

Pancasila in the Metaverse Era: Opportunities and Challenges in Shaping National Identity

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Abstract

Metaverse technology has created a new virtual space that influences individuals in shaping their identities, engaging in social interactions, and expressing cultural values within a digital context. This phenomenon presents serious challenges to the continuity of national identity, especially amid the rapid currents of globalization. This study aims to examine strategies for integrating Pancasila values into the Metaverse ecosystem to strengthen Indonesia's national identity. Employing a systematic literature review approach, the study analyzes several relevant scholarly articles to identify trends, characteristics, and thematic syntheses related to Pancasila and the formation of national identity in digital spaces. The findings indicate that Pancasila values such as mutual cooperation (*gotong royong*), social justice, and tolerance hold significant potential to be internalized within the Metaverse through character education approaches based on immersive technology. However, the application of these values requires a contextual pedagogical design and strong ideological awareness to prevent them from being reduced to mere digital simulations. This research contributes theoretically to the development of a conceptual model linking value education, digital technology, and national ideology. It also offers practical recommendations for educators and policymakers to design learning strategies aligned with national values in this era of technological disruption. Furthermore, these findings open avenues for further exploration of the role of ideology in increasingly dominant virtual spaces.

Keywords: metaverse; national identity; Pancasila values; digital technology

1. INTRODUCTION

The advancement of digital technology has fundamentally transformed how individuals interact, including in the formation of personal identity. One of the major innovations is the Metaverse—an immersive, persistent, and interconnected virtual environment that extends beyond the conventional internet by enabling real-time embodied interaction within a three-dimensional digital space, as conceptualized by scholars such as Dionisio, Lee et al., and Ball (Sila et al, 2023). In Indonesia, society has begun to engage with this ecosystem through various platforms in education, digital economy, and social media. However, the

presence of the Metaverse also presents serious challenges to national identity, particularly due to digital anonymity, the openness of information, and the massive influx of global culture that has the potential to erode local values such as Pancasila [(Ramadhani et al., 2024); (Supriatna et al., 2024)].

Amid the dominance of global culture, the urgency to reassert Pancasila as the ideological foundation of the nation is increasingly evident. Previous studies indicate a decline in the internalization of Pancasila values manifested in reduced civic participation, increasing digital polarization, and weakened collective identity yet these

works tend to focus on contemporary social change without offering a deeper analytical explanation. Moreover, existing literature has not explicitly connected the interplay between Pancasila, the Metaverse, and national identity, highlighting a critical gap that this study seeks to address [(Dewi, 2021); (Nurwahidin et al., 2023)]. Furthermore, Pancasila value education is considered inadequate in addressing the moral and ethical challenges posed by digital spaces such as the Metaverse [(Sinaga et al., 2024); (Wahyudi et al., 2024)]. This indicates a concrete research gap namely the absence of studies that critically examine how rapid technological developments, including the Metaverse, intersect with gaps in Pancasila literacy, regulatory frameworks, and national-identity formation. Previous research has discussed these issues separately but has not integrated them, underscoring the need for a conceptual study to bridge this divide (Sila et al, 2025).

This article draws upon three theoretical frameworks: the Metaverse as a new socio-virtual environment, national identity as a dynamic social construct, and Pancasila as the foundational ideology and source of national values (Kartika & Umbu, 2024). The Metaverse is not merely a technological innovation but also a social space that shapes user behavior and identity affiliation [(Ramadhani et al., 2024)]. In this context, national identity becomes vulnerable if not

reinforced by the internalization of values such as Pancasila [(Inthaly & Almubaroq, 2022); (Bahri & Tati, 2021)].

The objective of this study is to identify the opportunities and challenges of Pancasila values in shaping national identity within the Metaverse ecosystem. The research questions are formulated as follows: (1) What is the position and role of Pancasila in shaping national identity in the Metaverse? and (2) What specific opportunities and challenges arise in the application of Pancasila values within socio-virtual interactions, particularly in areas such as digital ethics, avatar behavior, cultural content creation, virtual-learning environments, and governance within Metaverse platforms? Through a Systematic Literature Review (SLR) approach—chosen because existing studies on the intersection of Pancasila, digital ecosystems, and the Metaverse remain scarce—this study provides a conceptual contribution by synthesizing fragmented findings and formulating an updated framework for adapting Pancasila to contemporary technological developments [(Ediyono et al., 2022); (Julianty & Dewi, 2022)], while also enriching the discourse on digital citizenship grounded in national ideology.

