

The Role of Nusantara Education in Shaping Nationalism Character Amid the Digitalization of Education

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ABSTRAK

Digitalisasi pendidikan telah membawa perubahan besar dalam proses pembelajaran, akses informasi, dan pembentukan identitas peserta didik. Namun, perkembangan tersebut juga menghadirkan tantangan berupa melemahnya nilai budaya, rendahnya etika digital, serta berkurangnya kesadaran nasionalisme di kalangan generasi digital. Penelitian ini bertujuan untuk menganalisis peran Pendidikan Nusantara dalam membentuk karakter nasionalisme di tengah arus digitalisasi pendidikan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi pustaka melalui telaah kritis terhadap artikel jurnal, buku, dokumen kebijakan, dan laporan internasional yang relevan dengan Pendidikan Nusantara, kearifan lokal, nilai Pancasila, kewarganegaraan digital, dan pendidikan karakter. Hasil penelitian menunjukkan bahwa Pendidikan Nusantara berperan sebagai fondasi budaya dalam membentuk karakter nasionalisme melalui nilai gotong royong, toleransi, musyawarah, cinta budaya lokal, tanggung jawab sosial, dan etika berkomunikasi. Kebaruan penelitian ini terletak pada pengembangan kerangka konseptual **Nusantara-Based Digital Nationalism Character Framework**, yang mengintegrasikan nilai Nusantara, kearifan lokal, Pancasila, literasi digital, pembelajaran berbasis proyek, eksplorasi budaya, refleksi, dan kolaborasi dalam membentuk karakter nasionalisme peserta didik. Penelitian ini berkontribusi pada pengembangan ilmu pendidikan karakter dan inovasi pembelajaran berbasis budaya di era digital. Implikasinya, sekolah, guru, keluarga, dan pembuat kebijakan perlu mengintegrasikan teknologi digital dengan nilai-nilai Nusantara agar peserta didik tumbuh sebagai generasi yang nasionalis, berakhlak budaya, beretika, dan kompeten secara digital.

Kata Kunci: Pendidikan Nusantara, Karakter Nasionalisme, Digitalisasi Pendidikan, Kearifan Lokal, Pendidikan Karakter.

ABSTRACT

Educational digitalization has significantly transformed learning processes, access to information, and students' identity formation. However, this transformation also creates challenges related to the weakening of cultural values, limited digital ethics, and declining nationalism awareness among digital-native generations. This study aims to analyze the role of Nusantara education in shaping nationalism character amid the rapid development of educational digitalization. This research employed a qualitative approach using library research by critically reviewing relevant journal articles, books, policy documents, and international reports related to Nusantara education, local wisdom, Pancasila values, digital citizenship, and character education. The findings show that Nusantara education serves as a cultural foundation for strengthening nationalism character through values such as mutual cooperation, tolerance, deliberation, love for local culture, social responsibility, and ethical communication. The novelty of this study lies in the development of the **Nusantara-Based Digital Nationalism Character Framework**, which integrates Nusantara values, local wisdom, Pancasila, digital literacy, project-based learning, cultural exploration, reflection, and collaboration to shape students' nationalism character. This study contributes to the development of character education theory and culturally grounded learning innovation in the digital era. The implications suggest that schools, teachers, families, and policymakers need to integrate digital technology with Nusantara values so that students can grow as nationalist, culturally rooted, ethical, and digitally competent citizens.

Keywords: Nusantara Education, Nationalism Character, Educational Digitalization, Local Wisdom, Character Education

INTRODUCTION

Education in the twenty-first century is increasingly positioned not merely as a system for transferring knowledge, but as a cultural, ethical, and civic project for preparing learners to live responsibly in a rapidly changing world. Global education discourse emphasizes that education must build human dignity, social justice, solidarity, cultural diversity, and the capacity to respond to technological disruption (UNESCO, 2021). At the same time, digital transformation has reshaped how students access information, communicate, construct identity, and participate in society. The expansion of digital learning offers new possibilities for access, innovation, and personalization, but it also raises concerns about inequality, digital ethics, cultural disconnection, and the weakening of contextual values when technology is adopted without clear pedagogical direction (Organisation for Economic Co-operation and Development, 2023; UNESCO, 2023; World Bank, 2025). Thus, education in the digital era must be understood as a balanced process between technological adaptation and value formation.

