



Pancasila in the Global Context: A Bibliometric Analysis of Research Trends and Emerging Themes (2017–2026)

Sri Wahyuni Tanshzil^{1*}
Universitas Pendidikan
Indonesia

Syaifullah²
Universitas Pendidikan
Indonesia

Leni Anggraeni³
Universitas Pendidikan
Indonesia

**Marshelayanti Binti
Mohammad Razali⁴**
Universiti Pendidikan
Sultan Idris

Junaidi⁵
Universitas Pendidikan
Indonesia

Ifan Kiki Kurniawan⁶
Universitas Pendidikan
Indonesia

Article Info

Article history:

Received: April 23, 2026

Revised: Aug 22, 2026

Accepted: Sept 10, 2026

Keywords:

Pancasila; Bibliometric
Analysis; Globalization; Global
Citizenship; Emerging Themes.

Abstract

Pancasila scholarship has expanded into debates on education, law, human rights, digitalization, and sustainability, yet its international structure remains fragmented and strongly centered on Indonesia. This study mapped research trends, collaboration patterns, and emerging themes in Pancasila scholarship from 2017 to 2026 through a bibliometric analysis of 60 English-language journal articles retrieved from Scopus. The corpus was examined through publication and citation analysis, country and author collaboration mapping, and title, keyword, and abstract term analysis using VOSviewer. Publication output increased markedly after 2023 and reached its highest level in 2025. Indonesia dominated the corpus, while participation from other countries remained comparatively limited. The thematic structure was concentrated around Pancasila, education, curriculum, the Pancasila Student Profile, local wisdom, human rights, law, globalization, and global diversity, with newer links to digital citizenship and sustainable development. These patterns suggest an expanding research agenda, but they should be interpreted within the limits of the search query, English-language restriction, and the incomplete 2026 publication year. The study identifies a need for more comparative, cross-national, and methodologically integrated research that positions Pancasila within wider scholarship on citizenship, diversity, human rights, digital transformation, and sustainability.

To cite this article: Tanshzil, S. W., Syaifullah, S., Anggraeni, L., Razali⁴, M. B. M., Junaidi, J. & Kurniawan, I. K. (2026). Pancasila in the Global Context: A Bibliometric Analysis of Research Trends and Emerging Themes (2017–2026). *Al Qodiri: Jurnal Pendidikan, Sosial dan Keagamaan*, 24(3), 147-164.

INTRODUCTION

Pancasila is commonly discussed as Indonesia's philosophical and constitutional foundation, but recent scholarship increasingly places its principles in conversation with wider debates on human dignity, pluralism, democratic participation, and social justice. This creates a productive tension: the concept is historically rooted in Indonesia, while the problems to which it is being applied increasingly cross national boundaries. Madung and Mere (2021) connect Pancasila with contemporary human-rights concepts, while Boiliu et al. (2022) examine convergence between the second principle of Pancasila and Hans Küng's global ethics. Muslimin et al. (2024) further show how Pancasila-inspired reasoning can be positioned within a comparative socio-legal discussion involving Indonesia and Afghanistan. These studies indicate that Pancasila is no longer examined only as a national ideological object, although its broader international scholarly position remains uneven. The central issue is therefore not whether Pancasila has global relevance in principle, but how far that relevance has developed into a coherent and internationally connected research field.

*** Corresponding author:**

Sri Wahyuni Tanshzil, Universitas Pendidikan Indonesia, INDONESIA
sriwahyunitanshzil@upi.edu

The empirical literature shows that this expansion is occurring through several domains rather than through a single theoretical trajectory. Recent studies have connected Pancasila with legal reform and international ideological debate (Akbar Hadiprabowo et al., 2024; Siregar et al., 2024), social justice in contemporary contractual settings (Dewantoro et al., 2026), and religious and sociocultural conflict management (Warsah et al., 2023). These directions extend earlier discussions of Pancasila's legal and moral foundations into questions that also appear in transnational scholarship. At the same time, most of the empirical settings remain Indonesian, which limits the extent to which international visibility can be equated with internationalization of the field. A publication may address a globally recognizable issue without undertaking cross-national comparison or sustained international collaboration. Mapping the geographical and intellectual structure of the literature is therefore necessary to distinguish thematic expansion from deeper scholarly internationalization.

Education has become one of the most visible arenas of this thematic expansion. Research on the Pancasila Student Profile, the Merdeka Curriculum, character formation, and educational measurement has translated normative values into curriculum, competencies, and observable learning practices (Ruyadi & Dahliana, 2022; Rachman et al., 2024; Solehuddin et al., 2024). More recent studies examine peer collaboration, digital teaching materials, sustainable-lifestyle projects, and management strategies for strengthening the Pancasila Student Profile (Prasetyarini et al., 2025; Waldi et al., 2025; Handayani, 2026; Wibisono et al., 2026). Atmojo et al. (2024) also connect Pancasila-oriented character learning with STEM integration and teacher-candidate competence. The cumulative pattern suggests a shift from treating Pancasila mainly as content to be transmitted toward examining how its values are practiced, measured, and embedded in educational environments. This educational concentration is important for a bibliometric study because it may shape the dominant keywords, collaboration networks, and recent publication growth of the field.

Digitalization, intercultural communication, and sustainability add further dimensions to this changing research landscape. Putradipradja et al. (2026) discuss the revitalization of Pancasila values in digital environments, while Pongrekun et al. (2026) place Indonesian cyber governance within debates on digital sovereignty and the Global South. Sabrina et al. (2026) connect global diversity with intercultural communicative competence in an Indonesian educational setting. Harjanti et al. (2026), Handayani (2026), and Rahmat et al. (2026) relate Pancasila-oriented education and civic engagement to sustainable development and the Sustainable Development Goals. These studies do not establish a single integrated theory of Pancasila in global society, but they show that the field is interacting with research agendas that extend beyond conventional ideology and citizenship education. The emerging question is whether these themes form an integrated scholarly structure or remain separate clusters attached to an Indonesia-centered core.

Existing studies provide important insights into particular applications of Pancasila, yet several limitations remain when the literature is considered as a field. First, much of the recent work is organized around specific sectors such as education, law, religion, or digital governance rather than the overall structure of Pancasila scholarship. Second, international participation does not necessarily reveal the strength of cross-country co-authorship or comparative research. Third, conceptually similar terms, including global citizenship, multiculturalism, intercultural competence, human rights, digital citizenship, and sustainability, may develop in parallel without being strongly connected in the literature. Recent research on collaboration also shows that cross-institutional and cross-border cooperation can affect visibility and knowledge exchange, making collaboration itself an important object of analysis (Mwantimwa & Kassim, 2023). A field-level analysis is therefore needed to identify which contributors, topics, and networks are central and which remain peripheral.

Bibliometric analysis is suitable for addressing this gap because it can examine publication growth, citation patterns, co-authorship, and conceptual structures across a defined corpus. Recent bibliometric studies demonstrate the value of combining productivity indicators with network and term analyses to identify research concentrations and emerging directions (Bogolyubova & Lovakov, 2022; Poursalehian et al., 2023; Sallam et al., 2024; Passas, 2024). Methodological work also emphasizes the importance of transparent screening, metadata checking, and normalization because author names, institutional labels, and keyword variants can fragment networks if they are not handled consistently (Stefanis et al., 2025). Junaidi et al. (2025) similarly illustrate the usefulness of bibliometric mapping for tracing developments in citizenship and religious education research.

Applied to Pancasila scholarship, these procedures make it possible to examine not only what topics are discussed, but also how the field is distributed across years, countries, authors, and thematic relationships. Such mapping is particularly relevant when a research area appears to be expanding rapidly but remains geographically concentrated.

Accordingly, this study analyzes Scopus-indexed English-language journal articles on Pancasila in the global context published from 2017 to 2026. It examines annual publication patterns, country participation and collaboration, author productivity and co-authorship, citation patterns, and term structures derived from titles, author keywords, and abstracts. The study contributes by integrating geographical, collaborative, and thematic evidence within one mapping of the field rather than treating individual applications of Pancasila separately. Its analytical focus is on whether recent publication growth is accompanied by broader intellectual and international integration and on which themes appear to be shaping the emerging research agenda. The findings are intended to clarify the current structure of the literature and identify areas where comparative, cross-national, and interdisciplinary research remains limited. Because the analysis is based on a deliberately restricted Scopus corpus, the conclusions are interpreted as characteristics of this dataset rather than as an exhaustive representation of all Pancasila scholarship.

METHOD

This study used a bibliometric design to map the development, collaboration structure, and thematic orientation of research on Pancasila in the global context. The design was selected because the research questions concern patterns across a publication corpus rather than effects at the level of individual participants. The analysis followed four linked stages: literature search, document selection, data checking and preparation, and bibliometric analysis. The procedures retained the dataset and numerical values reported in the original manuscript; where procedural details were not available, they are explicitly flagged for author verification rather than reconstructed.

Search Strategy and Data Source

The literature search was conducted in Scopus using the query "Pancasila" AND "global" in the Article Title, Abstract, and Keywords fields. The initial search returned 84 records. Scopus was used because the study required standardized bibliographic and citation metadata for publication, citation, collaboration, and term analyses (Passas, 2024; Stefanis et al., 2025). The query intentionally captures records in which both Pancasila and a global orientation are explicitly represented, but it may omit relevant publications that use related terms without the word "global".

