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Awareness Of Non-PPKn Students On The Mandatory Status Of Pancasila Education And Civic Education Courses: A Study On PGSD And Dkv Students At Private Universities In Central Java

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ABSTRACT

Although Pancasila Education and Civic Education have been designated as national compulsory courses through Permendikbudristek Number 7 of 2023, there are strong indications that students from non-PPKn study programs are not aware of the status of these obligations regulatively. This study aims to examine the level of awareness of non-PPKn students towards the national compulsory status of the two courses, their perception of their relevance, and the factors behind the low awareness. The research uses a descriptive qualitative approach with open questionnaire and interview instruments. The subjects of the study were 88 students from two study programs, namely, Elementary School Teacher Education (PGSD, n=38) and Visual Communication Design (DKV, n=50), which were purposively selected to represent the differences in academic contexts in two private universities in Central Java. The results of the study showed three main findings: (1) the majority of students (97%) did not know the national legal basis of the two courses and thought it was only campus policy; (2) most students have extrinsic motivation and will not take the course if it is not mandatory, even though PGSD students have better functional awareness due to the professional demands of prospective teachers; and (3) this low awareness is triggered by weak socialization of the institution's curriculum, less contextual learning methods, and lack of lecturers' explanations of the legal basis. These findings indicate the need for reform of curriculum policy socialization and the development of contextual learning models that are tailored to the background of non-PPKn student study programs.

INTRODUCTION

Universities in Indonesia have a dual mandate, namely, to produce graduates who are scientifically competent while having good citizen character. This second mandate is realized, among others, through the national compulsory courses of Pancasila Education and Civic Education. Based on Permendikbudristek Number 7 of 2023 concerning National Standards for Higher Education, these two courses must be taken by all students in all study programs without exception. This obligation is an affirmation of the mandate

of Law Number 12 of 2012 concerning Higher Education which explicitly mentions Pancasila and citizenship as the mandatory content of the university curriculum.

This obligation is not without basis. Winataputra (2012) explained that Civic Education in higher education is designed to develop three components of civic competence, namely, knowledge, skills, and dispositions necessary to actively participate in democratic life. Meanwhile, Kaelan (2016) emphasized that Pancasila Education is directed to internalize Pancasila values as a view of the nation's life into the attitudes and behaviors of daily students. Fathurrohman and Wuryandani (2011) added that national value education is the most important foundation in the formation of a dignified national character in the midst of globalization challenges.

However, the implementation of this policy needs to be distinguished from three different but interrelated issues, namely (1) regulatory obligations, namely whether the course is indeed required by national regulations; (2) student awareness, namely whether students know and understand the regulatory obligations; and (3) perceived relevance, namely whether students perceive the two courses to be meaningful and in accordance with their academic context. These three issues are often mixed up in academic discourse, even though each has different policy implications. This research focuses specifically on the second dimension, student awareness of the national compulsory status which has not received adequate attention in scientific studies.

Previous studies on Pancasila and PKN Education in higher education generally focused on aspects of learning implementation, such as teaching strategies (Murdiono, 2012), lecturers' constraints in delivering material (Samsuri, 2011), and the relevance of content to student life (Wahab & Sapriya, 2011). A number of studies have also examined students' learning motivation in these courses (Winarno, 2014) as well as efforts to develop *civic disposition* in higher education (Murdiono et al., 2020). However, there have not been many studies that specifically examine whether students, especially from non-PPKn study programs, know that their participation in this course is a mandate of national regulations, not just campus curriculum policies. This gap is the starting point of this research.

The phenomenon in the field actually shows worrying indications. Many students passively attend Pancasila and Civics Education lectures without knowing the basis of national law that underlies them. They follow it solely because it is listed in the curriculum package of the study program, a condition that Suryadi (2019) identified as a result of weak socialization of curriculum policies at the institutional level.

This study takes two study programs as comparative subjects, namely Elementary School Teacher Education (PGSD) and Visual Communication Design (DKV). PGSD was chosen to represent student groups in the educational environment who would later teach national values, but scientifically they were in the threshold zone. Environmentally close to the world of education, but scientifically it does not directly intersect with civic materials. DKV was chosen as a comparator because it represents a contextually opposite group, a creative arts and technology study program that scientifically has the furthest distance from the discourse of Pancasila and Citizenship. The comparison between these two contextually different groups allows the study to capture whether low awareness is universal across study programs, or whether it is influenced by the proximity of students' academic context to the world of education.

Based on this background, this study aims to answer three main questions, (1) To what extent do PGSD and DKV students know the national mandatory status of Pancasila Education and Civic Education courses based on Permendikbudristek Number 7 of 2023? (2) What is the student's perception of the relevance of the two courses to the study program they are taking? (3) What are the factors behind the low awareness of students towards the national obligation?

