

Efektivitas Pembelajaran Pendidikan Pancasila dan Kewarganegaraan**Grace Kelly Hadiputri Sihombing¹, Laila Nurfitriah Lubis², Melti Oktavianda³**^{1,2,3}Politeknik Negeri Pontianak, Pontianak, Indonesiagrcekellysihombing@gmail.com¹, lailanlubis@gmail.com², meltioktavianda@polnep.ac.id³**Abstract**

The national urgency of Pancasila and Citizenship Education in overcoming the moral decadence faced by the nation. Character education in higher education, especially through the mandatory general courses of Pancasila and Citizenship Education, is a solution to form good character in students in accordance with the mandate of Law 12 of 2012 concerning Higher Education. The research was conducted at several universities in Pontianak City, focusing on the effectiveness of the courses in fulfilling the effectiveness of the law regarding the implementation of the mandatory curriculum of Pancasila and Citizenship Education courses in the context of local society. The research uses a qualitative approach with a descriptive analysis method. The results of the research will be in the form of reports and articles proposed for publication in accredited national journals. The purpose of this study is to show the effectiveness of the Pancasila and Citizenship Education courses in forming student character, as well as what strategies have been carried out by universities to achieve the effectiveness of MKWK learning in universities in Pontianak City. The results of the research are expected to contribute to building closer cooperation between the government and universities in strengthening character education. This can be done through knowledge exchange, curriculum development, regulations, or other supporting programs to strengthen character learning at the tertiary level.

Keywords: character education, MKKWK, learning approach, Pancasila

INTRODUCTION

Pancasila education is very necessary to form professional and moral human characters. This is because the changes and infiltration of foreign cultures that gradually come to Indonesian society do not only occur in matters of knowledge and technology, but also various streams (mainstream) in various national lives. Therefore, Pancasila education is held so that society is not uprooted from the cultural roots that are the identity of a nation and at the same time become a differentiator between one nation and another. In addition, the moral decadence that continues to hit the Indonesian nation which is marked by the lack of awareness of public obedience to social norms that live in society, shows the importance of instilling ideological values through Pancasila education. In political life, political elites (executives and legislative) have begun to abandon and ignore polite political culture, have little respect for political decency and are devoid of statesmanship. In fact, many politicians are caught up in corruption problems that are very detrimental to state finances. In addition, drug abuse involving generations from various levels erodes the moral values of the nation's children.

Globalization indirectly forms the individualistic and materialistic values of a person's soul which have an impact on the character of national unity. Given the characteristics of Indonesian society which is united in diversity as stated in Article 36 A of the 1945 Constitution, then all regions in the country of Indonesia should strategize in strengthening unity and togetherness through socio-cultural development, as determined in Article 31 paragraph (5) and Article 32 paragraph (1) and paragraph (2) of the 1945 Constitution. If the socio-culture of society and the state system are colored by the same soul, then a society in a country that lives in peace and happiness will be born. In addition, the development of science and technology is very rapid and has experienced developments that are inseparable from the development of society. The needs of society are part of the reason for the presence of science and technology that considers socio-cultural and religious values in that society.

The presence of Pancasila education courses is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have knowledge, personality, and skills, in accordance with their respective study programs. Thus, students are able to make constructive contributions in society, nation, and state, by referring to the values of Pancasila. This means that the Pancasila course is a learning process using a (student centered learning) approach, to develop (knowledge), (attitude), and (skill) students as prospective national leaders in building the soul of the Pancasila character, and by making the values of Pancasila as guiding principles so that they become good citizens (good citizenship).

