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A critical study of the Sistem Desa Bahagia (SDB) 2.0 as an innovation in fostering Pancasila values for the younger generation

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ABSTRACT

Instilling Pancasila values in the younger generation is a strategic agenda in building a sustainable national character. The Sistem Desa Bahagia (SDB), as stipulated in Peraturan BPIP Nomor 3 Tahun 2022 Pasal 28, is designed to foster Pancasila values in Paskibraka candidates through training, education, and integrated parenting in a dormitory setting. The main objective is to shape attitudes, behaviors, and character based on Pancasila values through role modeling, collective habits, and strengthening discipline during the training period. However, during implementation, SDB faces various obstacles, including limitations in the operational curriculum and boarding facilities, and the absence of a standardized character evaluation system. This study employs a critical policy review approach to analyze gaps in the implementation of SDB. It proposes developing the SDB 2.0 concept as an innovation in Pancasila character development that is more systematic, reflective, and digitalized. By integrating the 5R curriculum (Reflection, Relation, Realization, Reconstruction, Recognition), habit formation based on boarding values, and the e-SDB platform, this concept is expected to serve as a strategic framework that strengthens the development of Pancasila values among the younger generation nationwide.

ABSTRAK

Penanaman nilai-nilai Pancasila bagi generasi muda merupakan agenda strategis dalam membangun karakter kebangsaan yang berkelanjutan. Sistem Desa Bahagia (SDB) sebagaimana diatur dalam Peraturan BPIP Nomor 3 Tahun 2022 Pasal 28 dirancang sebagai metode pembinaan nilai-nilai Pancasila bagi calon Paskibraka melalui proses pelatihan, pendidikan, dan pengasuhan terpadu dalam suasana kehidupan asrama. Tujuan utamanya adalah membentuk sikap, perilaku, dan karakter berlandaskan nilai-nilai Pancasila melalui keteladanan, kebiasaan kolektif, serta penguatan disiplin selama masa pemusatan diklat. Namun, dalam implementasinya, SDB menghadapi berbagai kendala seperti keterbatasan kurikulum operasional, sarana boarding, serta belum adanya sistem evaluasi karakter yang terstandarisasi. Penelitian ini menggunakan pendekatan kajian kritis-kebijakan untuk menganalisis kesenjangan pelaksanaan SDB dan mengusulkan pengembangan konsep SDB 2.0 sebagai inovasi pembinaan karakter Pancasila yang lebih sistemik, reflektif, dan terdigitalisasi. Melalui integrasi kurikulum 5R (Refleksi, Relasi, Realisasi, Rekonstruksi, Rekognisi), pembiasaan nilai berbasis boarding, serta platform e-SDB, konsep ini diharapkan menjadi kerangka strategis yang memperkuat pembinaan nilai-nilai Pancasila bagi generasi muda secara nasional.

Kata Kunci: 5R; karakter; Pancasila; pembinaan ideologi; SDB 2.0

INTRODUCTION

Leadership character development rooted in the Pancasila values is a strategic foundation for building a civilized and competitive Indonesian nation. In his book, "Educating for Character: How Our Schools Can Teach Respect and Responsibility," Lickona explains that developing a complete character requires an integration of moral knowing, moral feeling, and moral action. In line with this, character education is the main foundation for building quality character in social and national life in Indonesia, without neglecting social values such as honesty, tolerance, togetherness, mutual cooperation, mutual assistance, and mutual respect. (Prasetiya, 2020). In the Indonesian context, Tilaar, in his book "Social Change and Education," emphasizes that the formation of national character must be based on the integration of the nation's noble values, especially Pancasila, into the national education system comprehensively, through formal education, the family, and the social environment. An effective character-building model relies on the synergy of three educational centers: family, school, and society. (Hanik & Azwar, 2025). Challenges arise when the process of internalizing values is faced with the strong current of digitalization, the influence of social media, and the weakening of direct social interaction between generations. (Au, 2020; Nurhabibah *et al*., 2025; Tabatabaei *et al.,* 2024).

The younger generation, as agents of social and political transformation, holds a strategic position in ensuring the sustainability of the Pancasila ideology. Accordingly, strengthening Pancasila identity among the younger generation is key to maintaining social cohesion and the nation's ideological resilience. (Dwi & Hasanah, 2024). Therefore, Pancasila-based character education needs to be designed not as an indoctrination process, but rather as a reflective and contextual value experience. A project-based approach, such as the Pancasila Student Profile Strengthening Project, can foster a sense of responsibility, tolerance, and global problem-solving skills. (Salsabila *et al*., 2025). Meanwhile, the importance of Pancasila-based leadership ethics to face the VUCA era, consisting of Volatility, Uncertainty, Complexity, and Ambiguity, by integrating the values of divinity, humanity, unity, democracy, and social justice in leadership education and training, was also emphasized. (Sanipar, 2024).

