

Research Article

Mapping of Prospective Teachers' Interest in the Study of Pancasila and Citizenship Education Based on Study Program: Analysis of Article Title Choice

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ABSTRACT

The study of Pancasila and Citizenship Education (PPKn) has an important role in shaping the character of students as active and responsible citizens. However, students' interest in this study may vary depending on their course of study and academic background. This study aims to analyze the tendency of students of Universitas Pendidikan Indonesia to the theme of PPKn based on the title of the article they choose. The data used came from a collection of student article titles that were analyzed using quantitative and qualitative approaches with text analysis techniques and keyword frequency mapping. The results showed that students from language and culture-based study programs (PBS & PBK) had the highest interest in PPKn, while fine arts students (PSR) had the lowest interest. The implications of these findings show the need for a more contextual and interactive PPKn learning approach to be more relevant for students from various study programs.

Keywords: Pancasila Education; Citizenship; Student Interests; Study Programs; Text Analysis

1. INTRODUCTION

Pancasila and Citizenship Education (PPKn) has a fundamental role in shaping the character of students as democratic, critical, and responsible citizens. This course not only aims to provide a conceptual understanding of Pancasila and citizenship, but also to develop critical thinking skills, social concern, and multicultural awareness (Sutrisno, 2018). However, the implementation of PPKn in universities often faces challenges, especially related to the low interest of students in studying national issues. Many students consider this course as a purely academic obligation, not as a study relevant to their discipline (H. A. R. Tilaar, 2019). Therefore, an in-depth analysis is needed on how students from various study programs understand and internalize PPKn values in their academic context.

Pancasila and Citizenship Education (PPKn) is a compulsory course in higher education that aims to form students to have national awareness, democratic values, and critical thinking skills in dealing with social and political issues (Dakhlan & Kuswandi, 2024). This education plays a role in instilling the values of Pancasila as the basis of the state, as well as building the character of students to have an attitude of tolerance, inclusivity, and active participation in community life (H. A. R. Tilaar, 2019). However, in its implementation, there are differences in the level of students' interest and understanding of PPKn materials, which can be influenced by their academic background. Students from social sciences and humanities disciplines tend to understand the concepts of nationality more easily than students from the fields of science and technology, who are more oriented towards technical and innovation aspects (Prasetio et al., 2021). Therefore, a more flexible and contextual learning strategy is needed so that PPKn material can be accepted by all students with an approach that suits their academic field.

Students' interest in a course is influenced by the relevance of the material to their field of study as well as the learning methods used (Gagné, 1985). According to the theory of Learning Motivation put forward by Keller (1987) in the ARCS (Attention, Relevance, Confidence, Satisfaction) model, learning will be more effective if the material taught is directly related to the needs and interests of students (Keller, 1987). In the context of PPKn, students are more interested in exploring the material if the topics discussed are relevant to their academic field (Sutrisno, 2020). For example, art students will more easily understand the concept of citizenship if it is associated with art as a medium of social criticism, while management students are more interested in aspects of public policy and economics in the government system. Therefore, an interdisciplinary and project-based approach is a strategy that can be used to increase student involvement in PPKn learning.

One way to measure students' interest in a field of study is to analyze the title of the academic article they choose. According to the theory of Academic Literacy put forward by Lea & Street (1998), the choice of topics in scientific papers reflects students' understanding and interest in a discipline (Lea & Street, 1998). If students tend to choose article titles

related to democracy, human rights, or nationality, this indicates that they have an interest in social and political issues. On the other hand, if only a few students write about the theme, then it can be concluded that PPKn studies have not been the main focus in their disciplines. Therefore, article title analysis can be used as a tool to map students' academic interest in PPKn and become the basis for curriculum development that is more relevant to the needs of students from various study programs (Nanggala, 2020). One way to measure students' interest in a field of study is through the analysis of the choice of academic article titles they make. The title of the article reflects students' interest in a particular theme as well as how they relate social, political, and national issues to their respective academic fields (Nanggala, 2020). If students from a particular study program prefer topics related to democracy, human rights, or nationality, this may indicate that PPKn's values are more relevant to the field. On the other hand, if there are study programs with a low number of PPKn-themed articles, this can indicate a gap in understanding or lack of relevance of PPKn material in their curriculum.