In the Indonesian context, the challenge of digitalization is closely related to the question of how education can preserve national identity while preparing learners to become global citizens. The Profile of Pancasila Students emphasizes six major dimensions: faith and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity, which reflect the direction of Indonesian character education in the contemporary era (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2024). These dimensions show that national education is expected to produce students who are not only cognitively competent, but also morally grounded and socially responsible. Studies on Pancasila-based civic education confirm that Pancasila values remain essential in building national character, especially through learning processes that connect ideology, citizenship, and daily social practice (Andriani et al., 2023; Khriswina et al., 2025). In this sense, nationalism in Indonesian education should not be interpreted narrowly as symbolic patriotism, but as an inclusive civic consciousness rooted in Pancasila, cultural plurality, and responsibility toward the nation.

Nusantara-based education offers an important conceptual foundation for strengthening nationalism because it places local wisdom, cultural heritage, language, arts, traditions, and communal values as meaningful learning resources. Local wisdom is not merely a cultural object to be preserved, but a living educational source that can cultivate moral values, social responsibility, cooperation, tolerance, and attachment to national identity. A systematic review by Parhan and Dwiputra (2023) shows that local wisdom can be actualized in character education through schools, families, and communities. Similarly, research on Batik Pekalongan demonstrates that traditional cultural practices can promote honesty, collaboration, responsibility, and contextual character learning (Kusnadi, 2023). Other studies also indicate that local wisdom-based projects, such as jumputan batik learning, collaborative character models, and Hasthalaku-based education, can strengthen students' cultural identity and character development (Anang et al., 2023; Jayanti & Wulandari, 2024; Yusuf et al., 2024).

However, the rise of digital culture has changed the way young people experience nationalism. Digital-native students encounter national identity not only through textbooks, ceremonies, or formal civic education, but also through social media, online communities, digital content, and algorithmic information flows. This condition creates a double-edged reality: digital platforms can become spaces for strengthening civic participation and cultural literacy, yet they can also expose

students to misinformation, individualism, cultural homogenization, and identity fragmentation. Research by Nuryadi et al. (2023) shows that developing nationalism among digital-native students requires teacher competence, varied learning methods, and digital-based learning media. Meanwhile, studies on digital citizenship and digital literacy-based multicultural education reveal that civic learning in the virtual era must include digital ethics, rights and responsibilities, respect for diversity, and critical engagement with online information (Japar et al., 2023, 2024). Therefore, nationalism education today must be redesigned to operate effectively in both physical and digital learning spaces.

The implementation of the Merdeka Curriculum and the Pancasila Student Profile Strengthening Project provides a strategic entry point for integrating Nusantara values into digital-era character education. Project-based learning allows students to explore local culture, social issues, community practices, and national values through active and contextual learning. Several studies show that the Pancasila Student Profile Strengthening Project can support character formation when it is planned, implemented, assessed, and reflected systematically (Firdiansyah et al., 2023; Ratnawati et al., 2024). Research also indicates that the Independent Curriculum can foster students' character when schools are able to translate national policy into meaningful classroom practice (Suwarni, 2024). In Islamic education contexts, the Pancasila Student Profile has also been explored as a framework that can be aligned with moral, religious, and national values (Qulyubi & Komara, 2024). This indicates that Nusantara-based education can function as a bridge between local culture, national ideology, religious morality, and contemporary learning demands.

