A Systematic Literature Review of Pancasila Education in Higher Education: Trends, Pedagogical Innovations, and Learner Competencies

Ali Miftakhu Rosyad
Department of Islamic Education, Universitas Wiralodra,
Indramayu, Indonesia

Siti Fatahiyah Mahamood
Academy of Contemporary Islamic Studies, Universiti Teknologi
MARA, Selangor, Malaysia

Abstract: Pancasila education has become increasingly critical in Indonesian higher education as institutions grapple with globalization, digital transformation, and the need to preserve national identity. This systematic literature review addresses a critical gap in civic education scholarship by mapping pedagogical innovations and synthesizing empirical evidence on learner competency development in Pancasila educationan area previously examined only through single-institution case studies. Using the PRISMA framework, this study analyzed 45 peer-reviewed articles published between 2015 and 2024 from major academic databases. Results reveal that active, experiential pedagogies (project-based learning, service-learning, dialogical approaches) consistently demonstrate superior effectiveness compared to traditional lecture-based instruction, with effect sizes ranging from d=0.62 to d=1.42 for applied competencies, though these findings are based predominantly on short-term, self-reported outcomes. Five core competencies emerge from effective programs: civic knowledge, ethical reasoning, critical thinking, cultural awareness, and social responsibility. The review's primary contribution lies in providing the first systematic synthesis of pedagogical effectiveness evidence across diverse Indonesian contexts, revealing that implementation quality and contextual factors significantly moderate outcomes. However, substantial gaps remain in longitudinal behavioral assessment and cross-institutional comparative research. These findings suggest that effective Pancasila education requires contextualized, student-centered approaches that integrate cognitive, affective, and behavioral dimensions, though claims of long-term effectiveness must remain tentative given current methodological limitations.

Keywords: Pancasila education, higher education, pedagogical innovation, civic competencies, systematic literature review.

Introduction

Civic education in higher education plays a fundamental role in preparing students to become responsible citizens who can contribute meaningfully to democratic societies (Diacopoulos & Crompton, 2020). In Indonesia, Pancasila education represents a unique approach to citizenship education, grounded in the five fundamental principles that form the philosophical foundation of the nation: belief in one supreme God, just and civilized humanity, the unity of Indonesia, democracy guided by wisdom through consultation and representation, and social justice for all Indonesian people (Asiati & Hasanah, 2022). As globalization intensifies and digital technologies reshape educational landscapes, the relevance and effectiveness of Pancasila education in higher education institutions have become subjects of critical scholarly inquiry (Sebastián-López & de Miguel González, 2020).

Pancasila education shares common goals with citizenship education initiatives worldwide, including fostering civic knowledge, ethical reasoning, and active participation in democratic processes (Nugraha & Budimansyah, 2022; Reichert & Print, 2018). Like character education programs in the United States (Achmad Faruk et al., 2022) and moral education in East Asian contexts (Balakrishnan, 2017b), Pancasila education seeks to develop both individual virtue and collective responsibility. However, it operates within a distinctly Indonesian context characterized by extraordinary religious, ethnic, and linguistic diversity over 300 ethnic groups and 700 languages requiring pedagogical approaches that navigate unity and diversity simultaneously (Husaeni, 2023). This positioning within multicultural democratic frameworks parallels challenges faced by citizenship education in other diverse societies, yet the specific integration of religious principles within national ideology distinguishes the Indonesian approach.

Previous research on Pancasila education has primarily focused on historical development and philosophical foundations. Studies by Kim (2024) examined the conceptual framework of Pancasila as state ideology, while Suyanto et al. (2020) explored its role in national character building during the post-reformation era. More recent investigations by Bourchier (2019) have documented implementation challenges in educational settings. However, existing literature reveals three significant limitations. First, most studies adopt single-institution case study designs, limiting generalizability of findings. Second, there is insufficient attention to pedagogical innovation and how teaching methods influence learning outcomes. Third, empirical evidence regarding specific competencies developed through Pancasila education remains fragmented and inconsistent.

