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THE ROLE OF PANCASILA EDUCATION IN FOSTERING POLITICAL AWARENESS AMONG STUDENTS AT SMA NEGERI 11 KOTA TANGERANG SELATAN

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Abstract: *This research was motivated by the fact that some students still demonstrate suboptimal political awareness, indicated by low concern for social and political issues and limited understanding of their rights and responsibilities as citizens. This study aims to examine the role of Pancasila Education in fostering students' political awareness and identify its supporting and inhibiting factors. This research employed a qualitative approach using a case study method. Data were collected through observation, interviews, and documentation. The research informants consisted of Pancasila Education teachers and students. Data were analyzed using the Miles, Huberman, and Saldaña model, while data validity was ensured through source and technique triangulation. The results showed that Pancasila Education plays an important role in fostering students' political awareness by improving their understanding of citizens' rights and responsibilities, developing critical thinking skills, and fostering democratic attitudes, tolerance, nationalism, and responsibility. Supporting factors include a democratic school environment, active school organizations, access to digital information, school policies, and teachers' guidance on social and national issues. Inhibiting factors include negative perceptions of politics, hoaxes, low concern for social and political issues, and apathetic attitudes resulting from frustration with violations in society. Thus, Pancasila Education contributes to shaping intelligent, democratic, tolerant, and responsible citizens.*

Keywords: *Pancasila Education, Political Awarness, Students*

Abstrak: Penelitian ini dilatarbelakangi oleh masih ditemukannya sebagian peserta didik yang menunjukkan kesadaran politik belum optimal, ditandai dengan rendahnya kepedulian terhadap isu sosial dan politik serta terbatasnya pemahaman mengenai hak dan tanggung jawab sebagai warga negara. Penelitian ini bertujuan untuk mengetahui peran Pendidikan Pancasila dalam menumbuhkan kesadaran politik peserta didik serta mengidentifikasi faktor pendukung dan penghambatnya. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Data dianalisis menggunakan model Miles, Huberman, dan Saldaña, sedangkan keabsahan data dilakukan melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa Pendidikan Pancasila berperan penting dalam menumbuhkan kesadaran politik peserta didik melalui peningkatan pemahaman mengenai hak dan tanggung jawab sebagai warga negara, pengembangan kemampuan berpikir kritis, serta pembentukan sikap demokratis, toleransi, nasionalisme, dan tanggung jawab. Faktor pendukung meliputi lingkungan sekolah yang demokratis, organisasi sekolah yang aktif, akses terhadap informasi digital, kebijakan sekolah, serta peran guru dalam memberikan bimbingan mengenai berbagai isu sosial dan kebangsaan. Faktor penghambat meliputi persepsi negatif terhadap politik, pengaruh hoaks, rendahnya kepedulian terhadap isu sosial dan politik, serta sikap apatis akibat kekecewaan terhadap berbagai pelanggaran yang terjadi di masyarakat. Dengan demikian, Pendidikan Pancasila berkontribusi membentuk warga negara yang cerdas, demokratis, toleran, dan bertanggung jawab.

Kata Kunci: Pendidikan Pancasila, Kesadaran Politik, Peserta Didik
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INTRODUCTION

Education plays an important role in shaping the character of citizens who are virtuous, ethical, moral, and responsible for the Unitary State of the Republic of Indonesia. Article 1 of Law No. 20 of 2003 concerning the National Education System (President of the Republic of Indonesia, 2003) explains that education aims to develop students' abilities to regulate themselves, possess a strong personality, become intelligent, demonstrate noble character, and develop a high-quality personal identity. This indicates that education seeks to support students' maturation and holistic development, enabling them to cultivate their talents, potential, and skills. Students represent the younger generation and play a crucial role in continuing the nation's leadership in the future. The prosperity or decline of a nation is determined by the quality of its younger generation. Young people who are committed to equipping themselves with knowledge from an early age can contribute positively to national progress (Rahman, 2019). Therefore, students, as members of the younger generation, need to develop attitudes and behaviors that reflect the characteristics of good citizens so that they can become responsible leaders in the future.

