



THE ROLE OF PANCASILA LEARNING IN DEVELOPING SOCIO POLITICAL AWARENESS AMONG P.IPS UIN MALANG STUDENTS

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Abstract

This research highlights the strategic role of Pancasila learning in developing social and political awareness among students of Social Science Education Study Program (P.IPS) at Maulana Malik Ibrahim State Islamic University Malang. The background of this research is rooted in the low level of participation and awareness of social and political issues among the younger generation in the midst of globalization. To understand this phenomenon, the research used a descriptive qualitative approach with field research methods through structured interviews and direct observation. Social awareness indicators were measured based on the theory of Yoyo Sudaryo and Agus Ribowo, while political awareness refers to the theory of Almond and Verba. The data were then analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and inference. The results showed that Pancasila learning is able to increase students' social and political awareness through the internalization of values such as empathy, honesty, tolerance, and active participation in community life. In addition, this learning also encourages students' participation in political activities, strengthens their awareness of their rights and responsibilities as citizens, and forms a critical attitude toward various social issues. The implications of the results of this study indicate the importance of strengthening Pancasila learning as a character building tool for students who are active, critical, and empowered to face socio-political challenges in the future.

Keywords : *Social; Politics; Awareness; Students;*

1. INTRODUCTION

The young generation is the main pillar in nation building that has great potential to bring positive changes in various aspects of life, including in the realm of social and political activities. In the era of globalization and rapid technological advancement, access to information has become faster and more efficient. This condition opens up great opportunities



for the younger generation to be more actively involved in various dynamic social and political issues (Cahyo, 2016). However, this great potential is often not fully utilized by the younger generation due to their low level of awareness of the importance of participation in socio political activities. In facing the dynamics of national life, social and political awareness is a fundamental element in maintaining the stability and health of a country's democracy (Nurwardani et al., 2016). A healthy democracy requires the active participation of citizens in the political decision-making process as well as in the social life of the community. Therefore, the role of the younger generation in fostering and strengthening their socio-political awareness is indispensable (Aulia & Dewi, 2022). They not only act as recipients of information, but also as agents of change who determine the direction of the future development of the Indonesian nation and state.

The lack of social and political awareness can have negative implications in the long run, such as weak leadership in the future and low levels of public participation in the democratic process. Young people often do not understand the importance of active involvement in socio political processes, which in turn can undermine the resilience of the democratic system (Siswanto et al., 2023). a dynamic approach is needed that can strengthen the values of nationalism and democracy in the younger generation, such as those contained in the values of Pancasila. The Pancasila values-based education approach can be one of the strategic instruments in instilling understanding and appreciation of national values, such as justice, unity, and democracy (Furnamasari et al., 2024). Learning Pancasila on campus has the potential to help students develop analytical skills, critical judgment, and active participation in social and political life. Thus, students can be more empowered in dealing with various social and political issues that develop around them.

In this context, previous research shows that Pancasila learning plays a role in strengthening the sense of nationalism of the younger generation in the midst of globalization (Irhandayaningsih, 2012). However, aspects of social and political awareness still need more attention in learning Pancasila. Therefore, this research expands the scope by focusing on how Pancasila learning can increase students' social and political awareness. The urgency of this research lies in the importance of the role of Pancasila learning in developing social and political awareness among students, especially students of the Social Science Education Study Program (P.IPS) batch 22 of Maulana Malik Ibrahim State Islamic University Malang. The lack of social and political awareness among Social Science Education 22 students is a major concern considering that this field of study closely related to social and political studies. By increasing social and political awareness through learning Pancasila, it is hoped that the younger generation will not only have academic competence, but also have a strong social and political spirit to play an active role in building the nation. To that end, this research aims, namely: First, to describe the role of Pancasila learning in developing socio-political awareness of Social Science Education students of the 22nd batch of Maulana Malik Ibrahim State Islamic University Malang; Second, to analyze the implications of Pancasila learning on Social Science education students of UIN Malang in socio-political activities in the community.



2. RESEARCH METHODS

This study uses a type of field research with a descriptive qualitative approach to examine the role of Pancasila learning in developing social and political awareness of students of the Social Science Education Study Program of the 22nd batch of Maulana Malik Ibrahim State Islamic University Malang. This approach was chosen because it is able to explore in-depth information about complex social phenomena in natural situations without variable manipulation (Fiantika et al., 2022). Primary data were obtained through structured interviews with students, which were based on social awareness indicators from Yoyo Sudaryo and Agus Ribowo (Yudiana, 2023). Meanwhile, political awareness indicators are based on Almond and Verba's theory (Agung, 2023). In addition, direct observation was conducted to understand the real conditions and social interactions in the campus environment related to students' social and political awareness. Secondary data, such as information about the history, vision, mission, and profile of the institution, was used to provide a broader context for the phenomenon under study and enrich the results of the analysis (Nasution, 2023).