One concrete form of ideological character development for the younger generation is the Paskibraka Program, which not only instills discipline and technical skills but also shapes future national leaders with Pancasila character. To strengthen this ideological dimension, the Pancasila Ideology Development Agency (BPIP) developed the Happy Village System (SDB), a boarding-based character development concept as stipulated in BPIP Regulation Number 3 of 2022, Article 28. SDB is implemented comprehensively through three main approaches: training, education, and fostering. The goal is to shape the attitudes, behaviors, and character of participants based on Pancasila values in a shared atmosphere that fosters exemplary behavior, value habits, and discipline.

Research on Pancasila-based character development has generally focused on the realm of formal education and learning activities in schools. (Salsabila *et al*., 2025). This approach places a strong emphasis on the cognitive and normative moral dimensions, while the affective, social, and environmental aspects of participants have not yet been fully incorporated into an integrated development strategy. Broadly speaking, studies on ideological development through a boarding system supported by public policy are still relatively limited, particularly those examining the integration of training, education, and upbringing within a systemic ideological framework. Yet, the boarding school education system holds strategic potential to shape student character through the integration of the learning environment, mentor role models, and a collective culture that enables deeper and more sustainable internalization of values. (Manaf, 2022).

Based on this background, this study sees the need to update the concept and mechanism of SDB development to be more systemic and contextual to the social dynamics of the younger generation. This

effort is carried out through the development of the SDB 2.0 concept, namely, the design of a Pancasila values development system that integrates reflective, participatory, and digital approaches. This concept integrates the 5R curriculum framework (Reflection, Relationship, Realization, Reconstruction, Recognition), habituation of values in a participatory dormitory environment, and the use of the e-SDB platform as a data-based character development management system. Through this concept, the value development system no longer only relies on normative or ritualistic methods, but is directed to become a reflective, documented process, and oriented towards the transformation of participants' real behavior. Thus, this study seeks to analyze the implementation of SDB's role in fostering Pancasila values for Paskibraka candidates, identify the obstacles encountered in its implementation, and formulate conceptual strengthening by developing the SDB 2.0 concept as a strategy for ideological character development among the younger generation.

LITERATURE REVIEW

Happy Village System

The Happy Village System (SDB) is a concept for fostering Pancasila values developed by the Pancasila Ideology Development Agency (BPIP) and officially regulated in BPIP Regulation Number 3 of 2022 concerning the Flag Raising Troop Program, specifically Article 28. This program serves as a strategic instrument in instilling Pancasila values in prospective Flag Raising Troops (Paskibraka) through a boarding system. SDB was initiated to strengthen the ideological, moral, and character development of the younger generation as part of the Pancasila-based national leadership cadre formation. The main objective of SDB implementation is to shape students' attitudes, behaviors, and character based on Pancasila values through shared living experiences in a conducive, participatory, and disciplined boarding atmosphere. BPIP emphasizes that SDB integrates three pillars of development: training, education, and care.

The SDB concept was designed by adapting the principles of village life that emphasize mutual cooperation, togetherness, and social responsibility. Components of this system include tutors and trainers as role models in daily life; value-based daily activities that foster discipline, solidarity, and leadership; a coaching curriculum that combines ideological, physical, and social aspects; and character evaluation through observation and reflection on participant behavior. Since its implementation, SDB has been implemented in various provinces through training centers for prospective Paskibraka (Flag Troops). However, several internal studies by the Indonesian National Development Planning Agency (BPIP) in its 2023 evaluation report on SDB implementation in the regions indicated disparities in implementation between regions, both in terms of the quality of tutors, dormitory facilities, and the character evaluation system. Based on this review, the urgency of this research lies in the need to develop the SDB 2.0 concept as an improvement on the previous system. This concept is expected to integrate the principles of boarding education, a reflective approach, and the use of digital technology to strengthen the effectiveness of fostering Pancasila values for the younger generation nationally.