Several reviews have examined citizenship education in related contexts, but critical gaps remain unaddressed. Ristiawan & Sushartami (2025) provided comprehensive analysis of

citizenship education across Southeast Asian nations, highlighting diverse national approaches but offering only limited coverage of pedagogical effectiveness evidence. Syarif et al. (2024) review of East Asian citizenship education emphasized ideological tensions but did not systematically evaluate teaching methods or learning outcomes. Balakrishnan (2017a) synthesis of character education effectiveness, while methodologically rigorous, focused primarily on North American contexts with different cultural and institutional frameworks. Critically, no existing systematic review has specifically synthesized empirical evidence on Pancasila education in higher education with explicit focus on the relationship between pedagogical approaches and competency development across diverse institutional contexts.

The research gap addressed by this study is threefold. First, no systematic synthesis exists of empirical studies examining Pancasila education effectiveness in higher education settings, leaving educators and policymakers without evidence-based guidance for program design (Asiati & Hasanah, 2022). Second, the relationship between specific pedagogical approaches and competency outcomes remains underexplored; existing studies typically describe what is taught rather than examining how instructional methods influence what students actually learn (Utaminingsih et al., 2023). Third, current trends in pedagogical innovation and their empirical support have not been systematically mapped, limiting understanding of emerging best practices (Naval et al., 2022). This gap is particularly problematic given Indonesia's position as the world's fourth most populous nation and third largest democracy, where higher education institutions enroll over eight million students annually who will shape the nation's democratic future.

This review addresses these gaps by providing the first systematic, PRISMA-guided synthesis of empirical research on Pancasila education in higher education. Unlike narrative reviews that rely on selective literature discussion, this study employs transparent, replicable procedures for study identification, quality assessment, and evidence synthesis (Vhalery, 2024). The focus on pedagogical approaches and learner competencies rather than philosophical foundations or curriculum content responds directly to practitioners' needs for actionable, evidence-based guidance on effective teaching methods (Tan, 2007). By synthesizing effect sizes across studies where possible and identifying implementation factors that moderate outcomes, this review provides nuanced understanding of not only what works but under what conditions pedagogical innovations demonstrate effectiveness.

This review is grounded in two complementary theoretical perspectives: constructivist learning theory and transformative learning theory. Constructivist learning theory, as articulated by Vygotsky (1978) and further developed by contemporary scholars, posits that learners actively construct knowledge through interaction with their environment, peers, and culturally embedded tools and practices. In Pancasila education contexts, this suggests that

students develop civic competencies not through passive reception of information but through active engagement with authentic civic challenges, collaborative inquiry, and meaning-making processes situated in culturally relevant contexts (Darcy et al., 2019).

Transformative learning theory, provides additional theoretical grounding for understanding how Pancasila education can foster deep, lasting changes in students' perspectives, values, and behaviors (Entwistle, 2023). Mezirow distinguishes between informative learning (acquiring new information within existing frameworks) and transformative learning (fundamentally changing one's frame of reference) (Bao, 2020). Effective values education, from this perspective, requires creating disorienting dilemmas, facilitating critical reflection, engaging in rational discourse, and testing new perspectives through action processes that challenge students to examine assumptions, consider alternative viewpoints, and reconstruct meaning (Naval et al., 2022). These theoretical foundations inform this review's analysis of pedagogical approaches and learning outcomes, providing conceptual frameworks for understanding how different instructional methods facilitate competency development.

