



MILLENNIAL GENERATION INTERESTING FACTORS IN THE PROCESS OF DEVELOPING CHARACTERS OF PANCASILA DURING ONLINE LEARNING

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ABSTRAK

Faktor Penentu Generasi Milenial dalam Menjalankan Negara dan Pendidikan Karakter yang Baik. Saat ini dilanda pandemi Covid-19, perubahan peraturan pemerintah yaitu menerapkan pembelajaran daring di rumah harus dilakukan oleh siswa. Tujuan penulisan artikel ini adalah untuk mengetahui faktor penghambat generasi milenial dalam menjalankan pembelajaran daring di masa pandemi Covid-19, baik dari siswa normal maupun abnormal. Metode: Metode yang digunakan adalah kajian pustaka. Teknik pengumpulan data menggunakan Google Scholar dan Mendeley dengan batasan tahun 2019 sampai dengan 2021. Penelitian ini difokuskan pada kata kunci "generasi milenial", "karakter", dan "pembelajaran daring". Hasil penelitian diperoleh dari kesepuluh artikel bahwa hambatan yang dirasakan oleh generasi milenial secara signifikan mempengaruhi karakter diri mereka yang negatif. Generasi milenial memiliki hambatan yang sering mereka alami yaitu tidak memiliki smartphone, kuota internet terbatas,

jaringan internet tidak stabil, teknologi kurang memadai, sarana dan prasarana kurang memadai, pemahaman IT minim, minat belajar kurang, lingkungan keluarga kurang mendukung, dan kurangnya pendampingan orang tua hingga dibutuhkan solusi baik dari pemerintah maupun pihak lain. Implikasi penelitian adalah optimalisasi penggunaan *Learning Management System* (LMS), media sosial, atau aplikasi kolaboratif untuk menyampaikan nilai-nilai Pancasila. Ini berarti pendidik perlu lebih melek teknologi dan mengembangkan kreativitas dalam memanfaatkan fitur-fitur digital untuk tujuan pendidikan karakter.

ABSTRACT

Determining Factors of the Millennial Generation in Running a Country and Good Character Education. Currently hit by the Covid-19 pandemic, changes in government regulations, namely implementing online learning at home, must be carried out by students. The purpose of writing this article is to determine the inhibiting factors for the millennial generation in carrying out online learning during the Covid-19 pandemic, both from normal and abnormal students. Method: The method used is a literature review. Data collection techniques using Google Scholar and Mendeley with a limit of 2019 to 2021. This study focused on the keywords "millennial generation", "character", and "online learning". The results of the study were obtained from ten articles that the obstacles felt by the millennial generation significantly affect their negative character. The millennial generation has obstacles that they often experience, namely not having a smartphone, limited internet quota, unstable internet network, inadequate technology, inadequate facilities and infrastructure, minimal understanding of IT, lack of interest in learning, less supportive family environment, and lack of parental guidance so that solutions are needed from both the government and other parties. The implications of the research are the optimization of the use of Learning Management System (LMS), social media, or collaborative applications to convey Pancasila values. This means that educators need to be more technology literate and develop creativity in utilizing digital features for character education purposes.

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1. Introduction

Education can be said to be the future of learning to develop talent in children; they are intelligence, personality, religion and spirituality (Suriadi et al., 2021). If one of the state education levels were very good, it directly would impact a country's circumstances. There is education all be run by regularly and adequately. At this moment, education trying to seek appropriate based educational elements that are expected of society. Of course, it is necessary encouragement and support from various parties to create educational conformed ideals of the nation (Adi, 2020). With so many problems that occur, the role of the millennial generation is instrumental because they are the ones who can monitor the development of education (Suriadi et al., 2021).

