



Student Perspectives on the Existence of Pancasila Education Courses at Universitas PGRI Wiranegara

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Abstract: The existence of Pancasila education plays an important role in shaping character and identity. Pancasila education is one of the subjects expected to develop the character and national identity of students in Indonesia. The purpose of this research is to find out how students perceive the Pancasila education course, whether it is considered important or not, and whether they have a liking for it or not, especially for cross-major students of PPKn. This research adopts a qualitative method by interviewing several students. Based on the interview results, 85% stated that the existence of the Pancasila education course is considered important for shaping the nation's character. 10% of respondents consider this course to be quite important, while 5% stated that this course is less important due to its lack of relevance to their chosen major. From the results of this study, it is clear that PGRI Wiranegara University students generally view the Pancasila Education course as important and relevant. They feel that this course helps strengthen their understanding of national values and develops better character, although many of them hope that the learning could be more engaging. Therefore, this article will further discuss the students' perspectives on the importance of the Pancasila Education course at PGRI Wiranegara University.

Keywords: Perspectives; Students; Courses; Pancasila Education

1. Introduction

Students are the superior seeds of the nation where in time these seeds will give birth to world leaders. That's why moral and academic education is needed that will shape the personal figure of students. Basically, students are educated to become the next generation of the nation who have broad, realistic and systematic thinking in running the state administration (Hadiwijono, 2016). The future generation of Indonesians must have a quality education in order to realize the country's values and eventually be able to compete with those of other countries. One strategy to aid in the development of a country is through education. As we already know, a sound "enlightening the life of the nation" is mentioned in the preamble of the 1945 Constitution. Furthermore, Law No. 20 of 2003's Article 3 clarifies that "The purpose of national education is to develop the skills and character needed to build the nation" (Putri et al., 2017). Naturally, this is among the factors that make education crucial and essential. In addition to possessing broad science intellect, this undoubtedly aims to mold and develop the nation's future generation's potential (Bahrudin, 2020). They must also be devout individuals with high moral standards and good character, as well as becoming citizens of Indonesia who uphold and practice democratic ideals (Asril et al., 2023). They must also possess a sense of nationalism in order to love their country unconditionally and develop into good citizens by living their lives in accordance with the principles outlined in the Constitution and Pancasila, which serve as a guide (Lestari & Kurnia, 2022). One of the best ways to handle a variety of issues pertaining to the integrity and unity of the country is to have a solid understanding of Pancasila and national insight (Kurniawan et al., 2022).

Pancasila Education is one of the courses that is expected to shape the character and national identity of students in Indonesia. Self-identity or also called identity is a characteristic that marks a person, group of people, or a nation. (Susilo & Tamansiswa, 2018). At Universitas PGRI Wiranegara, this course is an integral part of the curriculum that aims to instill the values of Pancasila as the basis of the state. However, in its imple-

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mentation, there are symptoms that indicate that student interest and participation in this course tends to be low. This is an important concern, considering that Pancasila as a state ideology has a strategic role in building awareness of the nation and state (Huda, 2018). Students' lack of interest in taking Pancasila Education courses and their low understanding of the application of Pancasila values in everyday life are signs of a growing issue (Ahmad Jamalong, Sukino, 2019). Some students are not serious about attending lectures because they consider this course as an academic burden that has nothing to do with their field of study. This situation raises questions about what influences students' opinions and how they perceive the existence of Pancasila Education courses.

According to previous research, opinions among university students about Pancasila education differ depending on the institution. According to some studies, a thorough understanding of Pancasila can increase national awareness, while other studies have found that students generally find the course boring and unimportant. To gain a better understanding of students' opinions on this course, further research at Universitas PGRI Wiranegara is needed. The need to understand students' perspectives in order to improve the quality of teaching and implementation of Pancasila Education courses makes this research very important. Institutions can assess and improve the curriculum and instructional strategies used by understanding students' perspectives (Ahmad Jamalong, Sukino, 2019). This research specifically focuses on students' perspectives regarding the significance of the Pancasila Education course, emphasizing its role in character development and social interaction. Unlike previous studies, this research particularly discusses the contemporary relevance of this course in shaping students' identities in the context of modern challenges. This is expected to improve students' understanding of Pancasila values and increase their enthusiasm and engagement in the course. Finding and analyzing student opinions about the existence of Pancasila Education courses at Universitas PGRI Wiranegara is the purpose of this study. In addition to providing suggestions for better teaching strategies and curriculum development, this study also sought to identify the variables that influence students' opinions. Thus, the growth of character education in higher education is expected to benefit from this research.