At the same time, digitalization requires character education to move beyond conventional moral instruction. Technology-based learning media, digital applications, animated content, and online learning platforms can support character education when they are designed with ethical, cultural, and pedagogical considerations. The development of local wisdom-based digital applications in East Java, for example, demonstrates that technology can be used to strengthen students' understanding of local values and cultural identity (Faustine, 2025). Animation-based learning media with local wisdom has also been proposed as a strategy for character education in the digital era (Kartini et al., 2025). In addition, systematic literature on elementary students' character education in the digital age confirms that technology can support moral development when combined with the active role of teachers, parents, and the learning environment (Nurazizah, 2025). These findings suggest that digitalization should not replace cultural and moral education, but should become a medium for recontextualizing them.

Despite the growing number of studies on Pancasila education, local wisdom-based character education, and digital learning, several gaps remain. First, many studies discuss character education through Pancasila values or local wisdom separately, without explicitly connecting them to nationalism formation in the context of educational digitalization. Second, studies on digital learning often focus on access, platforms, digital literacy, or technological effectiveness, while the cultural and national identity dimensions receive less attention (Wijaya & Badrujaman, 2025). Third, research on nationalism among digital-native students emphasizes the importance of teachers and media, but still needs a stronger conceptual model that integrates Nusantara values, digital citizenship, and character-based nationalism

(Nuryadi et al., 2023). Fourth, the use of digital media in character education has been discussed, but its connection with inclusive nationalism rooted in local wisdom remains underdeveloped (Shobirin & Efendi, 2025; Zakiah & Herawati, 2024).

Based on these gaps, this study offers novelty by positioning Nusantara education as a cultural-pedagogical approach for shaping nationalism character amid the digitalization of education. Unlike previous studies that tend to examine Pancasila education, local wisdom, or digital learning as separate domains, this research proposes an integrative perspective in which Nusantara values become the ethical and cultural foundation for digital-era nationalism education. The novelty of this study lies in three aspects: first, it conceptualizes nationalism as inclusive civic character rooted in Pancasila and Nusantara cultural diversity; second, it examines digitalization not only as a technological shift, but also as a cultural challenge that influences students' identity formation; and third, it frames local wisdom-based learning as a strategic bridge between national character education and digital citizenship. Therefore, this study is expected to contribute to the development of character education theory, curriculum practice, and digital learning policy that remain grounded in Indonesia's cultural identity while responding to global educational transformation.

METHODS

This study employed a qualitative research design using a library research approach. The focus of this method was to examine, interpret, and synthesize various scholarly sources related to Nusantara education, nationalism character formation, local wisdom, Pancasila values, and the digitalization of education. The data were collected from books, journal articles, official policy documents, and international reports published within the last five years (Rohmah & Hilalludin, 2025). The selection of literature was carried out purposively by considering the relevance of each source to the research topic, the credibility of the publication, and its contribution to explaining the relationship between cultural-based education and character formation in the digital era. Through this approach, the study sought to build a strong conceptual foundation for understanding how Nusantara education can function as a cultural and pedagogical strategy in strengthening students' nationalism amid rapid digital transformation (Sugari et al., 2025).

The data analysis was conducted through several stages, namely data reduction, thematic classification, critical interpretation, and conceptual synthesis. First, the collected literature was reviewed to identify key ideas related to local wisdom, national identity, digital citizenship, and character education. Second, the findings were grouped into several main themes, including Nusantara values as educational resources, nationalism character in the digital era, and the role of technology in transforming learning practices (Hilalludin & Abdurrozak, 2026). Third, the data were interpreted critically to identify research gaps and to construct an integrative framework that connects Nusantara education with nationalism character formation. To ensure the trustworthiness of the study, the analysis used source triangulation by comparing findings from academic journals, policy documents, and international educational reports. Therefore, this method enabled the researcher to formulate a comprehensive and contextual understanding of the role of Nusantara education in shaping nationalism character in the midst of educational digitalization (Hilalludin & Sugari, 2026).

