



## Importance of Character Education for Civil Servants to Instil Pancasila Values

Rusmulyani<sup>1\*</sup>, Ketut

<sup>1,2</sup> Ahli Utama, BKPSDM Provinsi Bali

(\*). Corresponden Author: ochaketut@gmail.com

---

### Article Info:

### Abstract

---

#### Keywords:

Character education  
Civil Servants (ASN);  
Pancasila values;  
Public service;  
Indonesia;

**Purpose:** This research examines the critical need for character education for Civil Servants (ASN) in Indonesia, aimed at cultivating the next generation with Pancasila values.

**Study Design/Methodology/Approach:** A literature review method was utilised to examine the conceptual framework of character education, the role of ASN in its implementation, and its impact on the younger generation.

---

#### Article History:

Received : 20-02-2024

Revised : 27-02-2024

Accepted : 30-03-2024

**Findings:** The findings demonstrate that character education for ASN significantly contributes to developing a future generation characterised by integrity, ethics, and a strong commitment to Pancasila values.

---

#### Article DOI :

10.55960/jlri.v12i1.512

**Originality/Value:** This study highlights the importance of prioritising character education among ASN within national education policies to ensure the perpetuation of Pancasila values in future generations.

---

**How to cite :** Rusmulyani, K. (2024). Importance of Character Education for Civil Servants To Instil Pancasila Values. Jurnal Lemhannas RI, 12(1). <https://doi.org/10.55960/jlri.v12i1.512>



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/). Any further distribution of this work must maintain attribution to the author(s) and the title of the work, journal citation and DOI.

Published under licence by Lemhannas Press.

---

## INTRODUCTION

In a broad context, the dynamics of societal and national development constitute a complex journey where the role played by the Civil Service Apparatus (ASN) is crucial in determining the direction and sustainability of a nation's stability and prosperity (Ferawati et al., 2020). As a fundamental element underlying the implementation of various governmental programmes and public services, the ASN's responsibilities extend beyond mere task execution to include a significant role in formulating and realising

concepts of optimal governance. This leads to sustainable bureaucratic efficiency and the provision of high-quality services to all societal strata.

More profoundly, the ASN transcends its bureaucratic actor role within the government framework. They are the backbone of state administration, playing strategic roles to ensure smooth government functions and public services. Besides executing daily duties, ASNs also act as agents of change, aiming for broader governmental goals, including sustainable development, social inclusiveness, and human rights protection (Billah, 2016). In this case, the character and values embraced by the ASN cannot be overlooked. Far from being mere civil servants, they also safeguard the integrity of state institutions. Honesty, high work ethics, professionalism, and an eagerness to continuously learn and adapt to evolving dynamics are core elements shaping ASN behaviour. These values inevitably impact the quality of public services provided by the government and the public's trust and reputation towards state institutions.

By understanding and embracing this role, the ASN can become positive agents who not only adapt to changes but also initiate innovations in government processes and public services. This results in a more significant impact on advancing the nation's overall progress and prosperity (Ali, 2018). Pancasila, as the philosophical and ideological foundation of the Indonesian state, plays a profound and complex role in shaping national identity and uniting all citizens, including ASNs, under a unified vision and mission. This view renders Pancasila not just a mere concept but also a moral foundation guiding behaviour and action principles in all life aspects, especially for ASNs with a central role in governance and public service.

The application of Pancasila values in practice by the ASN often faces significant challenges (Fadhilurrahman et al., 2022). Rapid changes in the social environment, technological advancements shaping new interaction patterns, and globalisation's flow across cultural boundaries bring new challenges in adhering to these values. At times, narrow interests or pressures from various sources can shake the commitment to Pancasila's integrity and ethical principles (Sardiman, 2011).

Within this dynamic landscape, the critical importance of National Resilience emerges as a fundamental aspect of character development for ASNs. National Resilience, characterised by the capacity to endure and thrive amidst various challenges, forms the bedrock of a robust civil service. It ensures that ASNs can maintain stability, uphold ethical standards, and drive national progress even in times of adversity. By cultivating resilience, ASNs are better equipped to implement Pancasila values and uphold the nation's integrity.