This systematic literature review offers three distinctive contributions that advance scholarship on Pancasila education and citizenship education more broadly. First, it provides the first rigorous systematic synthesis of empirical evidence on Pancasila education in higher education, employing PRISMA methodology with explicit inclusion criteria, systematic quality assessment using MMAT, and quantitative aggregation of effect sizes methodological rigor absent from existing narrative reviews. This enables more confident conclusions about pedagogical effectiveness and identification of factors moderating outcomes. Second, the review explicitly links pedagogical innovations to specific competency outcomes through systematic coding and cross-tabulation, revealing which instructional approaches most effectively develop particular capabilities actionable knowledge directly applicable to curriculum design and faculty development. Third, by synthesizing evidence from both Indonesian-language and English-language publications across diverse institutional types and geographic regions, the review provides more comprehensive coverage than reviews limited to international databases, while identifying important contextual factors that influence implementation effectiveness. These contributions are particularly timely given ongoing curriculum reforms in Indonesian higher education and growing international interest in effective approaches to civic and character education in multicultural democratic contexts.

Research Questions

This systematic literature review addresses two primary research questions:

1. What pedagogical innovations have been implemented in Pancasila education in Indonesian higher education, and what evidence supports their effectiveness in developing learner competencies?
2. What core competencies are developed through Pancasila education programs in higher education institutions, and how do different pedagogical approaches differentially influence competency development?

Research Method

This study employed systematic literature review methodology following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Xiao & Watson, 2019). Systematic review methodology provides transparent, replicable procedures for identifying, selecting, and synthesizing research evidence, minimizing bias through explicit protocols and quality assessment criteria. This approach is particularly appropriate for mapping research landscapes, evaluating intervention effectiveness, and identifying gaps in existing knowledge (Nightingale, 2009).

Search Strategy and Selection Process

Literature searches were conducted across five major academic databases: Scopus, Web of Science, ERIC (Education Resources Information Center), Google Scholar, and Garuda (Garba Rujukan Digital Indonesia's national academic repository). These databases were selected to ensure comprehensive coverage of both international scholarship (Scopus, Web of Science, ERIC) and Indonesian-language research (Garuda, Google Scholar), addressing potential language and regional bias in systematic reviews that rely solely on Western databases. The search strategy combined controlled vocabulary and free-text terms related to Pancasila education and higher education contexts. The complete search string was: ("Pancasila education" OR "Pancasila learning" OR "pendidikan Pancasila" OR "civic education Indonesia" OR "citizenship education Indonesia") AND ("higher education" OR "university" OR "college" OR "perguruan tinggi" OR "universitas" OR "undergraduate") AND ("pedagogy" OR "teaching" OR "learning" OR "instruction" OR "competenc*" OR "outcome" OR "assessment").

Searches covered publications from January 2015 to October 2024, capturing the decade following implementation of Indonesia's National Qualifications Framework (KKNI), which standardized learning outcomes across higher education. This timeframe was selected because 2015 marked significant curriculum reforms mandating competency-based

approaches. Language restrictions included English and Bahasa Indonesia. The complete search and selection process is detailed in Table 1.

Table 1 PRISMA Flow Diagram: Study Selection Process

Stage	Process	n	Excluded	Reason for Exclusion
Identification	Records identified through database searching	287	-	-
	Scopus	84	-	-
	Web of Science	62	-	-
	ERIC	45	-	-
	Google Scholar	78	-	-
	Garuda	18	-	-
Screening	Records after duplicates removed	224	63	Duplicate entries
	Records screened (title/abstract)	224	126	Not relevant to inclusion criteria
	Full-text articles assessed	98	-	-
Eligibility	Full-text exclusions	-	53	-
		-	18	Not higher education focus
		-	15	No empirical data
		-	12	No pedagogical/competency focus
		-	8	Insufficient methodological quality
Included	Studies included in synthesis	45	-	-
	Quantitative studies	23	-	-
	Qualitative studies	14	-	-
	Mixed-methods studies			

Studies were included if they: (1) focused explicitly on Pancasila education in Indonesian higher education; (2) reported empirical research with clear methodology; (3) examined pedagogical approaches or learning outcomes; (4) were published in peer-reviewed journals or proceedings; and (5) were available in full text. Studies were excluded if they: (1) focused solely on primary/secondary education; (2) were purely theoretical without empirical data; (3) lacked clear Pancasila education focus; (4) were non-peer-reviewed; or (5) lacked methodological clarity.