RESULT AND DISCUSSION

Nusantara Education as a Cultural Foundation for Nationalism Character

The results of the literature synthesis indicate that Nusantara education plays an essential role as a cultural foundation for shaping nationalism character in Indonesia. Nusantara education refers to an educational orientation that integrates local wisdom, cultural heritage, social values, language, traditions, and moral practices into the learning process. In the context of character education, local wisdom is not only understood as cultural inheritance, but also as a pedagogical resource that can guide students to develop moral awareness, social responsibility, and national identity. This is in line with (Parhan & Dwiputra, 2023), who emphasize that local wisdom can be actualized in character education through the involvement of schools, families, and communities. Therefore, Nusantara education becomes a strategic approach to ensure that students do not lose their cultural roots amid rapid social and technological transformation.

The formation of nationalism character through Nusantara education can be seen in several values, such as mutual cooperation, tolerance, respect for diversity, love for the homeland, responsibility, politeness, and social solidarity. These values are closely related to Pancasila as the ideological foundation of Indonesian education. The Profile of Pancasila Students also emphasizes dimensions such as global diversity, mutual cooperation, critical reasoning, creativity, independence, and noble character, which are relevant to the development of nationalism in the digital era (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2024). In this sense, nationalism should not be interpreted merely as ceremonial loyalty to national symbols, but as an active civic attitude that encourages students to preserve cultural diversity, maintain unity, and contribute positively to society (Abdurrozak et al., 2025).

Local wisdom-based education has been proven to contribute to character formation in various educational contexts. For example, (Kusnadi, 2023) shows that Batik Pekalongan can be used as a medium for developing honesty, responsibility, creativity, and cooperation among students. Similarly, (Anang et al., 2023) explain that the making of jumputan batik in elementary school can strengthen the Pancasila Student Profile through local cultural practice. These studies indicate that cultural products are not merely artistic objects, but can become learning media that connect students with historical memory, collective identity, and national values. Thus, Nusantara education provides a meaningful way to internalize nationalism through concrete, contextual, and culturally relevant learning experiences.

Educational Digitalization and the Challenge of National Identity

Digitalization has changed the landscape of education by expanding access to information, learning resources, communication tools, and digital learning platforms. Reports by (UNESCO, 2023) and (Organisation for Economic Co-operation and Development, 2023) show that technology can support educational innovation when it is used effectively and ethically. Digital learning enables students to access various sources of knowledge beyond the classroom, participate in interactive learning, and develop digital competencies needed in the twenty-first century. However, digitalization also brings complex challenges, especially when technology is adopted without strong cultural and ethical foundations. In this context, education must not

only prepare students to be technologically competent, but also culturally rooted and morally responsible.

One of the major challenges of educational digitalization is the possible weakening of students' cultural identity and nationalism character. Digital-native students are exposed to global culture, online trends, social media narratives, and algorithmic content that may influence their worldview and identity formation. (Nuryadi et al., 2023) argue that developing nationalism among digital-native students requires teacher competence, creative learning methods, and the use of digital learning media. This means that nationalism education in the digital era cannot rely only on conventional teaching, memorization, or symbolic activities. It must be redesigned to engage students in meaningful digital learning experiences that connect national values with their daily digital lives (Hilalludin et al., 2025).

Digitalization also creates risks related to misinformation, cultural homogenization, individualism, cyber intolerance, and low digital ethics. Students may become highly connected to global information but disconnected from local culture and national responsibility. (Japar et al., 2024) highlight the importance of digital citizenship in civic education, especially in helping students understand their rights, responsibilities, and ethical behavior in virtual spaces. In addition, (Japar et al., 2023) emphasize that digital literacy-based multicultural education can strengthen students' ability to respect diversity. Therefore, digitalization should not be viewed only as a technological transformation, but also as a cultural and civic challenge that requires a value-based educational response.

