

Representation of Profil Pelajar Pancasila in the Innovation Implementation of SDGs in the Era of Society 5.0

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ABSTRACT

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This scientific work aims to explore the profile representation of Pancasila students in implementing the Sustainable Development Goals (SDGs) innovation in the Society 5.0 era. In an increasingly complex global context, Pancasila students as the next generation are expected to play an active role in achieving sustainable development goals. The literature review method was used to analyze various relevant sources, including journals, articles, and policy documents. The results show that the characteristics of Pancasila Students, which include values such as tolerance, gotong royong, and social care, are highly relevant in supporting innovation for SDGs. In addition, the use of digital technology in Society 5.0 provides new opportunities for students to contribute creatively in solving social and environmental problems. This research concludes that strengthening the profile of Pancasila learners through inclusive and technology-based education can increase the effectiveness of SDGs implementation, as well as form individuals who are responsive and responsible to global issues.

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INTRODUCTION

In the era of globalization and rapid technological advancement, society is faced with complex challenges, including social, economic, and environmental issues. To meet these challenges, the Sustainable Development Goals (SDGs) launched by the United Nations are an important framework that aims to achieve sustainable development by 2030. The SDGs include 17 interrelated goals and require collaboration between various parties, including governments, the private sector and civil society. In this context, the role of the young generation, especially Pancasila students, is vital to support the achievement of these goals.

Pancasila students as an educational entity in Indonesia are not only expected to have good academic knowledge, but also to internalize Pancasila values that reflect the nation's character. These values include tolerance, mutual cooperation, social justice, and care for the environment. In the context of SDGs, these characteristics are very relevant, as the achievement of sustainable development goals requires individuals who have social awareness and the ability to collaborate in solving problems faced by society.

The era of Society 5.0, which is characterized by the integration of digital technology in various aspects of life, provides new opportunities for Pancasila students to play an active role in innovations that support SDGs. Information and communication technology allows students to collaborate globally, share information, and develop creative solutions to existing challenges. Therefore, understanding how the profile of Pancasila learners can be represented in this context is important for further research.

The literature review method is used in this research to review various relevant sources regarding the profile of Pancasila students, innovation in implementing SDGs, and the role of technology in Society 5.0. This review aims to develop a comprehensive picture of how Pancasila values can be integrated with innovations that support the achievement of sustainable development goals.

This research is expected to contribute not only to the development of educational theory, but also to educational practices that are oriented towards achieving SDGs. In addition, by understanding the representation of the Pancasila Student profile in the context of Society 5.0, it is hoped that strategic recommendations will emerge for strengthening the character and competence of students in the digital era. Through this approach, it is

hoped that students will not only become the successors of the nation, but also active and responsible agents of change in facing global challenges.

The representation of the Pancasila Student profile in implementing the SDGs innovation in the era of Society 5.0, and the values contained in Pancasila can contribute to the achievement of these goals. This research is expected to provide new insights into the importance of character education in the modern context, as well as encourage collaboration between educational institutions, government, and society to create a generation that is not only academically intelligent, but also sensitive to social issues and committed to contributing to sustainable development.

LITERATURE REVIEW

The Concept Profil Pelajar Pancasila

Pelajar Pancasila is a concept proposed by the Indonesian Ministry of Education and Culture to shape the character of the younger generation based on the values of Pancasila. According to [Ministry of Education and Culture (2020)], the profile of a Pancasila Learner includes six main characteristics: faith and piety, independence, mutual cooperation, creativity, critical thinking, and environmental care. These characteristics are crucial in supporting the achievement of the Sustainable Development Goals (SDGs), which emphasize sustainable development and community welfare.

Research [Khalifatun, S., Nuraida, N., Agustin, S., Agafe Pakpahan, V. E., Kamandana Robbi, M. I., Setiyadi, B. (2024)] showed that Pancasila-based character education can increase social and environmental awareness among students. This shows that students who have Pancasila character tend to be more active in contributing to efforts to achieve sustainable development goals (Khalifatun et al., 2024).

Sustainable Development Goals (SDGs)

The SDGs are a global agenda launched by the United Nations to address various challenges facing the world, including poverty, inequality and climate change. There are 17 goals formulated to be achieved by 2030, which are interrelated and require collaboration across sectors.