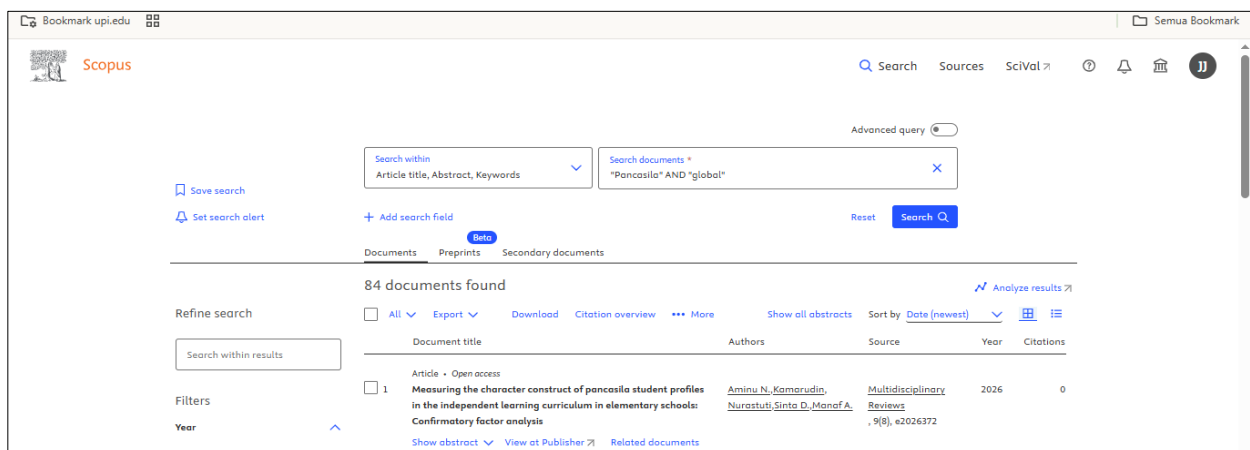


Figure 1. Scopus search results.

The 84 initially retrieved records constituted the broad corpus before bibliographic restrictions were applied. The records were subsequently screened by publication year, document type, publication stage, source type, and language. This sequential procedure was retained to make the construction of the final dataset transparent and to reduce heterogeneity that could arise from mixing articles with conference papers, reviews, editorials, or non-final records. The filtering logic is summarized in Table 1.

Eligibility Criteria and Document Selection

Records were limited to publications from 2017 to 2026. The dataset was then restricted to journal articles in final publication stage, reducing the corpus from 84 to 64 records, and an English-language criterion produced the final set of 60 documents. These criteria created a more comparable corpus for bibliometric mapping, while the English-only restriction may exclude relevant scholarship published in Indonesian or other languages. The 2026 count should also be treated as a partial-year observation unless the Scopus search was conducted after the end of 2026.

Table 1. Document selection criteria

Limitation	Selection	Number of Documents
Year	2017-2026	84
Document Type, Publication Stage, and Source Type	Article, Final, and Journal	64
Language	English	60

The document-selection procedure therefore reduced 84 records to 60 English-language journal articles. No additional numerical exclusions are reported beyond the criteria shown in Table 1, so no unreported screening stage has been added in this revision. The final corpus forms the basis for all descriptive, citation, collaboration, and term analyses reported below.

Data Checking and Preparation

The 60 retained records were checked for publication year, title, authors, affiliations, abstract, author keywords, source title, and citation-related metadata. This step was necessary because inconsistent author names, institution labels, or keyword variants can create artificial nodes and fragmented networks in bibliometric analysis (Stefanis et al., 2025). Records were also reviewed for correspondence with the intended scope of Pancasila in a global context. The annual distribution used in the analysis is reported in Table 2.

Table 2. Annual distribution of the final dataset

	Inclusion	Exclusion	Total
2026	9	0	9
2025	22	0	22
2024	8	0	8
2023	8	0	8
2022	2	0	2
2021	3	0	3
2020	3	0	3
2019	2	0	2
2018	1	0	1
2017	2	0	2
Amount	60	0	60

Bibliometric Analysis and Visualization

The finalized dataset was analyzed descriptively and through network-based bibliometric mapping. Publication and citation analysis summarized annual output and citation visibility; country- and author-level co-authorship analyses examined collaboration patterns; and title, author-keyword, and abstract-term analyses were used to identify recurring concepts and thematic relationships. Bibliographic coupling and co-citation are described in the original method, but corresponding results are not reported in the manuscript; they are therefore not interpreted as completed analyses in this revision.

VOSviewer was used for network visualization and term mapping. The manuscript reports a minimum occurrence threshold of two for title terms and author keywords and a threshold of ten for abstract terms, with full counting used for title and abstract analyses where specified. Network size, link strength, cluster membership, and relevance values were interpreted descriptively rather than as inferential statistics.

The workflow shown in Figure 2 summarizes the sequence from search to analysis. Interpretation was constrained to patterns observable in the 60-document corpus. Because the search used one database, one language restriction, and a narrow query, the results should be read as a structured mapping of the selected Scopus literature rather than a census of all Pancasila research.



Figure 2. Bibliometric analysis workflow.

RESULTS AND DISCUSSION

RESULTS

Publication Trends of Pancasila Research in the Global Context

The final dataset comprised 60 documents published between 2017 and 2026. Figure 3 shows low and fluctuating output during 2017-2022, followed by a clear increase from 2023 onward. This pattern describes publication activity within the selected Scopus corpus and does not by itself establish a change in the broader population of all Pancasila scholarship.

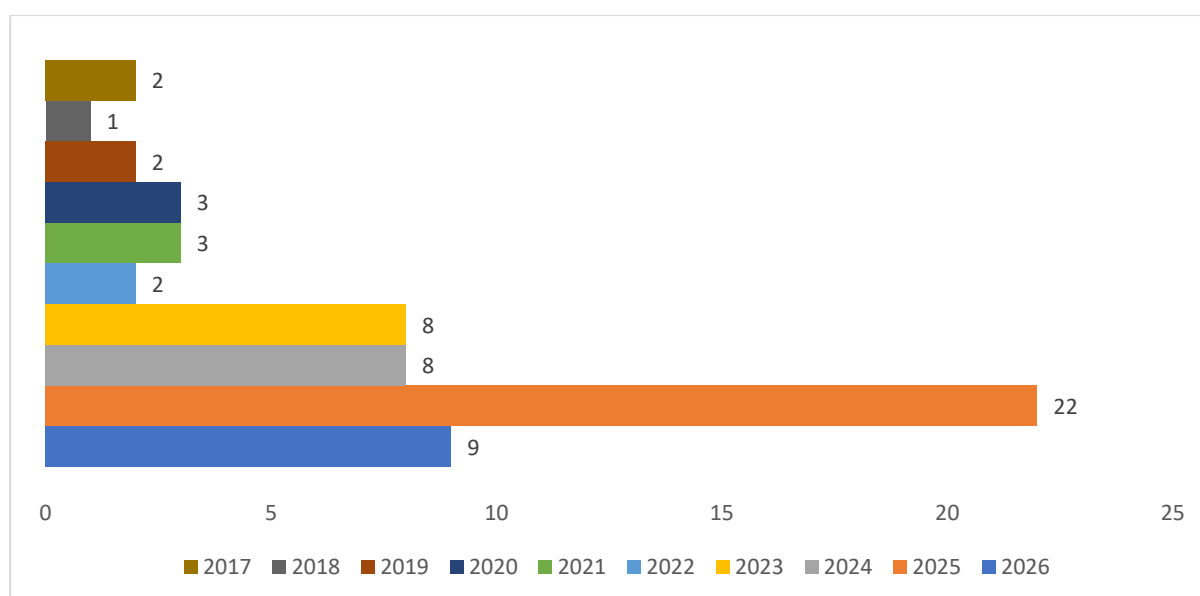


Figure 3. Annual publication output, 2017-2026.

The highest annual output occurred in 2025 with 22 documents. The dataset contains 9 documents for 2026, while 2023 and 2024 each contain 8; 2020 and 2021 each contain 3; 2019 and 2022 each contain 2; 2017 contains 2; and 2018 contains 1. The concentration of publications after 2023 indicates recent growth within the corpus. However, the 2026 value should not be interpreted as a year-on-year decline unless the search date confirms that the full 2026 publication year was covered.

Within these limits, the recent rise in publication output coincides with a broader thematic range in the dataset, including education, curriculum, legal reform, human rights, digital governance, global diversity, and sustainability. The publication trend is therefore used here as a descriptive indicator of increased research activity, while the thematic analyses below provide the evidence for how the focus of that activity is structured.

Publication by Country

Figure 4 shows that Indonesia is the dominant country in the dataset, with 56 documents. The United Arab Emirates contributes 4 documents, Malaysia 3, Japan and the United States 2 each, and Australia, China, Germany, India, Morocco, the Philippines, South Korea, Spain, and Thailand 1 each. These counts show that the corpus has an international geographical presence, but the strong concentration in Indonesia indicates that participation outside Indonesia remains limited.