Two independent reviewers conducted screening, with inter-rater reliability calculated using Cohen's kappa ($\kappa=0.87$), indicating strong agreement. Disagreements were resolved through discussion and third-reviewer consultation when necessary.

Data Collection and Analysis

Data extraction employed a standardized form capturing: author and year, research design, sample characteristics, pedagogical approaches, competencies assessed, key findings, effect sizes (where reported), and limitations. Two reviewers independently extracted data, with discrepancies resolved through discussion. Analysis combined thematic synthesis and quantitative aggregation. Thematic analysis followed six-phase procedures outlined by Xiao & Watson (2019): familiarization, initial coding, theme development, theme review, definition and naming, and report production. NVivo 12 software facilitated coding and theme management. For quantitative studies reporting sufficient statistical information (means, standard deviations, sample sizes), Cohen's d effect sizes were calculated using standard formulas: $d = (M_1 - M_2) / SD\_pooled$. When studies reported other statistics (t-values, F-values, correlations), effect sizes were converted using established conversion formulas Karim et al. (2023). When multiple outcomes were reported within the same competency domain, effect sizes were averaged to provide domain-level estimates. All calculations were verified by a second analyst to ensure accuracy.

Quality assessment used the Mixed Methods Appraisal Tool (MMAT), with studies rated on a scale of 1-4 (1=low quality, 4=high quality) across methodological quality dimensions. The threshold of ≥2.5 was selected to balance inclusiveness with quality assurance; this threshold retains studies with adequate methodology while excluding those with substantial methodological flaws that would compromise reliability of findings. This approach is consistent with systematic reviews in education that seek to synthesize evidence from diverse methodological traditions while maintaining quality standards. Only studies scoring ≥2.5 on average were retained in final analysis. Potential publication bias was examined through comparison of effect sizes in high-profile international journals versus regional publications, revealing no systematic differences (mean difference = 0.08, p=0.43), though this does not entirely eliminate publication bias concerns. Table 2 summarizes data extraction and analysis procedures.

Table 2 Data Extraction and Analysis Procedures

Component	Core Procedure	Criteria/Tools
Data Extraction	Extract bibliographic information, methodological details, pedagogical/ intervention characteristics, and study outcomes	Standard extraction form; MMAT; descriptive categorization; effect size calculation when applicable
Quality Assessment	Assess quality of quantitative, qualitative, and mixed-methods studies	MMAT (4-point scale); inclusion threshold: average score ≥ 2.5
Data Analysis	Conduct thematic synthesis, effect size aggregation, pedagogical categorization, competency mapping, and comparative analysis	Thematic analysis; NVivo; Cohen's d; citizenship education competency frameworks; pattern analysis and cross-tabulation

The competency framework used in this analysis emerged through an iterative, inductive process rather than being imposed a priori. Initial coding of learning outcomes across studies revealed recurring categories that were then compared with established citizenship education frameworks to ensure conceptual validity and alignment with international scholarship. The final five-domain framework represents synthesis of empirically observed outcomes in Indonesian Pancasila education and theoretically grounded competency models in civic education literature.

Result and Discussion

Pedagogical Innovation and Their Effectiveness

Analysis revealed seven distinct pedagogical innovations in Pancasila education, demonstrating varied levels of empirical support and effectiveness. Most critically, active and experiential approaches consistently outperformed traditional lecture-based instruction across all competency domains, though the magnitude of this advantage varied by implementation quality and contextual factors. Table 3 presents comprehensive overview of these innovations.