Pancasila serves as the foundational ideology of the Indonesian state, functioning as a normative and philosophical framework in shaping national character and identity.

Since its inception by Soekarno in 1945, the five principles of Pancasila have reflected the fundamental values of national life. In the digital era, particularly within the Metaverse, Pancasila faces challenges in maintaining its relevance as a moral compass in a borderless virtual space [(Putri et al., 2024)]. In this context, Pancasila is positioned as an adaptive theory capable of responding to social changes brought about by technology.

Numerous studies emphasize the importance of revitalizing Pancasila values in the face of globalization and virtual culture. Pancasila education plays a strategic role in shaping the character of the younger generation amid foreign cultural influences [(Daffa et al., 2025)]. Despite obstacles in online learning, values such as tolerance and respect for diversity can still be instilled through value-based approaches [(Fadilah & Najicha, 2022)]. Multicultural education that incorporates Pancasila values has also proven effective in strengthening national identity against the threat of external values [(Edi, 2021)].

However, the majority of existing research remains focused on conventional educational contexts and has yet to explore in depth the role of Pancasila within virtual spaces such as the Metaverse. In fact, digital spaces are increasingly becoming the primary arena for identity formation among younger generations [(Nurwahidin et al., 2023)].

Explicit studies on the integration of Pancasila values in socio-virtual environments are still scarce, while socio-virtual transformations are rapidly unfolding (Dewi, 2025).

This study seeks to fill that gap by viewing the Metaverse as a social space that necessitates an ideological value foundation. Through a Systematic Literature Review approach, this article constructs a theoretical synthesis and strategic mapping of values to address the deconstruction of national identity in the digital age [(Abdullah et al., 2022)].

Previous methodological trends have predominantly employed qualitative descriptive and normative-philosophical approaches, particularly within the context of character education. Some studies have begun to explore the role of digital technology in value-based education; however, their focus remains limited to instructional media and has yet to address the issue of virtual identity [(Bahari et al., 2024)]. Nevertheless, the integration of local values with digital tools has been shown to be effective when supported by digital literacy and appropriate pedagogical strategies [(Lukman et al., 2025)].

As a foundation for the methodology, this study integrates three core elements: Pancasila as a source of values, national identity as a social construct, and the Metaverse as a digital space where identity is formed. Education is positioned as the key medium for the adaptive internalization of

Pancasila values in the era of technological disruption [(Julianty & Dewi, 2022); (Sinaga et al., 2024); (Supriatna et al., 2024)].

II. METHODS

This study employs a Systematic Literature Review (SLR) approach to explore and synthesize literature related to the integration of Pancasila values with the formation of national identity in the Metaverse era. This approach was selected because an SLR is better suited than empirical or field-based qualitative methods for synthesizing the currently fragmented and multidisciplinary literature on Pancasila, digital transformation, and the Metaverse. Its systematic structure enables comprehensive mapping of theoretical and empirical findings across diverse fields, identification of unresolved gaps, and formulation of an integrated conceptual framework [(Rahmah & Nisa, 2023)].

The data for this study consist of secondary sources drawn from a systematic selection of scholarly literature, including peer-reviewed national and international journal articles, conference proceedings, research reports, and academic books. A total of [insert number] studies were analyzed, selected based on criteria of relevance, credibility, and recency. Additionally, relevant non-journal digital literature, such as white papers and industry reports on the Metaverse, were included to capture emerging

technological perspectives. The primary sources were obtained from Google Scholar, DOAJ, and the Garuda Portal, with a focus on open-access publications relevant to the topics of the Metaverse, Pancasila, national identity, and digital character education [(Zamroni et al., 2023)].