Values-Based Character Education

Values-based character education is a strategic approach that integrates cognitive, affective, and psychomotor learning in an effort to shape individuals with integrity, empathy, and a focus on the common good. Internalizing moral, social, and cultural values requires student engagement in a process that not only teaches concepts but also fosters deep understanding, emotional appreciation, and the habit of acting in accordance with those values. (Santika, 2020).This paradigm is the main foundation because it focuses on the integration of character education that combines affective and psychomotor values in the curriculum

with the aim of forming a comprehensive character through a continuous process and involving various dimensions of students' lives. (Ridha *et al.*, 2025). The character-building training curriculum is expected to create a more harmonious, productive, and ethical work environment. (Barkah & Robandi, 2024).

An effective curriculum must be able to integrate character education into all aspects of learning, with teaching that reflects the moral and social values that we want to instill in students. (Muzakkir *et al.*, 2024). In the implementation of SDB 2.0, this integration is realized through the 5R curriculum, values instillation in the boarding environment, and strengthening the role models of tutors or facilitators. A learning environment that consistently internalizes Pancasila values serves as a moral ecosystem that shapes participants' national habits. This systemic concept not only increases the effectiveness of values development but also ensures that the internalization of Pancasila values is firmly embedded and has the potential to persist in the long term, even when participants return to more diverse social environments.

Experiential Learning

Experiential learning, as formulated by Kolb in his 2015 book, "Experiential Learning: Experience as the Source of Learning and Development," places direct experience at the core of the learning process, where participants go through four stages of the learning cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation. This approach facilitates active and participatory engagement in constructing knowledge and skills relevant to real life. Experiential learning has been shown not only enhance conceptual understanding but also contribute to the development of social skills, leadership skills, and more adaptive decision-making abilities. (Pandita & Kiran, 2023). By integrating the learning process into real-life experiences, this approach encourages the formation of holistic competencies that encompass cognitive, affective, and psychomotor dimensions, making it relevant for character development programs for the younger generation.

The implementation of experiential learning is realized through the design of boarding as a living values space, namely a living space that is consciously constructed to cultivate Pancasila values in every daily activity. (Hanip *et al.*, 2023). This approach is in line with the view that internalization of Pancasila values requires a consciously managed space, so that these values can be realized as real behavior in everyday life. (Hidayah *et al.*, 2022). A similar approach was found in boarding school-based character research in Islamic-based schools, where the boarding environment became an effective medium for forming moral values through daily practices and social interactions. (Fitri *et al.*, 2024). Therefore, this approach ensures that value learning is not temporary or ceremonial, but rather forms a moral habitus that is inherent and useful in social life.

Digitalization of Character Building Based on Learning Analytics

The use of digital technology in fostering Pancasila values reflects the integration of the character education paradigm with advances in learning analytics, enabling the development process to be more adaptive, measurable, and sustainable. Learning analytics plays a strategic role in supporting personalized learning by leveraging student data to design educational interventions tailored to individual needs. (Khor & Mutthulakshmi, 2024). This approach not only provides a comprehensive database but also supports more accurate, evidence-based decision-making. In the context of youth development, this means that the evaluation process is no longer reactive or sporadic, but rather proactive, predicting potential risks and opportunities for each individual's character development.

The digital transformation of character development creates opportunities for personalized interventions, in which development strategies can be tailored to participants' unique needs based on documented developmental profiles. This is in line with studies showing that the application of digital technology has

been shown to increase participant engagement in the character learning process and strengthen their reflective abilities regarding moral experiences. (Jumiatmoko *et al*., 2024). Meanwhile, research confirms that integrating digital literacy with Pancasila values in the independence curriculum significantly contributes to the formation of the younger generation's national identity. (Dwi & Hasanah, 2024). These two findings reinforce the relevance of the SDB 2.0 concept, which not only emphasizes role models and the instillation of values but also optimizes technology as a means of contextually and sustainably internalizing ideological values. Thus, digital technology serves a dual function as an objective monitoring tool and an interactive value learning medium, thereby strengthening the internalization of Pancasila values more effectively and sustainably in the era of digital transformation.

Strengthening Organizational Capacity in Fostering Pancasila Values

The success of the innovation of fostering Pancasila values through the SDB 2.0 concept depends not only on the curriculum design or pedagogical approach, but also on strengthening the institutional capacity that manages the program. Strengthening institutional capacity is a key factor in the effectiveness of the boarding school education program and the management of values fostering. (Pratama *et al*., 2024; Sahidin *et al*., 2024). Within this framework, human resources for mentoring are required not only to possess technical skills to manage coaching activities but also to have ideological capacity to deeply understand the values of Pancasila, as well as emotional intelligence to build interpersonal closeness with participants.