2. Materials and Methods

This research was conducted at Universitas PGRI Wiranegara with a focus on understanding students' perspectives on the existence of the Pancasila Education course itself. The population of this research is students of PGRI Wiranegara University who are enrolled in different study programs (other than the Pancasila Education and Citizenship study program), while the sample in this research is 20 students selected by purposive sampling. Although 20 people from different backgrounds can provide diverse insights, this number may not be sufficient to represent the entire student population comprehensively. However, if the selection of respondents is done thoughtfully by considering variations in factors such as study programs, batch year, and academic experiences, the data obtained can provide a fairly in-depth perspective on students' views toward the Pancasila Education course. Furthermore, researchers can ensure the openness and honesty of respondents during interviews by creating a comfortable and non-judgmental atmosphere. Researchers can also clearly explain the purpose of the study and ensure the confidentiality of respondents' identities. Additionally, using open-ended questions that encourage respondents to freely share their experiences and views can enhance the honesty of their answers.

This research uses a qualitative approach. This research may only use a purely qualitative approach due to its focus on in-depth understanding of individual perspectives and experiences. A qualitative approach allows researchers to explore the nuances and complexities of students' views on Pancasila Education courses, which may not be captured by quantitative methods. As such, this research can provide richer and more contextualized insights into the issues under study. A method for investigating and comprehending the significance and experience of study subjects in their social environment, qualitative research is founded on the postpositivist philosophy. According to this per-

spective, reality is a socially constructed subjective concept. Qualitative research reports have a more flexible format and prioritize inductive approaches, individual meaning, and the significance of documenting the situation's complexity (Subhaktiyasa, 2024). In qualitative research, conceptualization, categorization, and description are developed on the basis of "events" obtained during field activities (Rijali, 2019). This research uses an interview guide consisting of open-ended questions. Questions will include: 1) Students' perceptions of the importance of Pancasila Education courses. 2) Learning experiences during the course. 3) The perceived benefits of the Pancasila Education course. 4) Suggestions for course improvement. And also later the results of the interview will be sent back to the respondents to ensure that the researcher's interpretation is accurate and in accordance with their views. Interviews were conducted for an average duration of about 30 minutes per respondent. This duration is considered sufficient to explore respondents' views and experiences in depth without making them feel rushed. Interview data will be recorded using a digital voice recording device to ensure the accuracy and reliability of the information obtained. In addition, the researcher will also record key points during the interview to support data analysis. After the interview, the voice recordings will be transcribed to facilitate further analysis.

3. Results and Discussion

3.1. Results

Based on the results of interviews with several students, 85% stated that the existence of this Pancasila Education course was considered important to form national character. As many as 10% of respondents considered that this course was quite important, while 5% stated that this course was less important due to the lack of relevance of this course to the majors taken. Students who feel less relevant may come from majors that do not directly relate to Pancasila values or that focus more on the technical and practical aspects of their studies. They may feel that these courses do not contribute significantly to the skills or knowledge they need for their careers. In previous research, there have been findings suggesting that students' interest in these courses tends to decline, with some students considering them an academic burden. This research confirms that while most students see value in the course, there is a small segment who find it less relevant, suggesting challenges in relating the material to their majors. Previous research has also shown that a thorough understanding of Pancasila can increase national consciousness. However, if students do not see the direct relevance of this course to their field of study, this may reduce their interest and participation. This is in line with the findings from Ahmad Jamalong and Sukino (2019) who noted that students' lack of interest in taking Pancasila Education courses can be caused by the lack of relevance to their major.

a. Perspectives on the Importance of Pancasila Education Courses

Most respondents stated that Pancasila Education courses are very important for shaping national character and identity. They argued that an understanding of Pancasila as the foundation of the state and the nation's ideology is very relevant in the context of everyday life. Some respondents also emphasized that the course helped them understand national values and tolerance, which are important in a multicultural society.