The current condition of Covid-19 will affect all sectors. The leading sector perceived by students is the education sector (Adi, 2020). Precisely on March 24, 2020, the Ministry of Education and Culture of the Republic of Indonesia has issued a decree discussing the Education policy during the COVID-19 Spread, namely an explanation of the learning process carried out at home. It is hoped that the implementation of online learning will provide an experience for students. Since then, the pattern of learning activities has also changed according to the latest online learning patterns. The implementation of online learning may be the implementation of Pancasila learning (Triyanto, T., & Dzulhijjah, 2020).

Described on the learning objectives of Pancasila, we can know that there are 3 (three) main dimensions. First, Pancasila is used to increase intelligence in citizens. It is used in the growth and development of the character of responsibility and fulfilment of state citizens in the form of an active role (Triyanto, T., & Dzulhijjah, 2020). All three mutual information and complement each other. It also aimed at online learning that is currently taking place.

Regarding online learning itself, it plays a significant role in the learning process in the era of the industrial revolution 4.0 (Andrianto Pangondian et al., 2019). Thus, the future will be the transformation towards a digital age, set fire need for preparation ripe when switched to learning online (Jamaluddin et al., 2020). When developing individual Pancasila characters through online learning, it is necessary to have materials that can be used as other evaluation materials to strengthen students' online education in the revolutionary era. (Hartino, A. T., Adha, M. M., Rifai, A., Ulpa, E. P., & Supriyono, 2021).

The development of character values is a change in the character building of a child (Yoga Purandina & Astra Winaya, 2020). Character education is introduced to children starting from birth. Character education is introduced to children starting from birth. Character education has begun to be applied by parents since the covid-19 pandemic. Parents did some strategy to teach character education that children must always learn online and start getting used to it. Most likely, modern education forward uses the Internet to understand even imitated. This meaning that millennials must be able to deepen current learning so that later they will not be left behind and stiff to accept the times (Azizah et al, 2020).

Based on this description, the author made this article to find out some of the inhibiting factors for the millennial generation during online learning during the Covid-19 pandemic, both from normal and abnormal students. This research focuses on the inhibiting factors for the millennial generation during the Pancasila character-building process during online learning. These things act as supporting materials for analysing millennial inhibiting factors in strengthening the Pancasila character in online learning.

2. Method

The method of this research is to use the literature review method. According to Watson and Webster (in Snyder, 2019), the literature review is a method in research for the development of scientific progress as an example of theoretical results that can produce a solid basis (Snyder, 2019). The literature review method uses data collection techniques from both Google Scholar and Mendeley. The research variable using descriptive qualitative variables that several studies have described previously is undoubtedly by the theme of Pancasila and the 21st Century Millennial Generation. The selection of subjects to be used in this research is millennial generation students who experience online learning from 2019 to 2021. In the process of searching for data/collecting data more precisely and quickly, namely using research keywords

and with the Boolean operator technique (OR or NOT, AND). Some of the keywords include "Millennial Generation", "Character", "Online Learning".

Table 1 Keywords Used Literature Review Search

Millennial Generation	Character	Online Learning
Millennial Generation	Character	Online learning technology
OR	OR	AND
Young man	Character	Internet online learning
OR	OR	OR
Young generation	Behaviour	Online Network

The criteria for literature used in writing this article/paper can meet the topic criteria "The inhibiting factors for the millennial generation in the process of building Pancasila characters during online learning", which will have the entire text in English use qualitative designed research. The assessment used the suitability of the exclusion and inclusion criteria obtained from 10 articles as a literature review.

Table 2 Format of Literature Review (Inclusion and Exclusion Criteria)

Criteria	Inclusion	Exclusion
Population	Research on millennials who have been negatively impacted by online learning	Research on millennials who are not negatively affected by online learning
Intervention	Millennials, Pancasila characters, and online/online learning	Non- millennials, Pancasila characters, and online/online learning
Comparison	There is no comparison.	-
The result	Analysis of the inhibiting factors for the millennial generation in the process of building Pancasila characters during online learning	What is not an analysis of factors inhibiting the millennial generation in the process of building Pancasila character during online learning
Type of research and type of publication	Qualitative research already published on Google Scholar and Mendeley	In addition to qualitative research already published on Google Scholar and Mendeley
Publication	2019-2021	Below 2019
Language	Indonesian	Apart from Indonesian

3. Results and Discussion

After carrying out several results of a literature review, factors are inhibiting the generation of millennials during the online study (10 studies) and the impact to the character during the process of strengthening character when experiencing barriers to online lessons. Then, the authors found the research out that already observed and was found by previous researchers who also found obstacles for the millennial generation in the process of character development Pancasila by online learning. The results of the study of several researchers are as follows.

