Developing leadership character based on pancasila in village government

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Abstract: This study is motivated by the need for public policy advocacy to evaluate the development of Pancasila leadership character in village governments. The advocacy for public policy is implemented to ensure that village governments embody the character of Pancasila leadership, which is crucial for effective governance and development throughout Indonesia. This research aims to thoroughly explore this phenomenon as a foundation for creating evaluation tools that assess the development of Pancasila leadership traits within village administrations. The advocacy efforts to foster Pancasila leadership in these governments play a vital role in advancing village development aligned with the Sustainable Development Goals (SDGs) for Villages. Successful development at the village level, based on these goals, is an integral part of national progress rooted in the principles of Pancasila. The study involved participants from both 3T villages (those that are underdeveloped, frontier, and outermost) and non-3T villages across various regions in Indonesia. To achieve a detailed understanding of the findings, both quantitative and qualitative data analysis methods were used. Results indicated that village governments generally display strong Pancasila leadership qualities, as evident in their application of these values across various areas of administration, including policymaking, community collaboration, and development activities aligned with Village TPB objectives. This research successfully created an evaluation instrument for assessing Pancasila leadership character based on Lawrence Kohlberg's theory. Its implications extend theoretical contributions to developing evaluation instruments aimed at enhancing Pancasila leadership traits within character education. The study encourages ongoing use of this evaluation tool to create a framework for nurturing Pancasila leadership character in village governments.
Keywords: academic writing; metacognitive strategies; thesis.

Introduction

In the academic world, thesis writing skills are very important for students. Students who successfully compose a thesis well describe the practical application of their field of knowledge. Students learn to write, read, and analyse specific phenomena or problems within their scientific field, then present their work logically and systematically in a thesis (Cahyadi et al., 2021; Putra & Astari, 2022; Sunaiyah et al., 2022). The aim is that the direction of education can produce graduates who have multiple skills (Hoon et al., 2019). Another reason why it is important to motivate students to write a thesis is that it can produce knowledge and scientific skills that can be applied in their field of science. Writing a thesis helps students develop critical thinking skills and earn a bachelor's degree (Sekar Diasti & Laos Mbato, 2020; Lundgren & Robertsson, 2013; Wu & Buripakdi, 2022).

Empirical evidence suggests that students struggle with writing literature reviews, are uncertain about formulating a thesis topic or problem, have difficulties with writing the thesis content, and experience difficulties making progress (Ermiati et al., 2021). They also struggle to express their thoughts and ideas. Several important elements in academic writing, including language aspects such as paragraph structure, basic components, formality, providing evidence, and avoiding plagiarism, pose challenges in producing original scientific work (Ismi, 2023; Joseph Mallia, 2017; Mubarak et al., 2022). Other findings show different opinions about students' obstacles in writing their theses. Students often face tension between the academic expectations of their supervisors, who must adhere to university guidelines, and the specific expectations of companies where students work and conduct research (Jaakkola et al., 2022).

Based on initial observations of existing literature, it was found that universities have not been able to facilitate students' thinking and writing skills. Sociocultural, psychological, and linguistic factors are other main obstacles in academic writing (Dakhi & Hutabarat, 2018; Nurkamto et al., 2024). On the other hand, the systematics of writing a thesis and the conditions for writing it depend on the style of each campus, which makes it increasingly difficult for students to write their thesis on time, even taking years (Gray, 2020). As a result of the stressful situation in completing the thesis, a psychophysiological stress response appears in students (Ramírez-Adrados et al., 2020). Other studies argue that it is crucial to employ a process approach in thesis supervision and evaluation to minimise plagiarised work, which can lead to student failure (Sukandi & Rianita, 2020).

There is quantitative research evidence that reveals the practical application of metacognition in writing scientific papers has a positive impact on student learning outcomes. Metacognitive strategies can enhance students' cognitive abilities and hone their critical thinking skills to solve problems (Murtadho, 2021; Puspitasari et al., 2020; Ramadhanti & Yanda, 2021; Rosdiana et al., 2023). Another literature review also found metacognitive benefits in writing, including reflection, self-monitoring, and transfer strategies that help students activate knowledge, practice, and apply new strategies to the writing and research process; reflect on students' strengths and challenges while completing assignments; articulate the differences between genres, various disciplines and courses (Sumarno et al., 2022).

