

# The Role of Students in Developing Democratic Awareness: Implementation Fourth Principle of Pancasila

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## Abstract

This research is based on the importance of raising awareness of democracy in the context of the nation and state, particularly regarding the implementation of the values of the fourth principle of Pancasila among college students. The purpose of this study is to evaluate the role of students in strengthening democratic awareness, as reflected in the principle of deliberation and consensus, contained in the fourth principle of Pancasila, within the campus environment. The methodology used involved a literature review using a content analysis

approach to several written references on democracy and the role of students. The results indicate that students play a significant role as agents of change who implement democratic values through active participation in student organizations, holding general elections on campus, and political education related to democracy. However, several challenges, such as differing perspectives and low collective awareness, need to be addressed through improved democratic education. The benefits of this research are expected to provide academic and practical guidance for the development of civic education and strengthen the role of students as drivers of a healthy and sustainable democracy in Indonesia.

**Keywords :** *democracy, students, the fourth principle of Pancasila, deliberation and consensus, political education.*

## **A. Introduction**

The importance of democracy is the main foundation in the life of the nation, especially for Indonesia, which makes Pancasila the basis of the nation as well as a moral guideline in implementing the life of the nation. The fourth principle of Pancasila, "Kerakyatan yang dipimpin oleh hikmat dan kebijaksanaan dalam permusyawaratan/ perwakilan," not only defines the existence of a democratic political system adopted by the Indonesian nation, but also reflects the character and personality of the nation that emphasizes the values of deliberation, consensus, and unity. Within this framework, students hold a strategic position as a youth intellectual group that not only serves as the successor of the nation, but also as an active agent of social change as well as the guardian and activator of democratic values based on Pancasila. This role requires students to be able to internalize the principles of democracy critically, wisely, and consistently in every academic activity and social interaction, so that they become role models in the application of Pancasila values in society.

The role of students in building democratic awareness is actually one of the important indicators of the success for higher education in developing the character of citizens who are critical, participatory, and have integrity. However, in practice, social and political dynamics in the universities often bring various complex challenges. The rapid information flow, the rise of political disinformation, and the low level of civic literacy are factors that prevent the development of democratic awareness among students optimally. Therefore, an insightful study on the contribution of students in building democratic awareness,

especially as a form of implementation of the fourth principle of Pancasila, is very relevant. This kind of research is not only important to strengthen the ideological foundation of students, but also to emphasize the practice of democracy with the character of Indonesian, so that the principles of deliberation, consensus, and policy can be clearly internalized in campus life and the wider community.

There have been many studies on the relationship between students and democracy, but most of them focus on the practical aspects and activities of student organizations. For example, research by (Astutik, 2024) highlights that student organizations play a vital role in developing democratic attitudes through institutional programs, leadership training, and various activities that encourage dialogue and active participation. This finding shows that the organizational space is a strategic place for students to practice their ability to argue, negotiate, and appreciate diverse perspectives as part of the democratic process. However, the research has not explored the deeper philosophical aspects of Pancasila values, especially as a normative foundation that should support the formation of the democratic character of students, so the relationship between organizational practices and the nation's ideological values still requires further exploration.

Then, Sinaga et al. (2025), in their article on the role of students as the pillars of democracy, pointed out how the rapid development of information technology in the digital era has led to significant changes in the students' role. The study revealed that students are now not only involved in conventional political activities, but also actively create, spread, and direct public opinion through various digital platforms, thus having a real impact on the political and social dynamics of society. However, the study focuses more on the transformation of political participation in the digital context, without providing an in depth discussion on how the values of Pancasila should be the normative basis as well as ethical guidelines for student involvement in the practice of Indonesian democracy in the modern era.

On the other hand, (Sijabat, 2024) researches the role of the fourth principle of Pancasila in raising democratic awareness among students. The research shows that the value of deliberation and consensus is not only an ethical guideline, but also plays an important role in developing democratic character through simple practices in the school environment, such as joint decision making, peaceful conflict resolution, and respect for diverse perspectives. Through the internalization of these values, students are able to understand the essence of democracy as a dialogical process that places common

interests above personal interests. However, this research still focuses on the domain of students and has not further studied the dynamics of students as a group of intellectuals who have a strategic role and greater social responsibility in realizing the life of a democratic nation and state.

