

Pancasila and Civic Education Olympiad in East Java: A Prototype to Foster Youth Nationalism and Political Participation

Ali Wafa

Department of Government, Faculty of Social and Political Sciences, Universitas Muhammadiyah Jember, Jember, Indonesia

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Abstract Poor public services, rising corruption, and persistent poverty have fostered disappointment, distrust, and disillusionment among Indonesians. These conditions have contributed to growing apathy among youth and a phenomenon akin to brain drain, reflecting a decline in nationalism. To help address this issue, a prototype of the Pancasila and Civic Education Olympiad was piloted in East Java Province. The program involved 67 teams (134 high school students) who participated in a meaningful learning process prior to the competition. This process included in-depth study of the Four Pillars of National Identity and the creation of creative posters using a problem-based learning (PBL) approach. The learning was facilitated by teachers at each school, with active collaboration between teachers and event organizers to support student success. Results from the preliminary round showed wide score disparities between schools and significant variation across subject areas, with an overall average score of 42.5. In the final round, poster presentations consistently achieved higher scores, averaging 82, compared to written exams, which averaged only 36. Non-final rounds yielded more satisfactory results, with an average score of 75, and only 15 out of 55 schools scoring 70 or below. Analysis of the posters and presentation performances indicated that participants demonstrated strong engagement and potential for future political involvement. These findings suggest that the Olympiad can serve as an effective tool to gradually strengthen nationalism and civic awareness among youth. Nonetheless, the low scores on written multiple-choice exams highlight the need for further improvements in this area.

1. INTRODUCTION

Widespread corruption and the government's failure to effectively combat it have led to growing public disappointment and disillusionment. The trend of corruption in Indonesia has continued to rise steadily over the past five years (2019–2023), driven by weak enforcement strategies and insufficient prevention measures. This is evidenced by 2,618 recorded cases involving 5,720 suspects during that period, resulting in total state losses of IDR 127.5 trillion. The highest losses occurred in 2022, reaching IDR 42.7 trillion (Anandya & Ramdhana, 2024). Alarmingly, local and village leaders—who should be

spearheading regional and community development—are among those implicated in corruption, undermining public welfare and trust (Anandya & Ramdhana, 2024). National reports indicate that 429 regional heads and 686 village heads, along with their staff, have been involved in corruption cases (Arunanta, 2021; Satrio, 2022). The involvement of public officials in corrupt practices severely damages public trust and fosters widespread skepticism toward government institutions. In addition to corruption, the poor quality of public services further fuels dissatisfaction with government performance. Public

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*Corresponding author: Ali Wafa

Department of Government, Faculty of Social and Political Sciences, Universitas Muhammadiyah Jember, 37 Kalimantan Street, Jember, 68121, Indonesia

Email: aliwafa030321@gmail.com

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service quality in Indonesia remains categorized as poor, requiring urgent and systematic improvements (Ombudsman Republik Indonesia, 2023). Furthermore, corruption exacerbates poverty. As of the latest data, 9.57% of Indonesia's population—or approximately 26.36 million people—live below the poverty line (Badan Pusat Statistik, 2023). Year after year, the public is continuously confronted with news of corruption, poor services, and persistent poverty. This ongoing situation deepens feelings of disappointment, distrust, and despair among citizens.

Low political engagement among Indonesian youth aged 17 to 39 is a significant concern. Survey data indicate that 84.7% of youth are unwilling to run for legislative office, and 85% would decline the opportunity to run for local office if given the chance. Youth participation in civic and organizational activities is also limited; only 21.6% are involved in youth organizations, 16.8% in community organizations, 14.1% in student organizations, and a mere 1.1% participate in political parties or affiliated groups. Similarly, direct political actions among youth remain minimal. Only 17.7% have voiced their opinions via social media, 6.0% have communicated directly with public officials or council members, and just 2.4% have financially contributed to political party activities. This disengagement is compounded by a widespread lack of trust in key government institutions. The House of Representatives, the Regional Representative Council, the Indonesian National Police, and the Corruption Eradication Commission are among the four least trusted institutions, each receiving below-average trust scores (Fernandes et al., 2022). Low political participation, combined with weak institutional trust, undermines democratic oversight and accountability. In such an environment, public officials face less scrutiny, allowing some to manipulate government systems and exploit public resources for personal gain—ultimately harming society and undermining public welfare.

The conditions described above have contributed to fluctuations and a gradual decline in nationalism among Indonesians. Between 2019 and 2022, a total of 3,912 talented and highly productive Indonesian citizens renounced their citizenship and became citizens of Singapore (Ni'am & Prabowo, 2023). This brain drain phenomenon is driven by both pull and push factors. Pull factors include attractive career prospects abroad, higher salaries, better job security, and comprehensive pension and benefit systems. On the other hand, push factors stem from challenges within Indonesia, such as intense domestic competition, persistent poverty, poor public services and infrastructure, and the continued rise of corruption. These conditions make the prospect of living and building a career in Indonesia increasingly unattractive for many skilled individuals. The brain drain poses a serious threat to the nation's long-term development, as the outflow of highly competent human resources diminishes Indonesia's capacity to sustain growth, innovate, and compete globally.