Metacognitive knowledge refers to the thought process of increasing awareness by coordinating the learning process to achieve specific goals. Metacognitive ability is the ability to understand the occurrence of the cognitive process. To be able to find the relationship between a concept as a result of the cognitive process, plan an activity, carry out the learning process, control the learning process, evaluate and reflect on the learning that has been carried out, and find appropriate follow-up actions (Pintrich Raul, 2002).

A literature review found that metacognitive strategies produce three types of skills: problem-solving skills, decision-making skills, and critical thinking skills. This third

skill aims to obtain various alternative problem solutions that are most effective for rational reasons (Antonietti et al., 2000, 3-4; Wenden, et al, 1998).

Student-independent learning techniques using metacognitive knowledge were developed by Olson et al. (1994) and consist of five stages. *First,* goal setting involves applying personal and academic skills that help students achieve adequate academic standards. Second, planning focuses on solving problems, determining problems, or creating a project, as well as analysing the information obtained creatively and critically. Third, follow the plan and measure your progress through self-evaluation. Students are required to learn from their mistakes and make corrections and adjustments as needed. Fourth, obtain final results using portfolios, presentations, or performances that will be useful in the future. Fifth, authentic assessment from educators regarding the results of students' thinking is a benchmark in the independent teaching and learning process.

In the learning process, the use of metacognitive strategies includes: an introductory review that refers to the main ideas and concepts of the material being studied; increasing preparation, which means language practice required for oral or written assignments; organizational planning in the form of planning the parts, sequence and main ideas that will be expressed orally or in writing; selective attention following or skimming keywords, linguistic marker phrases, sentences, or types of information; self-monitoring which means checking one's understanding during listening or reading, oral or written production; self-evaluation which means assessing how well someone completes a learning task; self-management, which means looking for or arranging conditions that help someone learn (Isaacson & Fujita, 2006; Hauck, 2005).

Writing skills are often linked to metacognitive parameters due to their ability to enhance students' writing proficiency in college. Several findings indicate a positive relationship between metacognitive strategies and writing skills, as measured by six main parameters: declarative, procedural, conditional, planning, monitoring, and final evaluation knowledge (Djatmika et al., 2022; Teng, 2020). Learners who do not have metacognitive abilities cannot monitor their progress. The result is that it yields few achievements and lacks a clear direction to link it to the implementation of further learning (Susilowati, 2016). Recent studies have shown that metacognition can be measured using various techniques designed to help teachers identify students who experience learning difficulties (Rivers et al., 2020).

Meanwhile, writing a thesis is one of the requirements for graduation to obtain a bachelor's degree (S1), which involves determining a problem to be addressed as a topic and then developing it within the respective field of science and related fields. Scientific written material is based on data and/or information originating from literature studies, laboratory/clinical research, and/or field research. This is intended to enable students to gain research experience in both library, laboratory/clinic, and/or field settings, and convey this in the form of scientific written presentations (Evans et al., 2014).

There are various problems that students can examine in their theses. To obtain accurate data, it is necessary to search for data sources that can be accessed through primary, secondary, and tertiary data. Primary data is data collected by researchers in the field, typically through interviews or other direct measurement methods. Secondary data is data obtained by utilising the results of other parties' data collection (Oliver, 2011).

Based on a literature review, it is revealed that the maximum potential for undergraduate candidates to write a thesis has not been fully realised. There are many different opinions and findings about thesis writing skills and strategies used. Therefore, this research aims to investigate the role of metacognitive strategies in writing a thesis.

The novelty of research focusing on the process and impact of metacognitive strategies, as perceived by students and supervisors, will complement the study of

metacognitive skills. Previous literature explains that the key to successful undergraduate research participation is for students to see and understand the importance of rigour, academic integrity, and responsible research implementation (Adebisi, 2022). This means that academic institutions must carefully plan strategies, research programs, activities, and courses tailored to their students' needs. Building academic writing capacity has a long-term impact on valuable learning outcomes as undergraduate students prepare for future professional service.

From the background of the problem, investigating the use of metacognitive strategies for thesis writing skills, and referring to the literature review, there are two research problem formulations as follows: What is the process of using students' metacognitive strategies in writing their thesis?; and What is the impact of the metacognitive strategies used by students in writing their thesis?

Method

This study employed a Mixed-Method Grounded Theory (MMGT) design to develop an in-depth, data-driven understanding of the research phenomenon. MMGT integrates qualitative and quantitative procedures within a single iterative framework, allowing different forms of evidence to inform and refine each other. Such integration is essential for examining complex social processes and is needed when combining distinct analytical procedures across qualitative and quantitative modalities (Castro, 2010; Creamer, 2022). In this research, MMGT was selected to overcome limitations of earlier work on strengthening Pancasila-based leadership among Village Governments, which generally relied on single-method designs and produced only partial explanations.