These three researches have made valuable contributions in understanding the relationship between education, democracy and citizen participation. However, there is still a space for study that has not been widely explored, namely how the values of the fourth principle of Pancasila are actualized concretely, reflectively, and continuously by students in campus life. This is important because the application of the values of deliberation and consensus not only requires the ability to understand the concepts theoretically, but also requires real practices that reflect the democratic maturity in the academic environment. This research attempts to fill the gap by providing a more comprehensive perspective, combining the philosophical, ideological, and practical dimensions of the implementation of the fourth precept in the process of forming the democratic awareness of students. Thus, this research does not merely view democracy as a political system, but as a moral and cultural value of the nation that needs to be regenerated and authentically lived in campus life.

The urgency of this research is heightened by the challenges of the modern era, which is characterized by political polarization, declining democratic literacy, and an increasing culture of individualism among the younger generation. In this context, students are expected not only to be recipients or users of democratic rights, but also to act as agents of change who are able to internalize the values of deliberation, consensus, and wisdom in decision-making, both within student organizations and in broader social interactions. This research is very relevant because the results can be a strong conceptual basis for strengthening civic education and character building for students based on Pancasila, so that they not only understand the theory of democracy, but are also able to live and implement its principles in academic and social life.

Additionally, this research is expected to make a real contribution to the development of political and civic education strategies in higher education, especially in order to strengthen the capacity of students as agents of social and intellectual change. By exploring the role of students through the lens of the fourth principle of Pancasila, this research not only enhances the academic knowledge in the field of democracy education, but can also serve as a guide for the development of campus policies that encourage the creation of a dialogic academic

culture. As a result, this research has strategic value for the future, because in addition to being a means of reflection, it also has the potential to offer tangible solutions in the formation of a young generation capable of maintaining and continuing the sustainability of Indonesian democracy that is healthy, inclusive, and firmly rooted in the high values of Pancasila..

## **B. STUDENT AWARENESS OF PANCASILA DEMOCRACY IN CAMPUS**

The fourth principle of Pancasila, “Kerakyatan yang dipimpin oleh hikmat kebijaksanaan dalam permusyawaratan/perwakilan,” is the fundamental foundation for the democratic system in Indonesia. For students, the fourth principle of Pancasila is not only interpreted as a principle of the state, but also as a fundamental guideline for developing democratic awareness that must be applied in the campus and community environment. The fourth principle is closely related to values such as deliberation and consensus and prioritizing common interests over individual interests. In addition, the fourth principle is also closely related to freedom, where ‘every people is free to choose and determine the leader of their own country’ (Sari et al., 2022). The main role of students is to practice Deliberation for Consensus in all student organization activities. In addition, in the face of modern challenges such as political polarity and the spread of disinformation on social media, students have a dual responsibility to become smart digital literates, use digital platforms as a medium for constructive discussion, and fight any attempts to silence minority voices or tyrannical practices of the digital majority that contradict the spirit of deliberation. Through these roles, students serve as important foundations that ensure that the practice of democracy in Indonesia does not only run procedurally through voting, but also achieve the substantial essence of the Fourth Principle, which is a democracy that is just, civilized, and led by collective wisdom. Therefore, the role of students in this context needs to be further analyzed through a review of the relevance of Pancasila democratic values in the academic environment.

### **A. The Relevance of Democratic Values in the Fourth Principle of Pancasila to the Reality of Student Life in Higher Education**

Through the methodology used, various findings regarding the relevance of democratic values in student life in higher education were obtained. This method differs from most other articles discussing similar themes. While other research tends to use field methods such as

observation, interviews, or questionnaires, the results of this article focus on data retrieval through the literature review method. With this approach, the article's results can summarize student thinking tendencies, behavioral patterns, and forms of participation within the context of democracy in the campus environment, without being bound to a specific location or time. This difference in method provides a unique perspective because the article not only discusses democratic practices based on empirical observation but also critically reviews and reprocesses various views and results from previous research.