Previous research has shown that students' interest in PPKn tends to be higher in study programs that have a direct relationship with the social sciences and humanities, such as language education, law, and sociology (Pratama et al., 2024). In contrast, students from science and arts-based study programs are less likely to raise national themes in their research. This can be due to differences in academic approaches and professional needs in each field. Fine arts students, for example, are more likely to focus on creative expression than on political or legal studies. Similarly, tourism management students emphasize more on economic and business aspects than on the concept of citizenship. Studies on Pancasila and Citizenship Education (PPKn) in higher education have been carried out extensively, especially related to the effectiveness of learning methods in improving students' understanding of national values (Murdiono, 2014; H. Tilaar, 2003). Several studies highlight the importance of using innovative methods such as Project-Based Learning (PBL), Problem-Based Learning (PBL), and Service Learning in PPKn learning to be more contextual and relevant to student needs. In addition, several studies emphasize the role of PPKn in building student character, especially in facing the challenges of globalization and the digital era which is full of disinformation and the degradation of national values (Arif et al., 2024). However, these studies still focus on the effectiveness of learning methods without exploring how students' interest in PPKn can be mapped based on their academic background.

In some studies, students' interest in Pancasila and Citizenship Education is often associated with curriculum factors and the relevance of the material to their field of study (Maftuh & Malihah, 2020). Students from social-humanities-based study programs, such as language education and sociology, tend to have a stronger understanding of national issues because their lecture material often intersects with cultural, social, and political studies. Meanwhile, students from the disciplines of exact sciences and arts often consider PPKn as a complementary course that lacks a direct connection to the profession they are engaged in (Sihaloho et al., 2023). Unfortunately, there has not been much research that specifically analyzes how students' choice of academic topics, such as article titles, can reflect their interest in PPKn studies. Therefore, more comprehensive research is needed to understand how students from various study programs interpret and internalize PPKn values in their academic contexts. In contrast to previous research, this study will use a text analysis approach in the title of students' articles to map their interest patterns in Pancasila and Citizenship Education. By analyzing the frequency of keywords and the distribution of themes in student articles, this study will reveal students' academic tendencies towards issues of citizenship and nationality. The findings of this study are expected to be the basis for the development of a more adaptive and interdisciplinary PPKn curriculum, so that the material presented can be more contextual and interesting for students from various academic backgrounds. In addition, the results of this study can also provide recommendations for educators in designing learning methods that are more relevant and based on student interests (Sagala et al., 2024; Sarumaha et al., 2023).

By understanding how students from various study programs choose the topic of PPKn-themed articles, we can identify the patterns of interest and gaps that exist in civics education in higher education. This mapping not only provides insight into how PPKn is internalized by students, but can also serve as a basis for developing a more contextual and interdisciplinary approach to learning. If art students are more interested in national issues when they are related to art and culture, then PPKn learning for them should be designed with a more visual and creative approach. Similarly, students from technology-based study programs may be more interested in PPKn studies if the material is related to digital ethics and global citizenship (Khodijah et al., 2021). Based on these problems, this study aims to analyze the mapping of students' interest in PPKn studies based on the study program through the analysis of the article titles they make. By understanding this pattern, we can provide recommendations to improve the effectiveness of PPKn learning and develop teaching strategies that are more in line with the needs of students from various disciplines. This research is also expected to contribute to the formulation of academic policies that are more adaptive to social changes and global dynamics in higher education.

2. RESEARCH METHOD

This study uses a mixed-method method (quantitative and qualitative) with a text analysis approach to identify patterns of student interest in the study of Pancasila and Citizenship Education (PPKn) based on the choice of their article title. The quantitative approach is used to calculate the distribution of themes and keywords in article titles, while the qualitative approach is used to interpret students' academic tendencies towards issues of citizenship and nationality. This method aims to provide a comprehensive overview of how students from various study programs understand and internalize the concept of PPKn in their academic context (Creswell & Clark, 2017).

2.1 Data Source

This study uses data from a collection of article titles of Universitas Pendidikan Indonesia students compiled in spreadsheet format (Excel) and analyzed using Google Colaboratory, which can be accessed through the Google Colab link. This data

includes information about students' study programs to understand their academic backgrounds, as well as article title analysis to identify keywords relevant to Pancasila and Citizenship Education (PPKn). In addition, this study also measured the frequency of the appearance of the main themes in the title of the article to determine the level of students' interest in PPKn studies based on their field of study. Through this analysis, it is hoped that insight can be obtained about the pattern of students' academic interest in PPKn studies and its relevance to the disciplines they are engaged in.