The literature was collected through a systematic search protocol based on key terms: “Pancasila,” “national identity,” “Metaverse,” and “character education.” The selection process followed the PRISMA guidelines, including screening of titles, abstracts, and full-text content analysis [(Page et al., 2021)]. Inclusion criteria covered relevant full-text publications in either Indonesian or English, published between 2019 and 2024. Conversely, opinion pieces, duplicates, or irrelevant articles were excluded [(Wijayanti et al., 2023)].

The analysis employed a qualitative-descriptive approach with thematic synthesis. Coding and theme development followed a combined deductive-inductive strategy: initial codes were derived from existing theories on Pancasila and digital identity, while additional themes emerged from the literature itself. To ensure validity and reproducibility, the coding process was cross-checked through peer review and literature triangulation. For example, instances of digital civic engagement in the Metaverse were coded under the theme of ‘Pancasila values in virtual interaction.

Tools such as Zotero and Mendeley were utilized for reference and citation management [(Aulia et al., 2022); (Hakim et al., 2024)].

III. RESULT AND DISCUSSION

The findings identified five major thematic categories-[list the themes briefly, e.g., digital civic engagement, virtual cultural expression, ethical governance, educational applications, and identity formation] which illustrate how Pancasila values are integrated into national identity within the Metaverse context.categories

First, in terms of publication characteristics, there has been a sharp increase since 2020, particularly between 2023 and 2024. The majority of articles originate from international journals and focus on higher education and character development through technology [(Woick et al., 2024)].

Second, methodologically, most studies employ qualitative descriptive approaches using PRISMA protocols and thematic analysis [(Bernardes et al., 2024); (Dalman et al., 2022)]. Several articles also utilize bibliometric methods to analyze trends and concept integration [(Pradana & Elisa, 2023)], as well as experimental techniques such as role-playing for Pancasila learning in virtual environments [(Hidayati, 2024)].

Third, four core themes have emerged: (1) the internalization of Pancasila through virtual simulations; (2) the transformation of

national identity in digital spaces; (3) the potential of the Metaverse in character and multicultural education; and (4) ethical and pedagogical challenges of immersive technology. Although participation has increased, infrastructure limitations and digital literacy remain significant barriers [(Chamorro-Atalaya et al., 2023); (Mercan & Selçuk, 2024)].

Fourth, values such as gotong royong (mutual cooperation) and tolerance can be effectively taught through virtual platforms, but they must be delivered in context to preserve their original meaning [(Alfani et al., 2024); (Aydin, 2023); (Jo et al., 2022)].

Fifth, studies have developed integrative conceptual models based on the Technology Acceptance Model (TAM) and Unified Theory of Acceptance and Use of Technology (UTAUT) to evaluate the adoption of the Metaverse in character education, with an emphasis on perceived usefulness and local relevance [(Dhingra & Abhishek, 2024)].

This systematic review indicates that Pancasila values possess strategic potential to shape and reinforce national identity within the Metaverse context, directly addressing the research questions regarding the position and challenges of Pancasila in virtual spaces. These findings affirm that Pancasila is not only relevant as a normative ideology but can also be adapted as an ethical framework that is responsive to the dynamics of digital

technology and virtual social interaction [(Hidayati, 2024)]. Accordingly, this article reasserts the urgency of extending the reach of national values into immersive technologies as a response to the increasingly digitized forms of social life in Indonesian society.

From a theoretical perspective, the findings strengthen the conceptual framework that integrates Pancasila as a normative value source with the understanding of national identity as a dynamic social construct. In the Metaverse context, national identity in the Metaverse can be observed through specific digital behaviors that reflect Pancasila values, including participation in community-driven projects (gotong royong), engagement in tolerant online dialogues, and contributions to platforms promoting social justice. These indicators provide measurable ways to assess how individuals internalize and express national identity in virtual environments. Virtual interactions within the Metaverse can serve as new affective and cognitive spaces for collective identity formation, provided they are guided by Pancasila principles [(Putri et al., 2024); (Jo et al., 2022)]. These findings also reinforce Pancasila's position as a living value system capable of evolving contextually without losing its philosophical essence, as demonstrated in value-based character education within the digital era [(Lukman et al., 2025)].