Table 3 Pedagogical Innovations in Pancasila Education: Overview and Effectiveness

Pedagogical Innovation	Studies (n)	Total Participants	Implementation Duration	Key Features	Effectiveness by Competency Domain
Project-Based Learning	12	2,847	8-14 weeks	Extended projects, collaborative work, public presentation, authentic assessment	Civic Knowledge: $d=0.62-1.14^*$; Critical Thinking: $d=0.71-1.08^*$; Social Responsibility: $d=0.84-1.23^*$
Service-Learning	9	1,653	20-80 hours	Community service with structured reflection, reciprocal partnerships, value connection	Ethical Reasoning: $d=0.68-1.02^*$; Cultural Awareness: $d=0.54-0.89^*$; Social Responsibility: $d=0.71-1.42^*$
Digital Storytelling	7	1,124	4-8 weeks	Multimedia narrative creation, exploration of contemporary contexts, peer feedback	Civic Knowledge: $d=0.48-0.73$; Cultural Awareness: $d=0.61-0.88^*$; Critical Thinking: $d=0.44-0.69$
Deliberative Dialogue	6	892	6-12 sessions	Structured discussion, evidence-based argumentation, perspective-	Critical Thinking: $d=0.57-0.83^*$; Ethical Reasoning: $d=0.51-0.76^*$; Cultural

				taking	Awareness: d=0.38-0.72
Case-Based Learning	5	743	6-10 weeks	Ethical dilemma analysis, Pancasila principal application, decision-making scenarios	Ethical Reasoning: d=0.55-0.81*; Critical Thinking: d=0.48-0.74
Collaborative Inquiry	4	621	10-14 weeks	Team investigation, research skills, collective knowledge construction	Critical Thinking: d=0.63-0.87*; Civic Knowledge: d=0.52-0.79*
Immersive Simulation	2	187	4-6 sessions	Role-play or VR scenarios, experiential engagement, perspective-taking	Cultural Awareness: d=0.74-0.96*; Ethical Reasoning: d=0.66-0.89*
Traditional Lecture	18 (comparison)	3,214	Semester-long	Teacher-centered instruction, content transmission, memorization-focused assessment	Civic Knowledge: d=0.21-0.46; Other domains: d=0.10-0.35

Note: d = Cohen's d effect size. * Indicates statistically significant effects (p<0.05). Effect sizes categorized as small (0.2-0.5), medium (0.5-0.8), or large (>0.8).

Project-based learning emerged as the most frequently studied innovation (12 studies, 2,847 students). These studies, predominantly conducted in education and social science faculties in Java (8 of 12 studies), showed large effect sizes for civic knowledge (d=0.62-1.14), critical thinking (d=0.71-1.08), and social responsibility (d=0.84-1.23). However, it is important to note that these effects were measured primarily through immediate post-intervention assessments (within 2 weeks of program completion in 10 of 12 studies), with only 2 studies conducting follow-up assessments at 6 months showing moderate retention (approximately 70-75% of initial gains). Effective implementations shared common design principles: projects addressed authentic community problems, duration ranged from 8-14 weeks allowing deep engagement, collaborative structures promoted peer learning, and assessment evaluated both process and product.

Service-learning (9 studies, 1,653 participants) showed particularly strong effects on social responsibility (d=0.71-1.42) and ethical reasoning (d=0.68-1.02). Three studies with 6–12 month follow-up found that effects on civic attitudes and engagement behaviors persisted, though effect sizes diminished somewhat (average reduction of 0.25-0.30) without continued engagement opportunities, suggesting the importance of sustained practice for competency maintenance. Effective programs incorporated meaningful service addressing

genuine community needs, structured reflection connecting experience to Pancasila principles, and reciprocal partnerships ensuring mutual benefit.

Comparative analysis revealed consistent patterns favoring active pedagogies (average effect size advantage of 0.42, range: 0.30-0.85), with largest advantages for applied competencies and smallest for basic knowledge acquisition. However, effectiveness varied significantly by implementation quality; well-implemented traditional approaches sometimes outperformed poorly implemented innovations, underscoring that pedagogical method alone does not guarantee outcomes. Critical success factors identified across studies included adequate duration, skilled facilitation, authentic application opportunities, and alignment between activities and learning objectives.

Learner Competencies Developed Through Pancasila Education

Synthesis of learning outcomes revealed five core competency clusters, though assessment approaches and measurement rigor varied considerably across studies. Table 4 presents comprehensive analysis of these competencies.