Problems that are challenges for the world of Pancasila and Civic Education education include: (1) Increasing wrong thinking patterns by students towards the implementation of Pancasila values, (2) Increasing cases of verbal abuse and discriminatory attitudes, (3) Reduced tolerance and responsibility among students, (4) Students' apathetic attitude towards politics and nationality, (6) Weak spirit of nationalism and patriotism, (7) Low constitutional awareness, (8) Lack of critical and analytical thinking skills in students, and Pancasila is no longer the main foundation for acting and behaving in various aspects of the lives of teenagers according to Erni (2016). In addition, there is still a lack of understanding, appreciation and belief in the priority of the values contained in each Pancasila principle and their relationship to each other. The researcher views that one of the efforts that can be made in answering the solution to the nation's problems is the character building learning approach through Pancasila education and citizenship education at the higher education level because universities are producers of competitive generations who are qualified and able to be morally responsible. This study adds socio-cultural variables that are different from other previous studies so that the author is interested in conducting a study on the Effectiveness of Pancasila and Citizenship Education Learning in Character Education for college students.

Based on the presence of a curriculum for higher education institutions regarding compulsory curriculum courses set by the Directorate General of Higher Education, this article would like to discuss the effectiveness of the learning approach for compulsory general courses on Pancasila and citizenship in forming the character of university students in Pontianak City.

This study attempts to present the field conditions and discuss the learning approach of general compulsory courses in higher education by describing the processed data obtained based on theory. The purpose of this study is to show the achievement of the effectiveness of learning Pancasila and citizenship education courses in shaping the character of students in higher education in Pontianak and to find out what strategies have been carried out by higher education institutions to achieve the effectiveness of MKWU learning in Pancasila and Citizenship Courses.

This study is based on the idea that the main objective of the law is to create legal certainty so that the function of the law can run and be able to maintain order. Permenristekdikti No. 53 of 2023 concerning QUALITY ASSURANCE OF HIGHER EDUCATION Article 6 paragraph (1) must meet Graduate competency standards are the minimum criteria regarding the unity of attitude, skill, and knowledge competencies that show student achievement from their learning outcomes at the end of the higher education program in and in paragraph (2) Graduate competency standards as referred to in paragraph (1) are used to prepare students to become members of society who are faithful, pious, have noble morals, have character in accordance with Pancasila values, are able and independent to apply, develop, discover science and technology that is beneficial to society, and actively develop their potential. This study is based on the idea that the main objective of the law is to create legal certainty so that the function of the law can run and be able to maintain order. Hans Kelsen in his book *General Theory of Law and State* states that the effectiveness of law means that people actually act in accordance with legal norms as they should act, that those norms are actually applied and obeyed. Thus, the effectiveness of law lies in the quality of people's actual actions and not the quality of the law itself. With the descriptive analysis research method, it is hoped that it will be able to explain how the effectiveness of learning the general compulsory Pancasila and citizenship courses that have been implemented by universities based on guidelines from the Directorate General of Higher Education forms the character of the nation's future generation at the university level.

This research is an update of the current state of the learning outcomes of compulsory general courses that have been held in universities by adding Character Education variables that are different from other previous studies. So that it can be a reference framework for the learning approach for compulsory general courses in order to achieve the results of the objectives of the compulsory curriculum according to the mandate of Article 35 paragraph (3) of Law Number 12 of 2012 concerning Higher Education which is still in effect. This article stipulates that every university is required to hold courses in religion, Pancasila, citizenship, and Indonesian.

RESEARCH METHODS

The research method used in this study is qualitative research which is descriptive and analytical research. Descriptive in qualitative research means describing and explaining events, phenomena and social situations being studied. Analysis means interpreting and comparing research data, (Waruwu, 2023). There are several definitions of qualitative research according to experts, including according to Bogdan and Taylor in (Nugrahani, 2008) defining qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Then Creswell in (Murdiyanto, 2020) defines qualitative research as the process of investigating a social phenomenon and human problems. Qualitative research is also defined as a strategy for finding meaning, understanding, concepts,

characteristics, symptoms, symbols or descriptions of a phenomenon, focused and multi-method, natural and holistic, prioritizing quality, using several methods, and presented narratively in scientific research (Sidiq & Choiri, 2019).