Education also plays a vital role in enhancing political awareness among individuals and communities as a whole. Educational attainment is an important factor in strengthening political awareness. The higher the level of education within a community, the higher its political awareness tends to be. Conversely, lower levels of education tend to be associated with lower levels of political awareness (Sastroatmodjo, 1995). Based on Minister of Education, Culture, Research, and Technology Decree No. 56/M/2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery, as well as Government Regulation No. 4 of 2022 concerning National Education Standards, the subject previously known as Pancasila and Civic Education was officially renamed Pancasila Education. This change represents more than a terminological adjustment; it carries profound philosophical and ideological implications. Pancasila Education focuses on instilling the fundamental values of Pancasila and integrating them into the development of the Pancasila Student Profile, which encompasses six core dimensions: faith in and devotion to God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity.

Despite this change in terminology, the substance of the learning process continues to emphasize the same fundamental objective: developing students into intelligent, democratic, and morally responsible citizens who possess legal and political awareness. In other words, Pancasila Education continues to incorporate the civic dimensions previously emphasized in Civic Education. Rahayu and Suryaningsih (2016) argue that Civic Education at the senior high school level equips students with fundamental knowledge and skills related to politics, morality, and relationships among citizens. Its purpose is to help students understand politics and the Indonesian political system and to prepare them to contribute to national development. Regarding students' political awareness, Nasution (2012) states that political education in schools serves as a means of helping students understand politics and exercise their political rights and responsibilities in pursuit of the common good.

Political awareness refers to an individual's awareness of matters relating to the state, government, and citizenship, as well as the efforts and mechanisms through which collective goals can be achieved. According to Budiarjo, as cited in Fajar (2014) and Fatwa (2016), political awareness encompasses an individual's knowledge, interest, and attention to their social and political environment. Soekanto, as cited in Permatasari et al. (2015), identifies four indicators of awareness, each representing a developmental stage leading to the next and reflecting progressively higher

levels of awareness: (1) knowledge, (2) understanding, (3) attitudes, and (4) actions. The level of political awareness can be understood as an indication of the extent to which citizens pay attention to issues concerning the state and national development. A high level of political awareness among citizens is expected to contribute to improvements in a political system grounded in Pancasila, thereby supporting the effective functioning of democracy.

Schools play an important role in fostering political awareness among students (Tyas & Harmanto, 2014). They contribute to encouraging students' political participation, preparing future leaders, and providing students with political knowledge (Tamba, 2016). These objectives can be pursued by providing students with knowledge and direct experience of political activities within the school environment, such as student council elections and basic leadership training (*Latihan Dasar Kepemimpinan* or LDK). Schools also provide students with knowledge and understanding of the political world and their roles within it through Civic Education learning (Tunggal, 2023).

As members of society who will eventually become first-time voters, students are expected to understand political and state affairs. Wahyuningsih (2013), as cited in Putri et al. (2025), emphasizes the importance of young people's involvement in politics today. Their participation is crucial because they will shape and influence the political system in the future. Consequently, students need to begin developing political awareness from an early age. Schools are therefore expected to encourage positive civic behavior and foster political awareness in accordance with the expectations of various stakeholders, including the wider social environment (Damsar, 2015).

Based on preliminary interviews conducted at SMA Negeri 11 in South Tangerang City, several problems were identified regarding the implementation of political education in school life. One significant finding was the limited implementation of political education values taught through Pancasila Education. Although students had acquired knowledge of citizens' rights and responsibilities and the importance of participation in democratic processes through Civic Education and Pancasila Education, these understandings were not yet fully reflected in their attitudes and behaviors within the school environment.