The democratic values contained in the Fourth Principle of Pancasila, “Kerakyatan yang dipimpin oleh hikmat kebijaksanaan dalam permusyawaratan/perwakilan,” have a deep meaning in shaping the character and mindset of students in higher education. This principle not only contains the principle of popular sovereignty but also demands wisdom, moral awareness, and the ability to dialogue to reach a consensus. In the context of campus life, these democratic values are reflected through various student organization activities, academic discussion forums, and decision-making processes that involve all student elements participative. Students, as part of the academic community, play an important role in implementing the value of deliberation and consensus, as this environment is where leadership character and social awareness begin to build.

Deliberation for consensus becomes a tangible form of practicing democratic values on campus. This process teaches the importance of respecting the opinions of others and training to be wise before making joint decisions. For example, in determining organizational work programs, drafting organizational statutes, or in the election of departmental heads, every individual has the right to express ideas and the moral responsibility to listen to the views of others. Through deliberation, students do not only learn about healthy debating techniques but also understand the essence of democracy as a space for collaboration, not a divisive arena of competition.

However, in reality, the application of the deliberation principle in the student environment does not always run smoothly. Sharp differences in opinion often make the process of reaching consensus long and sometimes even lead to voting. Nevertheless, this open and transparent discussion process remains a form of respect for democratic principles. In such situations, students are challenged to prioritize rationality and wisdom over group ego. This is where the value of “inner wisdom” from the Fourth Principle finds its relevance: decisions are made not merely because of a majority vote, but as a result of moral and

collective logical consideration that reflects the public interest. Thus, democratic practice on campus is not just organizational formality, but part of the process of forming public ethics and civilized leadership character.

#### 1. The Role of Student Organizations in Strengthening Democratic Values

In various universities, including Universitas Negeri Medan (UNIMED), student institutions become an important means for students to learn to apply democratic values. Organizations such as the Student Senate (SEMA), Faculty Student Senate (SEMAF), Faculty Student Representative Body (BPMF), and Department Student Association (HMJ), have a strategic function in channeling student aspirations and supervising campus policies. The presence of these institutions reflects a form of democratic representation at the higher education level, where every student has the right to participate in decision-making processes concerning mutual interests.

Through formal forums such as plenary meetings, organizational hearings, or general assemblies, students are encouraged to actively participate by conveying views openly and respecting differences. This process also serves as a healthy political learning ground, where students understand that democracy is not just about winning or losing, but about shared responsibility in achieving a balance of interests. These activities cultivate critical thinking skills, discussion ethics, and collective awareness to maintain fairness and transparency. Thus, democratic values do not stop at the level of theory but are truly internalized through organizational experience.

Through these findings, it is clear that student organizations are not just a place for gathering or ceremonial activities, but become a very real learning space on how democratic values are applied in campus life. The experience undergone by students while being organized becomes an important part of shaping their way of thinking and how they behave when facing differences of opinion, the deliberation process, or decision-making involving many parties. At this stage, democratic values, especially those related to the fourth principle, are truly practiced and not just memorized.

In this position, organizations do not only carry out internal activities but also serve as a bridge between students and the university. For example, when there is a new policy deemed less suitable, organizations like HIMA, BEM, and DPM can become a venue for conveying aspirations in a structured manner. This kind of dialogue process teaches students that expressing opinions must be done

through a clear mechanism and in a courteous way. From this, students learn that democracy does not mean free speech as one wish, but understanding the context, ethics, and impact of every opinion conveyed.

Furthermore, student organizations also allow members to gain experience in open discussion. Activities such as routine meetings, specific themed discussions, forum-based classes, and organizational hearing simulations provide opportunities for students to express thoughts without fear of judgment. Such an environment encourages students to be more self-confident, but also to still respect the opinions of others. This attitude of mutual respect is the core of a democratic culture. Students learn to listen, restrain themselves, criticize politely, and understand arguments from the other side before drawing conclusions.

The decision-making process in organizations is also an important experience. Starting from determining activity themes, preparing work programs, electing committee chairpersons, to resolving internal problems, everything is done through deliberation. Students are trained not to impose personal opinions but to seek a middle ground that can be accepted by most members. Once a decision is made, all members learn to take responsibility for carrying it out even if not everyone gets the desired outcome. This experience fosters maturity in democracy: accepting joint decisions without exacerbating differences.