Based on the opinions of the experts above, to achieve the discussion of this study the author will use qualitative methods and approaches, which are research methods that focus on understanding the meaning and interpretation of social phenomena from the perspective of participants. Researchers use this method with various data collection techniques such as interviews and documentation to obtain in-depth and contextual data. Through interviews using a list of questions as the main instrument in collecting primary data to answer the effectiveness of MKWK course learning at universities in Pontianak City, including MKWU lecturers at ITBSS, Muhammadiyah University of Pontianak, and Pontianak State Polytechnic based on interview guidelines and questionnaires that have been prepared in advance before carrying out data collection.

Data collection will be carried out during June to August 2024. The analysis unit is carried out at the level of students and teaching staff at universities in Pontianak, namely the ITBSS Institute and Poltekkes.

Data collection was conducted using a descriptive qualitative approach with direct interviews with students and lecturers in charge of the general compulsory Pancasila and Citizenship courses. The data questionnaire indicators are learning quality, suitability of learning level, learning incentives, and learning time.

In this study, respondents were selected using the snowball sampling technique because they took into account certain considerations that would likely be faced during the study. The snowball sampling technique is a technique for taking data sources that were initially small in number and then became larger, this is because the small data sources have not been able to provide satisfactory data, so they look for other informants who are used as data sources (Sugiyono, 2017).

Interviews are used as a data collection technique when conducting a preliminary study to find problems that must be studied and also when researchers want to know things from respondents in more depth and the number of respondents is small/small, Sugiyono (2017). So the interview in this study is a direct interaction process between researchers and respondents to obtain detailed information about a topic or phenomenon.

Documentation Study. According to Sugiyono (2017) documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and images in the form of reports and descriptions that can support research. Documentation studies involve analyzing relevant documents, such as archives, reports, books, journals, and so on, to collect data. The documentation carried out in this study is taking pictures/photos during interviews.

Data analysis techniques are the process of systematically compiling and searching for data obtained from field notes, interviews and documentation. In data analysis techniques, there are 4 (four) main components of analysis, namely data collection, data reduction, data presentation and drawing conclusions. The 3 (four) components of analysis are focused on the research objectives.

- a. Data Collection Data collection is an effort or way to collect data from informants directly, or from documents or archives. Data collection is carried out to obtain the information needed in a series of achieving research objectives.
- b. Data Reduction Data reduction is the process of summarizing, selecting the core things, focusing on the important things, and looking for ideas and patterns. Reduced data can provide a clearer sketch and make it easier for researchers to collect other data, and search for it if needed (Sugiyono, 2017).
- c. Data Display Data presentation is an activity that can be done in the form of brief descriptions,

relationships between categories, charts, flowcharts and others. Data presentation will make it easier for researchers to understand what is happening, plan further tasks based on what has been understood. The most frequently used way to present data in qualitative research is with narrative text (Sugiyono, 2017).

- d. Conclusion Drawing (Conclusion/Verification) Initial conclusions drawn in qualitative research are still temporary, and will change if no strong supporting evidence is found in the next data collection stage. However, if the initial conclusion is supported by valid and consistent data, then the conclusion made is a credible conclusion (Sugiyono, 2017:252).

According to Sugiyono (2017), the descriptive analysis method is a research method used to describe and analyze a phenomenon or situation systematically and objectively. The descriptive analysis method is a research method that aims to understand the meaning and interpretation of a phenomenon or situation from the participant's point of view, Moleong (2022). According to Creswell (2021), the descriptive analysis method is a research method that produces descriptive data in the form of written or spoken words from people and observed behavior. Based on the definition of descriptive analysis, in this study the researcher will describe the results of data collection obtained from interviews/questionnaires distributed to lecturers and students who teach compulsory curriculum courses. The method used in this study is descriptive analysis using qualitative methods. This research feature is a natural setting, namely the researcher collects research data at the location of natural participants. Where the researcher will conduct interviews with lecturers and students based on interview guidelines that have been made based on the theory of effectiveness.