In addition, studies on training programs for internalizing Pancasila values show that training designed theoretically and applicatively with intensive guidance, through socialization, workshops, and long-term mentoring, successfully encourages participants to truly internalize these values. (Subekti *et al*., 2022). Strong institutions can ensure consistent implementation of development standards across regions, while simultaneously adapting to local socio-cultural dynamics. From an educational quality management perspective, the implementation of the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME) in high schools emphasizes the importance of continuous improvement through periodic evaluation, participatory feedback, and ongoing innovation. (Shalahuddin *et al*., 2025). In this context, institutions function not only as technical implementers but also as agents of change, encouraging renewal of the vision, methods, and strategies for fostering Pancasila values. Thus, strengthening organizational capacity serves as a foundation for the sustainability and replication of this approach at the national level.

METHODS

This research uses a qualitative approach with a descriptive-analytical policy research design. This research was conducted in three main stages: 1) Identification of policies and regulations; 2) Exploration of implementation issues; and 3) Formulation of conceptual solutions. The research locations include five regions implementing the Paskibraka Program that implements SDB, namely Cirebon City, Cirebon Regency, and Kuningan Regency, which were selected purposively based on regional representation and the level of program implementation. The initial stage involved collecting and analyzing relevant policy documents and regulations to understand the context and legal framework governing the issues studied. In the implementation issue exploration stage, researchers conducted in-depth interviews with BPIP officials, Paskibraka instructors, trainers, and SDB participants. Data collection techniques also included field observations at training locations and case study analysis to identify implementation barriers, as recommended in the participatory policy approach. The final stage focused on developing recommendations and conceptual solutions based on the findings from the previous two stages, taking into account existing policy theories and best practices.

The primary data sources come from official policy documents, specifically BPIP Regulation Number 3 of 2022 concerning the Paskibraka Program, reports on the implementation of SDB development in several regions, and supporting technical documents such as training modules and participant evaluations. This study also utilized a desk study of relevant academic literature, including: 1) Character building theory; 2) Transformational leadership theory; and 3) Policy implementation theory. Furthermore, the analysis was conducted using a conceptual synthesis approach, combining the results of policy and literature reviews to develop alternative approaches. Data were analyzed thematically, grouping problems and formulating solution principles based on the theories used. Validity was strengthened through triangulation between sources and a logical fit between the problems, theories, and proposed solutions. Therefore, the SDB 2.0 approach developed is the result of an integration of policy needs, implementation evaluation, and theory synthesis. Therefore, it is conceptual in nature and can serve as a basis for developing more operational follow-up policies.

RESULTS AND DISCUSSION

Implementation of the Happy Village System

Based on policy analysis and document studies in various regions implementing Paskibraka, four main problems were found in the implementation of SDB.

1. The curriculum is not yet operationally modular and evaluative. The curriculum outlined in the regulations remains normative and lacks implementation tools such as character evaluation rubrics, reflective journals, and experience-based learning units. This results in a lack of uniformity in implementation across regions.
2. Limited boarding facilities and human resources for tutors. Most regions face challenges in providing dormitories and ideologically competent character mentors. Boarding is largely symbolic and limited to technical training.
3. The dominance of technical approaches in coaching. Training tends to focus on physical and technical discipline, so the reflective dimension and internalization of values are not optimal. Ideological coaching has not yet become a transformative experience.
4. The absence of a digital character evaluation system. The absence of a national documentation system makes it difficult to monitor and evaluate character development longitudinally. Each region uses a manual, non-integrated approach.

From the statement above, the first problem found is that the curriculum is not yet operational in a modular and evaluative manner, indicating a mismatch between existing theory and its implementation in the field. The concept of curriculum implementation theory, developed by Fullan in his 2007 book "The New Meaning of Educational Change," shows that an effective curriculum must be accompanied by a structured evaluation mechanism that is relevant to student needs. Fullan also stated that one of the challenges in curriculum implementation is the lack of support for teacher professional development that focuses on developing practical skills to implement the curriculum more effectively. Along with that, research confirms that the development of a character-based curriculum needs to be strategically designed to be able to integrate student values, attitudes, and behaviors through contextual and reflective learning experiences, thereby creating a more holistic and sustainable education. (Fatchulloh, 2024). For this reason, the curriculum in the context of Paskibraka needs to be designed with modular elements that can be adapted to regional conditions, with an evaluation system that integrates character rubrics and participant reflective journals.

These obstacles are not only technical but also touch on conceptual and managerial aspects that directly impact the quality of participants' character development. This situation is exacerbated by limited boarding facilities and a lack of tutors with adequate ideological and pedagogical capacity. The success of a

centralized development program depends heavily on the quality of educational management, including systematic planning, coordination of mentoring, and ongoing supervision. Without strengthening these aspects, the program risks remaining merely formal and having little impact on participants' character development. (Sulaeman *et al*., 2023).

