



Internalization of the Fourth Principle of Pancasila Values in Developing the Character among Civic Education Students at Muhammadiyah University of Bengkulu

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ARTICLE INFO	ABSTRACT
Article history: Submitted: July 09, 2026 Final Revised: August 04, 2026 Accepted: August 07, 2026 Published: September 31, 2026	This study aimed to describe the process of internalizing the values of the fourth principle of Pancasila in developing the character of students in Civic Education Study Program at Muhammadiyah University of Bengkulu. This study employed a qualitative approach using a descriptive method. The research involved 16 informants, comprising 8 lecturers and 8 students selected using purposive sampling. Data were collected through observation, interviews, and documentation. Data analysis was conducted using the Miles and Huberman interactive model, which encompasses data reduction, data display, and conclusion drawing. The research findings indicate that the internalization of the values of the fourth principle of Pancasila is carried out through stages of value transformation, value transaction, and trans-internalization, all integrated into the learning process and academic interactions. This process contributes to the development of student character fostering democratic attitudes, a sense of responsibility, the ability to engage in deliberation, respect for differing opinions, wisdom in decision-making, and a commitment to the common good. Inhibiting factors include low self-confidence, a lack of readiness for learning activities, and the limited participation of some students in academic activities. These findings have implications for higher education institutions particularly lecturers in the Civic Education Study Program regarding the development of participatory learning strategies and the creation of an academic environment that supports the reinforcement of democratic values, the practice of deliberation, and character building based on the values of the fourth principle of Pancasila.
Keywords: Internalization; Fourth Principle of Pancasila; Democratic Character; Civic Education Students	
	
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INTRODUCTION

Pancasila serves as both the foundation of the state and the guiding philosophy of the Indonesian nation, underpinning social, national, and state life. In the context of higher education, Pancasila values must not merely be understood as abstract concepts; they need to be internalized through the learning process to effectively shape students' character. A key element in this character-building process is the fourth principle of Pancasila, which emphasizes democracy, deliberation, responsibility, respect for the opinions of others, and the prioritization of the common good. For students in Civic Education study program, internalizing these values is crucial, as they are being prepared as future educators expected to implement Pancasila values in both academic and social settings.

Preliminary observations and interviews with lecturers and students from the Civic Education study program, at Muhammadiyah University of Bengkulu indicate that the internalization of the fourth principle's values has been pursued through instructional and academic activities. However, there remains significant variation among students regarding their participation in discussions, their ability to respect differing opinions, and their confidence in expressing ideas. This situation suggests that the process of internalizing the values of the fourth principle requires further in-depth study to understand how the process unfolds, which character traits are developed, and the factors that either facilitate or hinder its implementation.

Various studies have examined the internalization of Pancasila values in character building within educational settings. Research by (Nurizka, 2020); (Aprianto, 2025); (Grissela, A., Dermawan, T. N., Khoirunisa, R., Rizky, D., Ramadhani, S. S., & Ghozali, 2024) and (Junanto et al., 2020) indicates that academic culture, school culture, educators serving as role models, participatory learning, and the process of value transformation contribute to shaping

students' character. These studies provide insight into the importance of internalizing Pancasila values in fostering democratic character, a sense of responsibility, and respect for differing opinions.

However, previous research has generally addressed the internalization of Pancasila values in a broad sense or focused on only one aspect such as school culture, campus culture, character building, or the value internalization process itself. There is limited research specifically examining the internalization of the values of the fourth principle of Pancasila among students in Civic Education study program through an integrated analysis of the internalization process, the resulting character development, and the supporting and inhibiting factors. Therefore, this study aims to provide a more comprehensive understanding of how the values of the fourth principle of Pancasila are implemented in Developing student character within the higher education environment.

The novelty of this research lies in its integrated analysis combining the internalization process of the fourth principle's values, the development of student character, and the supporting and inhibiting factors within the specific context of Civic Education Study Program at Muhammadiyah University of Bengkulu. Thus, this study not only describes the value internalization process but also illustrates the relationship between that process and student character formation in the context of higher education.

Pancasila

[Kaelan, \(2016\)](#) proposes that Pancasila is the philosophical foundation of the Indonesian state and serves as the source of values that guide the administration of national and state life. The values contained in Pancasila provide the foundation for shaping the attitudes, behavior, and character of Indonesian society. Therefore, Pancasila functions as a guideline for social, political, economic, and cultural life. In addition, [\(Chelsany & Putri, 2025\)](#) state that Pancasila serves both as the nation's philosophy of life and as the foundation of the state. It occupies the highest position as the source of all legal norms within the Indonesian legal system. This means that all laws and regulations in Indonesia should be based on the values embodied in Pancasila. As the foundation of the state, Pancasila also plays an important role in developing national character. Its values should be practiced in everyday life by all Indonesian citizens, including university students as the future generation of the nation.