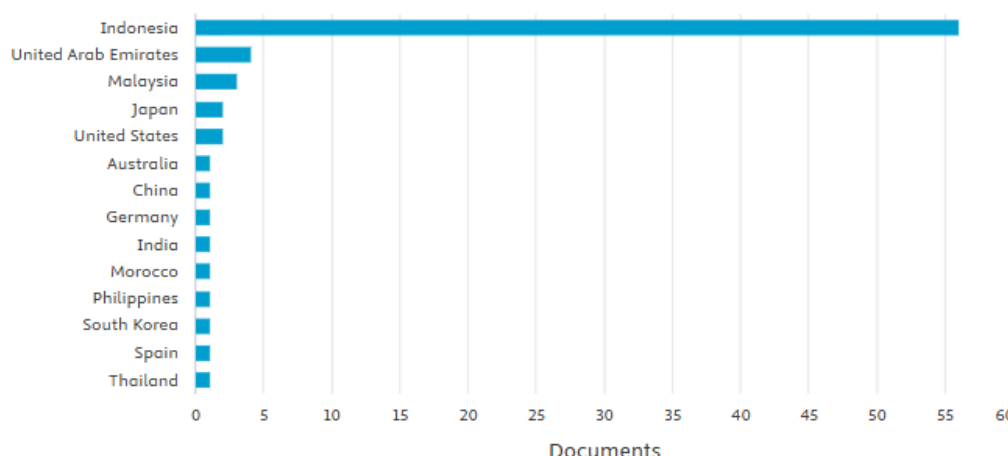


Figure 4. Number of articles by country or territory.

Figure 5 visually presents country-level links centered on Indonesia, including connections with Japan, the United Arab Emirates, China, Morocco, Australia, Malaysia, and Germany. This visualization suggests that some cross-country co-authorship is present in the mapped network. However, the country table associated with Figure 6 reports Total Link Strength values of zero for all countries. Because these two outputs are not internally consistent, the strength and extent of country collaboration should not be interpreted further until the original VOSviewer analysis settings are checked.

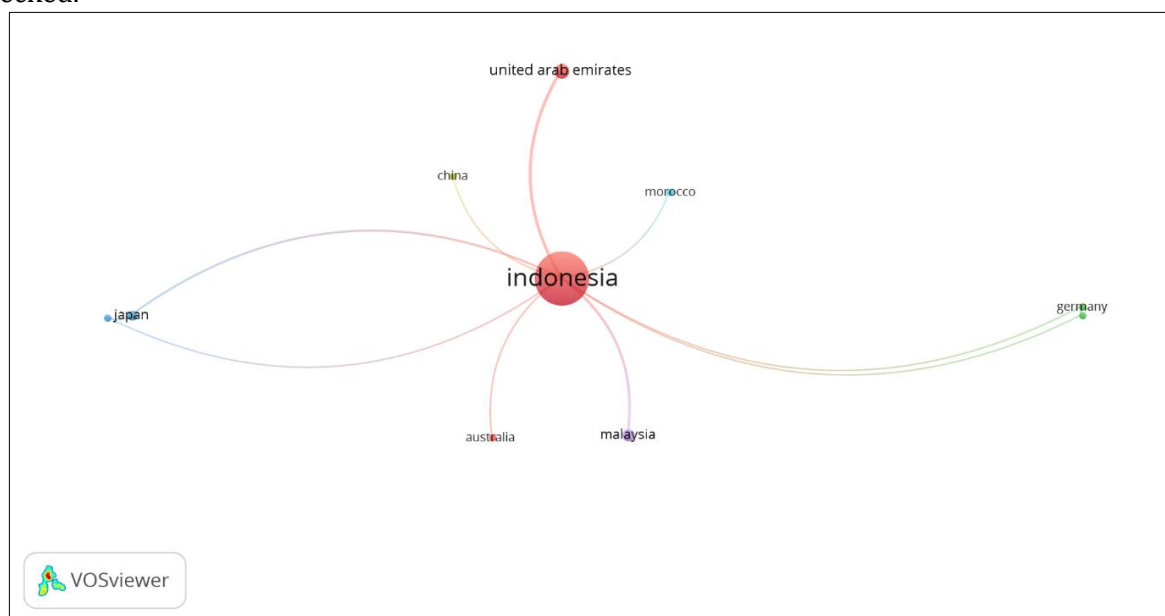


Figure 5. Country co-authorship network visualization.

Table 3 lists five recent Indonesian publications to illustrate thematic directions represented in the corpus, including the Pancasila Student Profile, social justice, digital sovereignty, global diversity, and intercultural communicative competence. The table is illustrative rather than a ranking because the manuscript does not report a citation, relevance, or impact criterion for selecting a "top" group. The label and interpretation have therefore been revised to avoid implying an unsupported ranking.

Table 3. Five selected recent Indonesian publications in the corpus

No	Title	Author Keywords
1	Measuring the character construct of pancasila student profiles in the independent learning curriculum in elementary schools: Confirmatory factor analysis (Aminu et al., 2026)	character; curriculum; education; model fit; profile of pancasila students; validity & reliabilty
2	Social justice in pancasila and the reassessment of acceleration clauses in contract enforcement (Dewantoro et al., 2026)	Contract Acceleration; Global Economic Challenges; Social Justice in Pancasila
3	Management strategies for strengthening the Indonesian Pancasila student profile to enhance character education in the 21st century (Wibisono et al., 2026)	independent curriculum; managerial mechanisms; POISE functions
4	Digital sovereignty in the Global South: Indonesia's cyber governance between global power and national autonomy (Pongrekun et al., 2026)	cybersecurity; data sovereignty; diplomacy; One Gate Data System; technological dependency
5	Analyzing Intercultural Communicative Competence in an International English Textbook Designed for Young Learners in the Indonesian Context (Sabrina et al., 2026)	English textbook analysis; global diversity; Intercultural communicative competence; Kurikulum Merdeka; young learners

Citation Patterns by Country

Figure 6 combines document counts, citation counts, citation ratios, and Total Link Strength values by country. Indonesia has the largest publication and citation totals, with 56 documents and 267 citations. Smaller contributors show higher citations per document in some cases, including the Philippines and Japan, but these ratios are sensitive to very small publication counts and should be interpreted cautiously. The Total Link Strength row is reported as zero for all countries and conflicts with the links visible in Figure 5; this element requires verification against the original VOSviewer output before it is used to draw conclusions about collaboration.

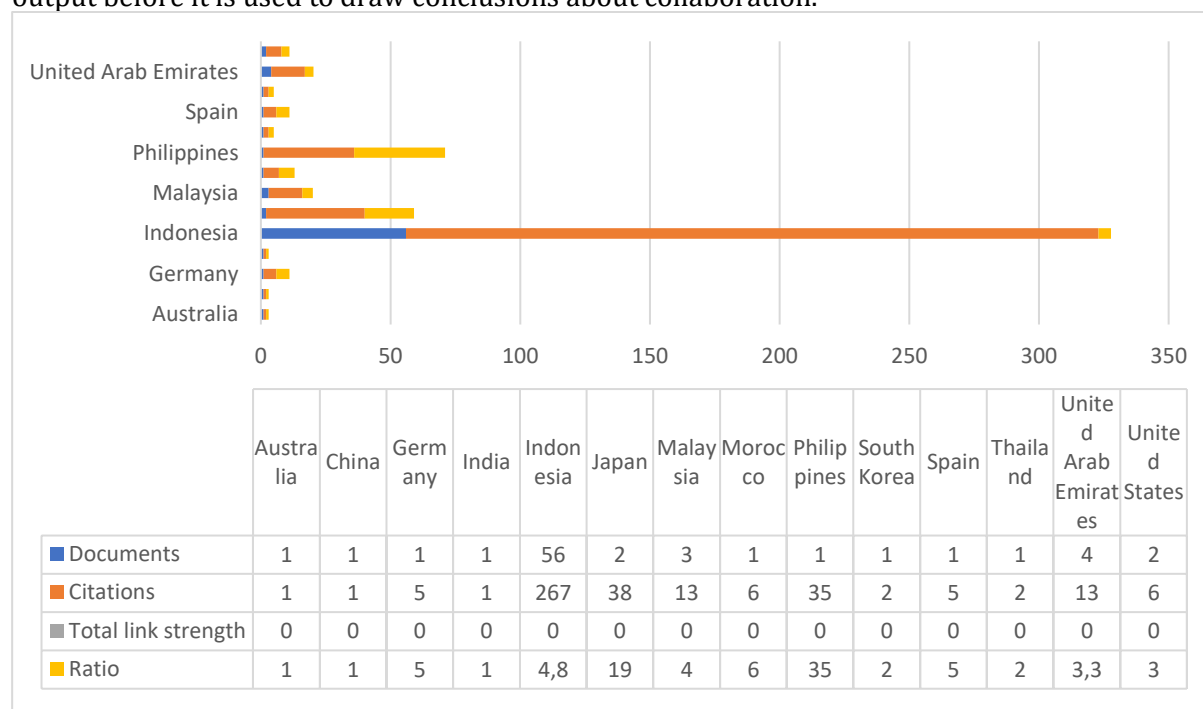


Figure 6. Publication and citation indicators by country.