2.2 Data Collection Techniques

Data collection in this study was carried out through several systematic stages. The first stage is data exploration, where student article titles are collected and cleaned up to be ready for analysis. Furthermore, the classification of article titles is carried out based on the main themes related to Pancasila Education, Democracy, Human Rights, National Identity, and Citizenship, so that the focus of the study developed by students can be grouped. After that, keyword analysis was carried out by applying text mining techniques and word frequency analysis to identify patterns and tendencies of students' interest in the study of Pancasila and Citizenship Education (PPKn) (Krippendorff, 2018). Through this stage, the research can provide a clearer picture of the aspects that are most often studied in students' articles and their relevance to their field of study.

2.3 Analytical Techniques

The data analysis in this study was carried out through two main approaches, namely quantitative and qualitative approaches. A quantitative approach is used to identify the frequency of the appearance of keywords in the title of a student's article. The techniques used in this approach include word frequency analysis, which calculates the number of occurrences of keywords such as "Pancasila," "democracy," "rights," "national identity," and other themes in the title of the article (Weber, 1990). In addition, the cross-tabulation method was applied to analyze the distribution of PPKn themes in various study programs, so that it can be known how each discipline relates itself to civic issues. The results of this analysis are then visualized in the form of bar charts and heatmaps to clarify the distribution pattern of student interest in the PPKn study. Meanwhile, a qualitative approach is used to interpret the results of quantitative analysis in more depth. The method used in this approach includes content analysis based on the Krippendorff (2018) approach, which aims to understand the academic context behind the selection of student article titles. In addition, this study also identifies patterns and trends in the way students from various study programs relate PPKn values to their disciplines. The results of this analysis are further interpreted to provide insight into how the PPKn approach can be tailored to students' academic interests, so that citizenship studies can be more relevant to the needs of each field of study.

2.4 Validity and Reliability

To ensure the validity and reliability of the data in this study, several systematic strategies were applied. First, data triangulation is carried out, namely by comparing the results of text analysis with insights from theoretical studies and previous research to strengthen the conclusions obtained (Creswell, 2014). This step aims to ensure that research findings have a solid foundation and do not rely solely on one source of analysis. Furthermore, this study applies a reliability test using the inter-coder reliability method, which is a test that aims to ensure that content analysis is carried out consistently and objectively by more than one analyst (Krippendorff, 2018). With this method, it can be ensured that the results of the analysis are not influenced by individual subjectivity. Finally, the validation process is also strengthened through peer review, where research colleagues are involved to review and provide feedback on the data analysis process. This step aims to improve the accuracy of interpretation and ensure that the resulting conclusions have a high level of credibility. With the application of this strategy, research can guarantee that the results of the analysis obtained are valid, reliable, and can be accounted for academically.

2.5 Research Limitations

This research has several limitations that need to be considered. One of the limitations is that the data used only includes the title of student articles without an in-depth analysis of the content of the article. This led to research focusing more on identifying keywords and thematic patterns without exploring the arguments or academic substance contained in the article. In addition, this research was only conducted at one university, namely the University of Education Indonesia, so the results may not be widely generalized to all universities in Indonesia. External factors such as curriculum policies and lecturers' teaching methods are also not specifically analyzed, even though these factors can affect students' tendency to choose research themes. However, even though it has some limitations, this research still makes a meaningful contribution in understanding the patterns of student interest in the study of Pancasila and Citizenship Education (PPKn). The results of this research can be the basis for recommendations in developing a curriculum that is more in line with the academic needs of students from various study programs, so that the PPKn study can be more relevant and interesting for future generations of academics.

3. RESULTS AND DISCUSSION

3.1 Distribution of the Number of PPKn-Themed Articles

To understand how students from various study programs are interested in the study of Pancasila and Citizenship Education (PPKn), a quantitative analysis was carried out on the number of articles that have themes related to PPKn based on data on the title of articles of students of the University of Education Indonesia.

Table 1. Number of PPKn Themed Articles by Study Program

Study program	Number of Articles	Percentage (%)
PBS (Sundanese Language Education)	68	26.3%
PBK (Korean Language Education)	66	25.5%
PKh (Special Education)	46	17.8%
MRL (Resort and Leisure Management)	40	15.5%
PSR (Fine Arts Education)	19	7.3%
Total	259	100%

Based on the **Table 1**, it can be seen that students from PBS (26.3%) and PBK (25.5%) write the most PPKn-themed articles, while students from PSR (7.3%) have the least number of PPKn-themed articles.