In this context, the increasing inevitability of character education for ASN emerges as a crucial element. Far beyond mere lessons on morality and ethics, character education carries a deeper meaning, extending into essential aspects of forming a comprehensive and complexity-ready individual (Masrukhin, 2013). Character education for ASNs emphasises not only moral norms and ethical behaviour in their duties. More than that, it functions as the development of a balanced intellectual and emotional spirit. Through it, ASNs are encouraged to develop a critical view of social reality, sharpen analytical thinking skills to respond to changes and challenges with measured solutions, and apply Pancasila concepts meaningfully in daily life (Winataputra, 2015).

Moreover, character education shapes ASNs into resilient leaders and effective collaborators. Leadership abilities relate not only to decision-making skills but also to embracing diverse views and directing teams or workgroups towards shared goals. Solid and inclusive cooperation becomes much more feasible when individual characters have been trained to prioritise openness, empathy, and the importance of listening and valuing different voices. The significance of emotional resilience also cannot be overlooked in this context. The often stressful and challenging task environment of ASNs requires the ability to manage stress, maintain mental balance, and stay focused on larger goals (Kusumawati & Wahono, 2021). Here, character education extends to forming a strong psychological aspect, equipping ASNs with the capability to face failures, uncertainties, and changes with high resilience and optimism.

Developing a civil service apparatus that not only possesses integrity and competence but also a robust character grounded in Pancasila values is a crucial step in preparing the nation's future. With a Pancasila character ingrained within, ASNs will be capable not just of enduring but also of making positive contributions in facing the currents of change and realising the ideals of sustainable and inclusive national development (Mu'in, 2011). This literature study primarily aims to explore and detail the emerging urgency related to character education for ASN, aiming to produce deeper insights into the crucial role of character education in forming a strong social cohesion and laying a solid foundation for future generations committed to Pancasila values.

Further, this research will also examine how character education can positively impact the quality of public services provided by ASNs. At the forefront of government operations and service to the community, ASNs have the power to shift service paradigms, bringing transparency, efficiency, and empathy to every action. Character education encourages ASNs to apply values such as responsibility, cooperation, and respect for diversity in every interaction with the public, building deeper trust between institutions and citizens. It's important to note that this research observes the impact of character education not only on a micro-level concerning individual and daily tasks but also macro-level in the context of national development. By establishing a solid foundation in character education, ASNs will become agents of change not only in their duties but also capable of initiating and leading changes toward a more just, inclusive, and Pancasila-visions society.

By basing this analysis on a multidimensional perspective and involving theoretical and empirical views, this study hopes to significantly contribute to formulating concrete steps towards the holistic and effective implementation of character education for ASNs. Ultimately, this study highlights the importance of investing in strong character formation for ASNs, as an integral part of efforts to carve a better future for the Indonesian nation. This research context will also explore factors that may support or hinder the implementation of character education for ASNs and the expected long-term impact of character education implementation. Through a thorough review of relevant literature, this study aims to provide a more comprehensive understanding of the importance of character education for ASNs and how it can effectively shape a generation of successors with Pancasila characters.

## **METHODS**

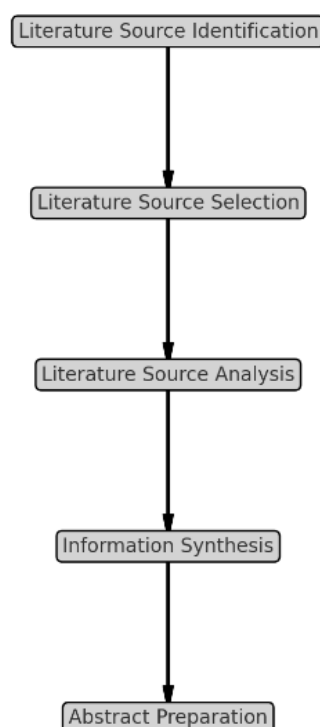
This study employs a literature review approach to investigate the urgency of character education for the Civil Service Apparatus (ASN) in shaping future generations

with Pancasila characters. According to (Sugiyono, 2018) the research methodology steps can be outlined as follows:

1. Literature Source Identification: Initially, we identify and collect literature sources relevant to character education, the role of ASN, and Pancasila values. These sources include books, scientific journals, government documents, and related academic publications.
2. Literature Source Selection: We conduct a strict selection of literature sources to be used in this study. The chosen sources must be highly relevant to the research topic and of reliable quality.
3. Literature Source Analysis: After gathering literature sources, we analyse the content of each source. We explore basic concepts about character education, the role of ASN in its implementation, and its impact on the younger generation.
4. Information Synthesis: We synthesize information found from various literature sources to form a strong conceptual framework. We look for connections between character education, the role of ASN, and Pancasila values in shaping the character of future generations.
5. Abstract Preparation: The results of the literature analysis and synthesis are used to compile the research abstract, which includes the background, methods, results, and conclusions of the study.

This methodology allows us to present a comprehensive understanding of the urgency of character education for ASN within the context of shaping future generations characterized by Pancasila, based on evidence in scientific literature and related documents. An overview of the theoretical model used in this research is presented in the following figure:

Figure 1. Theoretical Model of Research Methodology  
Methodology Steps for Literature Review



## RESULT AND DISCUSSION

### 1. The Urgency of Character Education in the Context of the Civil Service Apparatus (ASN)

This section details the significance of character education for the Civil Service Apparatus (ASN), acting as a strong foundation in the execution of governmental tasks and the provision of optimal public services (Nugroho & Fifukha Dwi Khory, 2020). The in-depth analysis will cover essential aspects that link Pancasila values as the primary foundation shaping ASN's character, which is not only of high quality but also maintains a strong commitment to fundamental principles of democracy, humanity, and social justice (Ferawati et al., 2020).

The implementation of the urgency of character education in the context of the Civil Service Apparatus (ASN) in bureaucracy/government can be realised in various ways. Here are some real examples of its implementation:

- a. **Development of Character Education Modules:** The government can develop character education modules specifically for ASN that include Pancasila values and democratic principles. These modules can be used in ASN training and professional development, so they understand and internalise these values.
- b. **Incorporating Pancasila Values in Policies:** In policymaking and work guidelines, the government can include references to Pancasila values. This will remind ASN of their commitment to the fundamental values of the country in every action they take.
- c. **Education in Routine Training:** During ASN's routine training, time can be allocated for learning and discussion about character education. ASN can be taught how to apply Pancasila values in their daily work.
- d. **Performance Assessment Based on Character:** Besides assessing technical performance, ASN's performance assessment can also include character aspects, such as integrity, cooperation, and respect for diversity. This will encourage ASNs to pay more attention to character education in their activities.
- e. **Mentoring Programs:** More experienced ASNs with strong character can mentor newer ASNs. This is an opportunity for more senior ASNs to transfer Pancasila values and democratic principles to the next generation.
- f. **Awards and Recognition:** The government can provide awards and recognition to ASNs who have shown a strong commitment to character education and the application of Pancasila values in their work. This can provide a positive incentive for ASNs to prioritise character education.
- g. **Participation in Social Programs:** The government can encourage ASNs to participate in social programs and community care activities. This will help ASNs directly experience the positive impact of their actions on society, aligning with Pancasila values.
- h. **Use of Case Studies:** In ASN training, concrete case studies can be used to illustrate how the application of Pancasila values and democratic principles can affect decisions and actions in various situations.
- i. **Collaboration with Universities:** The government can collaborate with universities to integrate character education into curricula relevant to ASN professions. This

will help prepare future ASN generations with a strong understanding of these values.

- j. **Monitoring and Evaluation:** The government can conduct regular monitoring and evaluation of character education implementation in various government agencies. Evaluation results can be used to improve program effectiveness and ensure that Pancasila values are truly implemented in practice.
- k. By implementing steps like these, the government can ensure that ASNs not only have good technical qualifications but also a strong character that will support the provision of fair, democratic, and ethical governance.

