with the necessary skills and attitudes to navigate the challenges posed by globalization and technological advancement (Yuniar et al., 2022; Effendi, 2023; Supriatna et al., 2024). Within this context, character education based on Pancasila is expected to mitigate deviant behaviours and enhance ethical awareness among digital media users (Siregar et al., 2024). By understanding and applying Pancasila's values, individuals can contribute to the creation of a positive and constructive digital environment while minimizing the adverse effects of unregulated technological development (Lubis et al., 2024; Wiguna et al., 2024). The implementation of such ethical practices through education (Maryanto et al., 2017; Usmi et al., 2021; Nuryati et al., 2021; Paranita, 2022), is essential in fostering an environment that supports ethical digital engagement and social responsibility. This, in turn, enables individuals to play a significant role in shaping a responsible digital citizenry.

The philosophical values of Pancasila serve as a foundational framework for fostering ethical digital citizenship, often referred to as good digital citizenship, which has become increasingly crucial in today's interconnected digital society. These values provide a robust framework for shaping ethical digital citizenship by integrating Pancasila's principles as a source of digital ethics education. By doing so, individuals can be empowered to engage and behave in the digital sphere in an ethical, respectful, and responsible manner. This approach not only enhances personal character but also contributes to the development of a more just and inclusive good digital citizenship. As a manifestation of this framework of Pancasila as a source of digital ethics in shaping good digital citizenship, the following figure illustrates the concept.

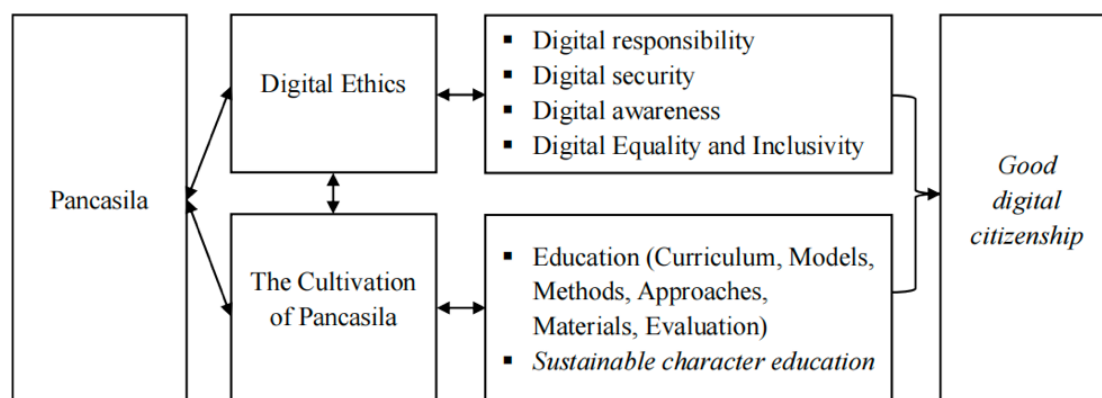


Figure 1. The philosophical framework
Source: Elaboration by Researcher (2024)

Figure 1 illustrates the position of Pancasila as the foundational source of digital ethics and the process of internalizing Pancasila as an effort to cultivate good digital citizenship. The framework underscores a reciprocal relationship between Pancasila, digital ethics, and the cultivation of Pancasila values through education. The framework demonstrates that Pancasila not only serves as the ideological and moral foundation of the nation but also as a dynamic ethical compass adaptable to the digital context. The framework identifies two interrelated components that operationalize the values of Pancasila: (1) Digital Ethics, and (2) The Cultivation of Pancasila through Education. Digital ethics is framed through four critical indicators: digital responsibility, digital security, digital awareness, and digital equality and inclusivity, each of which reflects core values of Pancasila, such as justice, humanity, and social harmony. These dimensions serve as behavioural guidelines for navigating ethical challenges in the digital environment. Simultaneously, the cultivation of Pancasila is facilitated through educational mechanisms that include curriculum development, instructional models, pedagogical approaches, relevant learning materials, and evaluation systems. The emphasis on sustainable character education ensures that Pancasila values are not only taught but also internalized and practiced consistently by the younger generation. The intersection between digital ethics and character education demonstrates that ethical behaviour in digital spaces must be reinforced by a values-based educational framework. This approach promotes the formation of individuals who are not only digitally literate but also morally grounded and socially responsible. The framework reinforces the urgency of recontextualizing Pancasila within digital society and highlights the critical role of education in building ethical, inclusive, and resilient digital citizenship in Indonesia.