The success of character education requires management that includes the planning, implementation, and evaluation stages, as well as collaborative support between educational institutions and families, which is an aspect that is often neglected in practice. (Hambali *et al*., 2025). Meanwhile, research reveals that systematically designed extracurricular programs can be an effective means of shaping students' character, although their implementation is still hampered by limited teaching staff and supporting facilities. (Nurussalami, 2022). Therefore, limitations in management, facilities, and supporting resources mean that centralized development programs often run purely symbolically and technically. At the same time, space for character formation and instilling ideological values does not receive a balanced portion.

The current dominant coaching approach places greater emphasis on physical aspects and technical discipline. While discipline is an important value, a sole focus on this dimension deprives the coaching process of reflective depth. Participants lack the opportunity to internalize values through transformative experiences involving dialogue, reflection, and contextual learning. Education research emphasizes the importance of reflective practices to enable learning transformation, such as through journaling, guided discussions, or critical reflection after activities, which can trigger more fundamental changes in attitudes and values in individuals. (Machost & Stains, 2023). This is in line with the finding that the application of the Contextual Teaching and Learning (CTL) approach, which links learning materials to students' real-life contexts, significantly increases learning engagement and understanding, thereby facilitating deeper internalization of values and attitudes. (Nurzulianti *et al*., 2024; Sartika *et al*., 2025).

Furthermore, the lack of an integrated digital system for character assessment is a serious obstacle. Fragmented manual evaluations make longitudinal monitoring and cross-regional comparisons difficult. However, advances in educational data mining and learning analytics have paved the way for digital evaluation systems that support achievement monitoring, educational data analysis, and evidence-based decision-making. (Romero & Ventura, 2020). This means that if this technological innovation is adopted and integrated into character development programs, monitoring can be carried out in real time, data can be processed to generate evidence-based insights, and character development policies can be adjusted more targeted and adaptively across regions. However, the facts on the ground show that assessment mechanisms are still carried out manually in each region, without connectivity to the national database, making it difficult to monitor character development longitudinally. This finding confirms that the implementation of SDB is still in its early stages, which tend to be normative and technical. Therefore, the implementation of SDB, which is still physically and technically oriented, without the support of transformative learning experiences and an integrated character evaluation system, results in character development not being implemented consistently, measurably, and sustainably across all regions.

Character Development Transformation through SDB 2.0

The challenges of providing boarding facilities and adequate human resources to support students demonstrate the need for integrated human resource management within the education system. Capacity development strategies for educational organizations serve as an important framework for strengthening administrative and institutional effectiveness. (Sahidin *et al*., 2024). In this context, the lack of adequate boarding facilities and trained support staff is a major obstacle. Meanwhile, research on training programs to internalize Pancasila values shows that theoretically and practically designed training with intensive guidance, through socialization, workshops, and long-term mentoring, successfully encourages participants to truly internalize these values. (Subekti *et al*., 2022). Thus, mentors who have the ideological

capacity and ability to provide transformative experiences will improve the quality of character development, which in turn improves the implementation of the Happy Village System.

An approach that focuses too much on the physical aspects and technical discipline without considering the reflective dimension and internalization of values demonstrates a lack of in-depth understanding of values-based education. According to the concept of character education presented by Lickona in his 2015 book entitled "Educating for Character: How Our Schools Can Teach Respect and Responsibility," character development must integrate cognitive (knowledge), affective (feelings), and conative (actions) aspects to create profound attitudinal changes in students. The development of ideology and character values should not only be part of physical training, but also be included in transformative experiences involving self-reflection, discussion, and internalization of values. In this regard, the Paskibraka curriculum must include activities that allow participants to reflect on the values learned and connect them to their life experiences.

The absence of an integrated digital character evaluation system demonstrates the need for data-driven decision-making in character development. The integration of information technology into character education plays a crucial role in monitoring and evaluating student development in real time, while simultaneously strengthening the instillation of values through interactive and contextual digital media. (I'tikaf, 2024). With digital systems that can collect and analyze data on student character, character evaluation can be conducted longitudinally, enabling continuous improvement in coaching. For example, the concept of learning analytics suggests that educators can use this approach to monitor student learning progress in real time, identify areas requiring special attention, and effectively enhance engagement and conceptual understanding. (Khor & Mutthulakshmi, 2024). In the context of SDB, the development of a digital evaluation system can improve the accuracy of assessments and provide faster feedback to implementers and students, as well as facilitate more personalized coaching.