## **2. Pancasila Values as the Foundation of Character Education**

In this segment, we delve deeper into how the essence of the noble values of Pancasila can be harmoniously woven into the character education experienced by the Civil Service Apparatus (ASN) (Ferawati et al., 2020). Each aspect contained within Pancasila values will be meticulously unveiled, detailing each element, and followed by presenting real-life examples that provide concrete support in shaping a character aligned with these values. While engaging in further exploration, it becomes clear that the values reflected in Pancasila have significant potential to influence and shape the individual character of ASN members.

Below are some real examples of implementing Pancasila values as the foundation of character education in bureaucracy/government, with the role of ASN and future generations:

- a. **Interfaith Dialogue Activities:** ASN members can organise and participate in interfaith dialogue activities at local or national levels. For instance, they can help facilitate dialogues among religious communities to promote tolerance and appreciation for religious and belief diversity within society.
- b. **Social Programs for Poverty Alleviation:** ASNs can actively engage in social programs aimed at alleviating poverty in remote areas. They can serve as program coordinators, contribute to planning and execution, and ensure that the programs are conducted fairly and civilly.
- c. **Cultural and National Activities:** ASNs can support and actively participate in cultural and national activities such as Independence Day commemorations, cultural festivals, or other events that promote unity and tolerance among citizens.
- d. **Public Consultation Mechanisms:** ASNs can ensure that public consultation mechanisms in government decision-making are effective. They can organise consultation forums with the community, listen to their aspirations and inputs, and use them as a basis for policymaking.
- e. **Improving Access to Public Services:** ASNs can play a role in ensuring that public services, such as education and healthcare, are evenly available across all regions, supporting the social justice value for all Indonesian people.
- f. **Young Leaders Training:** The next generation of ASNs can receive special training that prioritizes character education based on Pancasila values. They can be taught about the importance of integrity, empathy, and social responsibility in their future leadership roles.
- g. **Community Development Activities:** ASNs and the next generation can actively

- participate in community development activities such as youth programs, social infrastructure development, or other social initiatives that support Pancasila values.
- h. Dissemination of Pancasila Values: ASNs can conduct outreach on Pancasila values in schools and local communities. They can share knowledge about Pancasila values and how to apply them in daily life.
  - i. Collaboration between Universities and Bureaucracy: Universities can collaborate with the bureaucracy in developing curricula that encourage character education based on Pancasila values. ASNs and the next generation can be active participants in these programs.
  - j. Monitoring and Evaluation of Character Education Programs: The government can conduct regular monitoring and evaluation of the character education programs run by the bureaucracy. Evaluation results can be used to improve program effectiveness and ensure that Pancasila values are truly implemented in practice.

With the implementation of steps like these, the bureaucracy and government can become vehicles for forming the character of ASNs and future generations who understand, internalise, and apply Pancasila values in their actions, thus contributing positively to society and the nation holistically.

### **3. Contribution of Character Education to Integrity and Public Service Quality**

The subsequent discussion will direct attention more deeply to the positive implications brought about by character education on the aspect of ASN integrity and the quality of public services provided. This study will detail and elaborate more comprehensively on how the process of developing a strong character can encourage ASNs to operate with genuine honesty, firm openness, and unparalleled responsibility (Wetu, 2017). The community feels that every action taken by ASNs results from clear and open consideration, ultimately helping to keep practices of corruption and abuse of power at bay (Hasib, 2016).

Empirical evidence of service improvements in the form of faster response times, higher accuracy, and increased community satisfaction levels will support the argument regarding the positive impact of character education on public service quality (Pulungan, 2019). Further, case examples exist where the application of character education within the ASN corps has led to improvements in the government's image in the eyes of the public. With ASNs of integrity providing quality services, the community will increasingly trust the policies and programs launched by the government (Wetu, 2017). In this regard, character education not only builds individual quality but also strengthens the trust foundation underlying the relationship between the government and the community.

In conclusion, a deep understanding of the positive influence of character education on ASN integrity and public service quality illustrates how solid character formation can have a beneficial chain effect. From the intertwined individual integrity to the creation of more effective public services and increasing public trust, character education plays an integral role in shaping and maintaining a solid foundation for successful governance and quality public services (Ariyanto et al., 2020).