According to [\(Pedju, 2019\)](#); [\(Handayani et al., 2021\)](#); [\(Diniah et al., 2024\)](#) Pancasila contains five fundamental values: belief in God, humanity, unity, democracy, and social justice. These values are interconnected and cannot be separated, as they serve as the foundation for social, national, and civic life. The value of belief in God emphasizes that national and state life should be based on faith in the One Almighty God. The value of humanity highlights respect for human dignity and recognizes every individual as a civilized and moral human being. The value of unity stresses the importance of maintaining the integrity of Indonesia as a nation composed of diverse ethnic groups, religions, and cultures. The value of democracy reflects the principles of deliberation and wisdom in decision-making. [Latif, \(2011\)](#) states that sovereignty belongs to the people, while its implementation is carried out through a system of representation and deliberation to achieve consensus. Finally, the value of social justice aims to promote the welfare and prosperity of all Indonesian people.

[Kaelan, \(2016\)](#) explains that the fourth principle of Pancasila reflects the principle of democracy based on popular sovereignty, in which the highest authority belongs to the people and is exercised through a system of deliberation and representation in decision-making. Pancasila democracy should be implemented based on the values embodied in the fourth principle. The democratic values reflected in this principle are grounded in belief in God as a moral foundation, supported by the values of humanity and national unity, and directed toward achieving social justice. According to [\(Jurdi, 2019\)](#) the fourth principle of Pancasila includes the following core values:

1. Every Indonesian citizen has equal rights, responsibilities, and status in society and before the law.
2. No individual should impose their will on others.
3. Deliberation should be prioritized in making decisions for the common interest.
4. Deliberation to reach consensus should be guided by the spirit of togetherness and mutual respect.
5. Every decision reached through deliberation should be respected and upheld.
6. Decisions resulting from deliberation should be accepted and implemented with good faith and a sense of responsibility.
7. During deliberation, the common interest should take priority over personal or group interests.
8. Deliberation should be conducted based on reason and moral conscience.
9. Decisions should be morally accountable to the One Almighty God.
10. Human dignity, truth, and justice should always be upheld in every decision-making process.

Value Internalization

According to [\(Zubaedi, 2011\)](#) value internalization is a continuous process of instilling values so that individuals can understand, internalize, and practice these values in their daily lives. [Aprianto, \(2025\)](#) explains that value

internalization is a long-term process involving learning and habituation, through which values that initially exist outside the individual gradually become part of their character. This process includes three stages: value transformation, value transaction, and transinternalization. Similarly, (Muhaimin, 2001); (Mushfi et al., 2019) states that value internalization is the process of embedding values within individuals so that they are understood, internalized, and applied in everyday life. Through this process, values that were initially external gradually become part of an individual's attitudes, behavior, and personality. Therefore, value internalization plays an important role in character development through continuous learning and habituation.

Character Education

Character education is a process to develop moral and ethical values in a person (Lebuan et al., 2025); (Sari & Faizin, 2023). According to (Syarif, 2021) character is not limited to observable behavior but also includes the values embedded within individuals that influence the way they think, behave, and act in their daily lives. Therefore, a person with good character demonstrates consistency between their values, attitudes, actions, and daily habits. (Lickona, 2019) also explains that character education aims to develop individuals who not only understand moral values but also have the willingness and habit to practice those values in everyday life. Thus, character education focuses not only on cognitive understanding but also on the development of students' attitudes and behavior.

Democratic character refers to attitudes and behaviors that reflect democratic values in social life. This character is particularly important for university students as members of the intellectual community who are expected to actively contribute to society. According to (Mawikere, 2020); (E. M. Putri et al., 2025) democratic character is demonstrated through respect for others' opinions, prioritizing deliberation in decision-making, and taking responsibility for collective decisions. Students with democratic character are able to collaborate with others, appreciate differences of opinion, and prioritize the common interest in social life. Therefore, democratic character reflects essential democratic values, including respect for others' opinions, deliberation, and responsibility in collective decision-making.

METHOD

This research uses a qualitative approach with a descriptive case study design. The case study design was chosen because the research focuses on the process of internalising the values of the fourth principle of Pancasila in developing the character of students in a specific context, namely Civic Education Study Program at Muhammadiyah University of Bengkulu. This approach allows researchers to gain a deep understanding of the value internalisation process, the character development, and the factors influencing its implementation.