RESULTS AND DISCUSSION

The compilation of research results and discussions can be combined or separated into separate sub-headings. The contents of the results and discussions are the results of research that has been carried out and discussed by including supporting references. The format of the research data table does not use column lines, such as the example in Table 8.

Important aspects such as increasing the understanding of ideology, moral values, and national attitudes can be touched upon through the instillation of students' characters through the learning process of Pancasila and citizenship education. Pancasila learning can be effective in building character if delivered with relevant, interactive, and contextual methods. The use of teaching methods that emphasize active student participation, as well as the instillation of values through direct experience, is highly recommended to strengthen the internalization of Pancasila values in students' lives.

Measuring effectiveness is not a simple matter, because effectiveness can be studied from various perspectives and depends on who assesses and interprets. There are 4 indicators of Learning Effectiveness that can be measured in this case through student learning activities at ITBSS, Poltekkes and Pontianak State Polytechnic, namely:

1. Quality of Learning

According to Oemar Senoadji (in Muhammad Tahir Azhary, 2010, 93) that the Indonesian Legal State has distinctive Indonesian characteristics. The implementation of effective learning is a mandate of Law Number 12 of 2012, which is a law on higher education. The results of learning quality are reflected in how far the information is explained by the lecturers so that students can learn it with a small error rate. Based on the results of the study to assess the quality of learning seen from changes in student attitudes or behavior that reflect Pancasila values after attending lectures as the main indicator. This change can be identified through observation, reflection, and assessment of student participation in practical citizenship activities at their respective universities. Concrete examples of real changes by these students include increased participation in social activities, new initiatives, and a more positive attitude towards laws and regulations. This assessment is important to ensure that Pancasila and

citizenship education are effective in forming responsible and active citizens in accordance with professional ethics both in the field of health sciences and in the study of business practices. And for graduate campuses in the health sector, it can be seen from the students' practical activities in implementing the Pancasila character in behavior that is directly felt by patients in the practice simulation in the clinic.

Pancasila and Citizenship learning materials include textbooks, videos, digital applications, actual cases, and other interactive tools that have an important role. According to Tasri (2011), teaching materials are all forms of content, whether text, audio, photos, videos, animations, and others that can be used for learning. The use of these various resources helps facilitate richer and more relevant learning, and helps students understand and apply citizenship values in everyday life. In order to create a law-abiding society so that law enforcement in legal norms in real terms as a guideline for behavior in traffic or legal relations in community and state life becomes the character of students. To achieve learning effectiveness, several methods have been applied to ITBSS, Poltekkes and Polnep colleges:

- a. Focused Discussion and Discussion Forum Debate: Holding regular discussion forums on contemporary issues related to citizenship and Pancasila, as well as structured debates on controversial topics to train argumentation and critical thinking skills.
- b. Interdisciplinary Collaboration: Encourage interdisciplinary projects involving students from various disciplines to work together, such as collaboration between students from the Digital Business, STI, and Entrepreneurship study programs on public policy topics.
- c. Up-to-Date Teaching Materials: Using textbooks, articles, and digital resources that cover the latest developments in politics, law, and citizenship issues.
- d. Recent Case Studies: Integrating recent case studies into teaching to maintain the relevance of the material to the changing global and national context.
- e. Project Assessment: Using project-based assessment where students are evaluated based on their contribution to a social project or case study.
- f. Student Organizations: Empowering student organizations to organize activities that promote understanding and implementation of Pancasila values.
- g. Discussion Community: Forming a discussion community that focuses on citizenship issues and how students can contribute to society.