Various studies have shown that the involvement of the younger generation in the implementation of the SDGs is very important. According to [Nabila Septiana Putri, Nafisa Saradeba, Ichsan Fauzi Rachman. (2024)], youth have great potential to become agents of change, especially in the context of innovation and technology. In this context, Pancasila students, with their characteristics, are expected to contribute significantly in achieving the SDGs (Nabila Septiana Putri et al., 2024).

Society 5.0: Opportunities and Challenges

Society 5.0 is a concept introduced by Japan that integrates digital technology with daily life to create a more inclusive and sustainable society. In Society 5.0, technologies such as artificial intelligence (AI), Internet of Things (IoT), and big data are used to solve social and economic problems. Society 5.0 offers various opportunities for innovation in education, including technology-based learning that can increase learner engagement (Santo Gitakarma & Putu Ary Sri Tjahyanti, 2022).

In the context of implementing the SDGs, Society 5.0 can be a platform that supports Pancasila learners to contribute. Shows that the integration of technology in education can increase students' creativity and innovation, so they can be more effective in solving the challenges faced in achieving the SDGs (Safitri et al., 2022).

Integration of Pancasila Values in SDGs in the Era of Society 5.0

Integrating Pancasila values in the context of SDGs in the Society 5.0 era requires a holistic approach. Pancasila character can increase students' awareness of global issues and encourage their active participation in achieving SDGs. Through the utilization of technology, students can develop innovative solutions that are in line with Pancasila values, such as gotong royong and care for the environment.

From this literature review, it can be concluded that the representation of the Pancasila Student profile in implementing SDGs in the Society 5.0 era is very relevant and important. With characteristics that reflect the values of Pancasila, students are expected to contribute actively in achieving sustainable development goals. In addition, the integration of technology in education provides new opportunities for innovation that can support the achievement of SDGs. Therefore, there is a need for collaboration between educational institutions, government, and society to maximize the potential of Pancasila learners in this context.

METHODS

The research method used in this article is a literature review. Literature review is a systematic approach to analyzing and summarizing various sources of information relevant to the research topic. In the context of this research, this method is designed to examine in depth the representation of the Pancasila Student profile in implementing the Sustainable Development Goals (SDGs) in the Society 5.0 era. The following are the detailed steps in the implementation of this research method:

Identification of Research Objectives

Identify and analyze the characteristics of Pancasila students that are in accordance with the values of the SDGs. Investigate the role of innovation in implementing SDGs that can be done by Pancasila Students. Find out how technology in Society 5.0 supports the role of students in achieving sustainable development goals.

Selection of Literature Sources

Scientific journals relevant to the themes of Pancasila, character education, SDGs, and Society 5.0. Books and monographs that discuss Pancasila education, educational innovation, and sustainable development. Policy documents from governments and international organizations related to SDGs and character education. News articles and reports that illustrate the real practice of Pancasila learners in the context of the SDGs.

Source selection criteria include: Publications published within the last 5 years (2018-2023) to ensure relevance and actuality. Reputable and recognized sources in the field, such as indexed journals and academic publishers.

Data Collection

Searching academic databases such as Google Scholar, JSTOR, and other international journal databases to find suitable articles. Using relevant keywords, such as “Pancasila students”, “SDGs”, “Society 5.0”, and “educational innovation”. Identifying references from articles that have been found to find additional relevant sources.

Analysis and Synthesis

Analyzing the content of each source to identify key themes relating to the representation of Pancasila learners and the implementation of the SDGs. Categorizing the information based on categories, such as characteristics of Pancasila learners, innovation in education, and the role of technology in Society 5.0. Synthesize the findings to provide a comprehensive picture of the relationship between Pancasila values, educational innovation and the SDGs.

RESULT AND DISCUSSION

A. Profil Pelajar Pancasila in the context of Sustainable Development Goals (SDGs)

In this study, we analyze the profile of Pancasila students in the context of the Sustainable Development Goals (SDGs) with the aim of identifying how the characteristics promoted by Pancasila students can contribute to achieving sustainable development goals. The results of the analysis show that the values of Pancasila are very much in line with the principles of the SDGs, which allows Pancasila students to play an active role as agents of change in society.