The research was conducted in the Civic Education Study Program at Muhammadiyah University of Bengkulu, from January to March 2025. The research informants consisted of 16 individuals, namely 8 lecturers and 8 students, who were selected using purposive sampling technique. The selection of lecturers was based on their involvement in the teaching process of courses related to Pancasila Education and Citizenship Education, while students were chosen based on their involvement in the learning process and academic activities related to the application of the fourth principle of Pancasila. The determination of the number of informants is carried out until the data obtained shows information repetition, so that no new information relevant to the research focus is found.

Research data were collected through observation, interviews, and documentation. Observations were conducted to observe the learning process, interactions between lecturers and students, as well as the application of the fourth principle of Pancasila in academic activities. Interviews were conducted semi-structured using interview guidelines based on the research focus, namely the process of value internalisation, the development of student character, and the supporting and inhibiting factors in the implementation of the internalisation of the fourth principle of Pancasila. Documentation was used to complement the research data through learning documents, photos of academic activities, and other documents related to the implementation of the research.

Data were analysed using the interactive analysis model of (Miles et al., 2014) which includes data reduction, data presentation, and conclusion drawing. The analysis process was conducted iteratively from data collection until all data were gathered. Data from interviews, observations, and documentation were compared to identify similarities and differences in information, then grouped based on the research focus to obtain themes that illustrate the process of value internalisation, the developing character of students, as well as supporting and inhibiting factors.

The validity of the data is carried out through source triangulation and technique triangulation. Source triangulation is conducted by comparing information obtained from lecturers and students, while technique triangulation is done by comparing data from observations, interviews, and documentation. This process aims to enhance the credibility of the research findings by checking the consistency of information obtained from various sources and data collection techniques.

RESULT

1. The Process of Internalising the Values of the Fourth Principle of Pancasila in Developing the Character among Civic Education Students at Muhammadiyah University of Bengkulu

The research results show that the process of internalising the values of the fourth principle of Pancasila is carried out through the delivery of conceptual understanding of democracy, deliberation, responsibility, and respect for others' opinions, which are integrated into learning activities. Lecturers not only deliver the material theoretically but also relate it to real-life examples in academic life, making it easier for students to understand and apply these values.

One of the lecturers (D1) explained that before the discussion activities began, students were first given an understanding of the values of democracy, deliberation, responsibility, and the importance of respecting others' opinions. In line with that, informant D5 conveyed that the internalisation process was carried out through a student-centered learning approach, encouraging students to actively ask questions, engage in discussions, and express their opinions. This perspective is reinforced by a student (M7) who stated that learning the fourth principle helps them understand the importance of deliberation, democracy, and respect for others' opinions in daily life.

“Sebelum kegiatan diskusi dimulai, mahasiswa terlebih dahulu diberikan pemahaman mengenai nilai demokrasi, musyawarah, tanggung jawab, serta pentingnya menghargai pendapat orang lain” (D1)

“Proses internalisasi dilaksanakan melalui pendekatan student centered learning sehingga mahasiswa terdorong untuk aktif bertanya, berdiskusi, dan mengemukakan pendapat” (D5)

“Bahwa pembelajaran sila keempat membantu mereka memahami pentingnya musyawarah, demokrasi, dan penghargaan terhadap pendapat orang lain dalam kehidupan sehari-hari” (M7)

The findings indicate that lecturers place more emphasis on learning strategies as a means of value internalisation, while students perceive the benefits through an enhanced understanding of democratic values and deliberation. This difference in perspective shows that the process of internalisation occurs not only through the delivery of material but also through learning experiences that actively involve students.

In addition to the delivery of material, two-way interaction between lecturers and students is an important part of the process of internalising the values of the fourth principle of Pancasila. Interview results show that discussion, question-and-answer sessions, and presentations provide equal opportunities for students to express their opinions openly. Informant D2 explained that two-way interaction provides students with ample space to express their opinions, give feedback, and ask questions during the learning process. This statement is supported by D7, who believes that two-way discussions can enhance students' courage in communicating. From the students' perspective, M8 stated that the discussion atmosphere made them more confident, active, and comfortable in expressing their opinions in front of the class.

“Interaksi dua arah membuat mahasiswa memiliki ruang yang luas untuk menyampaikan pendapat, memberikan tanggapan, maupun mengajukan pertanyaan selama proses pembelajaran” (D2)

“Diskusi dua arah mampu meningkatkan keberanian mahasiswa dalam berkomunikasi” (D7)

“Suasana diskusi membuat saya lebih percaya diri, aktif, dan nyaman dalam menyampaikan pendapat di depan kelas” (M8)

Although most informants reported positive experiences, some lecturers also mentioned that the level of student engagement still varies. Some students have been braved enough to express their opinions, while others still need encouragement from the lecturers to be more confident. The variation in these findings indicates that the success of internalisation is influenced by the characteristics of each student as well as the teaching strategies implemented by the lecturer.