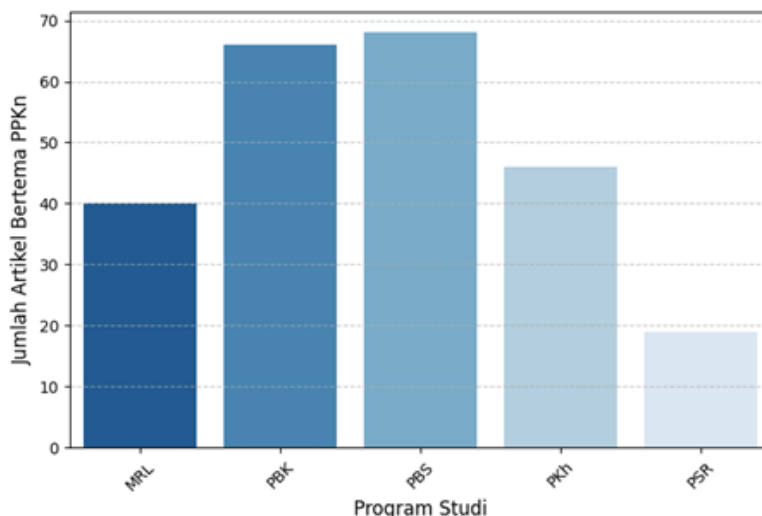


Figure 1. Distribution of PPKn-themed articles based on Study Program

Figure 1, shows that students from PBS and PBK write the most articles on the theme of Pancasila and Citizenship, while PSR (Fine Arts Education) students have the least number of articles on the theme of PPKn.

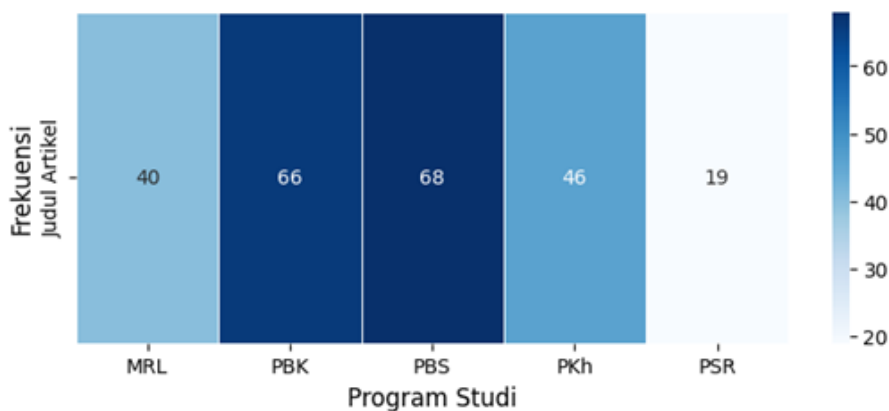


Figure 2. Heatmap of PPKn-themed article distribution by study program

The heatmap above shows the distribution of the number of articles themed on Pancasila and Citizenship between study programs. The darker the color on the heatmap, the more PPKn-themed articles produced by students from the study program.

3.1.1 Qualitative Analysis: Trends and Patterns of Student Interest in PPKn

Based on the results of the quantitative analysis, it can be concluded that students from language and culture-based study programs (PBS & PBK) show the highest interest in PPKn, while fine arts students (PSR) have the lowest interest.

a. Sundanese Language Education and Korean Language Education → High Interest in Pancasila and Citizenship Education

Students from Sundanese Language Education (PBS) and Korean Language Education (PBK) write more articles related to culture, national identity, and citizenship. This can be explained because in language studies, there is a close relationship with aspects of nationality and national identity.

b. Special Education → Moderate Interest in Pancasila and Citizenship Education

Special Education Students (PKh) write articles on the theme of human rights, social justice, and inclusive policies. This reflects their focus on addressing issues of the rights of vulnerable groups and equality in education, which are closely related to democracy and citizenship.

c. Resort and Leisure Management → Moderate Interest in Pancasila and Citizenship Education

Resort and Leisure Management (MRL) students have a significant number of articles on the theme of PPKn, especially those related to sustainable tourism policies and their impact on society.

d. Fine Arts Education → Low Interest in Pancasila and Citizenship Education

Fine Arts Education (PSR) students write at least PPKn-themed articles. This is likely because they focus more on aspects of artistic expression and creativity, compared to political and social studies. However, the approach of art as a medium of social criticism can be an alternative to increase the involvement of art students in the study of civics.