RESEARCH METHODS

1. Approaches and Types of Research

This study uses a descriptive qualitative approach. This approach was chosen because the purpose of the research was not to test the relationship between variables statistically, but to gain an in-depth understanding of students' awareness, perceptions, and attitudes towards the mandatory status of Pancasila Education and Civic Education courses in their academic context (Creswell, 2014). Although it involved 88 respondents, this study was still qualitative-based. The use of open-ended questionnaires generates

narrative data that is analyzed based on the depth of meaning and pattern of the theme, rather than statistical testing.

2. Research Subject

The research subjects were 88 students from two non-PPKn study programs at two private universities in Central Java who were purposively selected based on relevance to the research focus. The first group was 38 students of the PGSD Study Program to represent the non-PPKn educational environment. The second group consisted of 50 students of the Visual Communication Design Study Program (DKV) who represented the art and technology study program with a scientific background that was far from civic discourse. The selection of these two study programs is comparative to capture the diversity of perspectives from two different academic contexts.

3. Data Collection Techniques

Data was collected through an open questionnaire based on Google Form, which was distributed in odd semesters of the 2024/2025 academic year. The questionnaire is designed with open-ended questions so that respondents can express their views narratively and authentically without being limited by choice of answers. The questionnaire questions cover four main themes:

- a. Student knowledge of the national compulsory status of Pancasila Education and Civics Education courses;
- b. The source of information they obtain about the obligation;
- c. Their perception of the relevance of the two courses to the study program taken;
- d. Their hypothetical attitude if the two courses are not mandatory.

Before the distribution of the questionnaire, the researcher conducted an informal oral conversation with all prospective respondents. This conversation included three guiding questions that were asked directly: (1) whether students know that Pancasila and PKn courses are mandatory courses; (2) whether students know that there are four courses required by the state, including Pancasila and PKn; and (3) whether students will still take the two courses if they are not required. These conversations are unstructured and spontaneous, aiming to get an initial idea of the student's level of consciousness before they fill out the questionnaire. The students' verbal responses were recorded by

the researcher as field records and used as supporting data in thematic analysis. The researcher conducted an informal approach through these three spontaneous oral guidance questions aimed to get an initial picture as well as the willingness to participate (*informed consent*) from the respondents.

4. Data Analysis

The data were analyzed using thematic analysis following the stages of Braun and Clarke (2006), namely: (1) data recognition through repeated reading; (2) initial code generation; (3) theme search; (4) theme review; (5) definition and naming of themes; and (6) report writing. Narrative answers from open-ended questionnaires and interview transcripts were treated as systematically encoded verbatim data. The validity test of the data is carried out in two ways. First, triangulation of sources by comparing the responses of the PGSD and DKV groups. Second, triangulation techniques by comparing the results of open questionnaires and interviews. The ethical procedure of the research was carried out through the oral delivery of *informed consent* to all respondents before filling out the questionnaire, including an explanation of the purpose of the study and a statement that participation was voluntary.

RESEARCH RESULTS

1. Respondent Characteristics

This study involved 88 students in the first semester of the 2024/2025 academic year from two private universities in Central Java Province. Respondents were divided into two groups of sciences that were distinctly different. The first group is 38 students from the Elementary School Teacher Education Study Program (PGSD) representing the education science cluster, while the second group is 50 students from the Visual Communication Design Study Program (DKV) which represents the art and creative technology cluster. All respondents are active students who are or have taken Pancasila Education and/or Civics Education courses at their respective universities.

Before presenting the results of the in-depth analysis in a narrative-qualitative manner, a summary of the main findings regarding the level of regulative awareness and student perception is presented comparatively in Table 1 below.

Table 1. *A Comparative Summary of Regulative Awareness of Non-PPKn Students*

Aspects of the Findings	PGSD (n=38)	DKV (n=50)
Knowledge of national compulsory status (Permendikbudristek No. 7/2023)	35 out of 38 or 92% of respondents did not know; Assume that the obligation comes from campus policy	All respondents or 100% of students do not know it. Students only found out after the lecturer explained at the first meeting
Resources of information about courses	KRS schedule and information from lecturers or the campus	KRS Schedule
Perception of relevance to the study program	Some recognize the normative relevance of being a prospective teacher; some feel less directly relevant	Diverse: some find relevance through design ethics and copyright; some feel irrelevant right away
Hypothetical attitudes if not required	30 students or 79% of respondents will not take this course; prefer to focus on PGSD courses	100% of respondents will not take the course
Factors that cause low consciousness	Weak institutional socialization, lack of contextual learning, lack of explanation of lecturers on the legal basis	

2. Student Regulatory Awareness

The fundamental finding that is very crucial from this study is that there is a wide gap between government macro policies and micro-awareness at the student level. Based on Table 1 data, as many as 97% of the total respondents (85 out of 88 students) did not know at all that Pancasila Education and Civic Education were national compulsory courses mandated by law. The majority of students from both study programs have the misconception that the class is only a local content or an optional internal campus policy.

This phenomenon of ignorance is also strongly confirmed through field notes during the informal interview process. When the researcher asked about the existence of four compulsory state courses, none of the students from the two groups were able to answer correctly. This universal ignorance shows that the proximity of knowledge groups such as PGSD students who are in the educational environment does not automatically make them have better educational legal literacy.