These problems were evident in the suboptimal political awareness of some students. Indicators included limited concern for current social and political issues, insufficient understanding of their rights and responsibilities as citizens, and the perception that politics is synonymous with conflict or inherently negative activities. Furthermore, some students tended to pay little attention to national developments because they felt discouraged by the various violations and misconduct frequently observed in society. This situation reveals a gap between the Pancasila Education content taught in classrooms and its practical implementation in fostering students' political awareness as critical, democratic, and responsible citizens. Accordingly, the role of Civic Education in cultivating political awareness has not yet been fully realized. Efforts through Pancasila Education are therefore needed to help students understand, evaluate, and participate wisely in political and civic life.

Addressing these challenges requires synergy between Pancasila Education teachers and school administrators in fostering students' political awareness. Teachers need to develop more contextualized learning experiences by connecting classroom content with emerging social, national, and political issues. This approach can encourage critical thinking and help students understand their roles and responsibilities as citizens. Teachers should also guide students in evaluating information obtained through digital media so that they are less susceptible to misinformation and disinformation, including hoaxes, or negative perceptions of politics. Schools, in turn, need to establish a democratic learning environment through student organizations,

deliberative decision-making, discussions, and other activities that provide opportunities for students to participate actively in school-level decision-making. By creating a participatory learning environment supported by meaningful Pancasila Education, schools can help students develop greater concern for social and political issues, understand their rights and responsibilities as citizens, and cultivate political awareness grounded in Pancasila values.

Although Civic Education has long been recognized as a vehicle for democratic education, important gaps remain in understanding how actual Civic Education practices contribute to improving students' political awareness. Previous studies have tended to emphasize curriculum, teaching methods, or students' cognitive achievement, while the broader dimensions of political awareness including awareness of political rights, civic responsibilities, and participation in democratic life have received comparatively limited in-depth attention. Furthermore, the school context is often insufficiently examined, despite the potential influence of the learning environment, teachers' instructional approaches, and students' social experiences on the development of political awareness. In other words, relatively few studies have explored the lived experiences of students and teachers in Civic Education learning to understand how these experiences contribute to the development of political awareness.

Several previous studies have examined the role of Civic Education in enhancing students' political awareness. Rahman and Suharno (2020), in their study at SMA Islam Terpadu Abu Bakar Yogyakarta, found that Civic Education functioned as a form of political education that could strengthen students' political awareness through discussion-based methods and the use of instructional media, although implementation challenges remained. Meanwhile, Kuwoto et al. (2024) investigated the construction of political education at SMA Pasundan 2 Cimahi. Their findings indicated that although Civic Education contributed to enhancing political awareness through student council activities and school-based democratic practices, implementation remained suboptimal because of limited facilities, insufficient teacher support, and weaknesses in instructional models. More recently, Sabrina (2024) emphasized the important role of Civic Education teachers in enhancing students' political awareness in the digital era, particularly through the use of digital media as a means of political learning.

Considering the background described above, Pancasila Education continues to face several challenges in fostering students' political awareness, particularly in connecting theoretical understanding with practical experiences in the school environment. These challenges are reflected in students' limited concern for social and political issues, insufficient understanding of their rights and responsibilities as citizens, and negative perceptions of politics that contribute to apathy toward national developments. This situation indicates that the values taught through Pancasila Education need to be continuously internalized so that they are not merely understood conceptually but also manifested in the attitudes and behaviors of democratic, critical, and responsible citizens.

In light of these conditions, this study seeks to examine more deeply the role of Pancasila Education in fostering students' political awareness at SMA Negeri 11 in South Tangerang City. The study is expected to provide insights into how Pancasila Education contributes to the development of students' political awareness, identify the factors that support or hinder this process, and offer recommendations for schools and teachers seeking to develop learning practices that are more contextualized, participatory, and relevant to contemporary national and civic life.

METHODS

This study was conducted at SMA Negeri 11 South Tangerang City, located on Jalan Sumatera I, Gang Alpukat Rawa Lele, Jombang, Ciputat District, South Tangerang City, Banten, Indonesia.