In organizations, students are accustomed to facing various problems and situations that must be considered objectively. They need to view issues from various perspectives, assess which is more reasonable, and consider the long-term consequences of the decisions made. This kind of critical thinking ability is very important for creating a healthy democratic culture, because democracy cannot function if its society is not accustomed to rational and objective thinking.

In addition, student organizations play a role in fostering awareness of rights and obligations as campus citizens. Students are encouraged to understand that they have the right to express opinions, but also have the obligation to maintain a useful campus atmosphere. Thus, students learn to balance freedom and responsibility—two things that are strongly emphasized in democracy.

Organizational activities involving cross-batch and cross-department collaboration also strengthen the attitude of tolerance. Students will meet people with different characters, ranging from firm, quiet, critical, to flexible individuals. These differences actually become training for students to adapt, understand different ways of thinking,

and find the most effective communicative methods so that teamwork can run well. Unconsciously, this experience fosters an inclusive and empathetic attitude which is an important part of democracy.

In organizations, students entrusted with the mandate as chairperson, coordinator, or person-in-charge of activities are expected not to make decisions unilaterally. They must be sensitive to the situation, understand the needs of members, and be able to guide the group without being authoritarian. This kind of leadership style can only be built through direct experience, which is an important part of implementing the Fourth Principle of Pancasila.

Not only that, student also serves as a platform to increase the courage to express opinions. Many students, who were initially unconfident or tended to be passive, after being active in the organization, began to dare to speak, lead meetings, and take important roles. This courage did not appear suddenly, but is the result of an environment that provides space for everyone to be heard.

Ultimately, the results of the research highlight that student organizations are not just additional activities outside of lectures, but an important part of the learning process of democratic values in higher education. The experience gained through interaction, deliberation, teamwork, and decision-making makes students more mature in attitude and thought. Democratic values do not stop as theory in Pancasila or civics courses but are truly lived in daily practice. Therefore, the existence of student organizations can be said to be highly relevant in supporting the implementation of the fourth principle in the campus environment.

## 2. Challenges to Democratic Values in the Digital Era

In current technological developments, challenges to democratic values also arise in the digital realm. Social media, which should be a space for democratic expression, is often used to attack differing opinions. Students who voice criticism of campus or organizational policies frequently face cyber-attacks and hate speech from other groups. This phenomenon indicates a decline in the quality of dialogue and a lack of respect for freedom of opinion. Democracy, which ideally guarantees minority rights, turns into a digital majority dominance that suppresses critical voices.

This condition is sharply contrary to the value of deliberation for consensus which emphasizes wise and rational attitudes. When criticism is met with hatred, the space for public deliberation loses its essence. Therefore, students need to cultivate a healthy digital culture by rejecting intolerance, hoaxes, and online bullying. The use of social

media must be directed towards strengthening public dialogue, not escalating differences.

Student awareness of democratic rights and obligations must be the main focus of civics education in higher education. Many students understand the concept of democracy theoretically but have not fully applied it in daily practice. This is evident from the low participation in deliberation activities and minimal involvement in organizational decision-making. The main challenge is how to build a collective commitment to implementing the value of deliberation for consensus amidst the growing currents of individualism and increasingly complex campus political competition.

In addition, the phenomenon of intolerant and anarchic behavior emerges, which does not reflect the spirit of Pancasila Democracy. Conflicts between students, provocative actions on social media, and demonstrations that lead to violence indicate a moral crisis and weak democratic character education. Therefore, continuous development is needed for students to understand that freedom of expression must be accompanied by social responsibility.

Character and civics education on campus become important instruments in strengthening student understanding of healthy democracy. Through this education, students are guided to prioritize an open attitude, respect differences, and use political rights responsibly. The curriculum and student activities should not only focus on the academic aspect but also on the formation of social awareness and democratic ethics.

With strong character education, students are expected to become pioneers of an inclusive and socially just democratic culture. They are not merely democracy consumers but active practitioners who uphold the values of deliberation and representation as mandated by the Fourth Principle of Pancasila. The campus must function as a democracy laboratory, a place where students learn about dialogue, participation, and public responsibility.