Characteristics of Pancasila learners and their relevance to the SDGs

Pancasila learners have six main characteristics: faith and piety, independence, mutual cooperation, creativity, critical thinking, and environmental care. Each of these characteristics has strong relevance to the goals of the SDGs.

First Faith and Piety: This characteristic encourages students to have high ethics and morals, which are crucial in addressing social and environmental challenges. The courage to act on spiritual values can encourage students to engage in activities that support the SDGs, such as poverty reduction and gender equality (SDGs 1 and 5) (Miftahusy Syahidah Al Firdausy et al., 2024).

Scound Self-reliance: The self-reliant nature of Pancasila learners facilitates the development of skills necessary to become future leaders. Independent learners are able to take initiative in SDGs-oriented projects, such as innovation in technology and social entrepreneurship (SDG 8) (Fajriansyah et al., 2023).

Thrid Gotong Royong: The value of gotong royong strongly supports collaboration in achieving common goals. Pancasila students who live this spirit can contribute to community programs that focus on poverty alleviation and welfare improvement (SDG 1 and 11) (Abdullah, 2017).

Fourth Creative and Critical: Creativity and critical thinking enable students to identify innovative solutions to problems faced in society. With these skills, they can design programs that support the achievement of SDGs, such as quality education (SDG 4) and improved health and well-being (SDG 3).

Fifth Caring for the Environment: High environmental awareness supports students' efforts to contribute to maintaining the sustainability of the ecosystem. Pancasila students who are concerned about the environment can be involved in actions to conserve the environment and climate change (SDG 13) (Aliyah Negeri, 2023).

Role of Pancasila Students in Implementing SDGs

Pancasila students can play a role as agents of change in implementing the SDGs in various ways:

First Involvement in Social Projects: Students can participate in social projects that focus on local issues, such as community empowerment programs, education for underprivileged children, and environmental conservation. This engagement not only increases their awareness of social issues, but also strengthens their commitment to the goals of the SDGs (Faizah et al., 2024).

Scound Technology Innovation: In the digital era, Pancasila students with technological skills can create applications or platforms that support the achievement of the SDGs. For example, using information technology to educate the public about health, environment and human rights.

Thrid Advocacy and Campaigns: Pancasila students can conduct campaigns to raise public awareness about the importance of the SDGs. Through advocacy activities, they can influence public policy and encourage collective action to achieve sustainable development goals (Panzi et al., 2023).

Challenges in Implementation

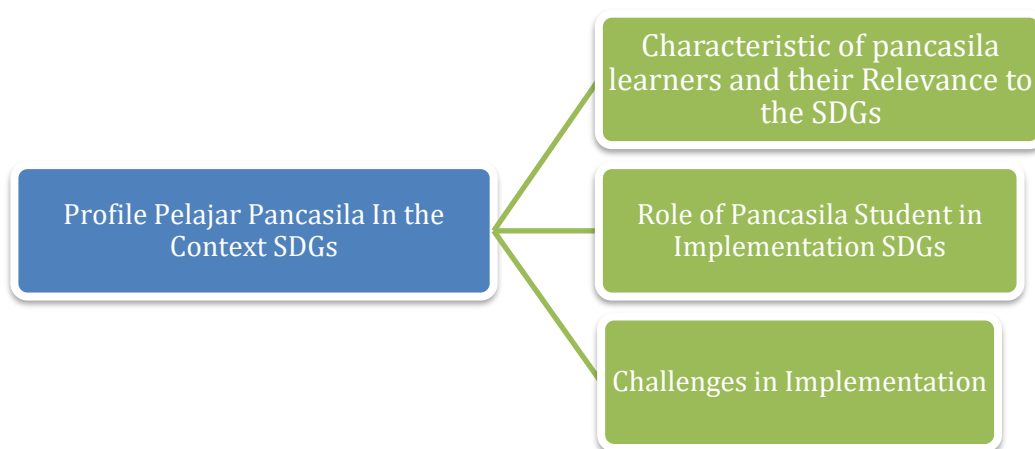
While Pancasila learners have great potential in supporting the SDGs, there are several challenges that need to be addressed:

First Lack of Awareness and Knowledge: Many students do not fully understand the SDGs and how they can contribute. Therefore, it is important to integrate education on SDGs in the education curriculum (Chamisijatin et al., 2023).