Author Collaboration

Author co-authorship analysis identified a small connected group in Figure 7. The visible network contains four authors linked through co-authored publications, indicating that at least one compact collaboration cluster exists within the dataset. The limited size of this connected structure suggests that sustained author-level collaboration is concentrated rather than broadly distributed across the corpus.

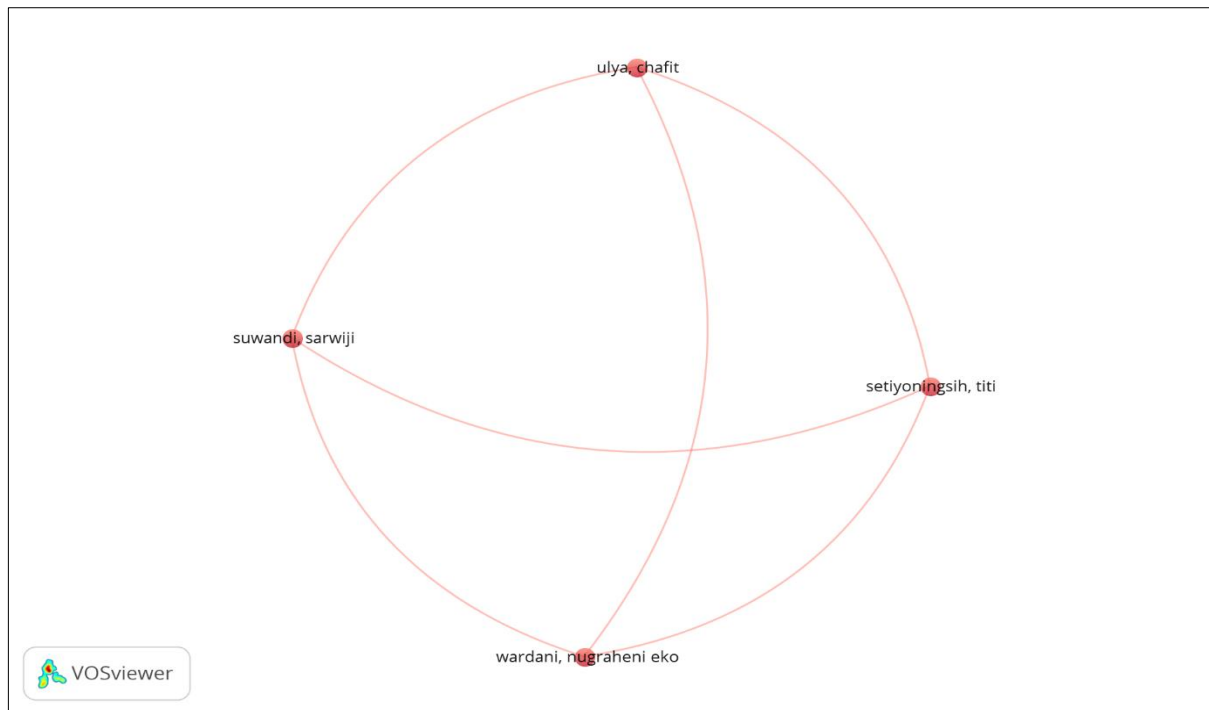


Figure 7. Author co-authorship network visualization.

Table 4 summarizes documents, citations, and Total Link Strength for the selected authors. Hendri M. Yngsilu has the largest publication count in the table with 4 documents and 13 citations, while Chami Yassine has 3 documents and 9 citations. Among authors with 2 documents, Edi Kurniawan has 10 citations. The highest Total Link Strength reported in the table is 6 for Titi Setiyingsih, Sarwiji Suwandi, Chit Ulya, and Nugraheni Eko Wardani. These indicators represent different dimensions of activity and should not be treated as interchangeable measures of influence or collaboration.

Table 4. Author productivity, citations, and collaboration strength

No	Author	Documents	Citations	Total Link Strength
1	Setiyingsih, Titi	2	3	6
2	Suwandi, Sarwiji	2	3	6
3	Ulya, Chit	2	3	6
4	Wardani, Nugraheni Eko	2	3	6
5	Yngsilu, Hendri M.	4	13	3
6	Yassine, Chami	3	9	3
7	Fernando, Junius	2	9	1
8	Natalis, Ag	2	3	1
9	Kurniawan, Edi	2	10	0

Title-Term Analysis

The title analysis was conducted to identify the frequency and relevance of terms appearing in publication titles and to determine the dominant thematic orientations in research on *Pancasila in the global context*. Using VOSviewer, the analysis was performed on the Title field with the full counting method. A minimum occurrence threshold of 2 occurrences was applied, resulting in 10 terms meeting the predefined criterion from a total of 247 terms identified in the title dataset. The results indicate that “Pancasila student profile” is the most frequently occurring term, with 5 occurrences, followed by “elementary school” with 3 occurrences. Meanwhile, terms such as “higher education,” “integration,” “urgency,” “constitutional amendment,” “judicial review,” “local wisdom,” and “implementation” each occurred twice. In terms of relevance, “higher education” and “integration” recorded the highest relevance scores, both at 1.47, followed by “urgency” (1.16), “constitutional amendment” and “judicial review” (1.12), and “elementary school” (1.09). The term “religious moderation” recorded two occurrences but had a relevance score of 0.00, indicating comparatively weak relevance within the identified title-term structure.

Overall, the findings demonstrate that research on Pancasila in the global context encompasses diverse themes, with particular attention to the Pancasila Student Profile, educational integration, higher education, local wisdom, constitutional issues, judicial review, and religious moderation. The relatively high occurrence of *Pancasila student profile* highlights the prominence of educational and character-development perspectives, whereas the relevance scores of *higher education* and *integration* suggest their important thematic positions within the emerging research landscape.

Table 5. Terms that frequently appear in the titles of publications on Pancasila in the Global Context

No	Keywords	Occurrences	Relevance
1	higher education	2	1.47
2	integration	2	1.47
3	urgency	2	1.16
4	constitutional amendment	2	1.12
5	judicial review	2	1.12
6	elementary school	3	1.09
7	local wisdom	2	0.93
8	implementation	2	0.82
9	pancasila student profile	5	0.82
10	religious moderation	2	0.00

Figure 8 presents the network visualization of the most frequently occurring terms identified in the titles of publications on *Pancasila in the Global Context*. The network comprises six interconnected terms: “Pancasila student profile,” “implementation,” “local wisdom,” “elementary school,” “integration,” and their associated relationships. The term “Pancasila student profile” occupies the most prominent position in the network, reflecting its relatively strong occurrence and central role in connecting several other concepts. It is directly associated with “implementation,” “local wisdom,” and “elementary school,” indicating that Pancasila-related research frequently discusses the implementation of the Pancasila Student Profile through educational practices, local wisdom, and elementary school contexts.

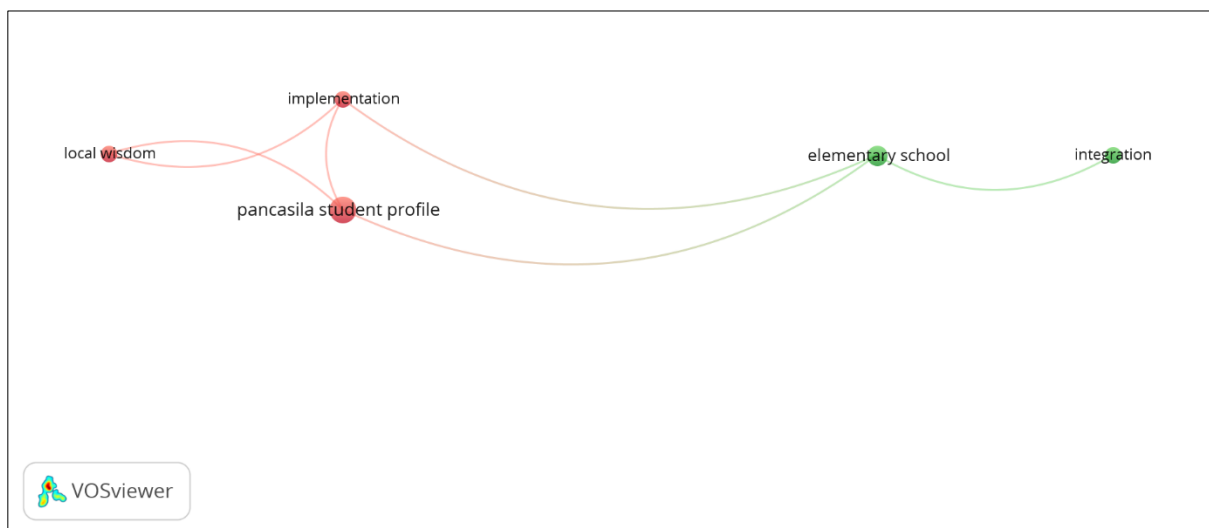


Figure 8. Visualization of title analysis results

The network further shows that “implementation” is connected with *Pancasila student profile* and *elementary school*, suggesting an emphasis on translating Pancasila values into concrete educational practices. Meanwhile, “local wisdom” is positioned on the left side of the network and is linked to *Pancasila student profile*, indicating the relevance of local cultural values in strengthening the implementation of Pancasila-based education. On the other side, “elementary school” forms a connection with “integration,” suggesting that the integration of Pancasila values is particularly associated with elementary education. The different node colours represent distinct clusters within the network, with the red cluster centred on *Pancasila student profile*, *implementation*, and *local wisdom*, while the green cluster connects *elementary school* and *integration*. Overall, the visualization indicates that contemporary research on Pancasila is strongly oriented toward educational

implementation, student character formation, local wisdom, and the integration of Pancasila values into elementary education, revealing an interconnected thematic structure between national ideological values and educational practice.