Based on policy analysis and document studies related to the implementation of Paskibraka, four main problems were identified in the implementation of SDB: a curriculum that is not yet operational in a modular and evaluative manner, limited boarding facilities and human resources for mentors, the dominance of a technical approach to development, and the absence of a digital character evaluation system. The first problem reflects the lack of an integrated evaluation mechanism within the normative curriculum, while the second indicates weaknesses in the provision of facilities and the quality of qualified mentors. Furthermore, an approach that focuses on physical aspects and discipline without considering reflective values and the internalization of ideology indicates a lack of understanding in holistic character development. Finally, the absence of a digital evaluation system hinders effective monitoring of character development, even though technology can accelerate the evaluation process and improve development more measurably. To address these problems, it is important to design a more operational and experience-based curriculum, increase human resource capacity, and utilize technology for more integrated and data-driven character evaluation.

In response to the implementation gap identified, the SDB 2.0 concept was developed as a more systemic, transformative, and digitalized conceptual framework for Pancasila character development. This concept was designed based on a synthesis of policy evaluations, field practices, and relevant theories in the fields of character education and public policy implementation. The four main elements that underpin the SDB 2.0 concept are as follows.

1. Transformative Pedagogy
   This learning approach positions participants as active subjects undergoing a reflective and action-based coaching process. This refers to the theory of transformational leadership and experiential

character education, which emphasize the importance of role models, personal relationships, and emotional engagement in the learning of values.

2. 5R Curriculum (Reflection, Relationship, Realization, Reconstruction, Recognition)
   The 5R curriculum is designed as a framework for learning values that encompasses not only cognitive but also affective and psychomotor aspects. Reflection is facilitated through daily journals, relationships are fostered through participants' social interactions, realization is achieved through value-action projects, reconstruction is facilitated through meaning-making forums, and recognition is achieved through data-based character certification.

3. *Value-Based Boarding*
   With a minimum 5-14-day boarding system, participants are accustomed to living within the culture of Pancasila values, which are practiced daily. Boarding serves as a space for value familiarization and direct character observation by tutors. The theory of value culturization in character education supports this approach as a strategy for shaping national habitus.

4. Digitalization of Guidance through e-SDB
   This approach proposes the use of the e-SDB digital platform as a national system for documenting and evaluating participant character. Each participant has a recorded character portfolio that can be tracked longitudinally. This principle aligns with the demands of effective policy implementation and the principle of transparency in education management.

Therefore, the SDB 2.0 concept is built on four main pillars, namely transformative pedagogy that positions participants as active subjects of value development, the 5R curriculum that integrates cognitive, affective, and psychomotor aspects, boarding as a space for habituating Pancasila values, and digitalization of development through e-SDB for national character documentation and evaluation, so that character development can take place in a reflective, measurable, sustainable manner, and in line with the principles of effectiveness and transparency in education.

Integration of Reflective Pedagogy and Technology in the SDB 2.0 Concept

The SDB 2.0 concept formulates Pancasila ideological development not only as an instructional process, but as a character-building system based on experience, collaboration, and technology. This concept is not only theoretically relevant but also applicable in addressing the policy needs of youth development. The 5R Curriculum concept in SDB 2.0 is designed to instill Pancasila values integrally in the attitudes, behavior, and leadership of prospective Paskibraka through a series of activities involving learning, training, and nurturing. The basic principle of this curriculum is to shape student character with a reflective, experience-based, and in-depth approach, which is expected to strengthen the understanding and application of Pancasila values in everyday life. SDB 2.0 adopts a boarding-based dormitory quarantine system for 5 to 14 days, which includes physical training, ideological education, and direct character development. Participants in this program are teenagers aged 16-18 years, with a high school education background, who come from all over Indonesia. Through this concept, SDB 2.0 aims to produce a young generation that is not only technically skilled but also possesses moral integrity and leadership that prioritizes the values of Pancasila. The 5R structure and curriculum outcomes can be seen in **Table 1.**

Table 1. 5R Structure and Curriculum Achievements

Stage	Name	Activity	The main purpose	Method	Evaluation
R1	Reflection	Building self-awareness and values	Daily journaling, brainstorming personal	Writing reflections, small group discussions	Personal reflection rubric