The study employed a qualitative approach to explore the role of Pancasila Education in fostering students' political awareness within the school context. A qualitative approach was considered appropriate because it enables researchers to examine social phenomena in their natural settings, focusing on the meanings, experiences, and contextual factors underlying the phenomenon under investigation. According to Sugiyono (2019), qualitative research examines objects under natural conditions, with the researcher serving as the primary research instrument. Data collection involves multiple techniques, data analysis follows an inductive process, and the findings emphasize meaning rather than statistical generalization. The research adopted a case study design. Case study research is a qualitative research strategy that enables an in-depth investigation of a particular phenomenon within its real-life context. Yin (2017), in *Case Study Research and Applications: Design and Methods*, explains that case studies are particularly suitable for investigating contemporary phenomena when the boundaries between the phenomenon and its context are not clearly distinguishable. This design is relevant to the present study because students' political awareness cannot be fully understood independently of the educational environment, classroom practices, and school-based experiences through which political knowledge and civic values are conveyed. A case study design therefore provides an opportunity to examine how Pancasila Education contributes to the development of students' political awareness within the specific institutional and social context of SMA Negeri 11 South Tangerang City.

RESULT AND DISCUSSION

A. The Role of Pancasila Education in Fostering Students' Political Awareness at SMA Negeri 11 South Tangerang City

The interview findings indicate that Pancasila Education plays an important role in fostering students' political awareness at SMA Negeri 11 South Tangerang City. This role is reflected in changes in students' ways of thinking, attitudes, and understanding of Pancasila Education and its relevance to civic life. Students are not merely expected to acquire theoretical knowledge but also to apply the values and principles learned in the classroom to their everyday lives. The findings suggest that Pancasila Education serves as a means of developing students' capacity for critical reflection, responsible decision-making, and greater awareness of their roles as citizens.

An interview with Teacher A revealed that Pancasila Education contributes to the development of students' maturity in thinking and making decisions. The teacher explained:

> "There have been many changes. Students have become more mature in their thinking and more aware of developments in society, enabling them to avoid making decisions without careful consideration."

This statement suggests that Pancasila Education extends beyond the transmission of civic knowledge by encouraging students to consider social circumstances and evaluate information before reaching conclusions. Such development is relevant to political awareness because informed political judgment requires individuals to understand social and political issues, consider different perspectives, and make decisions based on reasoned consideration rather than unreflective responses. In this context, Pancasila Education provides an educational foundation for developing students' capacity to respond thoughtfully to public issues.

These findings were further supported by Teacher RR, who highlighted the positive changes in students' attitudes and the development of nationalism and concern for the nation. The teacher stated:

> "Thankfully, I have observed changes in the attitudes of the students I have taught. Some of them have chosen to pursue undergraduate studies in Law and Sociology, which indicates their interest in these fields. I hope that the values of nationalism we have developed will remain with them when they enter university. Hopefully, they will continue to remember how to love this country and care about the nation."

This account illustrates the perceived contribution of Pancasila Education to the development of national attachment and students' interest in social issues. The teacher's observations suggest that classroom learning may encourage students to engage more seriously with issues concerning law, society, and national development. Nevertheless, the choice of university major should be understood as an indication of interest rather than conclusive evidence of increased political awareness. More importantly, the teacher's account highlights the educational aspiration that civic and national values should remain meaningful beyond the school environment.

Students' interviews also revealed that participation in Pancasila Education had contributed to their understanding of citizenship and the purposes of civic learning. One student, identified as YKS, explained:

> "Pancasila Education is an educational subject intended to help Indonesian citizens develop good attitudes."

This response reflects a basic understanding of Pancasila Education as a means of developing appropriate civic attitudes. Although the statement does not explicitly demonstrate an advanced understanding of political institutions or democratic processes, it indicates that the student associates Pancasila Education with the formation of responsible citizenship. This understanding provides an initial foundation for developing broader political awareness, particularly when civic values are connected to practical experiences involving public issues, democratic participation, and the exercise of citizens' rights and responsibilities.