Author Keyword Analysis

The keyword analysis was conducted using VOSviewer to identify the frequency and strength of relationships among author keywords in research on *Pancasila in the global context*. A minimum occurrence threshold of 2 was applied, resulting in 27 selected keywords from a total of 254 terms. The results show that “Pancasila” is the most frequently occurring keyword, with 10 occurrences and a total link strength of 14, followed by “Indonesia” with 6 occurrences and a link strength of 14. These findings indicate that Pancasila and Indonesia constitute the central conceptual foundations of the research network. “Local wisdom” also appears prominently, with 5 occurrences and a link strength of 7, highlighting the important relationship between Pancasila values and local cultural knowledge.

Several other keywords demonstrate substantial thematic relevance. “Curriculum” and “Pancasila student profile” each occur 4 times, with total link strengths of 9, indicating strong connections with educational and character-development themes. “Student” occurs 3 times with a link strength of 10, while “Islamic education” occurs twice with a link strength of 8. The presence of “global diversity” (3 occurrences; 7 link strength) and “globalization” (3 occurrences; 4 link strength) indicates that Pancasila scholarship is increasingly connected to broader global and cultural issues. Meanwhile, keywords such as “human rights” and “judicial review”, each with 4 occurrences and a link strength of 4, demonstrate that the literature also addresses Pancasila in relation to constitutional, legal, and human-rights perspectives.

The keyword list also contains close lexical variants, including “Student” and “Students”, “Pancasila Student Profile” and “Student Profile”, and three labels related to the Merdeka Curriculum. These variants may fragment co-occurrence counts if they were not merged through a thesaurus. The table is retained as reported because the raw VOSviewer file is not available for recalculation.

Table 6. Keyword trends

No	Keyword	Occurrences	Total Link Strength
1	Indonesia	6	14
2	Pancasila	10	14
3	Student	3	10
4	Curriculum	4	9
5	Ideology	2	9
6	Pancasila Student Profile	4	9
7	Islamic Education	2	8
8	Global Diversity	3	7
9	Local Wisdom	5	7
10	Students	2	6
11	Teacher	2	6
12	Indonesian Language	2	5
13	Education	2	4
14	Elementary School	2	4
15	Globalization	3	4
16	Human Rights	4	4
17	Judicial Review	4	4
18	Constitutional Amendment	2	3
19	Constitutional Identity	2	3
20	Independent Curriculum	3	3
21	Islam	2	3
22	Multicultural Education	2	3
23	Communism	2	2
24	Kurikulum Merdeka	3	2
25	Student Profile	2	2
26	Justice	2	2
27	Merdeka Curriculum	2	0

Figure 9 presents the keyword co-occurrence network of research on *Pancasila in the global context*, illustrating the conceptual relationships among the most frequently occurring keywords identified through VOSviewer. The network shows “Pancasila” as one of the most prominent and central nodes, with connections to several themes, including “student profile,” “justice,” “human rights,” “globalization,” “ideology,” “Islam,” “Islamic education,” and “Indonesia.” The strong position of *Pancasila* indicates that it functions as a principal conceptual foundation connecting educational, ideological, cultural, legal, and global dimensions within the literature. “Indonesia” also occupies a prominent position and is connected to terms such as *curriculum*, *student*, *education*, *Islamic education*, and *multicultural education*, reflecting the strong relationship between Pancasila scholarship and Indonesian educational and sociocultural contexts.

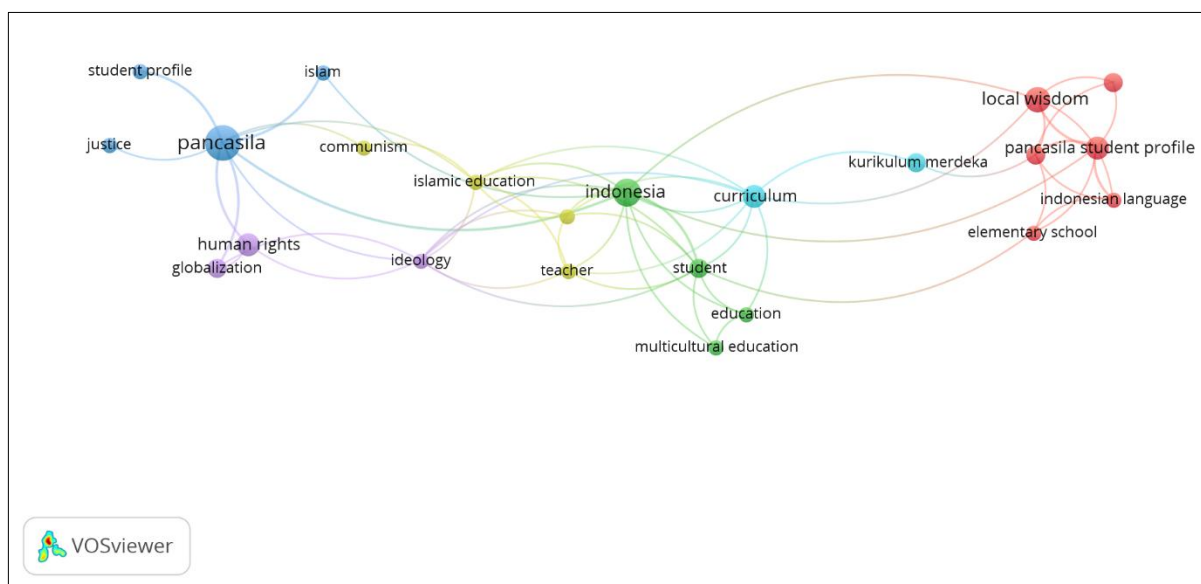


Figure 9. Visualization of Pancasila in the Global Context research network

The network further demonstrates several thematic groupings. On the left side, the connection among “Pancasila,” “human rights,” “globalization,” “justice,” and “ideology” indicates that Pancasila is discussed in relation to broader questions of social justice, human rights, national identity, and globalization. Meanwhile, the connection between “Islam,” “Islamic education,” “ideology,” and “communism” represents a distinct thematic dimension concerning ideology and religious education. In the central part of the network, “curriculum,” “student,” “teacher,” “education,” and “multicultural education” form an educational cluster, suggesting considerable attention to the implementation of Pancasila values through curriculum and educational practices. On the right side, “Pancasila student profile,” “local wisdom,” “elementary school,” “Indonesian language,” and “Kurikulum Merdeka” form another closely connected group, highlighting the integration of Pancasila values with local wisdom, language, and contemporary curriculum implementation.

The connecting lines between the nodes indicate the frequency and strength of conceptual co-occurrence, while the different colours represent distinct thematic clusters within the network. The visualization demonstrates that Pancasila-related scholarship extends beyond its role as a national ideology and increasingly intersects with globalization, human rights, multicultural education, curriculum development, local wisdom, religious education, and student character formation. The relatively dense connections between educational terms and *Pancasila Student Profile* further suggest that contemporary research increasingly translates Pancasila principles into educational frameworks and practices. Overall, Figure 9 reveals a multidimensional research structure in which Pancasila and Indonesia serve as central conceptual anchors, connecting national ideological perspectives with educational transformation, cultural diversity, constitutional and social values, and broader global challenges.

Abstract-Term Analysis

The abstract analysis was conducted using VOSviewer to identify the most frequently occurring and thematically relevant terms within the abstracts of publications addressing *Pancasila*

in the global context. The analysis used the Abstract field and the full counting method, with a minimum occurrence threshold of 10 occurrences. From a total of 2,178 terms, 14 terms met the predefined threshold and were selected for further analysis. The results indicate that “pancasila” is the most frequently occurring term, appearing 67 times, followed by “student” with 61 occurrences, “law” with 48, and “education” with 49 occurrences. Other frequently occurring terms include “school” (27), “data” (26), “ideology” (23), “Pancasila student profile” (21), “teacher” (20), “country” (17), and “constitution” (16). These terms demonstrate that the literature encompasses multiple dimensions, particularly Pancasila as an ideological foundation, educational development, student and teacher roles, and constitutional and legal issues.

In terms of relevance, “constitution” records the highest score at 2.38, followed by “paper” (1.87) and “law” (1.79), suggesting that these terms have strong thematic specificity within the analysed abstracts despite occurring less frequently than broader terms such as *Pancasila* and *student*. “Pancasila student profile” also demonstrates notable relevance with a score of 1.16, indicating its importance as a specific concept within contemporary Pancasila-related educational discourse. Meanwhile, terms such as “country,” “ideology,” “traditional sport,” and “Pancasila” demonstrate moderate relevance, while “education” (0.36), “data” (0.35), and “importance” (0.30) have comparatively lower relevance scores. Overall, the findings indicate that research on *Pancasila in the global context* is characterized by a combination of ideological, educational, legal, constitutional, and national-context dimensions, with emerging attention to the Pancasila Student Profile and its implementation in educational settings. Table 7 presents the selected terms, their occurrence frequencies, and relevance scores, providing an overview of the principal conceptual elements identified within the abstracts.