The research results also show a change in the attitudes and behaviours of students after studying the values of the fourth principle of Pancasila. Informant D3 explained that students became more active in expressing their opinions and began to understand the importance of deliberation and appreciating differing opinions. This statement was reinforced by D6, who stated that students started to apply democratic values, respect others' opinions, and accept feedback both in the learning process and in daily life. Students also feel the same change. Informant M2 revealed that discussion and organisational activities made him better understand the importance of deliberation in finding the best solutions, while M7 stated that he became more confident, open to criticism and suggestions, and more capable of collaborating with others.

“Mahasiswa menjadi lebih aktif dalam menyampaikan pendapat dan mulai memahami pentingnya musyawarah serta menghargai perbedaan pendapat” (D3)

“Mahasiswa mulai menerapkan nilai demokrasi, menghargai pendapat orang lain, dan menerima masukan baik dalam proses pembelajaran maupun kehidupan sehari-hari” (D6)

“Kegiatan diskusi dan organisasi membuat saya lebih memahami pentingnya musyawarah dalam mencari solusi terbaik” (M2)

“Saya menjadi lebih percaya diri, terbuka terhadap kritik dan saran, serta lebih mampu bekerja sama dengan orang lain” (M7)

Overall, the research findings indicate that the process of internalising the values of the fourth principle of Pancasila occurs through the delivery of material, participatory learning, two-way interaction, and learning experiences that actively involve students. The process contributes to the development of democratic attitudes, the ability to deliberate, the courage to express opinions, responsibility, and appreciation for differing opinions as part of the character formation of students.

2. The Character of Students Formed Through the Internalisation of the Fourth Principle of Pancasila Values

The research results show that the internalisation of the values of the fourth principle of Pancasila contributes to the character formation of students Civic Education Study Program at Muhammadiyah University of Bengkulu. The developed character includes the courage to express opinions, responsibility, the ability to deliberate, an attitude of respecting differing opinions, wisdom in decision-making, and the ability to prioritise the common good. These findings were obtained from interviews with lecturers and students, which showed a change in attitude after participating in the learning process that integrates the values of the fourth principle of Pancasila.

One of the most prominent characteristics is the increased courage of students in expressing their opinions. Informant D1 explained that after studying the values of the fourth precept, students became more active in discussions and were brave enough to express their opinions. This statement was supported by D4, who observed that previously passive students began to speak up and share their ideas during the learning process. From the students' perspective, M1 stated that he became more confident when speaking in front of the class, while M5 expressed that he was more active in conveying ideas during discussion activities. These findings indicate that a democratic learning process can enhance students' confidence in actively participating.

“Setelah mempelajari nilai-nilai sila keempat, mahasiswa menjadi lebih aktif dalam diskusi dan berani mengemukakan pendapat” (D1)

“Mahasiswa yang sebelumnya pasif mulai berani berbicara dan menyampaikan ide selama proses pembelajaran” (D4).

“saya menjadi lebih percaya diri ketika berbicara di depan kelas” (M1)

“Saya lebih aktif menyampaikan ide selama kegiatan diskusi” (M5)

In addition to the courage to express opinions, the research also shows the formation of a sense of responsibility. Informants D1 and D5 explained that students are beginning to show responsibility in completing both individual and group tasks and understanding the importance of cooperating according to their respective roles. This statement is reinforced by students M1 and M6, who conveyed that learning the values of the fourth principle has made them more disciplined, more responsible for their tasks, and more aware of the importance of fulfilling the agreements made together. Thus, the internalisation of the fourth principle not only enhances students' understanding of democratic values but also fosters a sense of responsibility in academic activities.

Another character that has developed is the ability to deliberate. Informant D2 explained that students are beginning to understand the importance of making decisions through deliberation by considering the common interest. This is supported by D8, who stated that students are increasingly able to solve various problems through discussion and deliberation. From the students' perspective, M4 and M7 expressed that they have become more active in discussions, more confident in expressing their opinions, and more capable of collaborating to achieve common goals. These findings indicate that the internalisation of the fourth principle contributes to the development of students' ability to make decisions democratically.

“Mahasiswa mulai menunjukkan tanggung jawab dalam menyelesaikan tugas individu maupun kelompok serta memahami pentingnya bekerja sama sesuai dengan peran masing-masing” (D1),(D5).