A similar perspective was expressed by another student, identified as ZH, who emphasized the influence of Pancasila Education on their understanding of citizenship:

> "Yes, it has a significant influence because through Pancasila Education, we can develop a deeper understanding of our country and our responsibilities as citizens. I have come to understand my rights and obligations, become more confident in participating in democratic processes, and started to fulfill my responsibilities as a citizen more conscientiously."

This statement provides a more direct indication of the relationship between Pancasila Education and students' political awareness. The student's account encompasses three interconnected dimensions: knowledge of citizens' rights and obligations, confidence in democratic participation, and a growing sense of civic responsibility. These dimensions indicate that students' experiences of Pancasila Education may extend beyond cognitive understanding to encompass attitudes and an expressed willingness to fulfill civic responsibilities.

Nevertheless, the findings should be interpreted with appropriate analytical caution. Students' self-reported understanding and willingness to participate do not automatically demonstrate sustained political engagement in practice. Rather, these accounts indicate how students perceive the contribution of Pancasila Education to their civic development. Assessing the extent to which such awareness translates into consistent political participation would require additional evidence concerning students' actual behavior and engagement in democratic activities.

The findings are consistent with Winataputra's (2015) conceptualization of civic education as an integral component of citizenship development aimed at cultivating *civic intelligence*, *civic responsibility*, and *civic participation*. In the present study, these dimensions can be identified in students' reported understanding of their rights and obligations, their growing confidence in expressing themselves within democratic processes, and their awareness of the responsibilities associated with citizenship. The findings therefore suggest that Pancasila Education can contribute to political awareness by connecting civic knowledge with the development of responsible attitudes and an orientation toward democratic participation.

However, the relationship between these dimensions should not be understood as automatic or linear. Knowledge of citizenship does not necessarily lead to political participation unless students also develop the motivation, confidence, and opportunities needed to exercise their civic capacities. Accordingly, the educational significance of Pancasila Education lies not only in providing information about Pancasila and the state but also in creating learning experiences through which students can interpret political issues, articulate their views, and understand the consequences of civic decisions.

Kaelan (2004) similarly emphasizes that Pancasila Education is a conscious and systematic effort to develop Indonesian citizens who understand, internalize, and practice the values of Pancasila in their lives. This perspective is reflected in students' accounts of their growing understanding of citizens' rights and obligations, the importance of obeying the law, and the ability to distinguish between behaviors consistent and inconsistent with Pancasila values. These findings suggest that Pancasila Education provides a normative foundation for citizenship by connecting knowledge of national principles with the development of ethical judgment and responsible conduct.

From a broader analytical perspective, the findings indicate that the contribution of Pancasila Education to political awareness involves three interconnected processes. First, students acquire knowledge about citizenship, rights, obligations, and democratic principles. Second, they develop attitudes associated with nationalism, responsibility, and respect for democratic values. Third, they begin to recognize the relevance of these principles to their own conduct as citizens. These processes illustrate the potential of Pancasila Education to connect cognitive learning with the development of civic dispositions and an orientation toward political participation.

Nevertheless, the findings also reveal an important distinction between normative civic awareness and critical political awareness. Understanding citizens' rights and obligations and developing national attachment constitute important foundations of citizenship. However, more comprehensive political awareness also requires the ability to critically examine public policies, evaluate political information, understand power relations, and participate in democratic processes on an informed basis. Consequently, Pancasila Education should not be limited to transmitting national values but should also encourage students to question, discuss, and critically evaluate contemporary social and political issues within a democratic and ethically responsible framework.

Overall, the interview findings, considered alongside the perspectives of Kaelan (2004) and Winataputra (2015), indicate that Pancasila Education contributes to fostering students' political awareness through the development of civic knowledge, attitudes, and responsibilities. Its contribution is reflected in students' reported understanding of citizenship, their awareness of democratic participation, and their recognition of national values. These findings position

Pancasila Education not merely as a subject concerned with teaching Pancasila and civic concepts but also as a potential means of developing citizens who are knowledgeable, responsible, and prepared to participate in democratic life. The extent to which these educational outcomes become sustained political engagement, however, depends on the quality of learning experiences and the opportunities available for students to practice democratic citizenship.