Table 3 Observation Summary

Author and Year	Study Design, Samples, Variables, Instruments, Analysis	Results of Factor Analysis	Summary of Results
Dewi, WAF (2020)	Design: A case study Sample: 10 articles Variable: The impact of Covid-19 on online learning, character change Instrument: documentation	Students do not have smartphones. The economy is low	Online learning is smooth, but many students experience problems usually handing in late assignments due to the absence of a personal smartphone due to low economy; on the other hand, some students deliberately don't collect assignments because they are lazy and are accustomed to

		Analysis: triangulation of data sources.		procrastinating behaviour so that the results are not optimal.
Suriadi, HJ, Firman, F., & Ahmad, R. (2021)		Design: qualitative descriptive with literature study Sample: junior high school in Padang City Variable: problems in online learning affect the character education of students' Pancasila during the Covid-19 pandemic Instrument: documentation Analysis: reviewing several research results, ebooks, articles, and case studies occurring in the field.	Limited internet quota	As a result of students who are not collecting answers to practice, the teacher does not like brave and resisting students because students communicate by telephone. Hence, students easily ignore messages from the teacher. Often many students are late because they don't have an internet quota.
Setyorini, (2020).	I.	Design: descriptive content analysis study and literature study Sample: 38 Journals Variable: reviewing several research results, ebooks, and case studies in the field and articles.	Technology is inadequate, does not understand the technology, the cost of internet quota, less assistance.	The existence of Covid-19 students so Study From Home raises fundamental problems experienced by students during online learning activities. With lacking technology and cannot use it, money is reduced to buy internet quotas, and decreased interaction between students and teachers causes the student's character to become lazy, not by students' Pancasila character.
Kurniawati, (2021)	A.	Design: Qualitative descriptive case study Sample: Head of school, 1 Deputy Curriculum, 1 Student of Student, 1 Teacher of Aqidah Akhlak, 1 Teacher of Al Quran Hadith, and eight students of MTSN 1 Sidoarjo Variable: Problems in the inculcation of Character Education values to students during Distance Learning at MTsN 1 Sidoarjo Instruments: Interview, observation, and documentation.	Parental assistance, facilities for students, and lack of self-motivation	Many students were late to follow the learning caused by internal factors. Students often ignore teacher learning because they are busy with personal matters, which affect the students' Pancasila character. From the reports of the vice-chairman and teaching teachers, the ability of students to participate in learning with distance decreased by 30%; Student character also reduced by 30% compared to face-to-face. Online learning does not intentionally make students fall asleep, and there are difficulties such as character.
Yuliani, SW (2020)		Design: descriptive research Sample: 3 history teachers and 1 grade X	Unstable internet network, minimal IT understanding, application errors	Problems like lousy internet connection often occur. It is not used optimally, the duration of time is limited, the lack of IT understanding, the device does