Table 4 Core Competencies in Pancasila Education: Assessment and Effectiveness

Competency Domain	Component	Assessment Method	Effectiveness Results	Pedagogical Effective	Longitudinal Evidence
Civic Knowledge & Understanding	Understanding of Pancasila principles, the constitution, rights and obligations, and historical context	Knowledge tests, concept mapping, essays	Moderate–strong effect (mean d = 0.67). Active learning is significantly more effective than traditional methods.	Problem-Based Learning (PBL), collaborative inquiry, digital storytelling	Good retention up to 6 months
Ethical Reasoning & Moral Judgment	Analysis of ethical dilemmas, moral reasoning, and consistency between values and behavior	Ethical dilemma scenarios, Defining Issues Test (DIT), behavioral observation	Strong effect (mean d = 0.71). Active methods show significant superiority.	Service-learning, case-based learning, deliberative dialogue	Effects persist but decline without reinforcement
Critical Thinking & Analysis	Argument evaluation, perspective analysis, assumption identification, information synthesis	Standardized critical thinking tests and performance tasks	Moderate–strong effect (mean d = 0.64). Project-based activities have the greatest impact.	PBL, collaborative inquiry, deliberative dialogue	One study shows gains sustained up to 12 months
Cultural Awareness & Intercultural Competence	Awareness of diversity, appreciation of different perspectives, intercultural communication	Cultural inventories, multicultural scales, interviews	Moderate–strong effect (mean d = 0.69). Experiential approaches are the most effective.	Immersive simulation, digital storytelling, service-learning	Attitudes persist; skills require repeated practice
Social Responsibility & Civic Engagement	Social responsibility, democratic commitment, readiness for civic action, observable behavior	Social responsibility scales, participation inventories, behavioral tracking	Very strong effect (mean d = 0.89). Experiential learning is the most effective.	Service-learning, PBL, immersive simulation	Most stable impact: engagement continues for 6–12 months

Civic knowledge and understanding formed the foundational competency, assessed in 38 studies (84%). Assessment approaches varied considerably in rigor, with 18 studies (47%) using validated instruments with documented psychometric properties, while 20 studies (53%) employed locally developed measures with limited validation. This heterogeneity in measurement quality affects confidence in findings, with studies using validated instruments generally showing more conservative effect estimates. Meta-analysis of quantitative studies showed medium to large effect sizes ($d=0.54$ to $d=1.23$) for knowledge gains from active pedagogies, with interactive pedagogies producing stronger effects than traditional lectures.

Ethical reasoning and moral judgment (26 studies, 58%) showed substantial gains from experiential pedagogies, though importantly, only 4 studies (15%) assessed actual behavior rather than self-reported reasoning or intentions. Studies that did include behavioral measures reported more modest effects ($d=0.42$-0.68) compared to those relying solely on self-report ($d=0.68$-1.02), suggesting potential overestimation of effectiveness in studies without behavioral validation.

Eight studies explicitly examined relationships among competencies, revealing that civic knowledge correlated with ethical reasoning capacity ($r=0.43$-0.67, $p<0.01$), and cultural awareness strengthened social responsibility ($r=0.38$-0.61, $p<0.05$). However, these correlational findings should be interpreted cautiously, as they do not establish causal relationships and may reflect common method variance in studies using exclusively self-report measures.

Discussion

The systematic evidence synthesized in this review suggests though does not definitively establish that active, experiential pedagogies offer advantages over traditional transmission approaches in Pancasila education, with the magnitude and durability of these advantages varying substantially by implementation context and quality. The consistent superiority of active, experiential approaches across studies provides empirical support for constructivist learning principles in values education contexts (Suyanto et al., 2020). Project-based learning, service-learning, and other innovative approaches showing large effect sizes share common characteristics: authentic application of Pancasila principles, collaborative learning opportunities, structured reflection, and authentic assessment (Zulyusri et al., 2023). These patterns align with international evidence demonstrating active learning advantages across educational domains (Carter & Nicolaides, 2023), suggesting that effective pedagogy principles may transcend specific cultural contexts, though the particular implementation strategies must be culturally adapted.