Learning methods used:

- Focus Group Discussion (FGD)
- Project-Based Learning
- Collaborative Learning
- Case-Based Learning
- Problem-Based Learning
- Inquiry-Based Learning

The most effective learning method carried out by universities, namely Project-Based Learning, is considered the most effective because it actively involves students in the learning process through real projects that are relevant to the topic of citizenship and Pancasila. Such as understanding the character that carries out normative rules or does something or does not do something based on the applicable legal norms, meaning that he carries out or enforces the rule of law. This creates (Indonesian good citizens) by prioritizing spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by himself, society, nation and state in accordance with the values of Pancasila and the 1945 Constitution. Obeying principles and obeying the law in the life of the community environment is important in PKn learning to build a young generation of smart and good citizens. This method combines theory with practice, allowing students to develop critical thinking, collaborative, and problem-solving skills.

In addition, the method of Integration of technology and digital resources:

- Using LMS such as Moodle or Google Classroom for material distribution, assignment collection, and communication between lecturers and students.
- Using relevant educational videos and documentaries to illustrate concepts and cases related to Pancasila and citizenship, helping students understand the material through visualization. Very helpful in implementing Pancasila and Citizenship Education learning.

The effectiveness of the law in this case Law Number 12 of 2012 concerning higher education is the basis for students' understanding of the Concept of being aware of the Rule of Law. The rule of law creates a framework in which citizenship functions in accordance with Law no. 12 of 2006 concerning Citizenship of the Republic of Indonesia. The rule of law provides guarantees for the rights of citizens, while citizenship ensures active participation in the democratic process and oversight of the government. This relationship is essential to creating a just and fair society. The suitability of learning in this course does help students understand and apply the values of Pancasila and citizenship more effectively. Concrete examples: Approaches that are tailored to the level of learning, such as the use of case studies related to current social issues, make it possible to see the application of Pancasila values in real situations. For example, when students discuss cases regarding the resolution of social conflicts in society, this approach helps students understand how values such as unity and social justice can be applied in solving problems. Group discussions on cases not only deepen understanding but also improve analytical and problem-solving skills. Law enforcement must encourage public participation to monitor its performance by looking at the norms that exist in a particular area. 21Kurniawan, JA, (2012)

2. Suitability of learning level,

For teachers, assessing the suitability of Pancasila and Citizenship lecture materials with the established curriculum requires a holistic approach that involves evaluating learning objectives, content relevance, teaching methods, and evaluation results. According to Hamalik (2015), the curriculum is one of the educational designs prepared to be used as material or learning activities for students. Through diverse teaching methods and technology integration, as well as continuous reflection and feedback, lecture materials can be continuously adjusted and improved to meet students' learning needs.

Support from the university, such as technological facilities and supporting programs can also ensure the success of Pancasila and citizenship learning. Adapting Teaching Materials and Methods to the Diverse Levels of Student Understanding requires a holistic and flexible approach. By utilizing initial assessments, material differentiation, various teaching methods, flexible evaluation strategies, and additional support, lecturers can ensure that all students can participate in learning effectively. Support in technological facilities and digital resources is important in creating an inclusive and adaptive learning environment. Because the situation of the teaching and learning process in Higher Education in general, lecturers still use a learning pattern that is centered on the institution or lecturer, where a lecturer teaches a number of students in a classical manner using teaching materials that have been stated in the syllabus or translated by the lecturer personally from the existing syllabus (Tumoka, 2021).

Law, science and technology, and Pancasila are interrelated in building a just, civilized, and prosperous society. Law provides the regulatory framework needed to regulate the use of science and technology, while Pancasila serves as a foundation of values to ensure that the development of science and technology and the application of law are in line with the aspirations of the nation. These three elements together create an environment that is conducive to the development and welfare of society. In achieving the suitability of learning with the elements of legal awareness, one of them is to combine the above characteristics between Theory and Practice. Lecturers often provide theory first in each lecture session, so it is not surprising that in each course including Pancasila and Citizenship, it is opened first by discussing the basic theory underlying the principles of Pancasila and citizenship. Each project

in the topic unit contains a practicum or small project that is intended for students to apply a number of theories given in context. For example, from the social justice principle session, students may be asked to conduct a critical analysis of the social policies that exist in them. As well as collaboration between theory and practice, providing semester projects is also carried out at the end of each semester, students are involved in a large project that requires practical application of the theory they receive.)