		student at SMA Veteran 1 Sukoharjo Variables: learning on online history and character education Instruments: Interviews and documentation Analysis: Qualitative techniques		not support the application, and the application is used less optimally. Of the "18 KEMENDIKNAS character values" that can be implemented is the character of discipline, the value of the symbol of independence, responsibility, and character.
Saputra, (2021).	HMAT	Design: Sample: One principal, five teachers, one employee and one student at MTs Negeri Gresik Variable: Character education problems during online learning Instruments: observation data collection, interviews and documentation	Parental support, technological advances, inadequate communication tools, internet quotas and environmental conditions	In character education problematics according to Pancasila in PAI subjects during online/online learning at MTs Negeri Gresik at the level of awareness, less supportive parents inadequate and challenging, decreased student discipline, internet quotas, technological advances, difficult and bad communication tools, and not supported communication tools.
Asep, A., & Tarjiah, I. (2020).		Design: Narrative research Sample: 1 SD Negeri Kadudampit 3 teacher in Pandeglang district Variable: Implementation of online learning for children with autism Instrument: Documentation and interview.	Inadequate facilities and infrastructure.	Online lessons that given to the autism children are less effective. Many materials are needed to provide learning to children with autism.
Lutfiyah, R. (2021)		Design: Case study, qualitative and descriptive Sample: 10 students, 15 educators Variable: Instruments: observation, interviews and documentation. Analysis: Miles and Huberman's version, validity with data triangulation and then analysed by online learning and student activeness theory	Internet Network	Not all students will succeed in carrying out online learning due to the characteristics of students and the learning environment situation. Some parents complain that online education affects the character development of students.
Rahmawati, (2021).	E.	Design: Case study, qualitative research, and field research. Sample: Students with visual impairments, guardians and teachers. Variable: Blind students' online learning problems	Smartphone, constrained internet network, interest in learning, environmental family, learning media do not support the lack of teacher assistant.	It is intended that students with visual impairments have a powerful impact on becoming victims of online learning. By using makeshift tools, there are even educators who pay less attention to blind students. Online for visually impaired students rely on the

	Instruments: Observation, documentation, and interviews.		internet and electronic technology.
Hartino, AT, Adha, MM, Rifai, A., Ulpa, EP, & Supriyono, S. (2021).	Design: Saudi case. Sample: 26 journals that refer to character education Variable: Student Citizenship Education in Increasing Civic Responsibility in the Online Learning Period Instruments: Observation, documentation, and interviews.	Lack of parental support	civic responsibility and online learning Responsibility and online learning are inseparable parts which can make students become bored, lazy Students' sense of responsibility and academic decline is due to online learning, which is no longer far from parents.

Inhibiting factors for millennials in the process of building Pancasila character during online learning:

1. Does not have a smartphone.

Smartphones are a significant factor in online learning because, with smartphones, students can take part in online education. Still, students cannot hand in the answer of the questions given by the teacher because they do not have a smartphone (Dewi, 2020) (Rahmawati, 2021). Moreover, with the low economic condition, they may have only one smartphone which belongs to their parent's that can be brought to work at anytime (Rahmawati, 2021).

2. Limited internet quota.

Internet quota is the basic material for online learning, and when there is not any, it will cause students to be late in handing in their assignments at the time set by the teacher (Suriadi et al., 2021) (Saputra, 2021). The additional cost for the internet quota makes students lazy to buy, and now they are more concerned with online game vouchers somehow (Setyorini, 2020). In addition, considering the different economic conditions of each family, it will also be constrained to buy internet packages (Dewi, 2020).

3. Internet network is not stable.

The original character of students begins to appear when experiencing emotions, usually in online learning activities that are not supervised by teachers/parents, plus an unstable internet network immediately provokes uncontrolled student emotions (Yuliani, 2020). For children with visual impairments, it is also the same thing felt when learning online with physical limitations. It will be more difficult if there is an unstable internet network; extra companion is needed (Rahmawati, 2021). In addition, students who were initially hyperactive became inactive due to an unstable internet network, especially in rural areas (Lutfiyah, 2021).

4. Inadequate technology.

The inability of parents to understand internet technology for their children causes children to neglect receiving the learning that it should be (Setyorini, 2020).

5. Inadequate facilities and infrastructure.

In online learning, other factors are facilities and infrastructure that must be strengthened. In visually impaired students, they have physical limitations added with the lack of facilities and infrastructure, especially learning media that support the online learning process is considered very difficult for them to participate in learning (Rahmawati, 2021) (Asep, A., & Tarjiah, 2020). In addition, if a student has minimum understanding of IT and in the middle of learning the application have some errors, students become lazy to continue learning because of inadequate smartphone conditions (Yuliani, 2020).