Stage	Name	Activity	The main purpose	Method	Evaluation
			experiences, family, and national values		
R2	Relation	Cultivating empathy, tolerance, and cooperation	Cross-regional interactions, collaborative activities, value games	*Ice breaking, group live-in, group projects*	Observation of social relations and dynamics
R3	Realization	Applying Pancasila values in real action	Value projects (e.g., "Diversity Action"), internal community service, and accountability roles	Simulation, hands-on practice, group assignments	Portfolio-based project assessment
R4	Reconstruction	Building meaning from value experiences	Forum for sharing experiences, value guidance, and self-change narratives	Reflective discussion, narrative of experience	Narrative assessment and value connectedness
R5	Recognition	Recognizing and affirming character growth	Final presentation, character recognition, open feedback	Character portfolio, *peer assessment*	Data & observation-based character certificate

Source: Research 2025

The implementation of the 5R Curriculum SDB 2.0 utilizes a number of current theories and concepts in character education relevant to the formation of Pancasila values and leadership development among Paskibraka participants. The basic concept of this curriculum relates to experiential learning and the strengthening of character values integrated into every activity. For example, in the development of the 5R module, the values-based education approach promoted by Lickona in 2015 emphasized that character education must encompass the development of cognitive, affective, and conative dimensions, all of which focus on the internalization of moral values in everyday life. This module aims to strengthen character traits such as integrity, nationalism, and mutual cooperation, which are in line with the philosophy of Pancasila.

Furthermore, the use of an experiential learning approach is crucial in ensuring that learning is not only theoretical but also practical, as Kolb explains in his book "Experiential Learning: Experience as the Source of Learning and Development." In SDB 2.0, facilitators, trainers, and tutors are trained to facilitate experiential learning that allows participants to gain a deeper understanding through activities involving reflection and direct action. Digital documentation through the e-SDB system, which records participant achievements, reflections, and recognition in the form of character portfolios, is also in line with the latest developments in learning analytics and digital portfolios. The application of learning analytics supports data-driven learning evaluation, provides transparency and accuracy in assessing student progress, and supports the systematic adjustment of teaching strategies and internalization of values. (Khor & Mutthulakshmi, 2024). This digital portfolio serves not only to monitor character achievement longitudinally but also as a tool to provide faster and more measurable feedback.

The flexible and adaptable 5R curriculum, adapted to the training duration and background of participants, adopts the concept of differentiated instruction, which emphasizes the importance of adapting learning to individual student needs and contexts. This aligns with research demonstrating that implementing differentiated instruction in the context of student diversity can increase the effectiveness of the learning process. (Purwanti *et al*., 2024). In addition, ongoing evaluations conducted at various points in the

program (daily, mid-term, and final) align with the principles of educational evaluation that emphasize the importance of continuous formative evaluation to monitor student progress. This systematic evaluation process aims to provide constructive feedback, which not only supports improvements in the quality of learning but also plays a role in developing student character, in line with findings that reveal the importance of ongoing evaluation in supporting more effective learning in secondary schools. (Halim *et al*., 2024).

Support for the implementation of the 5R Curriculum in SDB 2.0 involves several key elements that support the learning process and holistic character development of participants. The 5R module is structured based on Pancasila values, with a focus on strengthening character development such as integrity, nationalism, and mutual cooperation. Facilitators, trainers, and tutors are given special training to facilitate active, experiential learning, ensuring that each participant can develop optimally. In addition, reflection spaces and action zones are provided in the dormitory, which include a values learning zone and a project zone to deepen and apply the values learned. Digital documentation (e-SDB) serves to record each participant's achievements, reflections, and recognition in the form of a character portfolio that can be monitored in real time. This curriculum is designed to be flexible and adaptive, adjusting to the duration of the training center, the background of the participants, and regional capacity, thus ensuring implementation that is appropriate to the local context. Evaluation is carried out continuously through daily assessments by tutors, mid-program assessments by participants, and final assessments by the character assessment team, to ensure that participants' character development is properly monitored and improvements can be made continuously.

Discussion

The implementation of SDB in Paskibraka (Flagship Troops) development faces various challenges, not only technical but also conceptual and systemic. One of the main challenges is limited boarding facilities and inadequate human resource capacity for supervisors. The quality of institutional management and quality control instruments greatly influences the effectiveness of innovations in the boarding education system. (Pratama *et al*., 2024). This challenge is consistent with findings showing that training in internalizing Pancasila values designed with a theoretical and applied approach is very important to encourage participants to truly internalize these values. (Subekti *et al*., 2022). However, weaknesses in the provision of facilities and training that prioritize technical approaches, such as physical discipline, create limited space for reflection and internalization of values.