These circumstances have also significantly contributed to the erosion of nationalism among Indonesians. This decline in nationalism diminishes public participation in

national development processes, ultimately slowing the country's progress. This raises a critical question: Why does nationalism play such an essential role? Nationalism is fundamentally a form of conscious loyalty that individuals feel toward their nation-state (Kohn, 2022). It fosters the emergence of a nation capable of determining its own destiny (Gellner, 1973). Nationalism serves as a vital unifying force, essential for preserving national cohesion and advancing the collective aspirations of the nation (Renan & Giglioli, 2018). In the post-independence context, nationalism transcends symbolic identity; it is embodied in tangible goals such as the establishment of a modern state, the eradication of corruption, collusion, and nepotism, the advancement of democracy, and the protection of human rights (Kusumawardani & Faturachman, 2004). Nationalism remains one of the nation's greatest assets for achieving these ideals. However, as noted by Prof. Mahfud MD, nationalism among citizens will inevitably deteriorate if the government itself is plagued by corruption (Fea, 2020).

If the erosion of nationalism continues unchecked, it will further weaken political participation, undermine national unity, and ultimately lead to a leadership crisis compounded by widespread corruption. In principle, the responsibility to prevent the decline of nationalism—and to foster and sustain it—rests primarily with the state through its government. Ironically, it is often the government itself that contributes most significantly to the erosion of nationalism. Citizens are no longer regarded as the rightful holders of sovereignty; instead, they are repeatedly disillusioned by poor governance, systemic corruption, and a sense of betrayal by public officials. This troubling reality compels civil society, particularly educators, communities, and concerned citizens, to take the initiative in developing programs that counteract the decline of nationalism. The critical question then arises: What alternative strategies can be implemented to address this growing issue?

The first consideration is that, from a psychosocial perspective, young people aged 12–18 are in the developmental stage of “identity vs. role confusion” (Erikson, 1959). During this stage, adolescents are actively exploring their identities, seeking values and life goals that align with their sense of self. The outcomes of this identity formation process significantly influence how they will engage and contribute to society. Second, evidence from youth empowerment programs in Africa shows that initiatives targeting young people achieve a 60% higher success rate in social entrepreneurship compared to programs designed for adults. Youth tend to exhibit stronger participation, faster learning, greater adaptability, and a higher willingness to embrace innovation (United Nations Development Programme, 2021; Sari, 2023). Third, first-time voters are often not yet rational voters; their voting decisions are frequently influenced by parents, family members, and their immediate social environment rather than by independent critical evaluation (Wahyudi, 2024). Fourth, the ongoing brain drain phenomenon continues to deplete Indonesia of its productive and talented human

resources. In this context, civic and political education becomes essential to increase awareness among youth regarding their rights, duties, and responsibilities as citizens, as well as to foster stronger national commitment and civic engagement.

Based on the four considerations outlined above, it is evident that young people represent the most ideal group to target and empower. In this context, Pancasila and Civic Education are highly relevant tools for delivering effective political and civic education (Rahmayanti, 2023). How, then, can civic education play a transformative role? When implemented with the right approach, civic education not only enhances students' civic knowledge but also fosters character development—cultivating empathy, social responsibility, and a deeper commitment to the nation (Marlina & Untari, 2020). Teachers who deliver Pancasila and Civic Education are expected to embody and model core values such as honesty, empathy, aspiration, courage, and a commitment to truth. Their ability to consistently demonstrate these values plays a crucial role in successfully nurturing a sense of nationalism among students (Halwa, 2024). Moreover, the content within the civic education curriculum can be expanded and contextualized using current national issues, making the learning process more relevant and meaningful. To further increase motivation and participation among youth, this empowerment initiative is designed in the form of a reflective, educational, and sustainable competition. Recognition in the form of awards and achievements will be provided as a form of appreciation, reinforcing the value of civic engagement and active citizenship.

The organization of the *Bung Tomo 1 Pancasila and Civic Education Olympiad in East Java* was selected as the primary alternative for this empowerment initiative. This program is designed as a prototype that will continue to be refined and improved over time, with the

intention of holding it as an annual event. The primary objective is to provide a platform for young people to deepen their understanding of the four pillars of national identity—Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia (NKRI), and *Bhinneka Tunggal Ika*. Additionally, the program aims to enhance participants' abilities to critically interpret and respond to national issues by encouraging them to articulate and present their ideas. To ensure the quality and credibility of the competition, the event adheres to the standards outlined in the Student Talent Event Management guide published by the National Achievement Center (Pusprenas). This guide stipulates that the selection of outstanding talent must meet 14 fundamental criteria for talent event management, which the organizing committee strives to fulfill. As a newly established organizing body, particular attention is given to meeting the participation requirement, which mandates that a provincial-level competition must involve participants from at least four districts or cities (Hendarman et al., 2023). Failure to meet this minimum threshold would result in the competition being classified at a lower administrative level, such as the district level.