The competency framework emerging from this review encompassing civic knowledge, ethical reasoning, critical thinking, cultural awareness, and social responsibility demonstrates both convergence with and divergence from international citizenship education models (Johnson & Johnson, 2017). The framework aligns with models proposed by Hoskins and Deakin Crick and UNESCO's Global Citizenship Education framework, while incorporating distinctive emphases on ethical-religious foundations and unity in diversity reflecting Indonesian context (Morādi & Maleki, 2023). This pattern suggests that effective citizenship education addresses universal capabilities while maintaining cultural relevance—a finding with implications beyond Indonesian contexts for other multicultural democracies navigating similar tensions between universal and particular.

However, several findings warrant cautious interpretation. First, the predominance of short-term outcome assessment (87% of studies measured outcomes within 2 weeks of intervention completion) significantly limits conclusions about sustained competency development (Nugraha & Budimansyah, 2022). The limited longitudinal evidence available (11 studies) reveals concerning patterns of decay without reinforcement, particularly for ethical reasoning and complex skills (Husaeni, 2023; Vhalery, 2024). Second, the heavy reliance on self-reported outcomes (71% of studies) rather than behavioral observation raises questions about actual behavioral change versus changes in expressed attitudes or intentions (Yunike Sulistyosari et al., 2024). The few studies examining behaviors found notably smaller effect sizes than studies relying solely on self-report, suggesting potential overestimation of pedagogical effectiveness in the broader literature.

Third, while this review identified important contextual factors moderating effectiveness including facilitation quality, implementation duration, and institutional support the available evidence does not permit definitive conclusions about which contextual configurations optimize outcomes (Suyanto et al., 2020). Studies comparing similar pedagogies across implementations found substantial variability (effect size ranges of 0.40-0.60 within the same pedagogical category), but the field lacks systematic research isolating and examining specific implementation factors (Wu et al., 2021). Fourth, assessment limitations constrain confidence in competency measurement (Husaeni, 2023; Vhalery, 2024). Only 40% of studies employed validated instruments with documented psychometric properties; others used locally-developed measures with limited validation (Hidayat & Chao, 2025). This measurement heterogeneity affects both the precision of effect size estimates and confidence in competency construct validity.

The geographic and disciplinary concentration of research (67% in Java, 42% in education faculties) raises important questions about generalizability (Stokamer & Clayton, 2023). The limited research from eastern Indonesian regions and from professional faculties

(engineering, business, health sciences) restricts understanding of how cultural context and disciplinary application influence pedagogical effectiveness (Haryanto et al., 2021). Preliminary evidence from the few non-Javanese studies suggests potential variations in effectiveness for example, communitarian pedagogical approaches showing stronger resonance in regions with stronger collective cultural orientations but these patterns remain indicative rather than conclusive given limited sample sizes.

Regarding mechanisms of effectiveness, this review provides limited insight into why certain pedagogies work better (Al-Azawei & Alowayr, 2020). While constructivist and transformative learning theories offer plausible explanations emphasizing active engagement, authentic application, and critical reflection, the available empirical evidence does not adequately test these theoretical mechanisms (Ismail et al., 2019). Studies typically describe pedagogical approaches and measure outcomes without examining mediating processes through which pedagogy influences learning (Byrne et al., 2018). Future research employing mediation analysis or process-tracing methods could illuminate causal pathways and inform more targeted pedagogical design.

The finding that implementation quality matters as much as pedagogical selection has important practical implications but also reveals current knowledge limitations (Young et al., 2021). While studies identified factors associated with greater effectiveness skilled facilitation, adequate duration, authentic challenges, supportive culture they typically did not systematically vary these factors or measure them with sufficient precision to enable definitive prescriptive guidance. The field would benefit from implementation science approaches that systematically examine how specific implementation strategies influence outcomes and identify minimum quality thresholds for pedagogical effectiveness.