Data collection techniques used in this research include structured interviews and direct observation. Structured interviews focused on exploring students' opinions, experiences, and attitudes regarding Pancasila learning and its impact on their socio-political awareness. The observation technique was used to verify the results of the interviews as well as to understand the application of Pancasila values in students' daily lives (Sugiyono, 2016). The data obtained were analyzed using the Miles and Huberman data analysis model, which consists of three stages: data reduction, data presentation, and conclusion drawing (Rijali, 2018). The data reduction stage was carried out by filtering and selecting the most relevant data from the results of interviews and observations. The simplified data was then organized systematically in the form of narrative descriptions to facilitate interpretation. Finally, conclusions were drawn based on the findings presented to answer the research objectives. With this method, it is expected that the research can provide a comprehensive picture of the role of Pancasila learning in shaping students' social and political awareness.

3. RESULT AND DISCUSSION

Social and political awareness are two important elements in social life that are interrelated and support each other. Social awareness focuses on an individual's ability to understand oneself and others, and to develop empathy and sympathy for existing social problems (Ilhami et al., 2024). political awareness emphasizes the importance of active participation in political processes, including in decision-making and elections, which are an essential part of a democratic system (Layungsari et al., 2024). In the context of learning Pancasila, the values taught not only build a moral and social foundation for students, but also strengthen their understanding of social responsibility and their role in life.

Based on the results of interviews and observations, learning Pancasila among students majoring in Social Science Education class 22 of Maulana Malik Ibrahim State Islamic



University Malang plays an important role in developing social and political awareness. Values such as empathy, tolerance, honesty, and respect for differences become the foundation in building harmonious relationships in their social environment. In addition, this learning also motivates students to be actively involved in social activities, contribute to the community, and participate in the community. political process more consciously and critically. Thus, learning Pancasila is not only a theoretical tool, but also a practical guide in creating a peaceful and democratic social environment, as reflected in the various experiences and views of students involved in this study.

The Role of Pancasila Learning in Developing Socio-Political Awareness of Social Science Education Students UIN Malang

Research conducted on students majoring in Social Science Education class 22 of Maulana Malik Ibrahim State Islamic University Malang, especially in learning Pancasila, shows that this learning has an essential role in shaping students' social and political awareness. Pancasila learning not only provides a theoretical understanding of the fundamental values of the Indonesian nation, but also encourages the internalization of these values into everyday life. This makes Pancasila learning a strategic instrument in building the character of students who are caring, tolerant, and responsible for society and the nation. One of the main results of this research is the contribution of Pancasila learning in increasing students' social sensitivity. Students who have understood the values of Pancasila show higher concern for the problems around them. This attitude is reflected in their quick response to the needs of colleagues or communities who need help, reflecting the implementation of the value of fair and civilized humanity as stated in the second principle of Pancasila. Furthermore, this concern is not only limited to the campus environment, but also extends to the wider community..

In addition, Pancasila learning instills a high attitude of tolerance among students. In a heterogeneous campus environment with diverse social, cultural, and religious backgrounds, tolerance is the main key in maintaining harmony. The interview results show that students feel more able to respect different opinions, both in group discussions and daily interactions. This attitude is an important foundation in creating an inclusive, harmonious, and mutually supportive academic culture. Pancasila learning is also proven to provide practical benefits in developing students' communication skills. They are taught to communicate effectively, both verbally and nonverbally, which helps convey ideas clearly while understanding the perspectives of others. This ability fosters empathy, strengthens sensitivity to the needs of others, and creates more harmonious social relationships.

In addition, learning Pancasila encourages the development of critical thinking towards social reality. Students are trained to analyze various discrepancies between ideal values and real practices in society. This critical attitude motivates them to fight for social justice and take an active role in solving social problems. By instilling a sense of love for the country and pride in national identity, the values of Pancasila become a counterweight in facing the challenges of globalization and cultural flows. foreigners that can erode the nation's identity. From the



perspective of political awareness, learning Pancasila provides a comprehensive insight into the rights and obligations as citizens. Students become more aware of the importance of political participation in democratic life. The fourth principle of Pancasila, which emphasizes the principles of deliberation and representation, guides students to be more active in elections, campaigns, and public policy advocacy. This learning also strengthens the sense of responsibility for the sustainability of democracy. Students are taught not only to understand the political system theoretically, but also to be actively involved in strengthening democratic values with a critical attitude towards policy issues and political dynamics. Through this approach, students are shaped into a generation with high political awareness and proactivity.