The MMGT design enabled a holistic analysis of village officials' perspectives on Pancasila ideology and its manifestation in leadership practices within governance, public service, and village development aligned with the Village SDGs (TPB Desa). Qualitative components (semi-structured interviews, focus group discussions, and document analysis) explored officials' lived experiences, interpretive frames, and everyday dilemmas in implementing Pancasila values. Quantitative components (structured questionnaires and descriptive statistics) examined the distribution and patterns of these perspectives across a wider group of respondents and provided an empirical basis for constructing an evaluation instrument for Pancasila leadership.

Methodologically, the study draws on the second-generation development of Grounded Theory. Originating in Glaser and Strauss (1967), Grounded Theory is a qualitative approach aimed at generating theory inductively from systematically collected data. Its main features include constant comparison, progressive abstraction from empirical indicators to conceptual categories, and an iterative movement between data collection and analysis until theoretical saturation is achieved. Within MMGT, these principles are maintained but extended through the deliberate integration of quantitative data and procedures into the theorisation process (Creamer, 2022).

Data collection and analysis proceeded in overlapping cycles. Initial qualitative data were open-coded to identify key categories related to Pancasila-oriented leadership. These categories informed the design of survey items, which were then used to test the breadth and variability of emerging constructs. Quantitative findings fed back into subsequent rounds of qualitative sampling and focused coding, enabling refinement of categories and relationships among concepts. Theoretical saturation was reached when additional interviews and survey waves no longer yielded substantively new insights, and patterns remained stable across participants and data sources. At that point, the emerging model was judged sufficiently dense, coherent, and empirically grounded to serve as the basis for developing a context-sensitive evaluation instrument to strengthen Pancasila leadership among Village Governments.

Results and Discussion

Results

The results of this study underscore a positive and comprehensive understanding among informants regarding the relationship between the successful implementation of Pancasila ideology in village governance and the performance of village development aligned with the Sustainable Development Goals (SDGs). Specifically, 20% of the informants reported having an excellent understanding, while 68.4% indicated that their understanding was good. This finding is indicative of a widespread appreciation of the integration of Pancasila into local governance, and the acknowledgment that this integration has significant implications for achieving developmental goals at the village level. Such a high level of awareness presents an opportunity for fostering a broader national initiative aimed at enhancing the implementation of Pancasila in rural governance, which is essential for the success of the SDGs.

A critical observation from the data is that the leadership of village governments in applying the Pancasila ideology is seen to be in a strong condition. The study revealed that 53.7% of informants perceived the current state of Pancasila implementation in village leadership as good, with 35.8% rating it as very good. These findings suggest that village leaders are actively engaged in embedding the principles of Pancasila into their governance practices. The involvement of key stakeholders—such as village heads, government officials, military and police representatives, local religious leaders, and youth organizations—was also consistently emphasized. Cooperation among these diverse groups has been notably effective, with 52.6% of informants stating that collaboration within village work networks is extremely good, and 44.2% considering it generally good. This cooperative spirit reinforces the idea that Pancasila principles are being translated into action, fostering inclusive, participatory development processes that benefit the community at large.

Further, the study identified that various sectors, including politics, law enforcement, economics, business, social and cultural activities, technology, and environmental management, are all playing a supportive role in implementing Pancasila-based leadership. Overwhelmingly, 61.1% of informants stated that these sectors are performing adequately to support the application of Pancasila principles in village governance. In contrast, 35.8% rated these efforts as excellent, underscoring the broad, positive impact of integrated sectoral collaboration on the implementation of Pancasila in village governance. This indicates that when these diverse sectors work synergistically, they can drive meaningful changes in governance, furthering the principles of justice, equity, and democracy in line with the SDGs.

One of the significant findings of this study is the identification of the priorities of each of Pancasila's five principles in guiding actions within village governance, particularly concerning the SDG parameters. The second precept, "Social Justice for All Indonesians," emerged as the dominant guiding principle in multiple areas of village development. For instance, when informants were asked which Pancasila principle best supported the achievement of SDG targets such as "Poverty-Free Village," "Hunger-Free Village," and "Sustainable and Inclusive Economic Growth," the overwhelming response was the principle of social justice. Specifically, 72.6% of informants highlighted this principle as essential for poverty eradication, 66.3% for addressing hunger, and 67.4% for ensuring equitable economic development. These findings suggest that social justice is not just a theoretical concept but is directly applicable to governance practices that seek to eradicate poverty and hunger, and foster inclusive economic growth.