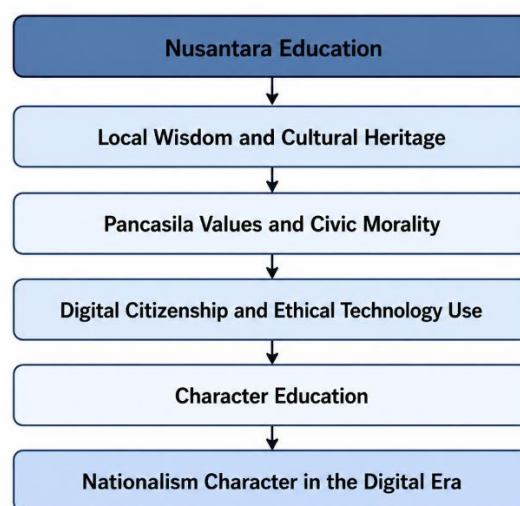
Integration of Nusantara Values, Pancasila, and Digital Citizenship

The findings of this study suggest that nationalism character in the digital era can be strengthened through the integration of three major elements: Nusantara values, Pancasila values, and digital citizenship. Nusantara values provide the cultural foundation, Pancasila gives the ideological direction, and digital citizenship equips students with ethical competence to live responsibly in digital spaces. This integration is important because nationalism today is not formed only in physical classrooms, but also in online interactions, digital learning environments, and social media participation. As argued by (UNESCO, 2021), education must build solidarity, justice, and collective responsibility in facing future challenges.

Nusantara values contribute to nationalism by helping students understand their cultural roots and social identity. Values such as gotong royong, musyawarah, tolerance, respect for elders, care for the environment, and love for local culture reflect the moral strength of Indonesian society. These values can be connected with Pancasila, especially the principles of unity, humanity, democracy, and social justice. (Andriani et al., 2023) emphasize that Pancasila values play a vital role in building national character through civic education. In line with this, (Khriswina et al., 2025) show that civic education in the digital era needs to implement Pancasila values among Generation Z students. These findings support the idea that nationalism character must be built through cultural, ideological, and digital dimensions at the same time.

The integration of Nusantara education and digital citizenship can also prevent students from becoming passive consumers of digital content. Instead, students can be encouraged to become active creators of positive cultural and national narratives. For example, students can create digital posters about local heroes, short videos about

traditional values, podcasts about local history, or digital storytelling projects about cultural diversity. (Faustine, 2025) demonstrates that local wisdom-based digital applications can support character education by introducing students to regional values. Similarly, (Kartini et al., 2025) explain that animation-based learning media with local wisdom can become a strategy for character education in the digital era. Therefore, technology can become an instrument for strengthening nationalism when it is designed to carry cultural values and ethical learning.



Source: Synthesized by the author from the reviewed literature.

Figure 1. Thematic Map of Research Findings

Figure 1 shows that nationalism character in the digital era is not formed through a single educational element. It is produced through the interaction between local wisdom, Pancasila values, digital citizenship, and character education. The thematic map also indicates that Nusantara education serves as the cultural foundation, while digital citizenship functions as the ethical framework for students' participation in virtual spaces.

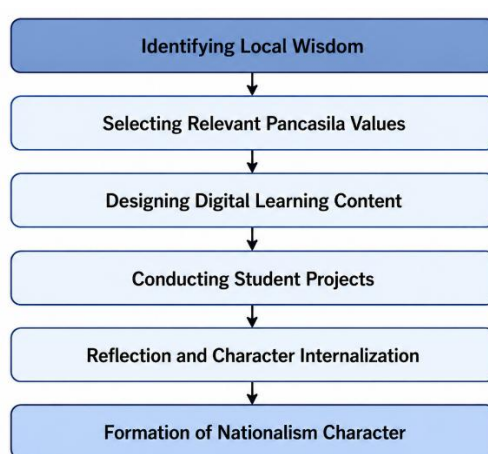
Learning Strategies for Strengthening Nationalism in Digital Education

The discussion also reveals that the role of teachers is central in transforming Nusantara values into meaningful digital learning experiences. Teachers are not only responsible for delivering content, but also for designing learning activities that connect students with culture, identity, and national values. Project-based learning can be one of the most relevant strategies because it allows students to explore local wisdom through active, collaborative, and reflective activities. (Firdiansyah et al., 2023) explain that the Project for Strengthening the Profile of Pancasila Students can support character formation when implemented systematically. This approach is useful because students are not only asked to understand values theoretically, but also to experience them through real projects.