In the endeavour to establish Pancasila as a guiding ethical framework in the digital sphere, at least four key indicators are essential in implementing digital ethics to foster good digital citizenship: (1) digital responsibility, (2) digital security, (3) digital awareness, and (4) digital equality and inclusivity.

1. Digital Responsibility

Digital responsibility emphasizes the ethical and responsible use of digital technologies in alignment with the philosophical values of Pancasila, particularly concerning social justice and social responsibility. This involves an individual's ethical understanding and acknowledgment of both the positive and negative impacts of their actions within the digital space. An individual must not avoid responsibility for their actions, and one of the primary responsibilities is to promote positive and ethical digital behavior. This highlights the importance of digital literacy, which encompasses knowledge of the rules, values, and ethics necessary for engagement as a responsible digital citizen (Nanda et al., 2020). This aligns with the concept of digital citizenship, where individuals are encouraged to act responsibly and contribute positively to the digital environment (Prasetyo et al., 2023). The values of Pancasila can guide individuals in understanding their roles and responsibilities as digital citizens, emphasizing that these values are an integral part of the philosophy and ethical framework for digital engagement (Fitriyani et al., 2021; Hidayah et al., 2022; Oktaviana et al., 2023).

2. Digital Security

Digital security is crucial in safeguarding personal and sensitive information in the interconnected and open digital environment. Individuals must be aware of the importance of protecting digital information (Yilmaz et al., 2015), necessitating the development of an understanding to assess data security in the digital space. This understanding is of paramount importance, as rapid technological advancements have made data breaches, illegal access, and cyber-attacks commonplace in the digital world (Herden et al., 2021). Therefore, Pancasila can serve as a moral compass for individuals to prioritize safety and security in their digital engagement. Moreover, there is a need for a legal

framework that incorporates the ethical principles based on Pancasila values to address the complexities of the digital society, particularly in the area of cybersecurity (Desinta, 2024). Additionally, the role of education in promoting digital security awareness is also crucial, as highlighted by Fitriyani et al. (2021) and supported by the findings of Japar et al. (2024), which emphasize the necessity of understanding rights and responsibilities in the digital world, rooted in Pancasila values.

3. Digital Awareness

Digital awareness encompasses an understanding of the impact of an individual's digital footprint, as well as an awareness of the consequences of one's actions in the digital world on oneself and others. Digital awareness also involves an understanding of the implications of ethical digital actions and the values of Pancasila in supporting the role of digital citizenship. Research indicates that digital literacy (which includes digital ethics) is closely related to the level of digital awareness (Göldağ, 2021). This awareness contributes to the formation of a responsible digital citizenship culture that adheres to ethical standards (Nuraeni et al., 2023). Furthermore, enhancing digital awareness can significantly influence attitudes toward responsible digital behavior (Karaduman et al., 2014). This awareness is crucial for recognizing the ethical dimensions of digital interaction, such as advocating for a profound understanding of Pancasila in shaping ethics in the digital era (Sartika et al., 2022), while also fostering awareness of digital rights and responsibilities to promote ethical behavior online (Wijaya, 2023).