B. Supporting and Inhibiting Factors in the Role of Pancasila Education in Fostering Students' Political Awareness at SMA Negeri 11 South Tangerang City

1. Supporting Factors

The interviews with Pancasila Education teachers identified several factors that support the development of students' political awareness at SMA Negeri 11 South Tangerang City. These include a democratic school environment, active student organizations, school policies that provide opportunities for student participation, and the role of teachers and school leaders in explaining institutional decisions. Together, these factors create opportunities for students to experience democratic principles in practice rather than encounter them solely as theoretical concepts in the classroom.

One of the principal supporting factors identified in the interviews was the existence of a democratic school environment. Teacher A explained that student organizations and access to digital information provide opportunities for students to learn about democratic processes and contemporary public affairs. The teacher stated:

> "A democratic school environment includes active student organizations, such as the student council, as well as access to digital information that enables students to learn about public systems in a modern way."

This statement highlights two complementary dimensions of political learning. The first is participation in school-based organizations, which can provide practical experience in deliberation, collective decision-making, leadership, and the representation of students' interests. The second is access to digital information, which can expand students' opportunities to encounter public issues and develop an understanding of political and social developments.

Student organizations, particularly the student council (*Organisasi Siswa Intra Sekolah* or OSIS), can function as practical learning environments in which democratic principles are experienced through organizational activities. Participation in meetings, discussions, elections, and collective decision-making can help students understand that democracy involves more than selecting leaders. It also requires communication, negotiation, respect for differing opinions, and accountability in the exercise of authority. These experiences can strengthen the connection between the democratic principles taught in Pancasila Education and the practices students encounter in their daily school lives.

Access to digital information represents another potentially important resource. Digital platforms enable students to encounter political news, public policy debates, and discussions concerning national and local issues. However, access to information alone does not necessarily produce political awareness. Its educational value depends on students' ability to evaluate source credibility, distinguish evidence-based information from misinformation, and critically interpret competing political claims. Therefore, Pancasila Education teachers have an important role in helping students develop the digital and political literacy necessary to use these resources responsibly.

Beyond the school environment and access to information, Teacher RR identified school policies as another factor influencing students' political awareness. The teacher explained:

> "Politics is sometimes closely associated with school officials. The policies they implement can have either positive or negative effects. Students often ask why a

particular policy has been adopted, and as teachers, we need to explain the reasons as fairly and carefully as possible so that they can understand the rationale behind each decision."

This account reveals that school policies can become meaningful learning opportunities when students are encouraged to ask questions about institutional decisions. Students' questions about why a policy is adopted indicate an opportunity to develop their understanding of authority, decision-making, and accountability. When teachers explain the rationale behind school policies in a transparent and balanced manner, students can learn that decisions affecting a community should be supported by understandable reasons and oriented toward collective interests.

The findings also suggest that the exercise of authority within schools has an educational dimension. School leaders and teachers do not merely administer institutional rules; their decisions and interactions can influence how students understand authority and democratic governance. Policies that are communicated transparently, applied fairly, and developed with appropriate opportunities for student input can demonstrate democratic principles in practice. Conversely, decisions that appear arbitrary or lack adequate explanation may limit students' opportunities to understand the relationship between authority, responsibility, and accountability.

These findings can be interpreted in relation to Ruslan's (2000) discussion of factors influencing political awareness, particularly political culture, changes in societal culture, educational attainment, and political leadership. Within the context of this study, the democratic school environment can be understood as a form of institutional political culture that shapes students' experiences of authority, participation, and collective decision-making. When opportunities for discussion, deliberation, and organizational involvement are consistently provided, students may become more familiar with participatory practices and develop a stronger understanding of democratic processes.