b. Learning experience

Respondents gave positive feedback on the teaching methods used in this course. 70% of respondents stated that the lecturer was able to deliver the material well and interestingly. However, 30% felt that some materials were too theoretical and less relevant to the practice in the field. Some students also revealed that the group discussions and case studies applied in learning really helped them in understanding the concepts of Pancasila more deeply.

c. Perceived Benefits

Students reported that the Pancasila Education course gave them greater insight into their rights and obligations as citizens. 75% of respondents felt more prepared to

contribute to society after taking the course. However, there were also those who felt that the course did not provide enough practical skills that could be applied in daily life.

d. Suggestions For Improvement

Respondents provided several suggestions for improvement, including: The addition of materials that are more applicable and relevant to current issues in so-ciety, the use of more varied learning methods such as simulations and collab-orative projects, and increased interaction between students and lecturers to create a more dynamic learning atmosphere

3.2. Tables

Table 1

Title 1	Description	Amount (N=20)	Presentation
National Values and Nationalism	Courses are considered important for strengthening the spirit of nationalism and love for the country.	data	85%
Character Building and Ethics	It is considered useful for instilling moral values and attitudes of tolerance.	data	10%
Not Relevant to Major	Some students feel that this course is less related to their field of study and has less impact on their daily lives.	data	5%

3.3. Discussion

a. Perspective

According to the Big Indonesian Dictionary (KBBI) Perspective is an attempt to depict something on a horizontal surface as seen by the naked eye with three dimensions, namely length, width, and height. or can also be interpreted as a point of view or view. According to (Fisher, 2015) Perspective is a view or type of understanding and interpretation of a particular phenomenon or issue. The term is often used in many fields to describe the frame that influences how individuals consider reality. So perspective is a person's way of seeing, understanding and interpreting an object, phenomenon or problem. Perspective can be visual or conceptual, both of which indicate that one's view is influenced by a particular position, experience or frame of mind.

b. Student

The general understanding of students is a the highest role in the governing world of education the pattern of human behavior from youth to role. Actually, you could say that college students are a process. where the pattern of thought leads to higher or higher take the role seriously (Nasari & Darma, 2015). According to (Kaharmudzakir & El Qudsi, 2022) Students are a group of people who are studying at the university level. Considering the idea that students are used to expressing their opinions directly in public, such as traditional media, the internet, and social media. Meanwhile, according to (Fitriana & Kurniasih, 2021) Students are a group in society who receive their status because of their ties to higher education, as intellectual candidates or young scholars who often demand various predicates. So students are individuals who are studying education in higher education, such as universities, institutes, academies, polytechnics, or colleges. They are officially registered as students and have an important role in the learning process and the development of knowledge. Students are also known as future intellectuals or young scholars who actively express their opinions in various media, and have a strategic position in society because of their status attached to the world of higher education. Understanding of students in the Indonesian government regulations NO.30 of 1990 was a registered student and a student of the same name. study in a certain college. Students are a group in society that gains their status due to association with universities. Students are also a young intellectual or intellectual candidate in a particular way the often-required layer of society with various predicates. Students, consist of the words

Maha and Students where these two words form the meaning of people studying in college, whether in universities, institutes or academies. Those who are enrolled as students in college may be referred to as a student (Nika Sintesa, 2022).

c. Pancasila Education

According to (Wika Alzana et al., 2021) Pancasila education is a multicultural education that encourages the younger generation to care more about the surrounding environment and be able to participate in resolving conflicts in society and become civilized human beings, become people who are not easily provoked by conflict and behave wisely, strengthening unity and unity above the existing pluralism, without feeling the most right and downplaying others. Meanwhile, according to (Nurgiansah, 2021) Pancasila education is as a value and moral education, and not only transproformation of knowledge, but as a medium to shape the personality of students in accordance with the values of Pancasila, therefore every lesson is always inserted a moral message that can be used as an example for students. It can be interpreted that Pancasila Education is a form of education that not only functions as a means of conveying knowledge, but also as a medium for building the character and personality of students. This education instills moral and multicultural values that encourage the younger generation to care about the social environment, be able to resolve conflicts wisely, uphold unity in the midst of differences, and instill a tolerant attitude and not feel self-righteous. Thus, Pancasila Education becomes the foundation in forming civilized human beings and in accordance with the noble values of Pancasila. However, in the practice of learning and teaching Pancasila in universities with various disciplines is considered to still provide obstacles and problems. The obstacle that arises is that there is still no ideal model and format in the process of teaching and learning Pancasila education for certain disciplines (Hastangka & Farid, 2021).