Theoretically, this condition reflects what is called *passive compliance*. Students attend lectures not because they are motivated by legal *awareness*, but solely because they are bound by the campus bureaucratic structure. They took the class because it was automatically packaged in the Study Plan Card (KRS).

These field findings strengthen the study of Suryadi (2019) which stated that the root of the problem of low student awareness lies at the institutional level. Campuses tend to treat general compulsory courses only as an administrative formality for curriculum fulfillment, without ever socializing the basis of macro laws such as Permendikbudristek Number 7 of 2023 or Law Number 12 of 2012 to new students during the academic orientation period.

3. Dynamics between Pragmatic Orientation and Functional Awareness

Although both groups had a high level of legal ignorance, this study managed to identify a very contrasting difference in the quality of responses between DKV and PGSD students when faced with hypothetical questions regarding the existence of these courses in the future.

DKV Group

In the DKV group, ignorance of the law was followed by total refusal (100%) to take Pancasila or PKn courses if the government did not require it. This attitude is clearly recorded in the following interview excerpts:

"Honestly, I only found out that the PKn curriculum was required by the government after the lecturer explained on the first day." (R-DKV-22, Semester 1)

"It's unlikely (to take), because I myself may choose to focus on my skills and also my major." (R-DKV-11, Semester 1)

"No. Because I really want to focus on courses that are really related to my goals." (R-DKV-29, Semester 1)

This pragmatic response indicates that there is a very wide *epistemological distance* between abstract national material and the creative art world that focuses on technical-visual skills. DKV students view the nationality curriculum as an additional credit burden that reduces their focus on competitive professional skills in the creative industries.

PGSD Group

In contrast, the PGSD student group showed a different response pattern. Although 92% of them are blind to government regulations, 21% of them (8 students) still show openness to accept this course because they are driven by the demands of their future profession. One of the PGSD students stated straightforwardly:

"It's okay, ma'am, elementary school teachers also teach PKn maple." (R-PGSD-04, Semester 1)

The phenomenon in the PGSD group is categorized as *functional awareness*. This means that their motivation is not born from compliance with state laws, but because of awareness of the practical usefulness of the material for their profession as classroom teachers in elementary schools.

This comparative finding is closely related to the concept *of civic disposition* (civic disposition) put forward by Winataputra (2012). The character of the educational environment has proven to be successful in internalizing a sense of professional responsibility in PGSD students, so that they are more accommodating to nationality courses than DKV students who tend to have pure extrinsic motivation.

4. The Urgency of Contextual Learning for Non-PPKn

The relationship between legal ignorance and low motivation of non-PPKn students boils down to one main problem, namely, a standardized learning approach (*one-size-fits-all*). So far, Pancasila and PKn education in private universities tends to be taught conventionally, unidirectionally, and using political-legal material that is too abstract for students outside the social department.

To overcome this gap, the results of the study require a change in teaching strategies from a theoretical-doctrinal model to *contextual teaching and learning* based on a cluster of knowledge. The scientific distance of DKV students, for example, must be bridged by associating the value of Pancasila with design ethics issues, the protection of Intellectual Property Rights (IPR), and the social responsibility of a graphic designer in stemming hoaxes in the digital space.

On the other hand, the material for PGSD students must be directed to the methodology of instilling early childhood character values. This step of micro-curriculum innovation is in line with the idea of Fathurrohman and Wuryandani (2011) and Winarno

(2014) that national education in the modern era should not be trapped in memorizing normative articles. He must be able to transform into a living professional ethical guide (*living values*) in the midst of a global society, so that non-PPKn students can find real relevance and no longer consider this lecture as just a formality of filling out the KRS.

CONCLUSION

This study shows that there is a real gap between the national policy regarding compulsory courses and the level of awareness of non-PPKn students. The majority of PGSD and DKV students do not know that the two courses have a national compulsory status based on Permendikbudristek Number 7 of 2023; They follow it because of the demands of the curriculum of the study program, not because of awareness of the mandate of national regulations. This condition is triggered by three main factors, namely the weak socialization of the curriculum at the campus level, learning methods that have not related the material to the reality of the profession, and the lack of explanation from lecturers about the legal basis of lectures.

These findings have practical implications for study program managers and teaching lecturers, including: (1) the need for explicit socialization of the status of compulsory courses at the time of orientation of new students and in lecture contracts; (2) it is necessary to develop a contextual learning model that integrates Pancasila and citizenship values with the professional context of each study program, such as design ethics and copyright for DKV, as well as Pancasila-based character education for PGSD.

This research has limitations that need to be acknowledged. First, the research subject only includes two study programs from two private universities in Central Java, so the findings cannot be generalized to all universities in Indonesia. Second, data from the PGSD group was more sourced from narrative field records than direct citations (*verbatim*) due to technical limitations during the initial documentation. Further research with a wider institutional scope and more systematic data collection methods are needed to reinforce these findings.

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