Table 7. Selected terms in abstract

No	Keywords	Occurrences	Relevance
1	constitution	16	2.38
2	paper	10	1.87
3	law	48	1.79
4	pancasila student profile	21	1.16
5	country	17	1.09
6	ideology	23	0.90
7	traditional sport	11	0.89
8	pancasila	67	0.82
9	student	61	0.73
10	school	27	0.69
11	teacher	20	0.68
12	education	49	0.36
13	data	26	0.35
14	importance	12	0.30

Figure 10 illustrates the network structure of terms identified in the abstracts of publications on *Pancasila in the global context*, with the visualization showing the relationships among the most prominent concepts. The network is organized around several central terms, particularly ‘pancasila’, ‘education’, ‘student’, ‘law’, and ‘ideology’, which demonstrate relatively strong connections with other terms. The term ‘pancasila’ occupies a prominent position in the right-central part of the network and is closely associated with ‘ideology’, ‘law’, ‘constitution’, and ‘paper’, indicating that research on Pancasila extends beyond educational issues to constitutional, legal, and ideological dimensions. Meanwhile, ‘education’ and ‘student’ form an important cluster on the left side and are connected with ‘teacher’, ‘data’, ‘importance’, and ‘Pancasila student profile’, reflecting the strong emphasis on educational implementation, student development, and the role of teachers. The term ‘country’ and ‘traditional sport’ appear toward the upper part of the network, suggesting additional connections between Pancasila, national identity, cultural practices, and broader country-level contexts.

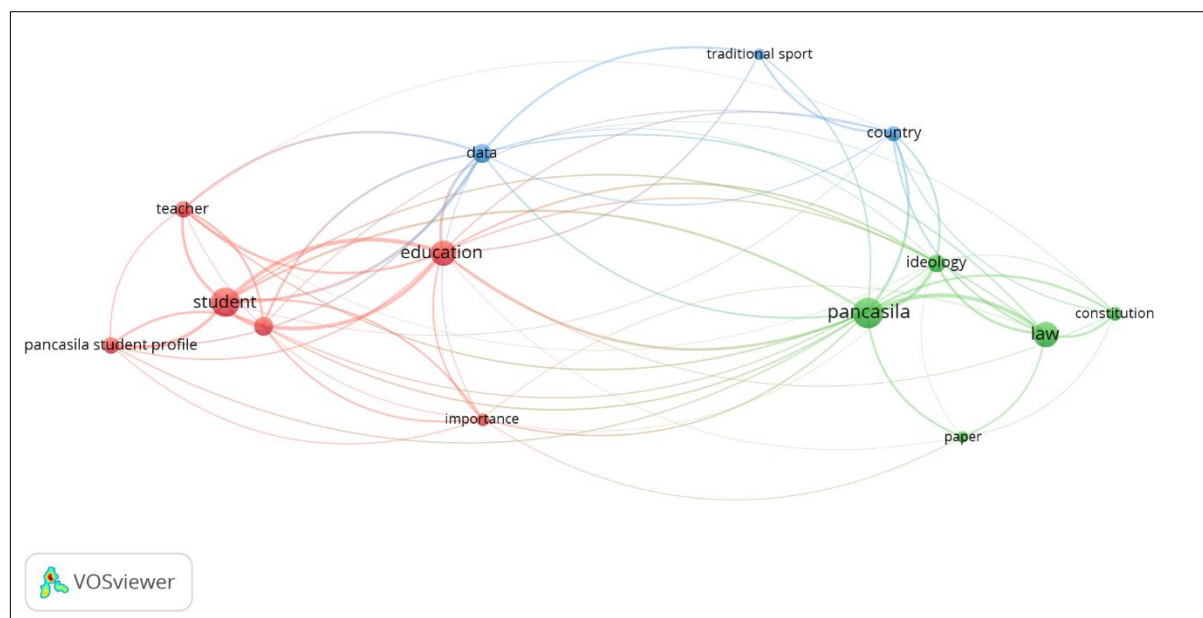


Figure 10. Network visualization of terms identified in publication abstracts.

The network also demonstrates several meaningful relationships among educational, ideological, and constitutional themes. The strong connections surrounding 'Pancasila student profile', 'student', 'teacher', and 'education' indicate that the development of Pancasila-based student character is an important educational concern, particularly in relation to teachers and learning environments. On the other hand, the cluster containing 'pancasila', 'ideology', 'law', and 'constitution' highlights the continuing relevance of Pancasila as an ideological and constitutional foundation. 'Local wisdom' and 'traditional sport' further suggest that cultural and local dimensions are also incorporated into discussions of Pancasila. Overall, the visualization indicates that research on Pancasila in the global context is thematically diverse, linking education and student development with ideology, law, constitutionalism, national identity, and cultural values. The interconnected structure demonstrates that Pancasila is increasingly discussed not only as an educational or ideological concept but also as a multidimensional framework associated with contemporary national and global challenges.

DISCUSSION

The bibliometric evidence shows that the selected Pancasila literature has expanded rapidly in recent years, but growth in publication volume is not equivalent to full internationalization of the field. Most documents remain associated with Indonesia, while participation from other countries is comparatively small. This pattern is consistent with the subject's historical and institutional location, yet it also means that claims about a global research field should be made cautiously. Madung and Mere (2021), Boiliu et al. (2022), and Muslimin et al. (2024) demonstrate that Pancasila can be placed in dialogue with human rights, global ethics, and comparative socio-legal questions, but such studies remain dispersed. The present mapping therefore suggests a field that is internationally visible in selected themes without yet showing a strongly distributed cross-national research structure. A more developed internationalization would require not only foreign-country participation but also sustained comparative questions, shared theoretical frameworks, and cross-border collaboration.

Education is the clearest thematic concentration in the corpus, especially through the Pancasila Student Profile, curriculum, students, teachers, local wisdom, and elementary education. This concentration reflects a shift in how Pancasila is operationalized: recent work increasingly examines competencies, practices, instruments, and learning environments rather than only ideological transmission. Ruyadi and Dahliyana (2022) specify competencies for Pancasila ideological education, Rachman et al. (2024) validate an instrument related to the P5 project, and Solehuddin et al. (2024) link P5 implementation with student well-being. Atmojo et al. (2024) extend this applied orientation through STEM-integrated character learning, while Prasetyarini et al. (2025) and Walidi et al. (2025) examine collaborative and digital forms of learning. The bibliometric prominence of educational

terms is therefore supported by a substantive movement toward measurable and practice-oriented applications. Within this corpus, education functions as the main site where Pancasila's normative principles are translated into contemporary pedagogical forms.

The prominence of local wisdom, multicultural education, Islam, and global diversity suggests a second cluster concerned with how Pancasila mediates cultural and religious plurality. Warsah et al. (2023) examine Pancasila in relation to Islam and sociocultural conflict, while Sudarmin (2024) integrates local cultural knowledge into Pancasila education. Tabrani et al. (2024) also position Pancasila as a value framework in Islamic higher education, and Sabrina et al. (2026) connect Indonesian educational material with intercultural communicative competence and global diversity. These studies share an emphasis on contextualizing broad civic values within specific cultural and educational settings. The implication is not that local wisdom automatically produces intercultural competence, but that local and national value systems are being used as mediating resources for diversity-related education. Comparative research is still needed to test whether these approaches are transferable beyond Indonesian settings and how they relate to established international frameworks of multicultural and global citizenship education.

Legal and human-rights themes form another substantial component of the intellectual structure. Madung and Mere (2021) place Pancasila in dialogue with human-rights concepts, while Boiliu et al. (2022) examine its ethical relationship with human rights through the second principle. Akbar Hadiprabowo et al. (2024) and Siregar et al. (2024) connect Pancasila to contemporary legal reform and international ideological debate, and Dewantoro et al. (2026) extend the discussion to social justice in contract enforcement. The recurring appearance of law, constitution, judicial review, human rights, and justice in title, keyword, and abstract analyses is therefore substantively coherent with the cited literature. At the same time, most of these studies continue to use Indonesian legal problems as their primary empirical or normative reference point. The research opportunity lies in moving from international reference to genuinely comparative constitutional and human-rights analysis in which Pancasila is examined alongside other normative or civic frameworks.

Digitalization appears as an emerging rather than dominant theme, and this distinction is important for interpreting novelty. Putradipradja et al. (2026) discuss Pancasila values in the digital era, Handayani (2026) develops a digital module for the Pancasila Student Profile, and Rahmat et al. (2026) link Pancasila education with a civic crowdfunding platform. Pongrekun et al. (2026) broadens the technological discussion by examining digital sovereignty and cyber governance in the Global South. Together, these studies indicate that digital technology is entering the field through both educational delivery and governance questions. However, the corpus does not yet show a dense, mature cluster around algorithmic governance, platform citizenship, online polarization, or digital civic participation. Digital citizenship should therefore be treated as an emerging research direction supported by a limited but growing set of studies rather than as an already established core of Pancasila scholarship.