2. METHODS

This empowerment program was conducted over a period of five months, from November 2022 to March 2023. Designed in the form of a competition, the program aimed to foster nationalism and increase political participation among youth. To achieve these goals, two main assessment methods were employed. First, multiple-choice tests were used to improve and assess students' knowledge of citizenship, specifically their understanding of the Four Pillars of National Identity. Second, the program adopted a Problem-Based Learning (PBL) approach to develop and evaluate students' critical thinking skills in addressing

Table 1 . Timeline for the organization of the Bung Tomo 1 East Java Province Civics Olympiad

Activities	Month				
	1	2	3	4	5
The Second Planning Meeting for the East Java Civics Olympics (SMA/Equivalent).					
Formulation of the Organizing Committee, Advisory Board, and Basic Concept of the Olympiad.					
Launching of Civics Olympiad in East Java Province Bung Tomo 1.					
Promotion of the Civics Olympiad Online					
Open aspiration collection (refinement of the Olympiad concept).					
First Technical Meeting of the Online Civics Olympiad.					
Second Technical Meeting of the Civics Olympiad Offline.					
Main activities:					
1. Arrival and registration of participating contingents.					
2. Opening ceremony.					
3. Preliminary competition round.					
4. Teacher capacity-building workshop.					
5. Nationality-themed talk show and Diversity Night.					
6. Final round and creative poster presentations.					
7. Awards ceremony for winners.					
8. Departure and logistical support for contingents outside the Jember Regency area.					
Preparation of the final report.					
Development of Program Outputs.					

complex, real-world problems (Wilkerson & Gijsselaers, 1996). The PBL model engages students in a structured process that includes constructing knowledge, participating in group discussions to define problems, conducting independent research, delivering presentations, and engaging in reflection (Savery & Duffy, 1995). Through this approach, students were guided in designing creative idea posters and delivering presentations. These posters focused on proposing innovative solutions to pressing real-world challenges affecting the nation, ranging from community to national issues, with themes including poverty, radicalism, nationalism, and youth development.

A meaningful learning process took place prior to the Olympiad. Working in teams of two, students collaborated to strengthen their knowledge of the Four Pillars of National Identity. In addition, they developed creative idea posters with the guidance of teachers, who employed various teaching strategies to support student learning. The role of teachers was crucial in facilitating this process, as the Problem-Based Learning (PBL) approach demands both deeper understanding and a greater time commitment from students. Throughout the program, teachers and organizers worked closely together to maximize student outcomes. The Olympiad itself served as the culminating event, providing an opportunity for students to showcase and assess the progress they had made in fostering nationalism and enhancing political participation. This meaningful learning journey aimed to help students internalize their rights, duties, and responsibilities as citizens. Student progress in nationalism and civic engagement was evaluated through two key components: multiple-choice tests, which measured their understanding of civic knowledge, and poster presentations, which assessed their ability to propose thoughtful, creative solutions to real-world national issues. Higher scores reflected a stronger awareness and commitment to nationalism. The detailed stages of this empowerment program are presented in Table 1.

3. RESULTS AND DISCUSSION

3.1 Discussion on the organization of the Bung Tomo 1 Pancasila and Civic Education Olympiad in East Java Province

The initiation of the Bung Tomo 1 Pancasila and Civic Education Olympiad (PPKn) involved two rounds of planning discussions. The first round was held in July 2022, during which the proposal was introduced to organize the Olympiad at the regional level, specifically within the Tapal Kuda area, the easternmost region of East Java Province, comprising the districts of Banyuwangi, Situbondo, Jember, Bondowoso, Lumajang, Probolinggo, and Pasuruan. This initial meeting was supported by a preliminary prototype of the event but did not result in a formal agreement or finalized plan. The second planning round took place in August 2022 and resulted in a definitive decision to elevate the Olympiad to the provincial level (East Java Province). This decision was driven by the aspiration to broaden the program's impact and to establish

the Olympiad as an annual, sustainable initiative aimed at fostering civic education and strengthening nationalism among youth across the entire province.

3.2 Committee personnel

The Bung Tomo 1 Pancasila and Civic Education Olympiad was funded by the Faculty of Social and Political Sciences, Muhammadiyah University of Jember, with the Student Executive Board (Barakarya Cabinet) serving as the primary organizer. The organizing committee comprised both internal and external personnel, whose contributions were essential to ensuring the smooth and successful execution of the Olympiad. Committee members were selected based on specific needs, competencies, commitment, and volunteerism. Each member was assigned a clearly defined role and set of responsibilities to ensure that all tasks and activities were carried out effectively and according to the established timeline. The detailed structure of the organizing committee and the distribution of roles can be found in Table 2.

3.3 Civics olympiad prototype

Attachment 1 presents the initial prototype of the Pancasila and Civic Education Olympiad (Bung Tomo 1). This Olympiad is designed to engage students with strong knowledge of the Four Pillars of National Identity—Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia (NKRI), and Bhinneka Tunggal Ika, which are assessed through a multiple-choice test. In addition to testing civic knowledge, the Olympiad challenges participants to develop creative idea posters that propose constructive solutions to real-world issues affecting the nation. These issues include poverty, radicalism, nationalism, and youth development. To complete this task, participants are encouraged to conduct literature-based research or small-scale field investigations within their local communities, fostering critical thinking and practical problem-solving skills.