Then continued with Practicum and Projects for Each Topic Unit, namely Each topic unit is equipped with a practicum or small project that requires students to apply theory in a real context. Civics not only plays a role in the formation of national identity, but also plays a role in the development process through education, so that national identity is in line and in tune with the goals of the Indonesian nation. Civic Education (PKn) has a very large role in the formation of a national character that will later become a national identity. National identity is. For example, after studying the principles of social justice, students may be asked to conduct a critical analysis of social policies in their local environment. In addition to the collaboration of theory and practice, the provision of Semester Projects becomes an activity every semester, such as students involved in large projects that require practical application of the theories they have learned. This project is usually related to social, cultural, or political problems in their community. Legal theory and national identity are closely related. Law not only functions to regulate people's behavior, but also reflects and shapes national identity. Conversely, a strong national identity can influence how the law is understood and applied.

Case Discussion Learning Every week, students discuss real cases that are relevant to the topic being studied. This can be an actual event or a hypothetical scenario designed to illustrate the application of Pancasila and citizenship values. And the implementation of Self-Reflection and Feedback to Students regarding the rights and obligations of citizens, as well as constitutional awareness to understand the application of theory in policy and everyday life.

Learning quality can be interpreted as the intensity of systemic and synergistic relationships between teachers, students, curriculum and teaching materials, media, facilities, and learning systems in producing optimal learning processes and outcomes in accordance with curricular demands (Suparno, 2004:7). Teachers Ensure the Effectiveness of Learning Approaches through several things, namely:

- Diverse Learning Methods: Integrating interactive lectures, group discussions, case studies, problem-based projects, and simulations to provide rich and varied learning experiences. Example: Simulation on public policy making that reflects social justice and tolerance. Supported by the opinion of Dedi Mulyasa (2012) that in educational units, the learning process is carried out interactively, inspiringly, fun, challenging, motivating students to actively participate according to their talents, interests and physical and psychological development.
- Contextual and Relevant Learning: Presenting material that is contextual and relevant to students' current lives, such as discussions on the application of Pancasila principles in contemporary issues such as social media and cultural diversity.
- Social Projects and Extracurricular Activities: Involving students in social projects or extracurricular activities that practice Pancasila values, such as anti-discrimination campaigns in local communities.
- Learning Reflection and Journal: Encourage students to write journals or reflections on how learning Pancasila influences their views and actions. Example: Weekly journals about students' experiences in practicing tolerance and cooperation on campus.
- Performance and Project Based Assessment: Assess students based on projects or assignments that reflect the understanding and application of Pancasila values. Example: Assignment to design an environmental awareness campaign program that integrates the values of mutual cooperation and social justice.

To improve the effectiveness of the learning approach in the Pancasila and Citizenship course, it can also be done by applying differentiation methods and gradual approaches that are appropriate to the various levels of student understanding. The best way to ensure that the material is accessible to all students is to provide learning resources in various formats and hold discussion and Q&A sessions. The aspects that need to be improved are feedback and engagement; the way to improve this is by increasing the frequency of specific and constructive feedback, and ensuring active student involvement in the learning process.

In observing positive changes in student character carried out by lecturers, these include:

- Observation of Classroom and Campus Behavior: Monitoring changes in student attitudes, interactions, and behaviors in the campus environment. Example: Students who were previously less participatory begin to be more active in class discussions and demonstrate more inclusive attitudes toward classmates from different backgrounds.
- Feedback from Social Projects and Extracurricular Activities: Collecting feedback from projects or activities that involve students in the practice of Pancasila values. Example: Participation in community development projects that demonstrate an increase in social awareness and initiative.
- Reflection and Journal Assessment: Analyze students' journals or reflections to see changes in their views and understanding of Pancasila values. Example: Reflections showing changes in students' perceptions of the importance of social justice and tolerance.