Sustainability shows a similar pattern of emerging integration. Harjanti et al. (2026) connect implementation of the Pancasila Student Profile with SDG 4, Handayani (2026) incorporates a sustainable-lifestyle theme into an e-module, and Rahmat et al. (2026) link civic engagement with the Sustainable Development Goals. These studies suggest a route through which national value education can interact with internationally recognized sustainability agendas. The bibliometric evidence, however, does not establish that sustainability is as structurally central as education, law, or ideology. Its significance lies in the direction of thematic expansion rather than in current network dominance. Future research could clarify whether principles such as social justice, collective responsibility, and participation provide a distinctive contribution to sustainable citizenship or whether sustainability is primarily being adopted as an implementation context for existing Pancasila education.

The collaboration findings require more cautious interpretation than the thematic findings. The country visualization appears to show links centered on Indonesia, whereas the country-level Total Link Strength values reported in Figure 6 are all zero. At the author level, the connected network is small, although several authors show measurable collaboration strength. Because bibliometric networks are sensitive to the selected unit of analysis, counting method, threshold, and metadata normalization, the inconsistency between the country outputs should be resolved before strong conclusions are made. Stefanis et al. (2025) emphasize the methodological importance of data

normalization, while Mwantimwa and Kassim (2023) show why collaboration matters for research activity and knowledge exchange. The most defensible conclusion from the present manuscript is that international participation exists but the magnitude and density of collaboration require verification from the original VOSviewer settings.

Taken together, the study positions contemporary Pancasila scholarship as a multidimensional but still unevenly integrated research domain. Its strongest recent development is the movement from ideological description toward educational, legal, intercultural, digital, and sustainability-oriented applications, while Indonesia remains the principal geographical and conceptual anchor. This extends the literature by showing that thematic diversification and internationalization are related but analytically distinct processes. The study also identifies a methodological priority for future bibliometric work: broader search strategies, explicit data-cleaning rules, transparent software parameters, and temporal analyses such as overlay visualization or period comparison are needed before claims about thematic evolution can be made more strongly. Within the limits of the current corpus, the findings support a research agenda centered on cross-national comparison, intercultural and global citizenship, digital citizenship, human rights, and sustainability. These directions would allow future studies to test whether Pancasila can contribute to wider theoretical conversations rather than being referenced internationally while remaining primarily investigated within Indonesian settings.

CONCLUSION

This bibliometric study mapped 60 English-language Scopus-indexed journal articles on Pancasila in the global context published between 2017 and 2026. The corpus shows a marked concentration of publication activity after 2023 and a thematic structure dominated by education, curriculum, the Pancasila Student Profile, local wisdom, law, human rights, globalization, and global diversity, with developing links to digitalization and sustainability. Indonesia remains the principal contributor, and the available evidence indicates that international participation has expanded more clearly than sustained cross-national integration. The study therefore distinguishes thematic globalization from deeper scholarly internationalization: Pancasila is increasingly connected with globally recognizable issues, but comparative frameworks and collaboration networks remain limited. These conclusions are bounded by the use of a single database, the query "Pancasila" AND "global", the English-language restriction, the 60-document corpus, possible partial-year coverage for 2026, and unresolved inconsistencies in the reported country collaboration metrics. Future research should broaden search terms and databases, document metadata normalization and VOSviewer parameters transparently, and use comparative or temporal mapping to examine how global citizenship, intercultural competence, human rights, digital citizenship, and sustainability develop across the field.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to the Rector of Universitas Pendidikan Indonesia (UPI) and the Directorate of Research and Community Engagement (DPPM) for providing financial support for this research. This support has contributed significantly to the successful completion of the study and the dissemination of its findings.

AUTHOR CONTRIBUTIONS STATEMENT

S.W.T.: Conceptualization, Methodology, Supervision, Validation, Writing – original draft, Writing – review & editing. S.: Methodology, Data curation, Formal analysis, Visualization, Writing – original draft. L.A.: Conceptualization, Investigation, Validation, Writing – review & editing. M.B.M.R.: Investigation, Data curation, Literature review, Writing – review & editing. J.: Formal analysis, Bibliometric analysis, Visualization, Interpretation of results, Writing – original draft. I.K.K.: Data curation, Investigation, Validation, Visualization, Writing – review & editing.

REFERENCES

- Abdulkarim, A., Komalasari, K., Saripudin, D., Ratmaningsih, N., & Anggraini, D. N. (2020). Development of a unity in diversity-based Pancasila education text book for Indonesian universities. *International Journal of Instruction*, 13(1), 371–386. <https://doi.org/10.29333/iji.2020.13125a>
- Akbar Hadiprabowo, M., Wasino, W., & Kurniawan, E. (2024). Pancasila in modern Indonesian legal reform: Addressing current cases and international debates on ideology and law. *Journal of Law and Legal Reform*, 5(4), 2151–2174. <https://doi.org/10.15294/jllr.v5i4.18922>
- Aleixandre-Benavent, R., González De Dios, J., Castelló Cogollos, L., Navarro Molina, C., Alonso-Arroyo, A., Vidal-Lnfer, A., & Lucas-Domínguez, R. (2017). Bibliometrics and indicators of scientific activity (1): The evaluation of research and scientific activity in pediatrics through bibliometrics. *Acta Pediatrica Espanola*, 75(1–2), 18–25.
- Aminu, N., Sinta, D., & Manaf, A. (2026). Measuring the character construct of Pancasila student profiles in the independent learning curriculum in elementary schools: Confirmatory factor analysis. *Multidisciplinary Reviews*, 9(8). <https://doi.org/10.31893/multirev.2026372>
- Anninos, L. N. (2014). Research performance evaluation: Some critical thoughts on standard bibliometric indicators. *Studies in Higher Education*, 39(9), 1542–1561. <https://doi.org/10.1080/03075079.2013.801429>
- Atmojo, S. E., Lukitoaji, B. D., & Anggriani, M. D. (2024). The impact of STEM integration in Pancasila character-oriented learning on the professional competence of Indonesian elementary school teacher candidates. *Revista de Gestao Social e Ambiental*, 18(7). <https://doi.org/10.24857/rgsa.v18n7-026>
- Bogolyubova, O., & Lovakov, A. (2022). What do we know about EMDR therapy research? A bibliometric analysis. *Journal of EMDR Practice and Research*, 16(2), 76–91. <https://doi.org/10.1891/EMDR-2021-0008>
- Boiliu, N. I., Sihombing, A. F., Sampaleng, D., Widjaja, F. I., & Simanjuntak, F. (2022). Human rights: The convergence of the second sila of Pancasila and Hans Kung's global ethics in Indonesia. *HTS Teologiese Studies/Theological Studies*, 78(4). <https://doi.org/10.4102/hts.v78i4.6933>
- Cheol Shin, J., Jeung Lee, S., & Kim, Y. (2013). Research collaboration across higher education systems: Maturity, language use, and regional differences. *Studies in Higher Education*, 38(3), 425–440. <https://doi.org/10.1080/03075079.2013.774585>
- Dewantoro, D., Busro, A., & Priyono, E. A. (2026). Social justice in Pancasila and the reassessment of acceleration clauses in contract enforcement. *Cadernos de Dereito Actual*, 2026(32), 451–466.
- Ellegaard, O., & Wallin, J. A. (2015). The bibliometric analysis of scholarly production: How great is the impact? *Scientometrics*, 105(3), 1809–1831. <https://doi.org/10.1007/s11192-015-1645-z>
- Fadhilah, N. (2019). Strengthening national identity to younger generation through internalization of Pancasila values in the digital era. *International Journal of Engineering and Advanced Technology*, 8(5), 391–396. <https://doi.org/10.35940/ijeat.E1056.0585C19>
- Gazni, A., & Thelwall, M. (2016). The citation impact of collaboration between top institutions: A temporal analysis. *Research Evaluation*, 25(2), 219–229. <https://doi.org/10.1093/reseval/rvv039>
- Głąb, K. M. (2020). The culture of Pancasila: An Indonesian concept that fuses the impossible. *Acta Asiatica Varsoviensia*, 2020(33), 5–21.
- Gu, Y., Lu, F., & Zhang, J. (2021). A bibliometric analysis of measures for controlling slope and watershed erosion from 2010 to 2019. *IOP Conference Series: Earth and Environmental Science*, 675(1). <https://doi.org/10.1088/1755-1315/675/1/012039>
- Handayani, D. (2026). Development of e-module for Pancasila Student Profile Strengthening Project Phase E with sustainable lifestyle theme eco-enzyme making topic. *International Journal of Information and Education Technology*, 16(1), 205–217. <https://doi.org/10.18178/ijiet.2026.16.1.2495>
- Hangabei, S. M., & Dimiyati, K. (2021). The ideology of law: Embodying the religiosity of Pancasila in Indonesia legal concepts. *Law Reform: Jurnal Pembaharuan Hukum*, 17(1), 77–94. <https://doi.org/10.14710/lr.v17i1.37554>