Following the findings highlighted by Halwa (2024), an additional goal to identify and nurture future leaders was also embedded in this competition. The formation of teams for participation is intentionally designed to foster collaboration and cooperation among students. Working in teams encourages students to respect diverse perspectives, complement each other's strengths and weaknesses, and develop collective problem-solving skills. In this context, government is conceptualized as a leadership entity that represents the community and functions through collaborative efforts to achieve societal development and collective well-being. Accordingly, the team-based structure of the Olympiad serves as a meaningful learning experience, teaching students the critical importance of teamwork, emotional regulation, and shared responsibility in achieving ambitious goals, skills that are essential for effective leadership in both civic and governmental contexts as also described by Tjahyadi et al. (2019).

The competition structure consists of five key stages. First, all participants in the preliminary round are required to complete 100 multiple-choice questions covering the

Table 2 . Personel organizing the Civics Olympiad

Description	# of People
Olympiad Problem Developer: Lecturer from the Pancasila and Civic Education Study Program, Universitas Muhammadiyah Malang.	1
Judges for Creative Idea Poster Presentations: Lecturers from the Faculty of Social and Political Sciences and the Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember.	8
Judges for Creative Idea Poster Presentations: Lecturers from the Faculty of Social and Political Sciences and the Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember.	2
Advisors & Patrons: Dean and Vice Dean of the Faculty of Social and Political Sciences, Universitas Muhammadiyah Jember.	2
Olympiad Guide: Chair of the Student Executive Board, Faculty of Social and Political Sciences, 2022–2023 Barakarya Cabinet.	1
Organizing Committee: Members of the Student Executive Board and Young Executives, Faculty of Social and Political Sciences, Universitas Muhammadiyah Jember.	27
Volunteers	9
Total	50

Four Pillars of Citizenship, with a high (“difficult”) level of difficulty. Second, the 12 highest-scoring participants advance to the final round, where they answer an additional set of 100 questions at a “very difficult” level, followed by a creative idea poster presentation. All finalists are guaranteed the Grand Prize designation and compete for final rankings from 1st to 12th place. Third, participants who do not qualify for the final round are given the opportunity to present their creative idea posters in a separate session, where they compete for the title of Best Presenter. Fourth, all accompanying teachers are required to participate in teacher capacity-building workshops, which cover two key topics: (1) Teacher leadership and the importance of experiential learning beyond the classroom, and (2) The importance of introducing political education to students as first-time voters. Fifth, the competition concludes with the awards ceremony, where winners are announced, marking the culmination and official closing of the Bung Tomo 1 Pancasila and Civic Education Olympiad in East Java Province.

The first Bung Tomo 1 East Java Civics Olympiad was successfully held with participants from six districts/cities within East Java Province. This level of participation met the standard criteria for a provincial-level competition as outlined in the Student Talent Event Management guide published by Pusprenas (National Achievement Center). This Olympiad was organized as a non-profit initiative, aimed at addressing issues related to the decline in nationalism and political participation among Indonesian youth, while also serving as a model and reference for citizenship education practices as also well explained by Santoso et al. (2016) and Kusrianto et al. (2025). As a form of appreciation for the participants who achieved outstanding performance, the details of the awards are presented in Table 3.

3.4 Pre- and post-organization assessment of the Pancasila and Civic Education Olympiad

The Four Pillars of National Identity were assessed during the preliminary round, involving 67 teams (134 participants). The test consisted of multiple-choice questions set at a “difficult” level. This round aimed to

Table 3 . Award categories and prizes for the Bung Tomo 1 East Java Civics Olympiad

Champion Category	Benefits
1 st place	• Gold Medal • Main Honor Cup (1.2 meters) • 1st Place Certificate • Cash prize of IDR 2.000.000 (tax-free)
2 nd place	• Silver Medal • Intermediate Honor Cup (90 cm) • 2nd Place Certificate • Cash prize of IDR 1.500.000 (tax-free)
3 rd place	• Bronze Medal • Starter Honor Cup (80 cm) • 3rd Place Certificate • Cash prize of IDR 1.000.000 (tax-free)
1 st , 2 nd , and 3 rd runner-up	• Bronze Medal • Runner-up Certificate • Cash prize of IDR 300.000 (tax-free)
Top 10 Champion	• Bronze Medal • Top 10 Champion Certificate
Top 10 Presenters	• Orator Cup (80 cm) for the highest-scoring presenter • Bronze Medal • Top 10 Presenter Certificate
Teacher Capacity Building	• Certificate of Participation for Teacher Capacity Building (Equivalent to 180-minute JP/lesson hours)

identify the team with the highest average score across the tested materials. The performance results, broken down by subject area, are presented in Table 4. The team achieving the highest overall score is shown in Table 5, while the complete score distribution of all participating teams is illustrated in Attachment 2.