3. Incentives

Incentives in Learning and Character Building are efforts to provide motivation to students in completing learning tasks and studying the material given. Awards or recognition are given to students who demonstrate good character in accordance with Pancasila values, such as awards during learning, praise when doing good deeds, or showing tolerance. In addition to the activities of Law 12 of 2012 concerning higher education Article 55 which states that the government and/or higher education providers are required to provide scholarships for students Academic Achievement Scholarships and Non-Academic Scholarships. The Effectiveness of Awards by Campuses in Encouraging Positive Character Building is also an important part of learning Pancasila and citizenship education.

Instilling national identity must continue to be carried out through education in order to form solidarity and improve fate in the future. By teachers, giving awards has an impact on student motivation because this award is given in the form of praise in front of the class, certificates, or special awards at the end of the semester. This award has a positive impact on student motivation, both intrinsic (motivation from within) and extrinsic (motivation from outside such as awards or recognition). By feeling appreciated for their efforts and achievements, students become more motivated to behave in accordance with Pancasila values and achieve their academic goals.

Rewards that refer to a form of shared appreciation during learning or when doing good deeds and tolerance have proven to be very effective in encouraging positive character formation. Students respond positively to this incentive system because they feel that their efforts and achievements are appreciated, which in turn increases their motivation to continue to behave well and achieve.

Incentives are integrated into the student evaluation and assessment system by instructors in several ways, such as:

- Add extra points or bonuses for students who demonstrate positive behavior or actively participate in class activities.
- Provide special awards for students who demonstrate commitment to Pancasila values, such as certificates of appreciation or public recognition in front of the class.
- Holding an awards ceremony at the end of the semester to recognize students who excel both

academically and in terms of character.

According to (Astuti, 2015) interest will be formed if there is effort from within and also encouragement from outside either from teachers, family or the environment, so that the use of incentives in Pancasila and Citizenship courses can provide motivation for students to be more active and involved in the learning process. Incentives, either in the form of academic awards (eg additional grades) or non-academic (eg certificates or recognition), can encourage students to be more disciplined, participate in discussions, or carry out activities relevant to the values of Pancasila and citizenship. Overall, incentives can be an effective tool, but must be applied with a balanced approach, where the focus remains on character building and deep understanding of the values taught, not just short-term rewards. The use of incentives in Pancasila and Citizenship courses can be an additional motivator, but must be relevant to the objectives of character learning. The right incentives can support the formation of student character, but their effectiveness depends on how the incentives are integrated with educational objectives and do not divert focus from the core values taught. The implementation of effective incentives needs to be designed in such a way that it encourages the process of internalizing values, not just providing external rewards. For example, incentives can be given for actions that demonstrate understanding and application of Pancasila values in everyday life or positive contributions to society, not just based on academic achievement. Thus, students are encouraged to practice these values in a more meaningful way.

Apart from academic awards, there are also non-academic incentives such as:

- Opportunity to participate in extracurricular activities or self-development programs.
- Opportunities to participate in research projects, internships, or special academic programs as incentives for students who demonstrate academic commitment and excellence.

Students who show good character and achievement are given the opportunity to be involved in special projects or programs, which not only increase their motivation but also give them valuable experience and develop their abilities further. Therefore, one of the motivations to support meaningful learning is generated from learning techniques that are appropriate to the situation and conditions (Sobari, 2013).

4. Time Indicators in Pancasila and Citizenship Learning

Time has been allocated for each topic according to the Semester Learning Plan (RPS) and has been implemented. Semester is a unit of time for the effective learning process for at least 16 (sixteen) weeks, including midterm exams and final semester exams based on the effectiveness of REGULATION OF THE MINISTER OF EDUCATION AND CULTURE OF THE REPUBLIC OF INDONESIA NUMBER 3 OF 2020 CONCERNING NATIONAL STANDARDS OF HIGHER EDUCATION article 16 paragraph 2. Each topic that has been carefully planned to ensure comprehensive and in-depth coverage of material at each university.