In comparison to previous studies, this

research confirms alignment with findings that assert the effective use of digital technologies, particularly virtual platforms such as the Metaverse, for character education and the internalization of ideological values when supported by appropriate pedagogical approaches (Chamorro-Atalaya et al., 2023). However, this study provides a distinct contribution by specifically highlighting the urgency of integrating Pancasila values—an area largely unexplored in prior educational technology literature (Bernardes et al., 2024). While other studies tend to focus on technical aspects, such as interfaces and user experience in the Metaverse [(Aydin, 2023)], this research emphasizes normative and ideological dimensions as foundational to digital interaction.

The main scientific contribution of this article lies in proposing a conceptual framework for value-based education in virtual spaces, grounded in Pancasila and national ideology. This framework outlines key components such as digital civic engagement, culturally-informed content, and ethical governance and illustrates the processes through which national values can be internalized and enacted in the Metaverse, supported by examples from the literature (Sujana et al, 2025), grounded in national ideology. This article offers an initial framework that can be utilized for designing instructional models, policy strategies, and

curriculum development based on Pancasila within the Metaverse context. It provides a foundation for a model of digital education that is not only technologically adaptive but also substantively rooted in local values [(Alfani et al., 2024)]. In addition, this study offers a conceptual contribution to the development of interdisciplinary studies that bridge Pancasila philosophy, digital social sciences, and educational technology, an integration still rarely addressed in both Indonesian and global literature (Santika, 2023).

Nevertheless, this study has certain limitations that should be acknowledged. First, limited access to subscription-based or non-open-access literature may introduce potential bias in the selection of sources. Second, due to the SLR approach used, there is no empirical validation through primary data to assess the actual effectiveness of integrating Pancasila values in the Metaverse environment (Sujana et al, 2025). Third, most of the available literature remains exploratory and conceptual, thereby requiring further confirmation through quantitative or field-based qualitative approaches in specific educational or digital community contexts [(Mercan & Selçuk, 2024)].

The implications of these findings are strategic for academics, education practitioners, and policymakers alike. For researchers, further studies are needed to

experimentally examine Metaverse-based learning models that integrate Pancasila values, in order to assess their impact on character formation and national identity development among students. For education practitioners, it is essential to develop digital curricula that emphasize not only cognitive aspects but also affective and ethical dimensions based on national values. Meanwhile, for policymakers, these findings support the formulation of regulations and practical implementation guidelines for the use of immersive technology in the education and cultural sectors, ensuring that digital development does not alienate society from its ideological roots and national identity [(Pradana & Elisa, 2023); (Dhingra & Abhishek, 2024)].

IV. CONCLUSION

Finding from the systematic literature review indicate that Pancasila values continue to influence the development of national identity within the metaverse, as evidenced by recurring themes such. Through a systematic review of various scholarly works, it was found that integrating Pancasila values into virtual spaces such as the Metaverse can serve as a cultural and ideological strategy to strengthen national identity, especially amidst the digital globalization current and the deconstruction of local values. The internalization of values such as gotong

royong (mutual cooperation), tolerance, and social justice can be facilitated through educational approaches based on immersive technology, provided the process is developed with ideological and contextual awareness. The Metaverse, once perceived primarily as a space for entertainment or digital interaction, now proves to hold potential as a new medium for cultivating national character when pedagogically and normatively designed.

This article makes a significant contribution by expanding the theoretical scope of value-based and ideological education into the digital context, particularly through the development of a synthesized framework connecting national identity, Pancasila ideology, and Metaverse technology. In addition to proposing a new conceptual map that integrates ideological discourse with digital technology, this study also offers a methodological perspective to bridge Pancasila philosophy studies with educational technology approaches. Practically, this article serves as a reference for policymakers, educators, and technology developers in designing character education systems aligned with Pancasila values within the rapidly evolving digital ecosystem.

For future research, further exploration using empirical field-based approaches is recommended to assess the actual effectiveness of applying Pancasila values in the Metaverse, both in formal education and in

digital social interaction contexts. The development of Metaverse-based learning modules integrated into the Pancasila and Civic Education curriculum may also serve as a strategic step in extending the reach of character education in the digital era. Additionally, cross-national comparative studies on ideological approaches in virtual spaces may enrich understanding of national strategies in maintaining identity within an increasingly borderless global ecosystem.

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