6. Minimal IT understanding.

Understanding IT is very much needed for all students who run online learning because it is easy to program computers that are used as learning infrastructure with IT. Still, it is different from today's millennials in rural areas who are lack of IT understanding (Yuliani, 2020).

7. Less interest in learning.

The teacher gives many assignments and is immediately handed in via online, and many students do not hand them in because there is no interest in learning in the students (Rahmawati, 2021). In addition, if students do not have the interest and motivation, it will be difficult to undergo the online learning process and the character-building process in students (Kurniawati, 2021).

8. The family environment is not supportive.

A very influential factor in online learning is the family environment. Students in an unsupportive family environment will be quickly affected, especially if they live in a bad family environment and not knowing about good character and religion. They will soon fall apart (Saputra, 2021). If the family knows that the child has physical limitations, the family must also support it. Nevertheless, there are families who still give less support for the child (Rahmawati, 2021).

9. Lack of parental companion.

Students who have physical limitations, such as blind, need companion from parents and teachers when they are in a online learning. If both parents and teachers are not available, students will find it challenging to do something especially if there are obstacles (Rahmawati, 2021). The unavailability of companion from parents and the support of students will also affect their undesirable self-character (Kurniawati, 2021) (Saputra, 2021). The development of one's character will be uncontrollable if there is no companion at home (Hartino, A. T., Adha, M. M., Rifai, A., Ulpa, E. P., & Supriyono, 2021)

Based on the literature review results, there is a necessity for a detailed explanation of the obstacles undergone by millennials in online learning. Of course, it will harm their characters. Online learning is required for all students owning a smartphone, do precisely on time, and apply disciplinary alike any usual school system (Lutfiyah, 2021). However, it is not as expected. Generally, students have serious obstacles that the government does not yet know.

Students who do not have any smartphones would have left behind (Rahmawati, 2021), recalling the low economic situation families which usually only have one (Suriadi et al., 2021) smartphone in one family that apparently can cause laziness (Dewi, 2020). Obstacles which (often/frequently) happens are students that cannot collect the task due to economic circumstances or do not even have a smartphone, students who intentionally does not hand in the task because they are too lazy. In conclusion, the online learning obstacles make students/the younger generations are accustomed to the evil character of procrastinating on the work/task given by the teacher so that they hand them in at the end of the semester with the important aim of still handing in, but the submitted assignments get less than optimal scores because of rushed work (Dewi, 2020).

4. Conclusion and Suggestions

The millennial generation is the main factor/main actor in the order of the nation's life. If the next generation, do not have good character, their nation does not have good morals either. The identity of the millennial generation is the reflection of its nation. Pancasila's character education is essential for the grip of youths' lives. Especially during the current Covid-19 pandemic. The millennials must be able to fit in. Focused on students who carry out/undergo online learning, although sometimes it is not as expected as it was. Often found/Frequently found obstacles/problems are, namely not having a smartphone, limited internet quota, unstable internet network, inadequate technology, inadequate facilities and infrastructure, minimal understanding of IT, lack of interest in learning, unsupportive family environment, and lack. Suppose the government does not immediately follow up on these various obstacles, in that case, Indonesia/our nation may give birth to a generation may have light-minded generation whose characters aren't based on the basis of Pancasila.

The research suggestion is to optimize the design of interactive and relevant learning content, namely by 1) Utilizing Multimedia: Develop learning materials that are rich in videos, infographics, animations, and other interesting visual elements. The millennial generation tends to be more interested in content that is presented visually and dynamically; 2) Contextual Case Studies: Present Pancasila material through case studies or real examples that are relevant to the daily lives of the millennial generation. For example, how the values of Pancasila are applied in current social, technological, or environmental issues; 3) Gamification: Integrate gamification elements such as points, badges, leaderboards, or interactive challenges to increase student motivation and engagement.

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