The integration of academic values with human values is also the result of learning Pancasila. Students not only become intellectually intelligent, but also wise in their actions. By making knowledge a tool to serve the community, students emulate the spirit of gotong royong and social justice that characterizes the Indonesian nation. Globalization presents challenges such as the spread of false information that can influence public opinion. In this context, Pancasila learning plays a role in shaping students' critical awareness to be wise towards these issues. This attitude is an important asset to face global challenges while maintaining democratic values that are in accordance with the identity of the Indonesian nation. In addition, students are taught the importance of transparency and accountability in political life. They are encouraged to be critical and smart voters in every election, considering the integrity of the candidates or political parties to be elected. The values of Pancasila equip them to create a clean and fair political system in the future. Overall, this research confirms that Pancasila learning serves as a means of character transformation. By understanding and internalizing the values of Pancasila, students become more aware of their role in society and more motivated to take concrete actions that are beneficial. This learning not only strengthens social and political awareness, but also shapes a young generation that is ready to face future challenges with a strong foundation of national values.

Implications of Pancasila Learning for Social Science Education Students at UIN Malang in Socio-Political Activities among the Community.

The results showed that Pancasila learning had a significant effect on increasing the social and political participation of students majoring in Social Science Education class 22 of Maulana Malik Ibrahim State Islamic University Malang. The values of Pancasila obtained by students are not only understood theoretically, but also applied in everyday life. This is reflected in the various activities they do that show empathy and social sensitivity, such as involvement in community service, humanitarian assistance, community development, service, and tolerance between individuals. Students also prioritize values such as honesty, respect, and tolerance towards differences, and prioritization of common interests. These activities show the success of internalizing the values of mutual cooperation, unity, and social justice in students. In addition, they are able to read social conditions, be sensitive to various problems, and provide solutions accompanied by effective communication, creating a harmonious social environment.



In the context of political awareness, learning Pancasila also strengthens students understanding of their rights and obligations as citizens. Participation in elections, both as voters and as part of the campaign, shows a better understanding of the importance of democracy in realizing social justice. Students' mature attitude in accepting election results, even if they do not match their personal preferences, reflects an increase in political maturity. Their political awareness is not limited to formal participation, but is also seen in discussions of current social and political issues. They use Pancasila values as a reference in expressing their opinions in a tolerant and dialogical manner. This ability shows the success of Pancasila learning in shaping the character of students who are critical and solutive. Overall, this research confirms that Pancasila values-based education is able to create socially and politically aware individuals, and has a strategic role in building a young generation with strong character.

This research shows that Pancasila learning plays an important role in building students' understanding of their rights and responsibilities as citizens, especially in the context of political awareness. Students are not only involved in elections, both as voters and part of the campaign, but also understand the importance of democracy as a means to realize social justice. Their mature attitude in accepting election results, although not always in accordance with personal preferences, shows the internalization of democratic values. This political awareness is also reflected in students' active participation in discussions of current social and political issues, adhering to the values of Pancasila to express opinions and maintain tolerance. Pancasila is not only understood theoretically, but also applied as a practical guideline in social life. Overall, this research underlines the role of Pancasila learning in building social and political awareness of Social Science Education Study Program students at Maulana Malik Ibrahim State Islamic University Malang. This Pancasila values-based learning has succeeded in producing individuals who are sensitive to social dynamics while being able to contribute critically and solutively in social and political life. This finding provides empirical evidence that Pancasila education contributes greatly to shaping the character of the younger generation.

4. CONCLUSIONS

From the results of research that has been conducted on the role of Pancasila learning in developing the socio-political awareness of Social Science Education students of the 22nd batch of Maulana Malik Ibrahim State Islamic University Malang, it is found that Pancasila learning has a significant contribution to the formation of students' socio-political awareness. Increased values such as social care, empathy, sympathy, tolerance, and honesty are the main indicators of the success of Pancasila learning among Social Science Education students batch 22 of Maulana Malik Ibrahim State Islamic University Malang. In addition, the 22nd batch of Social Science Education students showed a deeper understanding of their obligations as citizens, which was reflected in active participation in socio-political activities, including involvement in the democratic process. Thus, learning Pancasila is not only a means of knowledge transfer, but also a character transformation tool to produce a caring, tolerant, and



young generation. This generation is expected to be able to face global challenges without losing their national identity.

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