3.1.2 Critical Studies Based on Theory

These findings can be explained by several theories of education and citizenship:

a. Theory of Academic Involvement (Astin, 1984)

Students will be more interested in an academic course or theme if they feel direct relevance to their field of study. Sundanese Language Education and Korean Language Education students write more about culture and national identity because it is relevant to their language studies.

b. Learning Motivation Theory (Keller, 1987)

The ARCS (Attention, Relevance, Confidence, Satisfaction) model explains that learning will be more effective if the material is associated with student interests. Art students may be less interested in Pancasila and Citizenship Education because the approach used is still too normative and has not been associated with art as a tool of social advocacy.

c. Academic Literacy Theory (Lea & Street, 1998)

The choice of article titles reflects how students relate civic values to their academic field. If a study program has few articles on the theme of Pancasila and Citizenship Education, it is likely that their curriculum does not emphasize the integration of civic values in the discipline.

3.1.3 Implications for the Development of the Pancasila and Citizenship Education Curriculum

a. There is a need for a contextual approach in learning Pancasila and Citizenship Education

For art students, PPKn can be associated with art as a medium of social criticism. For MRL students, the PPKn study can be associated with the social impact of tourism and public policy in the hospitality sector.

b. Integration of Pancasila and Citizenship Education in Study Program Courses

The Language and Literature Education (PBS) and Korean Language Education (PBK) study programs have the highest number of articles on the theme of Pancasila and Citizenship Education (PPKn), as many as 68 and 66 articles, respectively, while the Fine Arts Study Program (PSR) has the lowest number of articles with only 22 articles. In addition, it was found that students' interest in Pancasila and Citizenship Education was greatly influenced by the relevance of the theme to their academic field. Other study programs with the highest number of articles include Special Education (PKh) with 46 articles, while other study programs with the lowest number of articles include Retail Management (MRL) with 40 articles. Further analysis revealed that students from language studies programs tended to write more about culture, national identity, and nationality, while fine arts students showed lower interest in these themes. Based on these findings, the PPKn teaching approach needs to be designed to be more contextual and relevant to each student's field of study, so as to increase their interest in the material taught.

3.2 Keyword Analysis in Article Titles

Table 2. Keyword Frequency in Student Article Title

Keywords	Number of Appearances
Pancasila	113
Culture	71
Rights	45
Ethics	36
Democracy	21
Social	21
National Identity	18

Keywords	Number of Appearances
Moral	6
Citizenship	0

Based on the **Table 2**, it can be seen that the word "Pancasila" is the most dominant in the title of student articles, followed by "Culture" and "Rights". Meanwhile, the word "Citizenship" does not appear in the title of the article, which shows the low level of students' attention to the concept of citizenship explicitly.

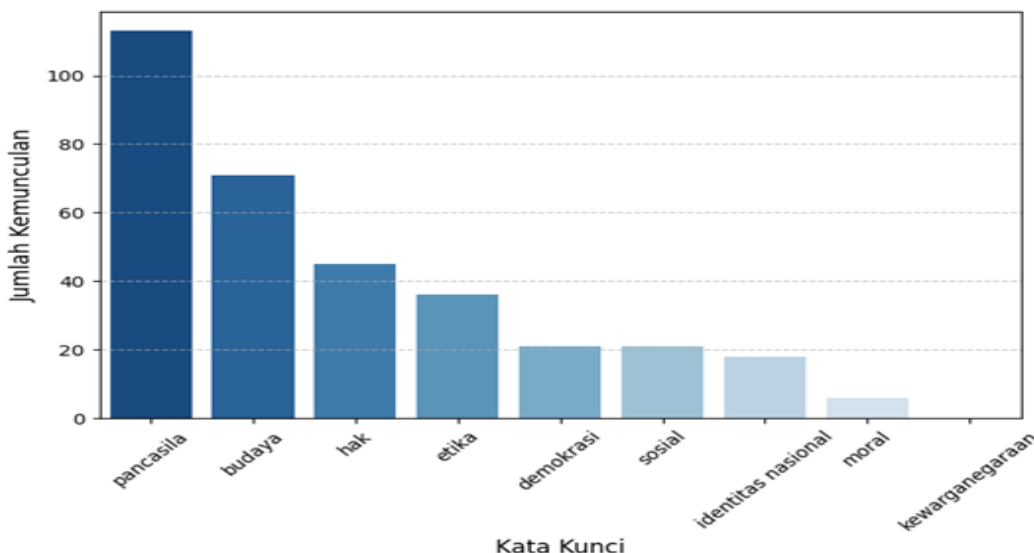


Figure 3. Frequency of keywords in Student Article Titles

Figure 3, shows that "Pancasila" is the keyword that appears the most in the title of student articles, followed by "Culture" and "Rights". In contrast, the word "Citizenship" does not appear at all in the title of the article, suggesting that the concept of citizenship is less of a primary focus of students in their research.