In the preliminary round, there were notable differences in scores between schools. Some schools, like SMAN

Table 4 . Performance results by subject in the preliminary round

Material	Description	Average Score	High-Scoring School	Low-Scoring School
Material 1	The Unitary State of the Republic of Indonesia	32	SMAN 1 Jember (71)	SMAN 2 Tanggul (5)
Material 2	1945 Constitution	34	SMAN 2 Jember (81)	SMA Muhammadiyah Kediri (1)
Material 3	Pancasila	57	SMAN 2 Lumajang (91)	SMKN 1 Jember (30)
Material 4	Bhinneka Tunggal Ika	47	SMAN 2 Lumajang (77)	SMA Muhammadiyah 2 Paleran (15)

Table 5 . Top 12 scoring teams

Team	Material	Material 2	Material 3	Material 4	Final Score	Rating
SMAN 1 Jember	71	70	70	70	70.25	1
SMAN 2 Jember (A)	71	81	61	60	68.25	2
SMAN 2 Jember (B)	62	69	76	58	66.25	3
SMAN 2 Lumajang	49	47	91	77	66	4
SMAN 1 Lumajang	28	73	66	71	59.5	5
SMAN 2 Situbondo	50	76	70	41	59.25	6
SMA Al-Furqan	49	53	80	51	58.25	7
SMAN 3 Jember	43	51	86	47	56.75	8
SMAN 2 Situbondo	29	65	65	62	55.25	9
SMAN 1 Suboh	50	40	70	60	55	10
SMKN 1 Lumajang	21	75	56	65	54.25	11
SMA Muhammadiyah Kediri	48	33	70	66	54.25	12

1 Jember and SMAN 2 Jember, posted relatively high averages (above 65), while 31 out of 67 schools had low averages of 40 or below—highlighting significant gaps in student preparedness. A few schools showed consistent performance across subjects; for example, SMKN 1 Lumajang scored a uniform 45 in all subjects. Others, however, had wide score fluctuations, which may indicate inconsistent mastery of the material or varying levels of question difficulty. The top-performing schools were SMAN 1 Jember (ranked 1st) and SMAN 2 Jember (ranked 2nd and 3rd), dominating the leaderboard. Looking at score distribution by material, Materials 1 and 2 had generally lower scores with occasional high outliers—such as SMAN 2 Jember scoring 81 in Material 2. In contrast, Materials 3 and 4 saw higher scores overall, with some schools like SMAN 2 Lumajang achieving as high as 91 in Material 3.

The average scores for Materials 1 through 4 were 32, 34, 57, and 47, respectively, with an overall average of 42.5. This suggests that Material 3 was the most well-mastered, while Materials 1 and 2 posed the greatest challenges. Overall, the data highlights clear performance disparities both between schools and across subject materials.

The 12 teams that advanced to the final round were tested on the Four Pillars of Citizenship at a “very difficult” level, followed by a presentation of their creative ideas in poster format. The two scores were averaged to determine each team’s final score. During this stage, a tie occurred between the teams from SMAN 2 Jember and SMAN 2 Lumajang. To fairly determine which team would claim 6th place, a tiebreaker—referred to as a “fair rematch”—was conducted. This rematch was held in a closed setting under strict supervision from accompanying teachers, supervising

Table 6 . Scores of 12 final round shortlisted teams & performance by component

Team	Exam Score	Presentation Score	Final Score	Rating
SMAN 2 Jember (A)	52.8	85	68.9	1
SMAN 3 Jember	39.6	92.5	66.05	2
SMKN 1 Lumajang	39.6	83	61.3	3
SMAN 2 Jember (B)	40.8	79	59.9	4
SMAN 2 Situbondo	30	89.5	59.75	5
SMA Negeri 2 Lumajang	37.4	81.5	59.45	6
SMAN 1 Jember	41.4	77.5	59.45	6
SMA Muhammadiyah Kediri	25	88.5	56.75	8
SMAN 2 Situbondo	34.8	77.5	56.15	9
SMKN 1 Lumajang	36	73.5	54.75	10
SMAN 1 Suboh	27.8	77	52.4	11
SMA Al Furqan Jember	27	74.5	50.75	12
Average Score	36	82	59	
High-Scoring Schools	52.8	92.5	68.9	
Schools with Low Scores	25	73.5	50.75	