Based on the discussion above, it can be concluded that the democratic values in the Fourth Principle of Pancasila have a strong relevance in student life. Deliberation for consensus, openness to differences, and collective responsibility become the main foundation for building a healthy campus democracy. Despite facing challenges both in the organizational and digital realms, students still have great potential to be agents of change who uphold Pancasila values, by strengthening character education and political awareness, democracy

in the campus environment can continue to grow as a smart, civilized, and sustainable practice.

#### B. Forms of Student Contribution to Building a Healthy, Participatory, and Civilized Democratic Culture on Campus

Participation is a part of involvement in the process of identifying existing problems and their potential, choosing alternative solutions and making decisions to solve the problem, implementing efforts to solve the problem, and evaluating the changes that occur. Participation is one of an important role in the success of development planning. Therefore, the awareness of its existence must grow within us, thereby fostering the desire to participate in national development together with the government. (Andi Uceng, 2019). The most fundamental form of student contribution in building a democratic culture on campus is through active participation in student organizations (Ormawa) and campus elections (Pemira). The role of students can be classified into five main dimensions: Strengthening Participatory Campus Governance, Fostering Deliberative Dialogue on Campus, Contribution in Digital and Public Spaces, The Role of Students as Pillars of Education and Research, and Integration of Fourth Principle Values and Digital Challenges.

##### 1. *Strengthening Participatory Campus Governance*

This contribution focuses on student involvement in formal and institutional mechanisms on campus, which is a direct implementation of the principle of representation and popular sovereignty at the campus level. Students must ensure that Student Organizations (Ormawa) such as BEM, DPM, and HIMA function as effective platforms for channeling aspirations. Active participation in Campus General Elections (Pemira) is a concrete form of practicing student sovereignty, as well as a means of electing legitimate representatives. Student participation in drafting the Organizational Statutes (AD/ART) makes them legal products that reflect collective interests. In addition, students in the Student Representative Council (DPM) must independently carry out the function of Accountable Check and Balance Mechanism towards the Student Executive Board (BEM), ensuring transparency in the use of funds and campus policies, thereby guaranteeing that power is exercised responsibly. A specific example is when the Student Representative Council (DPM) issues a Warning Letter (SP) or Recommendation Note to the BEM after the financial Accountability Report (LPJ) of a major event, such as the Student Sports Week, is found to have deviation from approved budget. The DPM will withhold

the ratification of the LPJ and demand the BEM to conduct an internal audit or provide open clarification. This action ensures that student funds (which are mini public funds) are managed transparently and accountably. Another example is when the Student Association (HIMA) holds an open work meeting that invites all departmental members to discuss and determine the work program priorities most needed by the majority of departmental students. This action is a direct manifestation of deliberation for consensus in determining the direction and internal policy of the organization. Studies by (Alifiyah and A'yun, 2024) and (Habibul Umam, 2023) clearly underline the importance of Student Organizations as a strategic platform for strengthening educational democracy and learning the values of Pancasila democracy on campus. This view is supported by (Astutik, 2024) who emphasizes the role of Ormawa in the formation of students' democratic attitudes, showing that contributions must go beyond mere Pemira procedures towards substantive participation.

## 2. *Fostering Deliberative Dialogue on Campus*

This contribution focuses on the aspect of inner wisdom and deliberation, which is the essential core of the Fourth Principle and serve as a defense against emotional politics or polarization. The goal is to build a democratic culture that is rational, argumentative, and civilized. Students must prioritize deliberative consensus as the main path in collective decision-making, both in setting work programs and resolving conflicts to achieve a comprehensive consensus, not just relying on majority voting that potentially marginalizes minority aspirations. A concrete example is when a Student Association (HIMA) holds a general assembly (Mubes) to determine the organization's annual direction, where every opinion is accommodated and the best common ground (win-win solution) is sought, rather than merely winning the most votes. An attitude of mutual respect for differing opinions becomes the main foundation for the deliberation process to run fairly and inclusively. Through political literacy and critical thinking, students actively organize scientific forums, seminars, or Focus Group Discussions to analyze public issues critically, using common sense and valid data. This trains them to form opinions based on logic and evidence, not assumptions. This contribution is complemented by instilling ethical tolerance and respect for differences, which fosters an attitude of acceptance and appreciation for diversity of opinion as the wealth of democracy, an absolute prerequisite for wisdom itself. The central role of the Fourth Principle in democratic culture is emphasized