Several digital learning strategies can be applied to strengthen nationalism character through Nusantara education. First, teachers can use digital storytelling to introduce local history, folklore, traditional values, and national heroes. Second, students can be assigned to produce digital content, such as videos, infographics, podcasts, or e-books that promote local culture and national identity. Third, schools can develop collaborative projects that involve family and community participation.

(Yusuf et al., 2024) emphasize that the integration of local wisdom in character education requires collaboration among teachers, parents, and communities. This indicates that nationalism character cannot be built only through classroom instruction, but must involve broader social and cultural environments.

The Merdeka Curriculum provides an opportunity to integrate Nusantara education into digital-based learning. The Pancasila Student Profile Strengthening Project can be used as a platform to design projects related to local culture, social responsibility, environmental awareness, and national identity. (Ratnawati et al., 2024) state that the optimization of character education in the Independent Curriculum can be achieved through the Pancasila Student Profile approach. Moreover, (Suwarni, 2024) explains that the Independent Curriculum can foster character development when schools are able to implement it contextually. Therefore, the integration of Nusantara education and digital learning should be placed within curriculum design, teaching strategies, learning media, and student assessment.



Source: Synthesized by the author from the reviewed literature.

Figure 2. Flowchart of Implementation

Figure 2 explains the implementation strategy of Nusantara-based digital character education. The process begins with identifying local wisdom that is relevant to students' lives. After that, teachers connect the selected cultural values with Pancasila values and transform them into digital learning content. Students are then involved in project-based activities, followed by reflection to internalize nationalism character.

Matrix of Nusantara Values and Nationalism Character

Although this study does not rely only on tables, a concise matrix is useful to clarify the relationship between Nusantara values and nationalism character. The following matrix summarizes how selected cultural values can contribute to the development of national character in the digital era.

Nusantara Values	Meaning in Education	Nationalism Character Formed
Gotong royong	Learning to work together and help others	Social solidarity and national unity
Tolerance	Respecting cultural, religious, and social differences	Respect for diversity

Musyawarah	Solving problems through dialogue	Democratic attitude
Love for local culture	Appreciating cultural heritage and local identity	Pride in national identity
Responsibility	Acting ethically in society and digital spaces	Civic responsibility
Politeness	Communicating respectfully with others	Ethical digital behavior

Table 1. The Relationship between Nusantara

The matrix shows that Nusantara values are directly connected with nationalism character. Gotong royong, for example, can shape social solidarity, while tolerance can strengthen respect for diversity. In the digital context, these values are increasingly important because students interact not only with people in their physical environment, but also with wider communities in virtual spaces. Therefore, the internalization of Nusantara values should include both offline and online behavior.

Proposed Framework Nusantara-Based Digital Nationalism Character Framework

Based on the findings and discussion above, this study proposes a conceptual framework called the Nusantara-Based Digital Nationalism Character Framework. This framework is the main novelty of the study because it integrates cultural education, Pancasila values, digital citizenship, and nationalism character into one conceptual model. Previous studies have discussed local wisdom-based character education, Pancasila education, and digital learning separately. However, this study positions Nusantara education as a cultural-pedagogical bridge that connects national identity with digital transformation (Sugari & Hilalludin, 2025).

The proposed framework consists of four main components: input, process, output, and impact. The input includes Nusantara values, local wisdom, Pancasila values, school culture, and digital literacy. The process includes project-based learning, digital media integration, cultural exploration, reflection, collaboration, and ethical digital participation. The output is the formation of nationalism character, such as love for the homeland, respect for diversity, responsibility, social solidarity, and pride in national culture. The impact is the formation of students who are digitally competent, culturally rooted, ethically responsible, and nationally committed.