The role of school leadership is also relevant to this framework. School principals, vice principals, and teachers influence students' political learning through the policies they implement, the reasons they provide for their decisions, and the opportunities they create for student participation. Democratic leadership can support political awareness when students are treated as members of the school community whose perspectives deserve consideration. In this regard, the educational value of leadership lies not only in the implementation of institutional policies but also in demonstrating fairness, transparency, and accountability.

Formal instruction in Pancasila Education provides another important foundation for developing political awareness. Through classroom learning, students encounter concepts concerning citizens' rights and obligations, democracy, national values, and decision-making processes. These concepts can become more meaningful when connected to practical experiences, such as student council elections, classroom deliberations, discussions of public issues, and participation in school organizations. Such connections can help students understand how political principles operate within institutions and communities.

Taken together, the findings identify several interrelated supporting factors: a democratic school culture, active student organizations, access to digital information, transparent and participatory school policies, and teachers and school leaders who provide explanations for institutional decisions. These findings are broadly consistent with Ruslan's (2000) emphasis on political culture, education, and leadership as factors associated with political awareness. The

present study illustrates how these factors may operate within the school environment by providing students with opportunities to acquire civic knowledge and experience democratic practices.

The central implication is that political awareness is not developed exclusively through classroom instruction. It may also emerge through students' everyday interactions with school institutions, organizational activities, information sources, and decision-making processes. Consequently, the development of political awareness requires a supportive institutional environment in which the values taught in Pancasila Education are reflected in the school's organizational culture and practices. When classroom instruction and school experiences reinforce one another, students have greater opportunities to understand democracy as both a set of principles and a practice of citizenship.

2. Inhibiting Factors

Despite the supporting conditions identified in the study, the interviews also revealed factors that may inhibit the development of students' political awareness. The most prominent issue identified by the teachers was the limited concern shown by some students toward Indonesia's social and political conditions. According to the teachers, repeated reports of legal violations, corruption, and political conflict had contributed to feelings of frustration and fatigue among some students. These feelings appeared to reduce their interest in following political developments and engaging with issues concerning national and civic life.

Teacher A described this challenge as follows:

> "One factor that hinders the development of political awareness is that some students are not very concerned about what is happening in our country because they sometimes feel tired of seeing the same violations occur so frequently."

This statement suggests that students' limited interest in politics may be associated with their perceptions of recurring political and legal problems. Repeated exposure to reports of misconduct can generate frustration when students perceive that such problems persist without meaningful resolution. Under these circumstances, political information may be interpreted not as an invitation to understand public affairs but as a source of disappointment and distrust.

From an analytical perspective, this finding indicates that political disengagement may arise not only from a lack of political knowledge but also from the meanings students attach to political developments. Students may be aware of corruption, legal violations, and political conflicts yet feel that following these issues offers little benefit. This distinction is important because awareness of political problems does not necessarily produce constructive engagement. Depending on how such problems are interpreted, exposure to negative political information may encourage critical scrutiny or contribute to withdrawal and apathy.

The findings can be discussed in relation to Ruslan's (2000) account of the influence of societal cultural change and political culture on political awareness. In the context of this study, students' perceptions of politics may be shaped partly by the social environment and the information they encounter about political institutions and public officials. When political developments are predominantly associated with misconduct, conflict, or institutional failure, students may develop a negative view of political life. If these perceptions are not balanced by opportunities to understand democratic processes and examples of constructive civic participation, their interest in politics may decline.

However, it is important not to assume that exposure to negative political news necessarily produces political apathy. The relationship may depend on students' prior political knowledge, trust in institutions, political efficacy, and opportunities for meaningful participation. Negative information can also stimulate civic concern and encourage demands for accountability. The

findings of this study therefore suggest a possible relationship between political fatigue and limited political interest among some students, rather than establishing a universal causal relationship between negative political information and political disengagement.