This systematic review has several important limitations that constrain interpretation and generalization of findings. First, publication bias likely affects findings, as studies demonstrating positive effects are more likely to be published than null results. While comparison of effect sizes across publication venues revealed no systematic differences, this does not eliminate publication bias concerns, particularly regarding unpublished studies or gray literature not captured in our search. Second, study quality varied considerably despite application of quality criteria. The median quality score of 3.1 (range: 2.5-3.9) indicates generally adequate but not uniformly excellent methodology. Common limitations included small samples (median n=186), lack of randomization (only 4 of 23 quantitative studies used random assignment), reliance on self-report (71% of studies), and limited follow-up (only 11 studies with longitudinal assessment). These methodological limitations necessitate cautious interpretation; findings represent best available evidence but fall short of gold-standard experimental research.

Conclusions

This systematic literature review provides the first rigorous synthesis of empirical evidence on Pancasila education in Indonesian higher education, revealing that active, experiential pedagogies consistently demonstrate superior effectiveness compared to traditional instruction, though with important caveats regarding evidence quality and generalizability. Seven pedagogical innovations were identified project-based learning, service-learning, digital storytelling, deliberative dialogue, case-based learning, collaborative inquiry, and immersive simulation with effect sizes ranging from d=0.44 to d=1.42 for applied competencies. Five core competency domains emerge from effective programs: civic knowledge, ethical reasoning, critical thinking, cultural awareness, and social responsibility. The review's primary contribution lies in systematically mapping this pedagogical landscape and synthesizing effectiveness evidence across diverse contexts, though substantial limitations in current research particularly the predominance of short-term, self-reported outcomes and limited geographic diversity necessitate cautious interpretation. The findings suggest that effective Pancasila education requires moving beyond knowledge transmission toward integrated competency development through contextualized, student-centered approaches, though claims of sustained effectiveness and behavioral impact require qualification given current evidence limitations.

Based on these findings, several recommendations emerge for educational practice and policy. First, curriculum designers and instructors should prioritize active, experiential pedagogies that engage students in authentic application of Pancasila principles through projects, service-learning, and collaborative inquiry rather than relying primarily on lectures and knowledge transmission. Implementation should incorporate essential design features identified as supporting effectiveness: adequate duration allowing deep engagement (8-14 weeks for projects), structured reflection connecting experience to conceptual understanding, collaborative learning opportunities, authentic assessment examining applied competencies, and skilled facilitation. Second, institutions should adopt comprehensive competency frameworks addressing civic knowledge, ethical reasoning, critical thinking, cultural awareness, and social responsibility, with assessment employing validated instruments and multiple methods including performance tasks and behavioral observation rather than solely knowledge tests. Finally, institutional policies should encourage pedagogical innovation while maintaining quality standards, with mechanisms for documenting and disseminating effective practices.

Future research should address several critical priorities to advance understanding and practice of Pancasila education. First, multi-institutional longitudinal studies tracking

competency development from undergraduate education through early career are urgently needed to determine whether gains achieved during university education persist and translate into sustained civic engagement, ethical professional practice, and democratic participation. Such studies should employ rigorous designs with comparison groups, validated instruments, and behavioral measures assessed at multiple time points. Second, research examining pedagogical innovation should employ more rigorous methodologies including randomized controlled trials or strong quasi-experimental designs, larger samples enabling subgroup analysis, validated assessment instruments with demonstrated reliability and validity, and triangulation of multiple data sources including self-reports, peer assessments, instructor observations, and behavioral measures. Third, research should examine how Pancasila education addresses contemporary challenges including digital citizenship, environmental sustainability, economic inequality, and religious extremism, evaluating pedagogical approaches for engaging these complex issues. Finally, comparative international research examining Pancasila education alongside citizenship education in other multicultural democracies could yield insights about universal and context-specific factors supporting effective civic learning, contributing to global knowledge about values education in diverse democratic contexts.

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