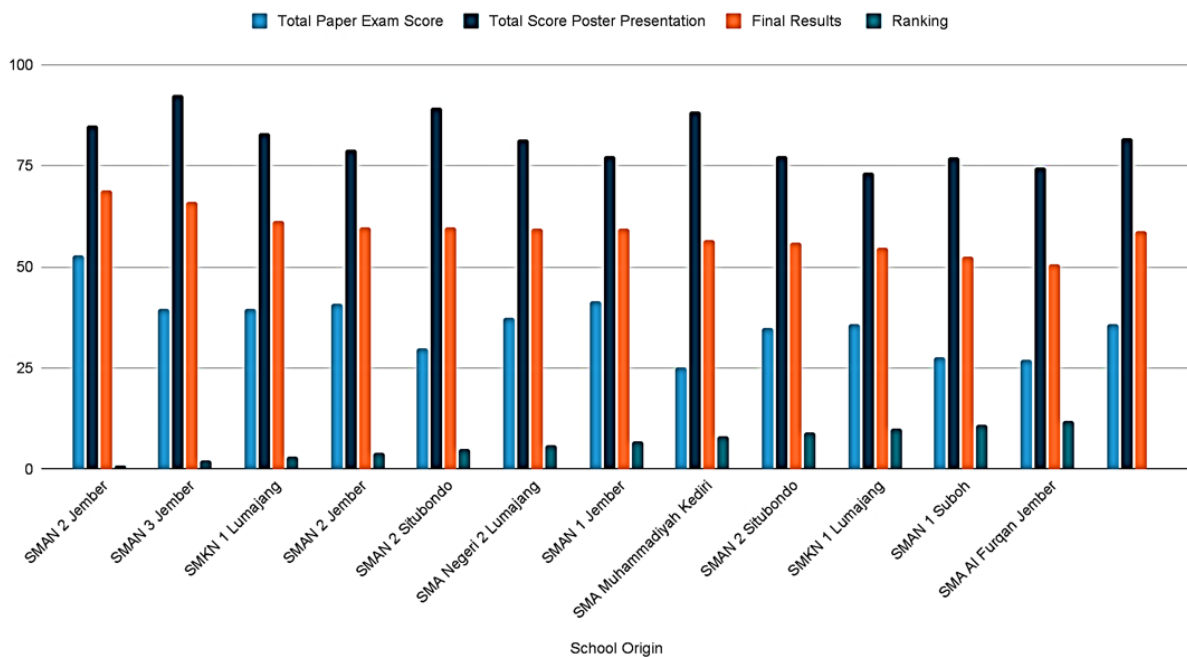


Figure 1 . Final round shortlist score

teacher representatives, and the organizing committee. In this challenge, both teams were given 23 questions to complete within 45 minutes. The outcome of the rematch placed SMAN 2 Lumajang in 6th place, while SMAN 2 Jember moved to 7th. The final scores for all 12 teams are shown in Table 6, as well as Figure 1. Meanwhile, teams that did not advance to the final round still had the opportunity to compete for the Best Presentation award. This was judged based on the quality of their ideas, as reflected in both their posters and presentations. The results for this category are shown in Table 7 and Attachment 3.

The grand final round revealed that poster presentations consistently received higher scores, with an average of 82, compared to an average of 36 for the paper exam. This highlights that mastery of the Four Pillars of National Identity remains relatively weak. The highest exam score was 52.8 out of 100, and 10 of the 12 finalist schools scored 41.4 or lower. In contrast, students demonstrated stronger abilities in interpreting and presenting ideas through their posters. The average poster score was 82, with all finalist schools scoring above 70. This indicates that students were able to understand the issues and propose alternative solutions to national challenges effectively as also had been found by Tjahyadi et al. (2019). Similarly, in the non-final poster presentation round, performance remained solid, with an average score of 75. Only 15 out of 55 schools scored 70 or below. The poster presentation activities are illustrated in Figure 2.

From the organizers' perspective, the low scores on the multiple-choice paper-based exam were largely due to poor test-taking strategies. With 100 questions to be completed in 120 minutes, participants needed to answer each question in roughly 1 minute and 12 seconds. The added challenge of "difficult" to "very difficult" question levels further increased the pressure. Succeeding in this

exam requires extensive practice—not only to manage time effectively but also to answer accurately under pressure. On the other hand, from the participants' point of view, many devoted more time to preparing their creative posters than thoroughly reviewing the exam material related to the Four Pillars of National Identity. This particular issue is also described as one of the obstacles in applying the method by Budiarto et al. (2023), Kurniasari et al. (2025), and also Rahmasari & Giyarsih (2024). As a result, most participants were better prepared for the poster presentation, leading to stronger performance in that segment compared to their written exam scores.

This program has received formal recognition from the Jember Regency Regional Unity and Politics Agency (Bakesbangpol) and the East Java Province Association of Pancasila and Civic Education Teachers (MGMP). The Olympiad serves as a bold empowerment initiative, designed to establish academic competitions in the field of Citizenship Education. Its mission is to address the decline in nationalism and political participation by actively engaging young people across East Java. Both internal and external stakeholders continue to collaborate with the goal of holding the Bung Tomo Citizenship Olympiad as an



Figure 2 . Student presentation of project work

Table 7 . Top 10 best presentation scores (Non-finalists)

Team	Poster Score	Presentation Score	Final Score	Rating
SMA Muhammadiyah 1 Lumajang	50	50	100	1
SMAN Balung	46	49	95	2
SMAN 1 Jember	44	50	94	3
SMAN 2 Situbondo	49	45	94	3
SMAN 2 Tanggul	46	47	93	5
SMAN Pesanggaran	42	50	92	6
SMAN 2 Situbondo	45	46	91	7
SMAN 1 Jember	46	44	90	8
SMAN 2 Lumajang	50	40	90	8
SMA Muhammadiyah Kediri	50	39	89	10

annual event. Looking ahead, this program is set to be piloted at the junior high school (SMP) level in 2025. Additionally, it is worth noting that many of this year's Olympiad winners have continued their studies at universities in fields aligned with their interests. We are confident that they will emerge as progressive leaders who will contribute significantly to Indonesia's future.

3.5 Organizer challenges and efforts to expand collaboration

The organizers were unable to meet the initial target of participants from 10 regencies/cities for the inaugural event, attracting participants from only six. This shortfall was primarily due to geographical barriers and limited outreach. First, geographically, the event location in Jember Regency is situated in the far eastern part of East Java, making it less accessible for schools located in more central areas. Delegations from regions such as Madura Island withdrew due to high travel costs and logistical challenges in reaching Jember. Second, outreach efforts were limited. Promotion relied heavily on social media, the Muhammadiyah High School Network across East Java, and the direct distribution of pamphlets to schools within reachable areas. Addressing these challenges requires stronger collaboration with universities and local government entities (Hidayat et al., 2021).