“Pembelajaran nilai sila keempat membuat mereka lebih disiplin, lebih bertanggung jawab terhadap tugas, serta lebih menyadari pentingnya memenuhi kesepakatan yang telah dibuat bersama” (M1), (M6)

The research results also show a change in students' attitudes towards differing opinions. Informant D3 explained that students are starting to be able to appreciate other people's views even if they have different opinions. From the students' perspective, M1 and M7 expressed that they learned to appreciate their friends' opinions, accept criticism and suggestions, and be more open to various viewpoints during the discussion process. These findings indicate that the internalisation process successfully fostered a tolerant and respectful attitude as part of a democratic character.

“Mahasiswa mampu menghargai pandangan orang lain meskipun memiliki pendapat yang berbeda” (D3).

“Saya belajar menghargai pendapat teman, menerima kritik dan saran, serta lebih terbuka terhadap berbagai pandangan selama proses diskusi” (M1),(M7)

Additionally, the research found that students are beginning to show a more prudent attitude in making decisions. Informant D7 explained that students consider the common interest before making decisions as a form of applying the values of deliberation and consensus. This was supported by D8, who stated that students are able to accept the outcome of decisions graciously even if not all their opinions are accepted. Students M4 and M8 also expressed that they prioritise the common interest over personal interests when participating in organisational activities or learning. These findings indicate that students not only understand the concept of deliberation but are also able to apply it in the decision-making process.

“Mahasiswa mempertimbangkan kepentingan bersama sebelum mengambil keputusan sebagai bentuk penerapan nilai musyawarah dan mufakat” (D7).

“Mahasiswa mampu menerima hasil keputusan dengan lapang dada meskipun tidak seluruh pendapatnya diterima” (D8).

“Saya lebih mengutamakan kepentingan bersama dibandingkan kepentingan pribadi ketika mengikuti kegiatan organisasi maupun pembelajaran” (M4)

Overall, the research results indicate that the internalisation of the values of the fourth principle of Pancasila has shaped students' character to be more democratic, responsible, able to deliberate, appreciate differing opinions, wise in decision-making, and prioritise the common good. Lecturers focused more on the changes in student behaviour during the learning process, while students emphasised the changes they felt in academic and organisational life. These differing perspectives complement each other and demonstrate that the internalisation of the fourth principle's values not only enhances conceptual understanding but also shapes character, which is reflected in daily behaviour.

3. Supporting and Hindering Factors in the Internalisation of the Fourth Principle of Pancasila Values in Developing Student Character

The research results show that the success of internalising the values of the fourth principle of Pancasila In Developing student character is influenced by interrelated supporting and inhibiting factors. Supporting factors come from the role of lecturers, teaching methods, academic environment, student organisations, and peer support. Meanwhile, inhibiting factors stem from low student self-confidence, lack of readiness to participate in learning, and low participation of some students in discussion activities.

Informant D2 explained that the use of learning methods such as discussions, case studies, and problem-based learning is an important factor in helping students understand and apply the values of the fourth principle of Pancasila. This opinion is supported by informant D6, who stated that interactive learning provides students with the opportunity to actively discuss, express opinions, and apply democratic values in the learning process. From the students' perspective, informant M7 assessed that lecturers, peers, and organisational experience are the main factors in understanding the values of democracy, deliberation, and respect for others' opinions.

“Penggunaan metode pembelajaran seperti diskusi, studi kasus, dan pembelajaran berbasis pemecahan masalah menjadi faktor penting dalam membantu mahasiswa memahami serta menerapkan nilai-nilai sila keempat Pancasila” (D2).

“Pembelajaran yang interaktif memberikan kesempatan kepada mahasiswa untuk aktif berdiskusi, menyampaikan pendapat, dan menerapkan nilai-nilai demokrasi dalam proses pembelajaran” (D6).

“Dosen, teman sebaya, dan pengalaman berorganisasi menjadi faktor utama dalam memahami nilai demokrasi, musyawarah, dan penghargaan terhadap pendapat orang lain (M7).

Research findings indicate that lecturers view teaching methods and the academic environment as the main factors supporting the success of value internalisation, while students place more emphasis on the importance of learning experiences, organisational activities, and peer support In Developing a democratic character. This difference in perspective shows that the success of value internalisation is not only determined by the teaching strategies applied by lecturers but also by the active involvement of students in various academic and organisational activities.

On the other hand, the research also found several factors that hinder the process of internalising the values of the fourth precept of Pancasila. Informant D1 explained that there are still students who are less active in learning and lack confidence when asked to express their opinions in front of the class. In line with this, informant D5 stated that some students have not prepared themselves optimally for presentations or group assignments. From the students' perspective, informant M1 revealed that shyness and lack of self-confidence still pose obstacles in speaking in front of the class, while informant M5 stated that the lack of readiness to participate in learning is one of the reasons why students have not been able to understand and apply the values of the fourth principle optimally.