Scound Limited Access to Technology: In some areas, limited access to technology can hinder learner participation in technology-based projects that support the SDGs. Efforts to provide better access to technology should be a priority (Faizah et al., 2024).

Thrid Socialization of Pancasila Values: Although Pancasila values are taught in schools, their implementation in daily life still needs to be improved. Programs that encourage the practice of Pancasila values in daily activities can help strengthen students' character (Chamisijatin et al., 2023).

Graphic 1. Profile Pelajar Pancasila In the Context SDGs



B. Innovation Implementasi Sustainable Development Goals (SDGs)

Technology Innovation in Implementing SDGs

Technological innovation is one of the main pillars in achieving the SDGs. Digital technology, in particular, offers significant solutions in various fields:

Sustainable Agriculture: the use of smart agriculture technologies such as drones and IoT sensors enables farmers to increase productivity and resource efficiency. Accordingly, such technologies can help achieve SDG 2 (Zero Hunger) by increasing crop yields and reducing waste (Sitompul & Sumatera, 2024).

Renewable Energy Innovations in energy technologies, such as solar panels and wind turbines, contribute to SDG 7 (Clean and Affordable Energy). Demonstrate that investments in renewable energy can reduce dependence on fossil fuels and reduce greenhouse gas emissions (Bernadetha Desy Anugraheni et al., 2024).

Health and Education Digital health apps and online learning platforms have proven effective in improving access to health and education services, especially during the COVID-19 pandemic. This supports SDG 3 (Good and Prosperous Health) and SDG 4 (Quality Education) by expanding the reach and improving the quality of services (Alpasha, 2023).

Methodological Innovation in SDGs Implementation

In addition to technological innovations, new methodologies in implementing the SDGs are also very important

Participatory Approach Involving communities in the decision-making process and implementation of SDGs programmes increases the relevance and sustainability of projects. Community participation in project planning and evaluation increases ownership and commitment to the goals set (Hakeu & Alim, 2024).

Multi-sector Integration: Innovations in cross-sector collaboration, such as partnerships between government, private sector, and civil society, have proven effective in creating comprehensive solutions. A clear example can be seen in initiatives in waste management that involve various parties to achieve SDG 11 (Sustainable Cities and Communities).

Policy Innovation in Support of SDGs

Policies that support innovation also play an important role in implementing the SDGs:

Supportive Regulations: Pro-growth policies for renewable energy, emissions reduction, and environmental protection can encourage investment and innovation in these sectors. Appropriate regulations can create incentives for companies to invest in sustainable practices.

Funding and Resources: Innovations in funding models, such as results-based financing and social funds, can increase the allocation of resources to SDG projects. Access to flexible and innovative funding is essential to support sustainable projects (Khasanah et al., 2023).

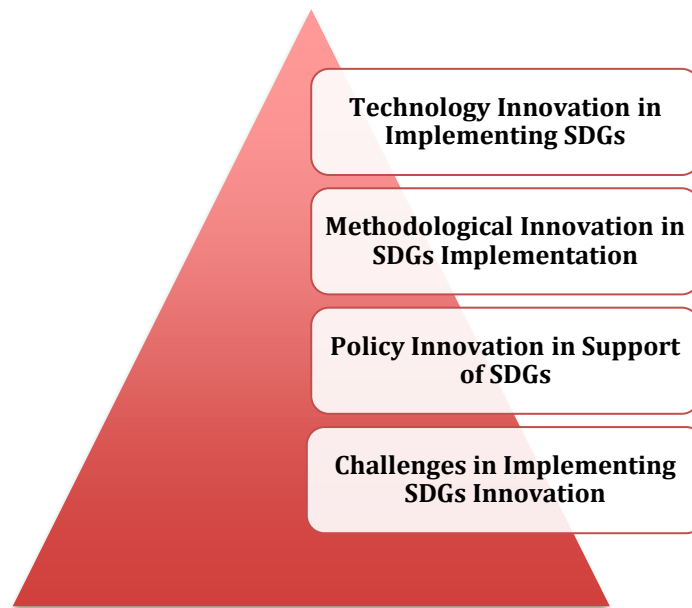
Challenges in Implementing SDGs Innovation

Technology Access Gap: In many developing countries, access to technology and adequate infrastructure remains a challenge. Efforts to bridge this gap should be prioritised so that all parties can contribute to the achievement of the SDGs.