One key strategy is to rotate the Olympiad's location beyond Jember Regency or hold it in a central area of East Java that offers better transportation access and accommodation options. Since senior high schools fall under the jurisdiction of the East Java Provincial Education Office, it is crucial to establish formal partnerships with the Office. Collaboration would not only help refine and strengthen the Bung Tomo Olympiad prototype but also enable the event to be officially promoted and recommended to high schools province-wide as described by Priandana et al. (2025). Furthermore, this partnership opens up opportunities for securing additional funding to support the Olympiad's growth and sustainability.

4. CONCLUSION

The results of the multiple-choice exam showed unsatisfactory average scores in both the preliminary and final rounds. In contrast, the poster presentations of

creative ideas yielded consistently strong results, both among finalists and non-finalists. The high scores in the poster presentations indicate that participants were able to understand, analyze, select, and thoughtfully organize effective solutions to the issues presented. This reflects a positive capacity among youth to craft critiques, petitions, or recommendations, an essential skill for engaged and responsible citizens.

However, the low scores on the written multiple-choice exam, particularly in topics related to the Four Pillars of Nationalism, highlight an area in need of significant improvement. Prioritizing better mastery of Materials 1 and 2, and addressing the underlying causes of inconsistent scores, should be considered a strategic focus moving forward to improve overall outcomes.

Despite the challenges in the written exam, participants demonstrated strong performance in the poster and presentation components, reflecting their potential for future civic and political engagement. This Olympiad serves as a valuable platform for fostering national awareness, critical thinking, and constructive participation among young people. Over time, it has the potential to contribute meaningfully to strengthening nationalism and civic responsibility within the youth community.

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CONFLICT OF INTERESTS

The authors declare that there is no conflict of interest.

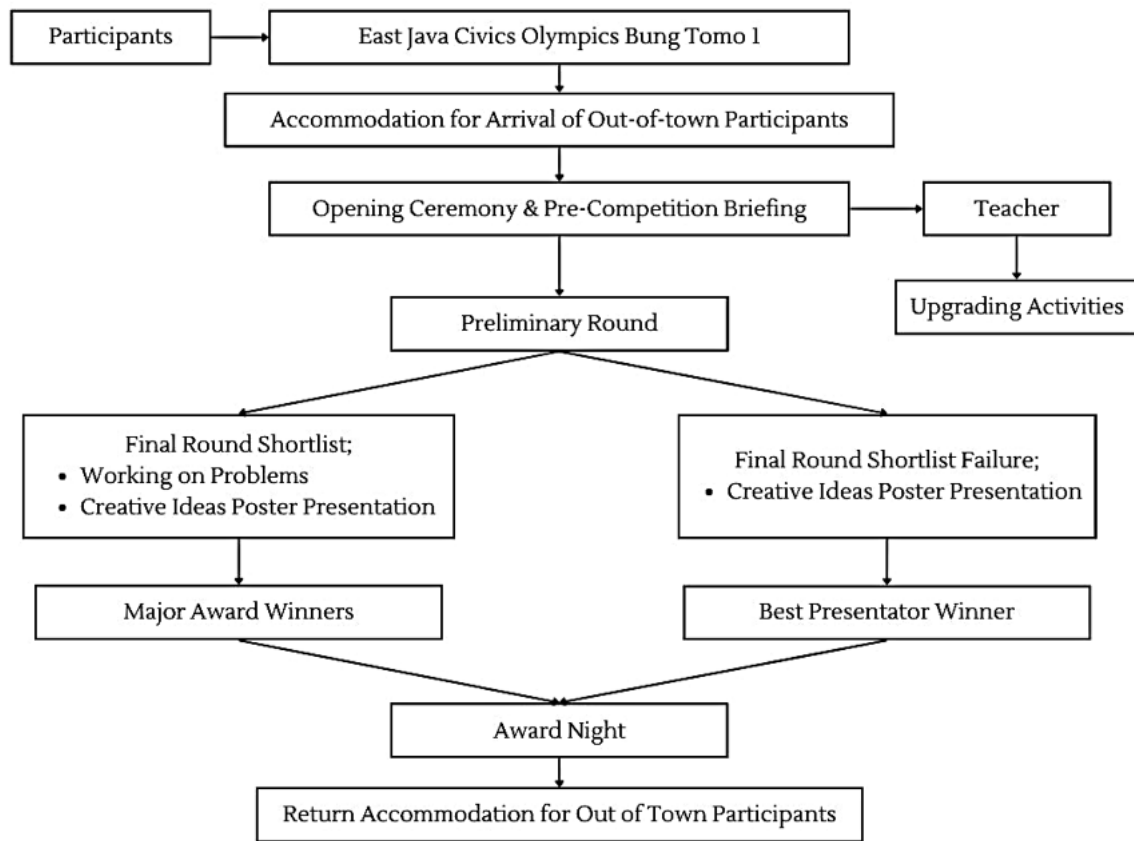
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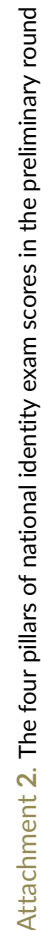
ATTACHMENT