Below are some real examples of the implementation of character education's contribution to integrity and public service quality in bureaucracy/government, with the role of ASN and future generations:

- a. Ethics Training: The government can organise regular ethics and integrity training

- for ASNs. This training can include real case studies about ethical and unethical behaviour in public service, as well as discussions on underlying moral values.
- b. **Development of ASN Code of Ethics:** The bureaucracy can develop a clear code of ethics for ASNs, emphasising the importance of integrity, transparency, and quality service. ASNs are expected to adhere to this code of ethics in every aspect of their work.
  - c. **Ethics Violation Reporting:** Creating a safe and reliable ethics violation reporting mechanism. ASNs and the public can report ethical violations they encounter, and strict steps can be taken against such violations.
  - d. **Using Technology to Enhance Transparency:** The bureaucracy can leverage technology to increase transparency in decision-making and public service provision. For example, creating an online portal that presents data on public budgets, government projects, and ASN performance reports.
  - e. **Awards for Integrity:** The government can give special awards to ASNs who have demonstrated high integrity in performing their duties. This can create a positive incentive for ASNs to maintain their integrity.
  - f. **Case-Based Approach:** Character education can use a real-case-based approach to illustrate the concept of integrity in daily actions. ASNs can learn from cases where integrity or lack thereof had a significant impact on public service outcomes.
  - g. **Community Satisfaction Surveys:** Conduct regular surveys to measure community satisfaction levels with public services. The survey results can be used as an indicator of public service quality and a basis for further improvements.
  - h. **Partnership with NGOs and the Private Sector:** The bureaucracy can partner with NGOs and the private sector known for their integrity and quality of service. They can adopt best practices from these sectors for application in governance.
  - i. **Character Education for Future Generations:** Future generations of ASNs can receive strong character education early on, both in schools and in special training programs. This will help prepare the next generation with strong character and high integrity.
  - j. **Integrity-Based Performance Evaluation:** In addition to technical performance assessments, ASN performance evaluations can also include integrity aspects. ASNs can be assessed based on the extent to which they carry out tasks with high integrity.

By implementing steps like these, the bureaucracy and government can create a work environment that supports strong ASN character, high integrity, and quality public services. This will help build public trust in the government and maintain a solid foundation for successful governance and quality public service.

#### **4. Challenges in Implementing Character Education**

In this segment, we will identify and analyse in depth the various challenges and obstacles that may arise in efforts to implement character education for the ASN (Ferawati et al., 2020). In the process, we will outline complex factors such as internal resistance, limited resources, and organizational cultural changes that might potentially become significant barriers. The goal is to provide deeper insights related to the complexities involved in executing character education programs. Internal resistance might be one of the hurdles to overcome in integrating character education for ASNs. Participation in these programs often demands a paradigm shift and personal attitude change. Some individuals might find it challenging to adopt new values and change mindsets that have



been formed over the years (Paryanto et al., 2022). Therefore, persuasive strategies involving effective communication and engagement in open discussions need to be applied to overcome this resistance.

When resources are limited, the implementation of the program can be hindered, reducing the expected positive impact. In such situations, creative solutions such as the use of technology, cross-agency collaboration, or optimisation of existing resources need to be sought to maintain the quality of the character education program (Wetu, 2017).

Below are some real examples of implementation in overcoming challenges in implementing character education in bureaucracy/government, with the role of ASN and future generations:

- a. Change Management Training: The government can provide change management training to ASNs, especially to those who might experience internal resistance to new values. This training helps ASNs understand the importance of change, manage discomfort, and motivate themselves to adapt.
- b. Efficient Utilization of Resources: The government can look for ways to use existing resources more efficiently. For example, collaborating with educational institutions or private sector partners to provide character training, thus reducing budget burdens.
- c. Effective Communication and Active Engagement: Effective communication and active engagement of ASNs in the character development process are crucial. The government can organize discussion forums, workshops, and dialogue sessions to understand ASNs' perspectives and design more suitable programs.
- d. Organisational Culture Development: The government needs to focus on developing an organisational culture that supports character values. This can start by involving leaders in committing to positive cultural change and setting good examples.
- e. Optimisation of Technology Resources: Technology can be used to deliver character education materials more efficiently. For instance, e-learning platforms can be utilized to provide access to character training for ASNs across the country.
- f. Continuous Monitoring and Evaluation: The government can implement continuous monitoring and evaluation of character education programs. By identifying areas for improvement and adjusting programs according to environmental changes, programs can remain relevant.
- g. New Value Socialization: Consistent socialisation about desired character values within the organisation can help overcome internal resistance. This can be done through seminars, webinars, or educational campaigns.
- h. Commitment from Young Leaders: Future generations of ASNs who have received character education can help reinforce organisational cultural change. They can play a significant role in building a culture that supports character values.
- i. Interagency Collaboration: Collaboration between different government agencies can help develop cross-sectoral character education programs. This can optimise resources and create synergy.
- j. Internal Conflict Resolution: The government can have an effective internal conflict resolution mechanism to address disagreements and resistance that may arise in the process of character value changes.