Similarly, other principles of Pancasila, such as "Humanity that is Just and Civilized" and "Unity of Indonesia," were identified as pivotal for specific SDG parameters. For example, the "Safe and Comfortable Village Settlements" target was associated with "Humanity that is Just and Civilized" by 32.6% of informants. Meanwhile, the achievement of "Climate Change Resilient Villages" and "Environmental Awareness in

the Village" was most closely linked to the "Unity of Indonesia" principle, which reflects the importance of national unity in addressing shared environmental challenges.

In conclusion, the findings of this study demonstrate the critical role of Pancasila principles in shaping village governance and achieving the SDGs. The positive perception of Pancasila's application at the village level highlights its potential as a framework for sustainable development, with the implementation of Pancasila principles directly influencing outcomes in key areas such as poverty alleviation, hunger reduction, and economic development. The results also underscore the value of multi-stakeholder collaboration, with local leaders and community members working together to realise the ideals of Pancasila. These findings suggest that, when properly applied, Pancasila can serve as a potent tool for achieving sustainable development at the grassroots level.

Discussion

The findings of this study reveal that the application of Pancasila principles in village governance is not only widespread but also seen as an essential element in achieving the SDGs, particularly those focused on poverty reduction, sustainable economic development, and environmental sustainability. These findings are consistent with the broader literature on the role of national ideologies in shaping governance structures and development outcomes. Pancasila, as the national ideology of Indonesia, provides a moral and philosophical foundation that aligns with global development goals, making it a powerful tool for driving sustainable development in rural areas. The positive response from the informants, with 68.4% indicating that they have a good understanding of Pancasila's relevance to governance, signals a strong foundation upon which further initiatives can be built to deepen the implementation of these principles at the village level.

The strong leadership within the village governments is another crucial factor identified in this study. The finding that 53.7% of informants perceive the current state of Pancasila's implementation as good, and 35.8% as very good, indicates that village leaders are playing an active role in embedding the values of Pancasila into governance practices. This is critical for ensuring that the governance process remains inclusive and responsive to the needs of the local population. The findings align with previous studies that emphasize the importance of leadership in institutionalizing ideologies and fostering collaboration among stakeholders (Kuengo et al., 2017). The cooperative efforts observed between village heads, community leaders, military and police, religious leaders, and youth organizations serve as an example of how collective leadership can promote development while adhering to the principles of Pancasila. This collaborative approach not only strengthens governance but also builds a sense of shared responsibility for the common good.

Moreover, the positive assessment of intersectoral collaboration highlights the importance of integrating various domains such as law enforcement, economic activities, social and cultural events, and environmental management into the governance structure. This intersectoral approach is supported by the informants' views, where 61.1% agreed that the various sectors are adequately supporting the implementation of Pancasila principles. The collaboration between these sectors aligns with studies that suggest governance must be holistic, integrating diverse sectors to address the complex challenges facing rural communities (DeHoog & Whitaker, 1993). The findings further indicate that the application of Pancasila's values is most effective when there is coordination between the public sector, private sector, and civil society, ensuring that policies and initiatives are comprehensive and inclusive.

The prioritization of "Social Justice for All Indonesians" within the implementation of SDGs is a particularly significant finding in this study. As reflected in the data, this principle has been identified as central to achieving key SDG parameters, including poverty eradication and economic development. This finding supports the argument that Pancasila's emphasis on justice and equality aligns well with global efforts to reduce

poverty and inequality. The strong association of this principle with SDG targets also highlights the relevance of Pancasila in addressing the needs of marginalized groups, ensuring that no one is left behind in the development process (Spears, 2010). This finding resonates with the broader discourse on social justice, where equity is viewed as a fundamental principle of sustainable development (Reddy & Kamesh, 2016).