“Terdapat mahasiswa yang kurang aktif dalam pembelajaran dan belum memiliki rasa percaya diri ketika diminta menyampaikan pendapat di depan kelas (D1).

Senada dengan hal tersebut, “Sebagian mahasiswa belum mempersiapkan diri secara optimal dalam kegiatan presentasi maupun penyelesaian tugas kelompok”(D5).

“Rasa malu dan kurang percaya diri masih menjadi kendala dalam berbicara di depan kelas (M1)

“Kurangnya kesiapan mengikuti pembelajaran menjadi salah satu penyebab belum mampu memahami dan menerapkan nilai-nilai sila keempat secara optimal (M5)

To overcome these obstacles, the informants proposed various strategies that could be implemented. Informant D6 stated that lecturers need to apply creative and innovative teaching methods so that students are more active in discussions, expressing opinions, and implementing the values of the fourth principle in daily life. Democratic approach, good communication, and the habituation of deliberation need to be continuously applied in the learning process. This opinion is supported by the students. Informant M4 explained that organisational activities help students practice deliberation skills and unite various differing opinions, while informant M6 stated that interactive learning and opportunities for open discussion make students more active and confident during the learning process.

“Dosen perlu menerapkan metode pembelajaran yang kreatif dan inovatif agar mahasiswa lebih aktif berdiskusi, menyampaikan pendapat, serta mengimplementasikan nilai-nilai sila keempat dalam kehidupan sehari-hari” (D6).

“Kegiatan organisasi membantu mahasiswa melatih kemampuan bermusyawarah dan menyatukan berbagai perbedaan pendapat” (M4).

“Pembelajaran yang interaktif dan kesempatan berdiskusi secara terbuka membuat mahasiswa lebih aktif dan percaya diri selama mengikuti proses pembelajaran (M6).

Based on interviews with lecturers and students, the successful internalization of the values of the fourth principle of Pancasila is influenced by the synergy between the roles of lecturers, teaching methods, the academic environment, student organizations, and active student engagement. Conversely, low self-confidence, a lack of learning readiness, and minimal participation in the learning process act as factors that hinder the internalization of these values. Therefore, implementing participatory learning, fostering democratic communication, and strengthening the academic culture are crucial measures for successfully internalizing the values of the fourth principle of Pancasila and developing student's character.

DISCUSSION

1. The Process of Internalising the Fourth Principle of Pancasila Values in Developing the Character among Civic Education Students at Muhammadiyah University of Bengkulu

Based on the research results obtained from interviews with 8 lecturers and 8 students of the Civic Education Study Program at Muhammadiyah University of Bengkulu, it is known that the process of internalising the fourth principle of Pancasila values is carried out through various learning activities that emphasise the values of democracy, deliberation, responsibility, wisdom, and respect for others' opinions. The process is carried out through discussion

activities, presentations, question and answer sessions, group work, as well as various academic activities that involve active student participation.

Research findings indicate that lecturers play a key role as the main facilitators in the process of internalising the fourth principle. This role is not only evident in the delivery of theoretical material on Pancasila values but also in the efforts of lecturers to relate the material to concrete examples that are close to students' lives, such as group discussions, organisational activities, and joint decision-making. Thus, students not only understand the concept theoretically but also see the relevance of its application in everyday life. In addition, the process of internalisation is also supported by two-way interaction between lecturers and students in learning activities. Through discussions, presentations, and question-and-answer sessions, students are given equal opportunities to express their opinions, provide feedback, and actively ask questions. This democratic interaction encourages students to be more courageous in speaking, active in learning, and accustomed to respecting others' opinions.

Research findings also indicate a change in students' attitudes and behaviours after studying the values of the fourth principle of Pancasila. Students become more courageous in expressing their opinions, more open to criticism and suggestions, and more capable of resolving differences through deliberation. These changes indicate that the process of value internalisation does not stop at the stage of understanding, but also reaches the stage of appreciation and application of values in both academic and daily life.

The results of this study are in line with the views of (Misnan; et al., 2025); (Junanto et al., 2020) who state that value internalisation occurs through three stages: value transformation, value transaction, and value trans internalization. The stage of value transformation is evident when the lecturer conveys an understanding of the values of democracy, deliberation, responsibility, and respect for others' opinions, and relates them to various examples in daily life. The stage of value transaction is seen through active interactions between the lecturer and students in activities such as discussions, presentations, question-and-answer sessions, and group work. Meanwhile, the stage of value trans internalization is observed when students begin to understand, internalise, and apply the values of the fourth principle in both academic and daily life.