Through Pancasila education, the younger generation is taught about the moral values that underlie the life of the nation and state, such as honesty, discipline, hard work, and integrity (Nur et al., 2023). As stated that the understanding of character cannot be separated from the existence of an integrated value system in the self and human life, where humans who live are formed by the value system that surrounds them. (Suwartini, 2017). In connection with the value system needed by humans in building their character, and it is understood that Pancasila Education organized by all higher education in Indonesia as an effort to build the character of students so that they have an Indonesian personality with Pancasila. (Ladamay, 2018). Pancasila education is a form of state support for people's harmony to be able to be together in differences (Pokhrel, 2024).

d. Students' Perspectives on the Existence of Pancasila Education in Uniwara

Regarding the existence of Pancasila Education courses in higher education, especially at Universitas PGRI Wiranegara, students have varying opinions. The basic principles of the Indonesian nation contained in Pancasila, including unity, social justice, divinity, and respect for diversity, are often thought to be instilled through this course. As future leaders and forces for change in the country, these ideals are seen as philosophical and ideological foundations that need to be understood and absorbed by every student. (Furnamasari et al., 2024). Students who believe that the course is sometimes only seen as an academic formality or even as an ideological weapon that advances the ruler's cause, however, have also expressed critical opinions, arguing that the learning is often indoctrinative and does not allow for critical discourse. Some students become disengaged, and they believe that Pancasila education lacks relevance to the dynamics of contemporary life.

Students appreciate the lecturers' use of interactive and contextual learning strategies as they not only emphasize theoretical memorization but also encourage critical thinking and the application of Pancasila ideals in everyday life. Technology-enhanced instruction combined with live conversations can enhance students' understanding and engagement, ensuring that the principles of Pancasila are not just theoretical ideas but actually materialize in their attitudes and actions (Yusra et al., 2024). Furthermore, the Pancasila Edu-

cation course plays a role in shaping the character of students with integrity, tolerance, and nationalism, as well as a bulwark against negative influences such as radicalism. The multicultural awareness and critical thinking skills honed through this course are essential in facing the challenges of globalization and complex social dynamics (Furnamasari et al., 2024). Therefore, in order for students to truly apply the values of Pancasila, more comprehensive and sustainable evaluation techniques need to be developed. In order for the values of Pancasila to become a guide to life that develops in accordance with the times, this course must be optimized through creative teaching methods, thorough evaluation, and active student participation.

4. Conclusion

From this research, it is clear that students at Universitas PGRI Wiranegara generally view Pancasila Education courses as important and relevant. They feel that this course helps to strengthen their understanding of national values and shape better character in social life. Even so, many of them hope that the course can be made more interesting and closer to real life, so that the values of Pancasila are not only learned in theory, but also truly lived and applied. Overall, students still support the existence of Pancasila Education on campus, with the hope that there will continue to be innovations so that this course is easier to understand and implement in real life. This research was conducted in the context of a certain time, and the results may not apply to a longer period or in a different context. Future research is recommended to involve more respondents from various majors and batches to get a more representative picture of students' views on Pancasila Education courses. Or it could conduct a longitudinal study to see changes in students' views on Pancasila Education courses over time to provide insight into trends and factors that influence their interest. And for further action Course instructors are advised to adopt teaching methods that are more interactive and relevant to the context of students' lives. For example, integrating case studies, group discussions, and community-based projects that can make the material more interesting and applicable. By considering these limitations and recommendations, it is hoped that this research can make a meaningful contribution to the development of Pancasila Education courses and increase student interest and participation at Universitas PGRI Wiranegara.

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