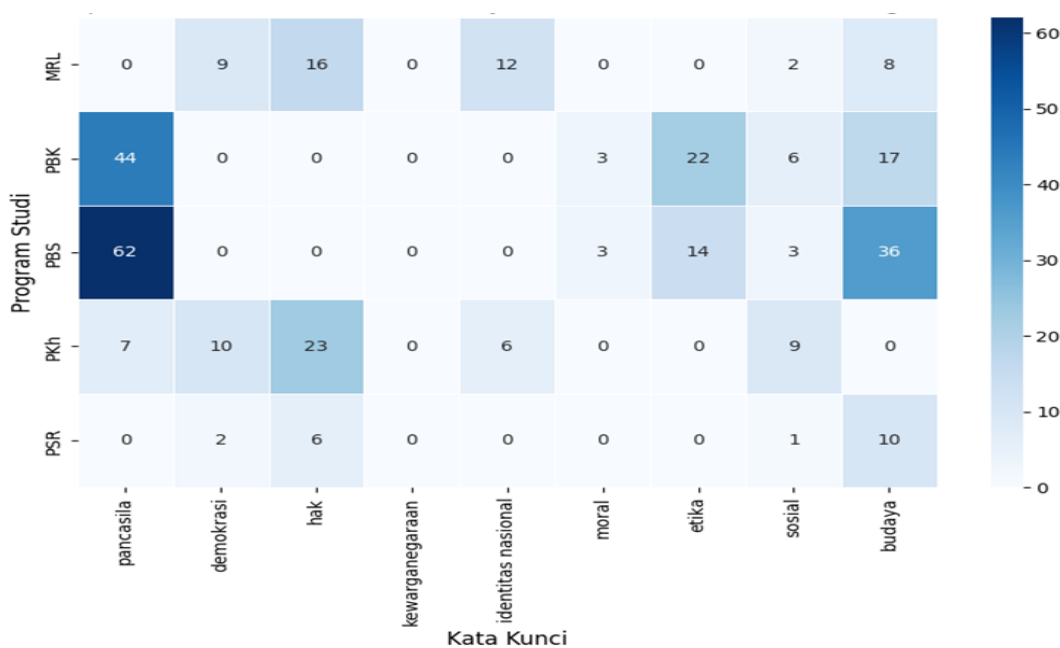


Figure 4. Heatmap Keyword Distribution in Article Title Based on Study Program

The heatmap visualization in this study shows the distribution of keywords in student article titles based on study programs. From the results of the analysis, it can be seen that students from the Sundanese Language Education (PBS) and Korean Language Education (PBK) study programs use more keywords "Pancasila" and "Culture" in their article titles, reflecting their interest in national issues and national identity. Meanwhile, students from the Special Education (PKh) study program use more keywords "Rights" and "Ethics," which show their concern for social justice and inclusion issues. On the other hand, the Resort and Leisure Management (MRL) study program had a smaller number of keywords themed

on Pancasila and Citizenship Education than Sundanese Language Education and Korean Language Education, indicating a lower association between their field of study and the theme of citizenship. The study program with the lowest number of PPKn keywords is Fine Arts Education (PSR), which shows that art students tend to be less interested in the study of Pancasila and Citizenship Education than students from other disciplines. This finding confirms that the relevance of the theme to the academic field greatly affects students' interest in the study of Pancasila and Citizenship Education.

3.2.1 Qualitative Analysis: Trends and Patterns of Student Interest in Pancasila and Citizenship Education

From the results of the quantitative analysis, it can be concluded that students are more likely to use keywords related to culture and Pancasila, rather than the concepts of citizenship and democracy.

a. Dominant Keywords → Focus on Cultural Identity

The words "Pancasila" and "Culture" dominate in the title of student articles. This shows that students are more interested in discussing aspects of Pancasila values in a cultural context, rather than the concept of citizenship explicitly.

b. Keywords That Rarely Appear → Low Interest in Citizenship

"Citizenship" does not appear in the title of the student article at all. This shows that students are less interested in studying citizenship as an academic concept. Implications: Pancasila and Citizenship Education materials in higher education may emphasize more on Pancasila values and local culture, while the concepts of global citizenship and democracy receive less attention.