This distinction has important implications for Pancasila Education. If political issues are presented primarily through descriptions of misconduct and conflict, students may struggle to recognize the constructive functions of politics in organizing collective life, articulating public interests, resolving disagreements, and pursuing social justice. Political learning should therefore provide a balanced examination of political problems while helping students understand the institutions, democratic mechanisms, and civic actions through which such problems can be addressed.

Teachers can respond to this challenge by connecting current social and political issues with the principles and practices of democratic citizenship. Classroom discussions may, for example, examine why corruption undermines public trust, how legal accountability can be strengthened, and how citizens can participate constructively in addressing public problems. Such discussions should encourage students to evaluate evidence, consider multiple perspectives, and formulate reasoned judgments rather than merely accept negative or overly optimistic interpretations of political life.

Furthermore, the development of political efficacy is important in addressing students' feelings of political fatigue. Political efficacy refers to individuals' perceptions of their capacity to understand political processes and influence public affairs. When students believe that political problems are beyond their influence, they may become less motivated to follow political developments or participate in democratic activities. Conversely, opportunities to express opinions, deliberate on shared problems, and contribute to school-level decisions may help students recognize that participation can have practical significance, even when broader political challenges remain unresolved.

The school environment can therefore serve as an important setting for counteracting political disengagement. Through student organizations, democratic elections, deliberative discussions, and opportunities to participate in collective decision-making, students can experience political participation in a context that is accessible to them. These activities may help bridge the gap between awareness of national political problems and the understanding that citizens can contribute to improving their communities through responsible participation.

The findings also underscore the importance of teachers' roles in mediating students' interpretations of political information. Teachers can help students distinguish between criticism of particular political practices and a generalized rejection of politics itself. They can also guide students in evaluating information from digital platforms, identifying reliable sources, and understanding the broader institutional and social contexts of political events. Such guidance is particularly relevant when students encounter repeated reports of corruption, legal violations, and political conflict.

Overall, the findings indicate that limited concern about political developments and feelings of fatigue toward recurring political problems constitute potential obstacles to the development of students' political awareness at SMA Negeri 11 South Tangerang City. These obstacles appear to be connected to the ways students interpret political events and their perceptions of the relevance of political engagement. In this context, Pancasila Education needs to move beyond the transmission of normative civic values by helping students critically examine political realities,

understand the constructive functions of democratic institutions, and identify meaningful opportunities for civic participation.

The principal implication is that fostering political awareness requires more than increasing students' knowledge of Pancasila and citizenship. It also requires learning experiences that help students transform concern about political problems into informed judgment, democratic attitudes, and constructive civic engagement. By combining critical examination of political issues with practical opportunities for participation, Pancasila Education can help students develop a more balanced understanding of politics and strengthen their capacity to participate responsibly in democratic life.

CONCLUSION

This study concludes that Pancasila Education plays an important role in fostering students' political awareness at SMA Negeri 11 South Tangerang City. Its contribution is reflected in students' understanding of their rights and responsibilities as citizens, awareness of the importance of legal compliance, and capacity to think critically about social and political issues. The findings also indicate the development of democratic attitudes, tolerance, nationalism, and a sense of civic responsibility. Through Pancasila Education, students are provided with opportunities to develop a more comprehensive understanding of national and civic life and to relate the values of Pancasila to their roles and responsibilities as citizens. These findings suggest that Pancasila Education can serve as an important foundation for developing political awareness grounded in democratic principles and Pancasila values. The development of students' political awareness is supported by several interconnected factors, including a democratic school environment, active student organizations, access to digital information, school policies that provide opportunities to understand decision-making processes, and teachers' guidance in interpreting social, political, and national issues. These factors create opportunities for students to encounter democratic principles not only through classroom instruction but also through practical experiences within the school environment. However, the study also identifies several factors that may inhibit the development of political awareness, including negative perceptions of politics, exposure to misinformation and hoaxes, limited interest in social and political issues among some students, insufficient concern for national developments, and political apathy associated with frustration over recurring violations and misconduct in society.

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