By implementing these steps, the bureaucracy/government can overcome numerous complex challenges related to character education and ensure the success of programs that have a positive impact on ASNs and public service.

## 5. Strategies and Implementation Models of Character Education

This section will explore various strategies and models that can be meticulously applied to implement character education for ASNs. The application of these strategies reflects a holistic approach to building strong and integrous characters in ASNs. Examples include training, mentoring, integrating character values into training curricula, and using educational technology as a tool to convey character education materials. Training is one of the primary approaches in character education for ASNs. Through specially designed training programs, ASNs can gain a deep understanding of the expected ethical and moral values. This training focuses not only on conceptual understanding but also on applying these values in real situations ASNs face (Ginting and Wartoyo, 2021). Role-playing, case studies, and group discussions are some of the methods that can be used to bring character values into real-life experiences (Sukowati, 2017). The importance of designing strategies and models that fit the organisational context and ASN needs is key to the success of implementing character education (Susanti, 2020).

Below are some real examples of the implementation of character education strategies and models in bureaucracy/government, according to the role of ASN and future generations:

- a. Character Education Training: The bureaucracy/government can organise quality character training programs for ASNs. For example, these training programs can include online modules accessible to ASNs from all regions, allowing them to learn character values independently and flexibly.
- b. Mentoring by Experienced ASNs: ASNs with strong characters can act as mentors to younger or newly joined ASNs. This creates an internal mentoring environment where character values can be directly transferred from one generation to the next.
- c. Integration into Training Curriculum: Bureaucracy/government can integrate character values into existing training curricula. For instance, in public administration training, public service ethics and integrity can be an essential part of the training material.
- d. Use of E-learning Technology: E-learning platforms and webinars can be used to deliver character education materials. ASNs can access online courses specially designed to understand and internalise character values.
- e. Character Education Certification: Bureaucracy/government can consider special certification for ASNs who have completed character education programs. ASNs who pass this certification can be recognised and given special incentives.
- f. Regular Monitoring and Evaluation: It is important to conduct regular monitoring and evaluation of character education programs. This can be done through ASNs' satisfaction surveys, character assessment tests, and analysis of their performance after undergoing training.
- g. Creative Learning Approaches: Character education materials can be presented through creative approaches such as role-playing, simulations, or case studies. This makes learning more engaging and interactive.
- h. Public Awareness Campaigns: Bureaucracy/government can launch public awareness campaigns highlighting the importance of strong character among ASNs. These campaigns can include character education materials and testimonials from ASNs who have successfully integrated these values into their work.

- i. **Public Awareness Campaigns:** Bureaucracy/government can launch public awareness campaigns highlighting the importance of strong character among ASNs. These campaigns can include character education materials and testimonials from ASNs who have successfully integrated these values into their work.
- j. **Sustained Approach:** Character education should be a continuous approach in ASN development. It is not just a one-time training but a persistent approach to strengthening ASN character.

By implementing strategies and models like these, bureaucracy/government can build strong and integrous characters in ASNs and future generations. This will help improve public service quality and ensure that character values become an integral part of ASNs' duties and responsibilities in serving the community.