3.2.2 Critical Studies Based on Theory

These findings can be explained through several theories of education and citizenship:

a. Academic Literacy Theory (Lea & Street, 1998)

The selection of keywords in the title of the article shows how students understand and relate the concepts of Pancasila and Citizenship Education with their academic field. If the concept of citizenship does not emerge, it shows that students have not seen the importance of citizenship as part of their academic studies.

b. Learning Motivation Theory (Keller, 1987 - ARCS Model)

According to the ARCS model, students are more interested in writing articles if the chosen topic is relevant to their field of study. Language students write more about culture and Pancasila because it is relevant to the study of linguistics and national identity. Art students are less likely to discuss Pancasila and Citizenship Education because the approach used in teaching may not have associated art with civic issues.

c. Global Citizenship Theory (Banks, 2008)

According to Banks, citizenship in higher education should lead more towards global awareness, democracy, and human rights. The low use of the word "Citizenship" shows that this concept has not become the main part of students' understanding of Pancasila and Citizenship Education.

3.2.3 Implications for the Development of the Pancasila and Citizenship Education Curriculum

a. There needs to be increased learning about global citizenship

The Pancasila and Citizenship Education Curriculum needs to discuss more about citizenship in the context of democracy and human rights. Students need to be given more insight into their role as global citizens in the digital age.

b. Integration of Project-Based Learning (PBL) methods

The most dominant keywords in the title of student articles were "Pancasila" and "Culture," while the word "Citizenship" did not appear at all. This indicates that students are more interested in discussing Pancasila and Citizenship Education (PPKn) in the context of culture and national identity rather than the concept of citizenship and democracy. Other keywords that come up frequently include "democracy," "nationality," "identity," "ethics," and "social." Cultural-based study programs, such as Sundanese Language Education (PBS) and Korean Language Education (PBK), discuss more issues of nationality and national identity, while students from art study programs, such as Fine Arts Education (PSR), tend to write less about ethics and citizenship than students from other study programs. These findings show the need for a more contextual approach to teaching Pancasila and Citizenship Education so that students can understand the concepts of global citizenship and democracy more deeply. By adjusting teaching methods and curriculum, Pancasila and Citizenship Education can become more relevant for students from various disciplines and help them understand the role of citizenship in the modern world.

3.3 Implications for the Teaching of Pancasila Education and Civic Education

The results of the analysis of keywords in the title of student articles show that there are diverse patterns of interest in the study of Pancasila and Citizenship Education (PPKn) based on the study program. Some keywords such as "Pancasila" and "Culture" appear with high frequency, while keywords such as "Democracy" and "Citizenship" have a low number of occurrences or even do not appear at all. This provides an overview of how students relate the concept of Pancasila and Citizenship Education with their academic field and the challenges in teaching Pancasila and Citizenship Education in universities. Based on the findings of this study, there are several important implications for the development of the curriculum and teaching methods of Pancasila and Citizenship Education (PPKn). One of the steps that needs to be taken is to implement a more contextual approach in teaching Pancasila and Citizenship Education in order to attract the interest of students from various disciplines. By adjusting the teaching materials according to the academic background of the

students, learning Pancasila and Citizenship Education can become more relevant and meaningful. In addition, more interactive teaching methods, such as Project-Based Learning and Service Learning, need to be improved to strengthen the linkage between the concepts of Pancasila Education and Citizenship with different fields of study. This approach can help students, especially from the fields of art and management, to better understand and apply the values of Pancasila and Citizenship Education in their academic and professional contexts.

There are several challenges and opportunities in teaching Pancasila and Citizenship Education in higher education:

3.3.1 Challenges in Teaching Pancasila and Citizenship Education

- a. Lack of Understanding of Active Citizenship
The absence of the keyword "Citizenship" in the title of the student's article indicates that this concept has not been their main concern. This shows that the learning of Pancasila and Citizenship Education is still normative and theoretical, not yet associated with the active participation of students in community life.
- b. Gaps Between Study Programs in Understanding Democracy
The keyword "Democracy" has a low frequency, especially in the Ruupa Art Education and Resort and Leisure Management study programs. This can be due to teaching approaches that are less relevant to their discipline.
- c. Excessive Focus on Cultural Aspects
Although the understanding of Pancasila and Citizenship Education in the cultural context is positive, the dominance of the keyword "Culture" shows that students understand citizenship more in the perspective of identity, not in the perspective of rights and obligations as citizens.