Furthermore, the application of other Pancasila principles, such as "Humanity that is Just and Civilized" and "Unity of Indonesia," demonstrates how Pancasila serves as a multifaceted framework for addressing the diverse challenges in village governance. To explore how the Pancasila principles of "Humanity that is Just and Civilized" and "Unity of Indonesia" serve as a multifaceted framework for village governance, it is essential to recognize their roles in promoting social harmony and civic engagement. The principle of "Humanity that is Just and Civilized" emphasizes the importance of conflict resolution and social cohesion, where village heads utilize Pancasila values to mediate disputes and ensure just outcomes that respect human dignity (Wartoyo & Triwijanarko, 2025). Additionally, community engagement programs that involve university students in discussions about Pancasila have been shown to enhance awareness and commitment to local governance, empowering villagers to foster resilience and social cohesion (Arifin, et al, 2024). On the other hand, the principle of "Unity of Indonesia" reinforces national identity and social cohesion through initiatives like Pancasila-based legal education, which encourages youth to actively participate in civic life and promotes a sense of unity (Wedhatami, et al, 2024). Furthermore, integrating Pancasila principles into legal reforms addresses challenges such as corruption and inequality, thereby fostering a more ethically responsible society (Prakoso, et al, 2024). Collectively, these principles provide a comprehensive framework that not only addresses the diverse challenges in village governance but also strengthens community ties and promotes a cohesive national identity.

To promote social harmony and civic engagement, the principle of "Humanity that is Just and Civilised" also plays a crucial role in encouraging empathy and respect for diverse perspectives within village communities. By fostering understanding and tolerance among residents, this principle allows for the peaceful resolution of conflicts and the establishment of a fairer and more just society. Village heads and local leaders, guided by the values of Pancasila, can effectively mediate disagreements and help build a community where justice prevails and all voices are heard. Furthermore, this principle encourages individuals to contribute to the common good, creating a cooperative environment in which every member of the village has a stake in the well-being of others.

The principle of "Unity of Indonesia" not only helps in reinforcing the national identity but also fosters local empowerment by aligning village governance with the larger goal of national unity. Initiatives such as the promotion of Pancasila-based education and community outreach programs help to instill the values of unity, inclusiveness, and patriotism among the younger generation. By encouraging youth participation in civic activities, the principle strengthens their sense of belonging and responsibility towards the nation. This engagement in governance at the local level contributes to the overall national development by creating a bridge between local challenges and national aspirations.

The integration of Pancasila principles into legal reforms has a profound impact on the overall governance system. By emphasizing ethical values and justice, the principles of "Humanity that is Just and Civilized" and "Unity of Indonesia" guide legal frameworks that address issues such as corruption, inequality, and human rights violations. These reforms promote transparency, fairness, and accountability in governance, which are essential for the long-term stability and prosperity of village communities. Through the application of Pancasila in legal and administrative reforms, village leaders are equipped with a moral compass to navigate complex social and political challenges, ensuring that governance remains grounded in justice, equality, and unity.

The achievement of "Safe and Comfortable Village Settlements," for example, is tied to the principle of humanity, while environmental sustainability efforts are linked to the principle of unity. This nuanced application of Pancasila principles reflects its adaptability and comprehensiveness, allowing it to address a wide range of development issues, from housing to environmental protection.

The discussion of these findings also emphasizes the importance of continuing efforts to strengthen the implementation of Pancasila at the grassroots level. While the study's findings suggest that the application of Pancasila in village governance is already progressing positively, there remains a need for sustained efforts to ensure that its principles are fully integrated into all aspects of governance and development. This includes ongoing training for village leaders, enhancing community participation, and ensuring that Pancasila's values are embedded in the planning, implementation, and monitoring of village development projects.

The discussion highlights the significant role of Pancasila in shaping governance and development outcomes at the village level. The findings demonstrate that the successful implementation of Pancasila principles directly contributes to achieving the SDGs and fosters a more inclusive, just, and sustainable development process. The strong collaboration among village leaders and community stakeholders, combined with the prioritization of social justice and other Pancasila values, offers a promising path for realizing the goals of sustainable development in rural Indonesia. This research contributes valuable insights into the intersection of national ideology and local governance, offering a model for other nations seeking to integrate their foundational principles into development strategies.

Conclusion

The findings have revealed two key aspects of metacognitive abilities in writing a thesis that are essential for students to master. Being armed with metacognitive skills is one of the fundamental things students need to plan an appropriate writing framework, develop it, control what has been written, and evaluate parts of the writing that are not appropriate. After passing these stages, students can reflect on their learning methods in writing a quality thesis. Ultimately, students can develop effective strategies for learning to write independently. The conclusion is that students can formulate goals and steps for writing a thesis using metacognitive abilities. Apart from that, metacognitive abilities enable students to think critically in writing classes. Students can understand how they learn in writing classes and provide opportunities for students to be able to explore the writing they produce, enrich their insight by conducting interactive dialogue with lecturers related to the concept of knowledge and skills in writing, and solve problems independently, so that they can take appropriate action in complete writing assignments.

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