On the other hand, the current curriculum implemented in SDB is still normative and has not been operationalized in a modular and evaluative manner, which is a major obstacle to program implementation. Therefore, the development of a more strategic and holistic character-based curriculum is needed, one that can integrate student values, attitudes, and behaviors through contextual and reflective learning experiences. (Fatchulloh, 2024). In this regard, SDB needs to introduce a modular curriculum that allows for a more structured and comprehensive character evaluation, so that it can facilitate a deeper and more sustainable internalization of Pancasila values. (Islamudin *et al.,* 2025; Sari *et al.,* 2025). Furthermore, it is important to address the lack of digital systems for character assessment. Research demonstrates the importance of using digital technologies, such as learning analytics and digital platforms, to monitor students' character development in real time. (I'tikaf, 2024; Khor & Mutthulakshmi, 2024). By integrating digital platforms like e-SDB into SDB 2.0, evaluations can be conducted in a more measurable, adaptive manner and provide faster feedback to students and coaches. Therefore, integrating digital systems into character evaluation will increase the effectiveness and sustainability of Pancasila character development.

Compared to Grindle's 1980 public policy research in his book "Politics and Policy Implementation in the Third World," which emphasized implementation effectiveness as a result of the interaction between policy

content and the context of its implementation, this study shows that the SDB 2.0 concept strengthens policy content through more comprehensive elements, such as a modular curriculum, value-based boarding, and an integrated digital evaluation system. This is in line with research that emphasizes that the effectiveness of education policy is greatly influenced by the quality of institutional management and the accuracy in aligning policies with the local context. (Pratama *et al*., 2024). The SDB 2.0 concept suggests a more integrative and holistic system in character education, which not only focuses on one aspect, such as curriculum or coaching methods, but combines various elements in one mutually supportive system, thereby strengthening policy implementation in the field.

The more comprehensive approach in SDB 2.0 is also in line with the concept of policy integration, which states that successful policies require coordination between various sectors and policy actors in order to achieve broader and more sustainable goals. (Tosun & Lang, 2017). SDB 2.0 not only integrates a values-based curriculum but also strengthens the inculcation of values in boarding school life and utilizes technology to efficiently monitor and evaluate participants' character development. With this approach, education policies become more flexible and adaptable to local needs, ultimately increasing the effectiveness of program implementation. Furthermore, research highlights that a mismatch between policy design and actual conditions on the ground often leads to implementation failure. (Sulaeman *et al*., 2023). SDB 2.0 provides a solution to this by integrating technology to support real-time monitoring of participants' character development through digital platforms such as e-SDB, which facilitates policy adjustments to emerging challenges in the field and provides more transparent data for more accurate evaluations.

Based on these findings, SDB 2.0 makes a significant contribution to enriching the literature on character education in Indonesia. This more systemic and integrated approach not only strengthens academic understanding of Pancasila character education but also provides practical solutions that can be implemented in both formal and non-formal educational institutions oriented towards national character formation. As explained, strengthening institutional capacity in character education is crucial to ensure the sustainability and effectiveness of policy implementation, which can be expanded by integrating technology into student character evaluation and development. (Sahidin *et al*., 2024). These findings not only enrich academic discourse but also offer a practical framework that can be replicated in the context of character development outside of Paskibraka, including in formal and non-formal educational institutions that are oriented towards forming a generation with Pancasila character.

CONCLUSION

The SDB 2.0 concept is a conceptual innovation designed to enhance the Happy Village System as an approach to Pancasila ideological character development for the younger generation. By integrating the 5R reflective curriculum, a value-based boarding system, and digital documentation through the e-SDB platform, this concept offers solutions to various implementation obstacles in the regions. This concept also constitutes a systemic, participatory, and adaptive development framework responsive to social and technological dynamics. Theoretically, the SDB 2.0 concept contributes to the development of ideological character education based on values, experience, and technology. This concept also strengthens the narrative that the internalization of Pancasila requires a transformative approach and the cultivation of values in the non-formal education ecosystem. Practically, this concept provides a measurable, flexible, and replicable alternative for implementing character development for the younger generation across all regions. The concluding recommendation is that the National Policy, BPIP, and relevant ministries need to make the SDB 2.0 concept a standard reference in the development of Paskibraka (Flag Raising Team)

and other ideological cadres. In addition, the development of learning instruments, tutor training modules, and the e-SDB system needs to be prioritized as measuring tools for character development. Cross-regional implementation tests are needed to refine the concept and build a national database of participant characters. Synergy mechanisms need to be developed between regional and central governments and non-governmental partners to support the sustainability of boarding and value development.

AUTHOR'S NOTE

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