## 6. Long-term Impact of Character Education

ASNs who apply Pancasila values in their daily practices will set a strong example for the community, especially for young people who are learning and developing (Hasib, 2016). The quality of leadership, moral leadership, and social awareness demonstrated by ASNs will encourage young generations to emulate and absorb these values, creating a healthier and more responsible social environment.

ASNs who perform their duties with integrity, ethics, and a spirit of service will create a conducive environment for young generations to participate in the development process (Sofiyana et al., 2021). When character values are translated into concrete actions, future generations will feel the urgency to contribute positively to national progress. The implementation of character education for ASNs not only creates an impact at the individual or organisational level but also has positive consequences that permeate future generations and the nation's overall development (Gredinand, 2017). The understanding and application of Pancasila character values by ASNs will shape high-quality, principled, and honest future generations ready to face various challenges to advance Indonesia towards a better direction.

The implementation of character education in bureaucracy/government, according to the role of ASNs and its long-term impact, can be seen in various real examples, such as:

- a. **Character Education in School Curriculum:** The government can collaborate with the Ministry of Education to integrate Pancasila character values into the school curriculum. ASNs with a deep understanding of these values can serve as speakers or facilitators in character education programs in schools.
- b. **Training as Behaviour Models:** The bureaucracy can organise special training for ASNs focused on applying character values in public service. ASNs who have undergone this training will become positive behaviour models for future generations.
- c. **Awards for Characterful ASNs:** The government can give awards or incentives to ASNs who have demonstrated behaviour reflecting Pancasila character values in their duties. This will provide a positive incentive for ASNs to act as examples for future generations.
- d. **Intergenerational Mentoring Programs:** The government can initiate mentoring programs where senior ASNs guide junior ASNs in applying character values. This creates strong intergenerational bonds and allows the transfer of good character knowledge.

- e. Public Awareness Campaigns: The bureaucracy can launch public awareness campaigns highlighting the importance of character education for ASNs and its positive impact on future generations. This will raise community awareness about the role of ASNs in shaping the character of future generations.
- f. Collaboration with Higher Education Institutions: The government can collaborate with higher education institutions to develop more in-depth character education programs. ASNs can participate in these programs to deepen their understanding of character values.
- g. Research and Evaluation: The bureaucracy can conduct ongoing research and evaluation to measure the long-term impact of character education on future generations. The research findings can be used to continuously improve character education programs.
- h. Future Generations' Participation in Decision-making Processes: Encouraging future generations' participation in government decision-making processes can help them feel the urgency of character values in government actions. This can be achieved through public consultation forums and community participation programs.

By implementing strategies like these, bureaucracy/government can create a long-term positive impact from character education on future generations. Young people will be inspired and guided by ASNs who implement character values in their actions, shaping a better future for Indonesia.

## CONCLUSION

This literature study underscores the importance of character education for the Civil Service Apparatus (ASN) in shaping future generations that embody Pancasila values. Character education is not just theory but a foundation for ASNs to integrate ethics, integrity, and Pancasila values into their daily actions. The implementation of character education has the potential to enhance ASN integrity, improve public service quality, and strengthen the nation's sustainability foundation. Despite challenges, meticulous implementation strategies and commitment to Pancasila values will help shape characters and responsible ASNs committed to realising Pancasila ideals.

## REFERENCE

- Ali, A. M. (2018). *Pendidikan Karakter: Konsep dan Implementasinya*. Prenada Media.
- Ariyanto, R. D., Andrianie, S., and Hanggara, G. S. (2020). Implementasi pendidikan karakter di masa pandemi covid-19: Tantangan dan Kontribusi.
- Billah, A. (2016). Pendidikan Karakter untuk Anak Usia Dini dalam Perspektif Islam dan Implementasinya dalam Materi Sains. *ATTARBIYAH: Journal of Islamic Culture and Education*, 1(2), 243–272.
- Fadhurrahman, F., Falikah, T. Y., Nuryana, Z., Nur Ihsan, R. A., Putri, A. K., and Roihanah, R. (2022). Concept of Islamic Character Education According to The Thoughts of Khalid Bin Hamid Al-Hazami And Hasyim Ali Al-Ahdal. *At-Ta'dib*, 17(2), 254. <https://doi.org/10.21111/at-tadib.v17i2.8808>