Figure 3. Nusantara-Based Digital Nation

Figure 3 presents the main conceptual contribution of this study. The framework shows that educational digitalization should not weaken national identity. Instead, digitalization can become a medium for strengthening nationalism when it is guided by Nusantara values and Pancasila. In this model, technology is not the center of education, but a tool that supports cultural transmission, character formation, and civic participation.

This framework also emphasizes that nationalism in the digital era must be inclusive and adaptive. Inclusive nationalism means that students love their nation while respecting cultural, religious, and social diversity. Adaptive nationalism means that students are able to maintain national identity while engaging with global knowledge and digital culture. This is consistent with the idea that education must prepare learners to face global transformation without losing their ethical and cultural foundation (World Bank, 2025). Therefore, Nusantara education is relevant not only as cultural preservation, but also as a strategic response to the challenges of educational digitalization.

Discussion of Theoretical and Practical Implications

Theoretically, this study contributes to the development of character education by offering an integrative perspective that combines cultural values, national ideology, and digital citizenship. The study expands the discussion of nationalism education by showing that nationalism character is not only formed through civic instruction, but also through cultural experience, digital practice, and reflective learning. In this way, Nusantara education can enrich the theory of character education by placing local wisdom as a living source of moral and civic learning.

Practically, this study provides several implications for schools and teachers. First, teachers need to integrate local cultural content into digital learning materials. Second, schools should encourage students to create digital products that promote Nusantara culture and national values. Third, character assessment should not only measure students' knowledge, but also their attitudes, digital behavior, collaboration, and responsibility. Fourth, collaboration between schools, families, and communities is needed to ensure that Nusantara values are not only taught in classrooms, but also practiced in daily life. Therefore, the role of education in shaping nationalism character must be strengthened through cultural relevance, digital innovation, and continuous character habituation.

Overall, the findings of this study affirm that Nusantara education has a significant role in shaping nationalism character amid the digitalization of education. Digital technology can be a challenge when it distances students from their cultural identity, but it can also be an opportunity when used to promote local wisdom, Pancasila values, and ethical citizenship. Thus, the future of nationalism education in Indonesia depends not only on how schools adopt technology, but also on how they integrate technology with cultural values and national character formation.

CONCLUSION

This study concludes that Nusantara education has a significant role in shaping nationalism character amid the digitalization of education. Nusantara education provides cultural and moral foundations through local wisdom, cultural heritage, social values, and community-based traditions that are closely connected to the spirit of Indonesian identity. In the context of character education, these values are

not merely cultural symbols, but important pedagogical resources that can strengthen students' love for the homeland, respect for diversity, social solidarity, responsibility, and pride in national culture. Therefore, nationalism in the digital era should not be understood only as loyalty to national symbols, but also as an active civic character that reflects unity, ethical behavior, and commitment to preserving the nation's cultural identity.

The findings also show that educational digitalization creates both opportunities and challenges for nationalism character formation. On the one hand, digital technology provides broader access to learning resources, encourages innovation, and allows students to express cultural and national values through various digital media. On the other hand, digitalization may weaken students' cultural identity when learning is dominated by technological tools without strong ethical, cultural, and national foundations. For this reason, the integration of Nusantara values, Pancasila values, and digital citizenship becomes necessary. Through this integration, students can become not only digitally literate, but also culturally rooted, ethically responsible, and aware of their role as citizens in both physical and virtual spaces.

Based on the synthesis of the reviewed literature, this study proposes the Nusantara-Based Digital Nationalism Character Framework as a conceptual contribution to character education in the digital era. This framework places Nusantara values, local wisdom, Pancasila, and digital literacy as inputs; project-based learning, digital media integration, cultural exploration, reflection, and collaboration as processes; and nationalism character as the expected output. The framework emphasizes that technology should not replace cultural and character education, but should function as a medium to strengthen them. Thus, the future of nationalism education in Indonesia depends on the ability of schools, teachers, families, and communities to integrate digital innovation with Nusantara values so that students can grow as nationally committed, culturally grounded, and digitally competent citizens.

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