- Harjanti, F. D., Ardiansyah, R., & Suryandari, S. (2026). Implementing the Pancasila Student Profile through the Merdeka Curriculum: A case study from Surabaya in advancing SDG 4. *Social Sciences and Humanities Open*, 13. <https://doi.org/10.1016/j.ssaho.2026.102728>
- Hassan, S. T. T. (2026). Navigating bibliometric analysis: A stepwise approach using Bibliometrix library in R software. In *Building applied models for problem solving* (pp. 407–416). <https://doi.org/10.4018/979-8-3373-3301-4.ch012>
- Junaidi, Tanshzil, S. W., & Komalasari, K. (2025). Tracking the evolution of citizenship and religious education studies: A bibliometric analysis (2015–2025). *British Journal of Religious Education*, 1–18.
- Knapczyk, A., Francik, S., Pedryc, N., & Hebda, T. (2018). Bibliometric analysis of research trends in engineering for rural development. *Engineering for Rural Development*, 17, 700–707. <https://doi.org/10.22616/ERDev2018.17.N389>
- Latif, Y. (2018). The religiosity, nationality, and sociality of Pancasila: Toward Pancasila through Soekarno's way. *Studia Islamika*, 25(2), 207–245. <https://doi.org/10.15408/sdi.v25i2.7502>
- Madung, O. G., & Mere, W. S. (2021). Constructing modern Indonesia based on Pancasila in dialogue with the political concepts underlying the idea of human rights. *Journal of Southeast Asian Human Rights*, 5(1), 1–24. <https://doi.org/10.19184/jseahr.v5i1.20258>
- Martínez-Toro, G. M., Rico-Bautista, D., Romero-Riaño, E., Galeano-Barrera, C. J., Guerrero, C. D., & Parra-Valencia, J. A. (2019). Analysis of the intellectual structure and evolution of research in human-computer interaction: A bibliometric analysis. *RISTI - Revista Iberica de Sistemas e Tecnologias de Informacao*, E17, 363–378.
- Miholič, P. (2010). Bibliometrijska analiza člankov in citatov revije Zdravstveno Varstvo: 2003–2009. *Zdravstveno Varstvo*, 49(3), 109–116. <https://doi.org/10.2478/v10152-010-0011-z>
- Muslimin, J. M., Rizapoor, H., Zamhari, A., & Umar, M. (2024). Sharia, deradicalization and national consensus: A review of Pancasila-inspired philosophy as a socio-legal nexus for Indonesia and Afghanistan. *International Journal of Law and Society*, 3(2), 131–155. <https://doi.org/10.59683/ijls.v3i2.93>
- Mwantomwa, K., & Kassim, M. (2023). Why does researchers' collaboration matter in research activities? *Higher Education Quarterly*, 77(4), 741–755. <https://doi.org/10.1111/hequ.12431>
- Passas, I. (2024). Bibliometric analysis: The main steps. *Encyclopedia*, 4(2), 0. <https://doi.org/10.3390/encyclopedia4020065>
- Pheeney, C. E. (2019). Harnessing digital tools in collaborative inquiry for contemporary interpretation of the Pancasila. *ACM International Conference Proceeding Series*, 128–136. <https://doi.org/10.1145/3328243.3328259>
- Pongrekun, D., Sudirman, A., Setiabudi, W., & Bainus, A. (2026). Digital sovereignty in the Global South: Indonesia's cyber governance between global power and national autonomy. *Research Journal in Advanced Humanities*, 7(1). <https://doi.org/10.58256/hprs3b27>
- Poursalehian, M., Ebrahimzadeh, M. H., Javadzade, E., & Mortazavi, S. M. J. (2023). Recent trends and hotspots in knee arthroplasty: A bibliometric analysis and visualization study of the last five-year publications. *Archives of Bone and Joint Surgery*, 11(9), 545–555. <https://doi.org/10.22038/ABJS.2023.70791.3314>
- Prasetyarini, A., Anif, S., Narimo, S., & Nugroho, M. S. (2025). Peer collaboration in P5: Students' perspective of project-based learning in multicultural school setting. *International Journal of Innovation and Learning*, 37(1), 104–119. <https://doi.org/10.1504/IJIL.2025.143003>
- Putradipradja, M. S. F., Jatmika, W. A., & Situmeang, S. M. T. (2026). Revitalizing Pancasila values in the digital era in preventing moral decadence of the younger generation. *Sortuz*, 16(1), 40–50. <https://doi.org/10.35295/SZ.IISL.2405>
- Rachman, A., Putro, H. Y. S., Rusandi, M. A., & Situmorang, D. D. B. (2024). The development and validation of the “Kuesioner Tema Proyek Penguatan Profil Pelajar Pancasila” (KT P5): A new tool for strengthening the Pancasila Student Profile in Indonesian pioneer schools. *Heliyon*, 10(16). <https://doi.org/10.1016/j.heliyon.2024.e35912>
- Rahmat, R., Bestari, P., Masyitoh, I. S., Insani, N. N., Sopianingsih, P., Sidiqah, N., & Juliana, D. D. (2026). Developing a civic crowdfunding platform for Pancasila education to enhance civic engagement to support Sustainable Development Goals (SDGs). *Journal of Engineering Science and Technology*, 21(1), 17–24.

- Ruyadi, Y., & Dahliyana, A. (2022). Basic competency of Pancasila ideological education for elementary school in Indonesia. *Cakrawala Pendidikan*, 41(3), 703–718. <https://doi.org/10.21831/cp.v41i3.45918>
- Sabrina, R., Nurhayati, L., Ummah, H., Nadhiroh, I. Z., & Fitriyah, D. I. (2026). Analyzing intercultural communicative competence in an international English textbook designed for young learners in the Indonesian context. *Intercultural Communication Education*, 9(1). <https://doi.org/10.29140/ice.v9n1.103265>
- Sallam, M., Mohammadi, M., Sainsbury, F., Nguyen, N.-T., Kimizuka, N., Muyldermans, S., & Benešová-Schäfer, M. (2024). Bibliometric and scientometric analysis of PSMA-targeted radiotheranostics: Knowledge mapping and global standing. *Frontiers in Oncology*, 14. <https://doi.org/10.3389/fonc.2024.1397790>
- Siahaan, M. (2025). The universality of human dignity and human rights: An Indonesian experience. In *New perspectives on human dignity in Asia: Cross-cultural interpretations and dialogue* (pp. 114–136). <https://doi.org/10.4324/9781003668527-9>
- Siregar, E. H., Utomo, C. B., & Sholeh, M. (2024). Pancasila in the context of Indonesian legal reform: A critical evaluation and international debate. *Journal of Law and Legal Reform*, 5(3), 2093–2126. <https://doi.org/10.15294/JLLR.V5I4.18923>
- Solehuddin, M., Budimansyah, D., & Dahliyana, A. (2024). Tracing Pancasila: Unveiling the impact of the Pancasila student profile strengthening project on student well-being in Indonesia. *Cakrawala Pendidikan*, 43(3), 773–787. <https://doi.org/10.21831/cp.v43i3.78328>
- Stefanis, C., Stavropoulou, E., Stavropoulos, A., Gyriki, D., Nikolaidis, C. G., Vassos, V., Nena, E., Tsigalou, C., & Bezirtzoglou, E. (2025). Innovative methodological pillars for bibliometric studies: AI screening, data normalization and dual-tool analysis. *Discover Applied Sciences*, 7(9). <https://doi.org/10.1007/s42452-025-07653-3>
- Sudarmin. (2024). Development of a Pancasila education teaching module with integration of Mattabe' culture for strengthening student character values. *Journal of Ecohumanism*, 3(6), 1743–1753. <https://doi.org/10.62754/joe.v3i6.4136>
- Suyato, S., Oktaviani, L., & Hidayah, Y. (2025). Global citizenship education in the age of globalisation: The essential role of short-term study abroad. *Globalisation, Societies and Education*. <https://doi.org/10.1080/14767724.2025.2536302>
- Tabrani, Z. A., Walidin, W., Idris, S., & Huda, M. (2024). Pancasila as the core value for character building in Islamic higher education institutions. *Jurnal Ilmiah Peuradeun*, 12(2), 565–592. <https://doi.org/10.26811/peuradeun.v12i2.1212>
- Triastuti, R., & Gunawati, D. (2020). Digital literacy through citizenship education learning an effort to address the spread of false news (HOAX). *ACM International Conference Proceeding Series*. <https://doi.org/10.1145/3452144.3453784>
- Waldi, A., Supendra, D., Rivelia, K. P., Anggraeni, A., & Febriani, R. (2025). Application of digital teaching materials based on flipped learning model in civics education in elementary school. *International Journal on Informatics Visualization*, 9(1), 90–96. <https://doi.org/10.62527/joiv.9.1.2229>
- Wardani, N. E., Suwandi, S., Ulya, C., & Setiyoningsih, T. (2025). Pancasila student profiles in digital textbooks for Indonesian language and literature in Merdeka Curriculum. *Theory and Practice in Language Studies*, 15(7), 2248–2259. <https://doi.org/10.17507/tpls.1507.17>
- Warsah, I., Muttaqin, I., & Morganna, R. (2023). Pancasila, Islam, and harmonising socio-cultural conflict in Indonesia. *Al-Jami'ah*, 61(1), 137–156. <https://doi.org/10.14421/AJIS.2023.611.137-156>
- Wibisono, M. I. Y., Hariyati, N., & Nursalim, M. (2026). Management strategies for strengthening the Indonesian Pancasila student profile to enhance character education in the 21st century. *Multidisciplinary Science Journal*, 8(10). <https://doi.org/10.31893/multiscience.2026637>