Based on article 1 paragraph 12, Semester Credit Unit is a measure of learning activity time charged to students per week per semester in the learning process through various forms of learning or the amount of recognition for the success of student efforts in participating in curricular activities in a Study Program. Frequency and Duration of Pancasila and Citizenship class learning classes are held once a week, with a duration of 1 hour 40 minutes for each meeting, which is equivalent to 2 credits. In each session, the time allocation for lecture material is 1 hour, while the remaining 40 minutes are allocated for discussion and interactive activities, such as debates. Time Management in Class plays an important role in ensuring that all topics are covered well. To maximize learning, lecture materials are uploaded in advance to Google Classroom (GC). This allows students to study the material beforehand, so that they come to class with a basic understanding that has been formed, ready to actively participate in discussions and interactive activities.

In terms of the implementation of applicable laws, students are given project

assignments and structured assignments that must be completed outside of class hours. The time purchased for project assignments usually has a duration of two weeks, while structured assignments have a duration of one week. These assignments are designed to provide direct learning experiences in social and everyday life, helping students understand and apply the values of Pancasila and citizenship practically.

Specific time is provided for reflection and evaluation of learning at the end of each session or period. Evaluation is carried out using Google Form to measure students' understanding of the material that has been taught. According to Wand and Gerald W. Brown, evaluation is an action or a process to determine the value of something that is done. This reflection helps students reflect on what they have learned and how they can apply that knowledge in their daily lives. By making effective time allocation and effective classroom management, it ensures that students get a comprehensive and in-depth learning experience in the Pancasila and Citizenship course. The use of technology and practical tasks enrich the learning process and support the development of student character in accordance with Pancasila values.

CONCLUSION

Based on the research objectives to be achieved previously, the conclusions of the results can be described as follows. First, the results of the study so far regarding the quality of Pancasila and Citizenship learning show that the effectiveness factor of learning cannot be measured from the material delivered alone, but the results can be seen from changes in student behavior after attending lectures. This behavior includes the level of social participation and the application of Pancasila values in every action. A complex learning process system with a variety of teaching method approaches such as: group discussions, project-based learning, case studies and the use of digital technology effectively helps improve student understanding. The project-based teaching method is the most effective in this regard. Of all the variations of learning methods, they are integrated into the project method, where the project method also encourages students to be more active in learning both in terms of mastery of theory and practice, as well as the development of critical and collaborative thinking skills.

The suitability of the learning level is measured through continuous evaluation of the objectives, relevant content, and college support, including supporting technology facilities. A holistic and flexible approach is needed to adjust the delivery of material to each student who has different levels of comprehension. Providing incentives in learning activities in the form of academic and non-academic awards has been proven to increase student motivation. So that students apply characters that are more in line with Pancasila values and increase participation in class and projects. Incentives can support the formation of positive character, but must be in line with learning objectives.

And based on the time indicator in learning that is adjusted to the RPS and procedures, the number of hours available has covered all materials. So the learning of Pancasila and Citizenship Education in learning at the ITBSS, Poltekkes, and Polnep campuses has met the effectiveness achievement in directing characters that are patterned on national values in accordance with the mandate of the law.

More Structured Incentives where relevant and meaningful incentives need to be adjusted to the goal of positive character building. Universities can consider awards based not only on academic achievement, but also participation in social activities or the application of Pancasila values. In addition, non-academic incentives such as the opportunity to participate in research projects or self-development programs can encourage more motivation in students.

Strengthening Project-Based Learning Methods. Given that this method has proven to be the most effective in encouraging active student involvement, universities need to continue to encourage the implementation of real projects that are relevant to Pancasila values. These projects must integrate theory with practice and facilitate collaboration between students across disciplines.

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