3.3.2 Opportunities for the Development of Pancasila and Citizenship Education Teaching

- a. Integration of the Concept of Citizenship with Student Disciplines
For PSR (Fine Arts Education) students, citizenship can be taught through art as a tool of social criticism, for example by studying art as a medium of democracy. For MRL (Resort and Leisure Management) students, Pancasila and Citizenship Education can be linked to sustainable tourism and its impact on local communities.
- b. Peningkatan Metode Pembelajaran Interaktif
Project-Based Learning (PBL) dapat digunakan untuk meningkatkan pemahaman tentang kewarganegaraan aktif, dengan memberikan mahasiswa proyek terkait dengan kebijakan publik atau advokasi sosial. Simulasi dan Studi Kasus dapat digunakan untuk meningkatkan pemahaman mahasiswa tentang demokrasi dan hak asasi manusia.
- c. Strengthening Digital Citizenship Education
In the digital era, students need to understand citizenship in a global and technological context. Learning can be developed through topics such as social media etiquette, digital rights, and cybersecurity.

3.3.3 Critical Studies Based on Theory

- a. Active Citizenship Theory (Westheimer & Kahne, 2004)
The concept of citizenship is not only limited to understanding norms and laws, but also about active participation in social and political life. The lack of the keyword "Citizenship" in student articles shows that students understand citizenship more passively, not actively.
- b. Academic Literacy Theory (Lea & Street, 1998)
College students are more likely to choose keywords that are relevant to their discipline in scientific papers. Therefore, in order for Pancasila and Citizenship Education to be more interesting, learning materials need to be contextualized with the disciplines of each student.
- c. Learning Motivation Theory (Keller, 1987)
Students will be more interested in a course if the material taught is relevant to their academic and professional needs. PPKn learning must be made more contextual with a project-based approach and case studies.

3.3.4 Recommendations for the Development of the Pancasila and Citizenship Education Curriculum

- a. Integrating the Concept of Active Citizenship in Learning
Develop modules that address citizenship in global, digital, and public policy contexts.
- b. Using an Interdisciplinary Approach in Learning Pancasila and Citizenship Education
Adapting Pancasila and Citizenship Education materials to the academic field of students. Examples: Pancasila and Citizenship Education in arts, Pancasila and Citizenship Education in business and tourism, Pancasila and Citizenship Education in inclusive education.
- c. Increasing the Use of Interactive Learning Methods
Students' interest in Pancasila and Citizenship Education (PPKn) is still more focused on cultural aspects than on the concept of democracy and active citizenship. The lack of students' understanding of active citizenship indicates that the learning of Pancasila and Citizenship Education needs to be more action-based and practice-based so that it is not only theoretical, but also able to form students' awareness and participation in the life of the nation and state. Therefore, reform of the Pancasila and Citizenship Education curriculum is a necessity by adjusting learning methods to be more relevant to student disciplines, so that the material presented is more interesting and applicable. By applying a more interactive and contextual approach, Pancasila and Citizenship Education can become a more meaningful and impactful course, not only as an academic obligation but also as a forum for character formation and civic awareness in various academic fields.

4. CONCLUSION

The main findings of this study show that students' interest in the theme of Pancasila and Citizenship Education (PPKn) varies based on the study program. The Sundanese Language Education (PBS) and Korean Language Education (PBK) study programs have the highest level of interest in the theme of Pancasila and Citizenship Education, while the Fine Arts Education (PSR) study program shows the lowest interest. Analysis of the student's article title also revealed that the majority of the discussion focused on cultural aspects and national identity, while the theme of rights and democracy did not emerge as much. Therefore, adjustments are needed in the teaching of Pancasila and Citizenship Education to be more relevant to the context of their respective study programs. Some recommendations that can be applied include adapting teaching methods, such as associating Pancasila values with art and visual expression for fine arts students, as well as improving project-based learning to help students understand the relevance of Pancasila and Citizenship Education in their academic fields. In addition, the integration of Pancasila and Citizenship Education in other courses also needs to be encouraged so that civic values can be more inherent in various disciplines, so that students' understanding of Pancasila and Citizenship Education becomes more profound and applicable in their academic and professional lives.

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