Furthermore, the results of this study align with (Kaelan, 2016); (Saputra et al., 2024); (R. Putri et al., 2025) opinion, which explains that the fourth principle contains the values of democracy, deliberation, wisdom, and respect for the opinions of others. These values are reflected in the learning process that provides space for students to express their opinions freely yet responsibly, actively participate in discussions, and make decisions through deliberation and consensus.

Based on the research results and the theories used, it can be understood that the process of internalising the fourth principle of Pancasila values in Civic Education Study Program at Muhammadiyah University of Bengkulu has been carried out well through learning activities and student activities that provide direct experiences to students. The process helps students understand and apply the values of democracy, deliberation, responsibility, and respect for others' opinions in their daily lives. Thus, the internalisation process of the fourth principle of Pancasila values makes a tangible contribution to the character formation of students in accordance with Pancasila values.

2. The Character of Students Formed Through the Internalisation of the Fourth Principle of Pancasila Values in the Civic Education Study Program at Muhammadiyah University of Bengkulu.

Based on the research results obtained from interviews with 8 lecturers and 8 students of Civic Education Study Program at Muhammadiyah University of Bengkulu, it is known that the internalisation of the fourth principle of Pancasila values influences the formation of students' character. The character that is formed includes a democratic attitude, responsibility, self-confidence, the ability to cooperate, the ability to deliberate, and an attitude of respecting others' opinions.

Research findings indicate that students experience a change in attitude after participating in a learning process that emphasises democratic values and deliberation. These changes are evident from the increased courage of students in expressing their opinions, their ability to accept criticism and suggestions, as well as their willingness to appreciate differing opinions. This shows that students are no longer just passive participants in learning, but are starting to actively engage in discussions and various other academic activities.

In addition, students are beginning to show a better sense of responsibility in carrying out both individual and group tasks. Students learn to complete tasks according to the agreements made together and to be accountable for decisions made through deliberation. Discussion activities, presentations, and student organisations also help students develop self-confidence, teamwork skills, and better communication abilities. Research findings also indicate that the most dominant character traits formed are a democratic attitude and the ability to appreciate others' opinions. This is evident from students' habits of resolving issues through deliberation, accepting differing viewpoints, and avoiding the imposition of personal will. In addition, students are beginning to prioritise the common good and show concern for their social environment.

The results of this study are in line with (Lickona, 2019) opinion, which explains that character is the values of goodness reflected in a person's moral knowledge, moral feelings, and moral actions. Character is not formed instantly, but rather through a process of continuous learning and habituation. In this study, habituation through activities such as discussions, deliberations, presentations, and group work becomes an important factor in the character formation of students. The findings of this study are also supported by Futura et al. (2024), who explain that the internalisation of Pancasila values plays a role In Developing students' character through habituation, academic culture, and active student involvement in learning and student activities. This is in line with research findings that show students begin to exhibit democratic attitudes, responsibility, cooperation, self-confidence, and respect for others' opinions after undergoing the process of internalising the values of the fourth principle.

Furthermore, the results of this study align with (Kaelan, 2016) opinion, which explains that the fourth principle contains values of democracy, deliberation, wisdom, and respect for each individual's right to express their opinions. These values are reflected in the behaviour of students who are accustomed to discussing, respecting the opinions of others, and making decisions based on the results of joint deliberations. Based on the research results and the theories used, it can be understood that the internalisation of the fourth principle of Pancasila plays an important role In Developing the character of students in the PPKn Study Program at Muhammadiyah University of Bengkulu. The character formed includes a democratic attitude, responsibility, self-confidence, the ability to cooperate, the ability to deliberate, and respect for others' opinions. Thus, the internalisation of the fourth principle not only enhances students' understanding of Pancasila values but also helps shape a character that aligns with the goals of Pancasila and citizenship education.

3. Supporting and Hindering Factors in the Internalisation of the Fourth Principle of Pancasila Values in Developing the Character among Civic Education Students at Muhammadiyah University of Bengkulu.

Based on the research results obtained from interviews with 8 lecturers and 8 students of Civic Education Study Program at Muhammadiyah University of Bengkulu, it is known that the success of internalising the fourth principle of Pancasila values In Developing the character of students is influenced by various supporting and hindering factors. These factors originate from lecturers, students, the campus environment, social circles, organisational activities, and the learning process that takes place during lectures. Research findings indicate that the main supporting factor in the process of internalising the fourth principle is the role of lecturers as learning facilitators. Lecturers not only convey the material about the values of Pancasila but also create a democratic learning atmosphere by providing opportunities for students to discuss, deliberate, express opinions, and actively engage in the learning process.