by (Yusdi Yanto, 2016), who discusses the philosophical meaning of these values in a rational democratic system. The implementation of these values in the campus environment is underscored by (Marakali Siregar, 2023) and (Erna and Anwar, 2019), who focus on student practices of deliberation and the Fourth Principle. This stance is further strengthened by literature on Pancasila Education by (Hayqal and Najicha, 2023), which asserts that student character education aims to form rational and wise attitudes, in line with the demands of democratic ethics.

### 3. *Contribution in Digital and Public Spaces*

In the digital era, student contributions extend to the virtual realm, where ethics and wisdom are tested in the fight against misinformation, polarization, and division. This dimension focuses on the role of students as guardians of moral and public ethics. Students carry out the function of Civilized Policy Advocacy by channeling criticism and aspirations towards campus or government policies in a structured, data-driven manner, and upholding ethics. Case examples include when students hold structured audiences with the rectorate regarding policies such drop out (DO) or demanding transparency in tuition fees, using constructive data and arguments. Students also act as information guardians by building an anti-hoax on social media. Specific examples include the formation of student activity units (UKM) that focus on digital literacy and fact-checking or launching online campaigns to educate peers not to spread ethnic, religious, or racial issues (SARA), which is an application of inner wisdom in assessing and filtering information. Finally, students contribute as Civics Education Organizers by initiating community service or education programs aimed at increasing the political awareness of the wider community. The role of students as political overseers is emphasized by (Utoyo, 2021), who discusses the student role in political development in the reform era. This view is consistent with research by (Dinie and Hesti, 2022) which stresses the student role in defending the Pancasila ideology as the basis of the state. Furthermore, (Sinaga et al., 2025) specifically reviews the role of students as a pillar of democracy in the digital era, which further reinforces that the contribution of social control must be carried out ethically and based on inner wisdom in the public space to protect the values of the Fourth Principle.

### 4. *The Role of Students as Pillars of Education and Research in Democracy*

Students, as elements of the intellectual community, play an important role in deepening the understanding of democracy by applying the knowledge they possess. With strong education, students have the ability to educate the public about democratic principles, citizens' rights and obligations, and the importance of active participation in the democratic process. They can do this through various academic activities such as seminars, public discussions, research, and writing scientific works that address issues related to democracy and governance. Case examples include when Law Faculty students conduct legal counseling in villages or Social and Political Science (FISIP) students organize a public satisfaction survey regarding campus services. In addition, seminars become a more structured and formal platform for developing democratic awareness, where speakers from academics or political practitioners are invited to provide in-depth insights and knowledge. This educational effort helps the public understand democratic values that align with the Fourth Principle of Pancasila.

##### *5. Integration of the Fourth Principle Values and Digital Challenges*

This dimension covers student contributions in facing ethical and information challenges in the digital era, which is a test for inner wisdom. Students act as information guardians by working to build an anti-hoax ecosystem on social media, actively clarifying misinformation (hoax) and digital disruption. Specific examples include the formation of student activity units (UKM) focusing on digital literacy and fact-checking or launching online campaigns to educate peers not to spread SARA issues. Students' digital literacy skills enable them to advocate for democracy more effectively and broadly through digital platforms, reaching a larger audience in innovative and inclusive ways. Collectively, all these student contributions imply the formation of a civic disposition aligned with Pancasila, resulting in future leaders who uphold the principle of deliberation and consensus as a solution for conflict and decision-making. Specifically (Sinaga et al., 2025) explains the role of students as a pillar of democracy in the digital era, further reinforcing that the contribution of social control must be carried out ethically and based on inner wisdom in the public space.

Students hold a strategic position in building democratic awareness as a manifestation of the Fourth Principle of Pancasila, which states, "Kerakyatan yang dipimpin oleh hikmat kebijaksanaan dalam permusyawaratan/perwakilan." In the campus environment, student involvement is not limited to academic aspects but also contributes to

strengthening a democratic culture that is healthy, participatory, and morally sound. This involvement is reflected in their ability to understand democratic principles, internalize Pancasila values, and apply them in daily campus activities. According to (Kaelan, 2013) explanation, democratic values in Pancasila prioritize the importance of deliberation, respect for others' opinions, and moral responsibility in the decision-making process. Thus, students act as important agents in revitalizing these values through their concrete actions.