- Ferawati, I., Darna, N., & Suhendi, R. M. (2020). Pengaruh Profesionalisme dan Etika Kerja terhadap Kinerja Pegawai Rumah Sakit Umum daerah Ciamis. *Bisnis Management and Entrepreneurship Journal*, 2(3).
- Ginting, Y. P., & Wartoyo, F. X. (2021). Pencegahan Tindak Pidana Korupsi Melalui Perspektif Nilai Pancasila. *Jurnal Belo*, 7(1), 55–67.
- Gredinand, D. (2017). Penerapan pendidikan bela negara di perguruan tinggi. *Strategi Pertahanan Darat (JSPD)*, 3(2).
- Hasib, M. (2016). Revitalisasi Implementasi Pendidikan Karakter Berbasis Daya Inovasi Guru dalam Rangka Meningkatkan Daya Saing Bangsa. *Jurnal Rontal Keilmuan Pancasila Dan Kewarganegaraan*, 2(2).
- Kusumawati, I., & Wahono, J. (2021). Model Pembelajaran PPKN Melalui Pendekatan Komprehensif. *Jurnal Pendidikan PKN (Pancasila Dan Kewarganegaraan)*, 2(1), 24–36.
- Masrukhin, A. (2013). Model Pembelajaran Character Building dan Implikasinya Terhadap Perilaku Mahasiswa. *Humaniora*, 4(2), 1229–1236.
- Mu'in, F. (2011). Pendidikan karakter. *Scripta Cendekia*.
- Nugroho, F. A., & Fifukha Dwi Khory. (2020). Pengaruh Media Audio Visual Dan Latihan Drill Terhadap Hasil Belajar Renang Gaya Dada. *Pendidikan Olahraga Dan Kesehatan*, 08(3), 137–142.
- Pahlevi, F. S. (2017). Eksistensi Pendidikan Kewarganegaraan di perguruan tinggi dalam memperkokoh karakter bangsa Indonesia. *Jurnal Kependidikan Dasar Islam Berbasis Sains*, 2(1), 65–81.
- Paryanto, P., Wance, M., Hadi, A., & La Suhu, B. (2022). Kebijakan Pendidikan Pancasila dan Wawasan Kebangsaan di Daerah Istimewa Yogyakarta. *Journal of Governance and Local Politics (JGLP)*, 4(2), 150–164.
- Pulungan, M. H. (2019). Implementasi Nilai-Nilai Pendidikan Agama Islam Dalam Membentuk Karakter Siswa Di SD It Al-Hijrah 2 Laut Dendang. *Universitas Islam Negeri Sumatera Utara*.
- Sardiman, A. M. (2011). Pendidikan Karakter dan Peran Pemerintah. Yogyakarta. Makalah.
- Sofiyana, M. S., Ahdiyat, M., Iskandar, A. M., Hairunisya, N., Usriyah, L., Dwiantara, L., Ariani, B., Izzati, F. A., Muryani, E., & Gunawan, B. P. (2021). *PANCASILA, Merdeka Belajar dan Kemerdekaan Pendidik*. Unisma Press.
- Sukowati, P. (2017). Revitalisasi kebijakan nasional pembangunan karakter bangsa melalui pendidikan karakter di sekolah. *ABDIMAS: Jurnal Pengabdian Masyarakat*, 2(2), 57–61.
- Susanti, E. (2020). Sosialisasi membangun literasi karakter berbasis pancasila di era digital 4.0 dalam upaya pencegahan radikalisme dan terorisme pada remaja. *Jurnal Sumbangsih*, 1(1), 9–18.
- Wetu, H. (2017). Pendidikan karakter sebagai bagian dari revolusi mental menurut pandangan gereja Katolik. *Atma Reksa: Jurnal Pastoral Dan Kateketik*, 2(1), 10–20.
- Winataputra, U. S. (2015). Pendidikan Kewarganegaraan (PKn) sebagai Pendidikan Karakter berbasis Nilai dan Moral Pancasila. *Pengembangan Kurikulum Dan Pembelajaran PKn (2nd Ed., Pp. 1.1-1.36)*. Universitas Terbuka.