Limited Resources: Many organisations, especially at the local level, lack the human and financial resources to implement the necessary innovations. Support from governments and international organisations is crucial in this regard.

Slow Policy Change: Policy change processes are often time-consuming and unresponsive to immediate needs. Therefore, more flexible and responsive mechanisms are needed to support innovation in SDG implementation (Amirya & Irianto, 2023).

Graphic 2. Piramida List Innovation SDGs



C. Challenges and opportunities in the era of society 5.0

The era of Society 5.0. This era is characterised by the integration of advanced technologies into everyday life, as well as a focus on building an inclusive and sustainable society. The analysis includes the identification of challenges to be faced, as well as opportunities that can be utilised to achieve better social, economic and environmental goals.

Challenges in the Era of Society 5.0

Digital Divide: One of the main challenges in the Society 5.0 era is the digital divide that still exists at various levels of society. Many individuals and communities, especially in remote and less developed areas, do not have adequate access to technology and the internet. This hinders their participation in the digital economy and widens the gap of inequality.

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data security and privacy are also on the rise. Data breaches and misuse of personal information are major concerns. Concerns about data security can hinder the adoption of new technologies, especially in the public and private sectors.

Changes in Job Structure: Digital transformation can lead to significant changes in the structure of the labour market. Many traditional jobs are threatened by automation and artificial intelligence (AI), which may lead to unemployment and economic instability (Rosmayati & Maulana, 2024).

Human Resource Readiness: The skills required in the Society 5.0 era are very different from those required previously. The lack of human capital readiness to adopt new technologies is a major challenge. Many workers do not have sufficient digital skills to compete in an increasingly competitive labour market.

Opportunities in society 5.0 era

Technology Innovation for Social Solutions: The Society 5.0 era opens up opportunities to use advanced technologies, such as AI, big data, and the Internet of Things (IoT), to address social and environmental issues. For example, technology can be used to increase efficiency in natural resource management and improve healthcare services. According to [Matsumoto (2020)], technological innovation has the potential to improve quality of life and create a more sustainable society (Rosmayati & Maulana, 2024).

Education and Skills Development: There is a great opportunity to develop education and training programmes that emphasise digital skills and innovation. Technology-based education can help prepare future generations for the challenges of the digital age. The importance of adaptive, skills-orientated education to prepare individuals for the rapidly changing labour market (Sunara Akbar et al., 2024).

Multisector Collaboration: The Society 5.0 era creates opportunities for better collaboration between the government, private sector and civil society. These partnerships can lead to the development of more effective solutions to social and environmental problems.

Technology and Innovation-Based Economy: The development of digital technologies provides opportunities to create new and innovative business models. A technology-based economy can drive economic growth and create new jobs. Innovation and technology can increase economic competitiveness and improve people's welfare. (Febriana et al., 2023).

Figure 1. SDGs



CONCLUSIONS

The profile of Pancasila Students has a strong relevance to the implementation of the SDGs. The characteristics promoted by Pancasila Students not only support the achievement of sustainable development goals, but also shape individuals who are ready to face global challenges. By addressing existing challenges and increasing students' awareness and engagement, their potential as agents of change in achieving the SDGs can be maximised. Therefore, collaboration between educational institutions, government, and society is needed to create an enabling environment for Pancasila learners in the context of the SDGs.

Innovation in various forms-technology, methodology, and policy-is a key factor in implementing the SDGs. In the implementation of the SDGs. By utilising advanced technologies, applying participatory methodologies, and developing supportive policies, various stakeholders can contribute significantly to achieving the sustainable development goals. However, challenges also need to be overcome through cross-sector collaboration and strong support from government and society. With the right approach, innovation can be a key driver in realising the SDGs and creating a more sustainable future for all.

The analysis shows that the Society 5.0 era presents both significant challenges and opportunities. The digital divide, data security, and structural changes in the labour market are challenges that need to be addressed to ensure that all levels of society can harness the potential of technology. On the other hand, technological innovation, adaptive education, multi-sector collaboration and a technology-based economy provide tremendous opportunities to create a more inclusive and sustainable society. Therefore, a comprehensive and collaborative strategy is needed to address these challenges while capitalising on the opportunities, in order to achieve better social, economic and environmental goals in the era of Society 5.0.

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