One method for students to contribute to building a democratic culture is by getting directly involved in student organizations. These activities provide students with insight into democratic decision-making, collective sharing of responsibilities, and the development of ethical leadership. Organizations like the Student Executive Board (BEM), Department Student Associations (HIMA), and Student Activity Units (UKM) serve as social learning platforms that enable discussion, deliberation, and the formation of democratic character. According (Suyatno, 2018) underlines that student organizations have a significant role in developing civic competence the capacity of citizens to think critically, dialogue, and make rational decisions. Therefore, student participation in campus organizations is a tangible manifestation of applying the value of popular sovereignty.

In addition, students participate in creating a civilized democratic system through the strengthening of the tradition of academic discussion. Discussions, seminars, and scientific forums on campus become important places for students to express ideas, evaluate institutional policies, and practice an open attitude towards various views. Through these activities, students understand the value of arguments based on data, ethics in interaction, and respecting the views of others. From (Habermas, 1996) perspective, the public discussion space is the core of deliberative democracy, where the quality of conversation is prioritized over the domination of the majority vote. By cultivating scientific discussion, students participate in building a democratic and logical campus environment.

Another form of contribution is seen in the oversight of educational institution policies (student governance). Students have the right to supervise the transparency, accountability, and service quality of the educational institution. Through mechanisms such as audiences, satisfaction surveys, or regular submission of aspirations, students can encourage the campus to become a democratic and responsive institution. This aligns with (Romadloni, 2020) statement that students

act as a moral force ensuring that institutional policies remain consistent with the principle of justice, considering the students, and academic interests.

Finally, students contribute to building a democratic culture through the ethical and responsible use of digital media. In this information era, students have the ability to educate the campus community about digital literacy, avoiding misinformation, and campaigning for democratic values through positive content. According to (Lim, 2017), young generations play an important role in ensuring the quality of the digital public space remains healthy, critical, and free from hate speech. By implementing civilized digital communication practices, students expand an inclusive and educational democratic space. Overall, the function of students in advancing democratic culture in the campus area is a real manifestation of the Fourth Principle of Pancasila. Through the use of organizations, scientific discussions, policy evaluation, and digital ethics, students not only gain positive outcomes from democratic education but also contribute as active individuals in creating a democratic, participatory, and civilized academic atmosphere.

### **C. Conclusion**

This research concludes that the Fourth Principle of Pancasila ("Kerakyatan yang dipimpin oleh hikmat kebijaksanaan dalam permusyawaratan/perwakilan") is the form of student democratic awareness. Students play a significant role as agents of change who implement the value of deliberation for consensus through active participation in Student Organizations (Ormawa), Campus General Elections (Pemira), and political education. Although facing challenges such as polarization, low collective awareness, and digital threats that silence critical voices, students remain a critical pillar to ensure that the practice of democracy in Indonesia runs both procedurally and substantially. Despite the challenges, the role of students as an intellectual community must be optimized to safeguard the sustainability of healthy democracy in Indonesia. Their contribution transcends procedural activities; they also function as agents of education, research, and digital advocacy who disseminate correct democratic understanding, fight misinformation, and encourage better governance. By making the campus a democracy laboratory that fosters a dialogic, participatory, and civilized culture, students are prepared to become wise leaders and democratic citizens, upholding the ethics of nation and state in accordance with the Pancasila mandate. As a

suggestion, Universities need to revitalize Ormawa into more inclusive platforms with a focus on leadership training based on deliberative consensus. Furthermore, the strengthening of character and civics education on campus is essential to develop a dialogic, participatory, and civilized culture, as well as to equip students to be able to reject intolerance and online bullying. By consistently reinforcing the ideological and practical basis of the Fourth Principle, the campus functions as a democracy laboratory, producing students who are ready to become wise leaders and guardians of the sustainability of healthy Indonesian democracy.

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