4. Digital Equality and Inclusivity

Digital equality and inclusion are crucial in ensuring that every individual has equal access to digital resources. This principle aligns with the philosophical emphasis of Pancasila, particularly in its values of social justice and equality for all digital citizens. The digital divide remains a significant challenge (Ofstedal et al., 2019). To address this gap, it is essential to foster an inclusive digital environment that reflects the values of Pancasila, where every individual can participate and equally benefit from the developments in the digital world. The philosophical principles of Pancasila advocate for justice and social equality. Munir (2024) emphasizes the importance of preserving Pancasila's values in the face of globalization, ensuring a just digital landscape for all communities. Furthermore, Komalasari et al. (2023) argue that it is critical to cultivate inclusive values that foster more equitable digital citizenship. Thus, Pancasila can serve as a foundational framework for navigating the complexities of the digital era, ensuring that individuals engage ethically, equitably, and inclusively in their digital interactions.

The four indicators of digital ethics are influenced by the values of Pancasila through responsible, secure, conscious, and inclusive behaviour in digital spaces, directly contributing to the formation of good digital citizenship. Efforts in this area also take into account the process of cultivating Pancasila as a form of internalization of its values into daily life, including in the digital realm. This process is carried out through an educational approach focusing on: 1) formal education, emphasizing the integration of Pancasila values into the educational curriculum through innovative teaching methods, interactive approaches, and materials relevant to the challenges of the current digital era. This also includes conducting evaluations to ensure that the values of Pancasila are genuinely understood and internalized by the younger generation as digital citizens; 2) sustainable character education, ensuring that the cultural propagation of Pancasila values continues to evolve with the times, aiming to shape a generation with strong character both in the physical world and in digital spaces. Sustainable character education does not focus solely on academic competencies but also on the development of character aligned with the values of Pancasila (Irawati et al., 2022), with the goal of achieving good digital citizenship. This effort requires collaboration from various stakeholders, including educational institutions, the government, and society, all of whom are responsible for creating a digital

environment that supports character education in a holistic and sustainable manner. The application of Pancasila values through these four dimensions digital responsibility, digital security, digital awareness, and digital equality provides a comprehensive ethical foundation for navigating the challenges of the digital era. This integrative approach ensures that digital citizenship in Indonesia is not only technologically competent but also morally grounded, socially inclusive, and culturally resilient.

4. CONCLUSION

A philosophical reflection on Pancasila as a source of digital ethics in shaping good digital citizenship is highly relevant in the context of the rapid development of information technology today. Pancasila, in addition to being the foundation of the state and the philosophical guide for the Indonesian nation, also embodies noble values that can serve as a guideline and source of ethics for behavior in the digital world. These noble values can be integrated into various approaches as a foundation for digital ethics education to shape good character in the digital community. First, Pancasila as a source of ethics provides a strong moral foundation for interacting in the digital world. This can assist individuals in acting with integrity, respecting others' rights, and making positive contributions to the digital environment. Second, this effort is also part of the reactivation of Pancasila's values, contextualized within the developments of the modern era, in accordance with its nature as an open ideology. Third, Pancasila not only functions as a moral guideline but also as a tool for fostering good digital citizenship based on ethics and social responsibility. Pancasila already provides a moral framework that can guide individuals to act ethically and responsibly in the digital realm. By applying the values of Pancasila, we can create a more refined and civilized digital environment, which in turn will support the development of a strong, integrity-based national character. Therefore, by internalizing Pancasila's values, individuals are expected to become good digital citizens who not only adhere to social norms but also contribute to a positive digital environment.

This article adopts a philosophical and conceptual approach based on an integrative review of relevant literatures. It does not yet evaluate the practical implications of Pancasila values in the context of digital ethics within real-life settings. Future research is recommended to empirically examine the implementation of Pancasila values in digital ethics education across various educational levels. Field studies or surveys may be conducted to explore how the internalization of Pancasila values influences students' ethical behavior in digital spaces. Additionally, research could focus on how digital platforms might integrate Pancasila values into their content design and algorithmic structures.

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