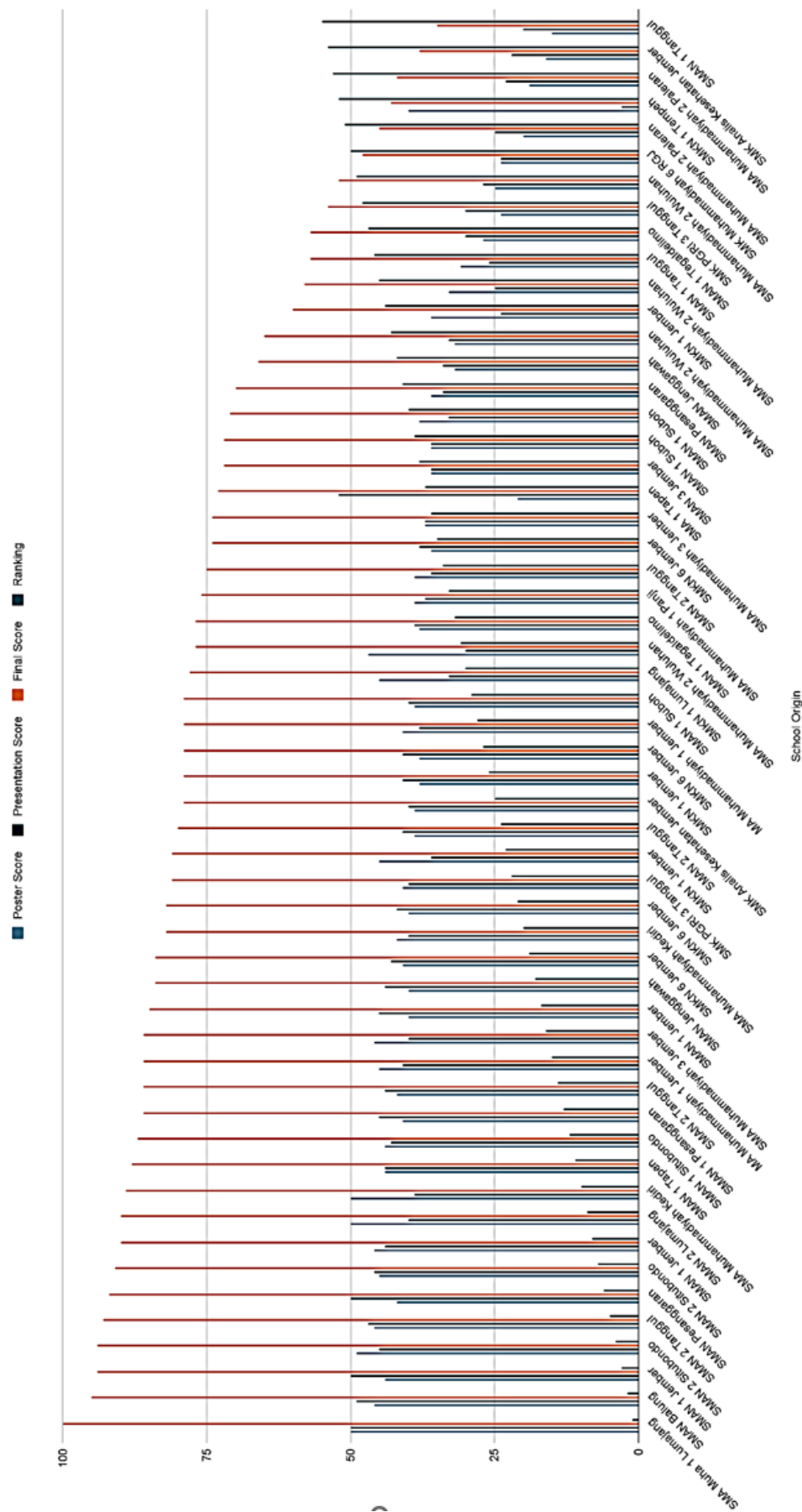
- Participants are teams of 2 people.
- Participants are high school / vocational / equivalent students domiciled in the East Java Province.
- 4 Piliat Kebangsaan (Pancasila, UUD 1945, NKRI, and Bhineka Tunggal Ika) is the material tested in the multiple choice questions of the Olympiad.
- Consists of 100 questions in the preliminary (difficult) round.
- Consists of 100 questions in the final (very difficult) round.
- Participants will also make a poster presentation after the elimination round, which contains the content of their creative ideas in interpreting issues facing the nation/country (poverty; radicalism; nationalism; and youth).
- Participants who made it to the shortlist of the final round, the presentation of creative ideas was carried out after working on 100 questions tested, with a break duration of 60 minutes. The results of the question work will be summed up with the value of the poster presentation, then ranked to win the main Olympic award.

- Participants who failed to make it to the final round shortlist, immediately presented their creative ideas. The poster presentation scores of all participants will be ranked, to win the best presenter award.
- The award will be presented during the evening ceremony.
- All teachers who accompany the participants, will attend teacher capacity building classes with material; 1) Teacher leadership & the importance of learning outside the classroom; 2) The importance of early political education for students as first-time voters.

Attachment 1. Initial prototype of the Bung Tomo 1 East Java Civics Olympiad



Poster Score, Presentation Score, Final Score, dan Ranking



Attachment 3. Poster presentation scores (non-finalists)