In addition, learning methods such as discussions, presentations, question and answer sessions, group work, and case studies become important supporting factors. These methods help students understand and apply the values of democracy, deliberation, responsibility, and respect for others' opinions more concretely through direct learning experiences. Other supporting factors are the campus environment, student organization activities, and peer support. Through student organisations, students have the opportunity to learn deliberation, make joint decisions, resolve differences democratically, and prioritise the common good. Meanwhile, a positive friendship environment helps students to be more active in discussions, exchanging ideas, and appreciating others' opinions in campus life. On the other hand, the research results indicate that there are still several inhibiting factors in the process of internalising the fourth principle. The most dominant inhibiting factor is the lack of self-confidence among some students in expressing their opinions. In addition, there are still students who are less active in discussion and group work activities, resulting in their participation in the learning process not being optimal. Research findings indicate that supporting and inhibiting factors have an impact on the success of internalising the values of the fourth principle. Students who receive support from lecturers, the campus environment, student organisations, and peers tend to find it easier to understand and apply the values of democracy, deliberation, responsibility, and respect for others' opinions. On the other hand, less active and less confident students require more intensive guidance and motivation to develop a character that aligns with the values of Pancasila. The results of this study are in line with (Muhaimin, 2001); (Misnan; et al., 2025) opinion, which explains that the success of value internalisation is influenced by a continuous interaction process between the value giver and the value receiver. In this study, the interaction between lecturers and students through learning activities becomes an important factor in supporting the success of the internalisation of the fourth principle.

The findings of this study are also supported by (Ramasari & Azani, 2025) who explain that the success of the internalisation of Pancasila values is influenced by the educational environment, academic culture, and the active involvement of students in various learning and student activities. This is in line with research findings that show that the campus environment, student organisations, and peers are important supporting factors in the process of internalising the fourth principle of Pancasila. Based on the research results and the theories used, it can be understood that supporting and inhibiting factors play an important role in the success of internalising the fourth principle of

Pancasila values In Developing students' character. Supporting factors such as the role of lecturers, teaching methods, campus environment, student organisations, and peers can strengthen the process of value internalisation. Meanwhile, inhibiting factors such as lack of self-confidence and low student participation need to be addressed so that the value internalisation process can proceed optimally. Thus, the success of the internalisation of the fourth principal values is not only determined by the learning process but also by environmental support and the active involvement of students in various academic and student activities.

The practical implications of this research indicate that the process of value internalisation can be supported through learning that provides opportunities for all students to actively participate in discussions, deliberations, and learning reflections. The implementation of inclusive discussion rules, role rotation in group work, providing equal opportunities for each student to express their opinions, and strengthening collaboration with student organisations can be alternatives to create a more democratic academic environment. In addition, lecturers can develop learning strategies that encourage reflection on learning experiences so that students not only understand the values of the fourth principle of Pancasila conceptually but also are able to connect them with the academic experiences being studied.

CONCLUSION

This research shows that the internalisation of the values of the fourth principle of Civic Education Study Program at Muhammadiyah University of Bengkulu is perceived to occur through the stages of value transformation, value transaction, and trans internalization, which are integrated into the learning process and academic activities. Discussions, presentations, group work, and two-way interactions between lecturers and students are viewed as spaces for practicing democracy, providing students with the opportunity to understand and apply the values of deliberation, responsibility, respect for differing opinions, and prioritising the common good.

The research results also show that lecturers and students interpret the process of internalisation through diverse experiences. Some informants reported a development in the courage to express opinions, the ability to deliberate, responsibility, and appreciation for others' opinions. However, the process does not occur evenly because there are still students who report low self-confidence, lack of readiness to participate in learning, and limited participation in academic activities. Therefore, the findings of this study illustrate the perceptions and experiences of informants regarding the process of internalising the values of the fourth precept of Pancasila within the context of Civic Education Study Program at Muhammadiyah University of Bengkulu, not as evidence that the internalisation has resulted in permanent character changes.

The contribution of this research lies in presenting a contextual depiction of the process of internalising the values of the fourth principle of Pancasila, the perceived development of character, and the factors considered to support and hinder this process in the higher education environment. These findings can serve as input for study programs and lecturers in developing more participatory learning, expanding opportunities for students to discuss and deliberate, and strengthening an academic culture that supports the appreciation of democratic values.

This research has limitations because it was conducted in a single study program with a limited number of informants and within a relatively short research period. Additionally, the research findings are based on data from interviews, observations, and documentation within a single context, and are not intended to be generalised to all higher education institutions. Therefore, it is recommended that future research be conducted in several higher education institutions involving a more diverse range of informants, using a longitudinal approach or repeated observations to obtain a picture of the development of value internalisation over time, analysing differences between semester levels, and examining the internalisation process through student organization activities outside of formal learning.

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