

The Relationship between Students' Understanding of Pancasila Educational Values and Their Attitudes toward the Rejection of Online Gambling (A Study of Students at Universitas Budi Darma)

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ABSTRACT

This study aims to analyze the relationship between students' understanding of the values taught in the Pancasila Education course and their attitudes toward rejecting online gambling practices. The increasing access to digital technology has encouraged various forms of misuse, including online gambling, which has the potential to damage students' academic, economic, and moral aspects. Pancasila Education is viewed as a strategic instrument in shaping students' character, integrity, and legal awareness. This study employs a quantitative approach with an explanatory research design. The sample consists of 24 students who have completed the Pancasila Education course. Data were collected using a Likert-scale questionnaire with 20 statement items. The validity test results indicate that all items meet the validity criteria, while the reliability test yields a Cronbach's Alpha value of 0.916, indicating a very high level of consistency. Simple regression analysis shows a significant relationship between students' understanding of Pancasila values and their anti-online gambling attitudes ($t = 5.28$; $p < 0.05$), with a coefficient of determination of 0.568. These findings indicate that the higher students' understanding of Pancasila values, the stronger their tendency to reject online gambling practices. The results provide important implications for strengthening character education in higher education in response to the challenges of the digital era.

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INTRODUCTION

The development of digital technology has brought about major transformations in society, including among university students. On the one hand, technology provides convenience in learning and communication; on the other hand, it also opens opportunities for various forms of digital deviance, one of which is online gambling. Reports from the Financial Transaction Reports and Analysis Center (PPATK) indicate that in recent years the volume of online gambling transactions in Indonesia has increased significantly, with young people and university students being among the most vulnerable groups to these practices. Online gambling not only causes financial losses but also leads to declining academic performance, psychological distress, and the degradation of moral values.

Students as agents of change are expected to have strong character, rationality, and decision-making skills based on ethical values. Universities have a strategic responsibility in shaping this character through general compulsory courses, one of which is Pancasila Education. This course aims to instill the values of Godliness, Humanity, Unity, Peoplehood, and Justice as a moral foundation in the life of society and the state, including in facing the challenges of the digital era.

In the perspective of character education, the values of Pancasila function as a moral system that directs individual behavior to be in accordance with social and legal norms. Internalized value theory states that understanding of basic values will shape attitudes, which in turn influence

individual behavior. Thus, students who have a strong understanding of the values of Pancasila are expected to have a critical attitude and higher resistance to digital deviant practices such as online gambling.

However, various reports and field observations show that the practice of online gambling is still found among students, even though they have received character education through compulsory courses. This shows that there is a gap between the normative goals of Pancasila Education and the reality of student behavior. Until now, research that empirically examines the relationship between the understanding of Pancasila values and students' attitudes towards online gambling, especially in private universities in Indonesia, is still very limited.

Therefore, this study was conducted to analyze the relationship between students' understanding of the Pancasila Education Course and their attitude towards the rejection of online gambling practices. The results of this study are expected to provide an empirical basis for strengthening character education policies in universities in facing the challenges of digital technology abuse.

METHODS

This study employs a quantitative approach with an explanatory research design, which aims to explain the relationships and effects between independent and dependent variables through statistical testing. This approach was chosen because the study focuses on measuring students' level of understanding regarding the dangers of online gambling and its influence on their attitudes toward rejecting such practices. The research was conducted among students who had completed the Pancasila Education course at Universitas Budi Darma during the current semester of the 2025 academic year.

The population of this study consists of all students at Universitas Budi Darma who have taken the Pancasila Education course. The sampling technique used was purposive sampling, with the following criteria:

- Active students of Universitas Budi Darma
- Have passed or are currently enrolled in the Pancasila Education course
- Willing to complete the research questionnaire

A total of 24 respondents met these criteria and were used as the research sample. This study involves two main variables, namely:

Table 1. Main Variables

Variable	Code	Description
Independent Variable	X	Students' understanding of the dangers of online gambling obtained through the Pancasila Education course
Dependent Variable	Y	Students' attitudes toward rejecting and avoiding online gambling practices

Table 2. Operational Definitions of Variables

Variable	Indicators	Items
Understanding of the dangers of online gambling (X)	Accessibility, addiction, financial, social, and psychological impacts, influence of advertising and environment	Items 1-10

Anti-online gambling Rejection, legal awareness, critical attitude, social Items 11-20
attitude (Y) awareness

Data were collected using a closed-ended questionnaire consisting of 20 statements measured on a four-point Likert scale:

D = Disagree

N = Neutral

A = Agree

SA = Strongly Agree

The questionnaire was distributed to respondents both directly and online.

Data analysis was conducted through the following stages:

Validity testing was performed using the Pearson Product Moment correlation between each item score and the total score, with the following criteria:

$n = 24$

$df = n - 2 = 22$

$r\text{-table} (\alpha = 0.05) = 0.404$

An item is considered valid if $r\text{-calculated} > r\text{-table}$.

Reliability testing was conducted using Cronbach's Alpha, with the following criteria:

$\alpha \geq 0.60 \rightarrow$ reliable

$\alpha \geq 0.80 \rightarrow$ highly reliable

Simple linear regression analysis was used to determine the effect of variable X on Y, using the following model:

$$Y = a + bX$$

Where:

Y = Anti-online gambling attitude

X = Understanding of the dangers of online gambling

a = Constant

b = Regression coefficient

The t-test was used to examine the significance of the effect of X on Y. The decision rule is: If $t\text{-calculated} > t\text{-table}$, the effect is considered significant.

The coefficient of determination (R^2) was used to determine how much the independent variable X contributes to explaining the dependent variable Y.

Research Hypotheses

H_0 : There is no effect of students' understanding of the dangers of online gambling on their anti-online gambling attitudes.

H_1 : There is an effect of students' understanding of the dangers of online gambling on their anti-online gambling attitudes.

RESULTS AND DISCUSSION

General Profile of Respondents

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This study involved 24 students of Universitas Budi Darma who had completed the Pancasila Education course. The respondents came from various study programs, reflecting a diversity of academic backgrounds. All respondents had received instruction on Pancasila values, which served as the foundation for assessing their attitudes toward the phenomenon of online gambling.

Description of Students' Perceptions and Attitudes toward Online Gambling

The tabulation of the questionnaire results shows that the majority of respondents selected Agree (S) and Strongly Agree (SS) for almost all indicators of perception and attitudes toward online gambling. This indicates that students have a high level of awareness regarding the risks and negative impacts of online gambling.

For the item measuring the accessibility of online gambling, 83.3% of respondents stated that they agreed or strongly agreed that online gambling is easily accessible at any time. This indicates that students are aware of the high level of exposure to and the ease of access to online gambling through digital devices.

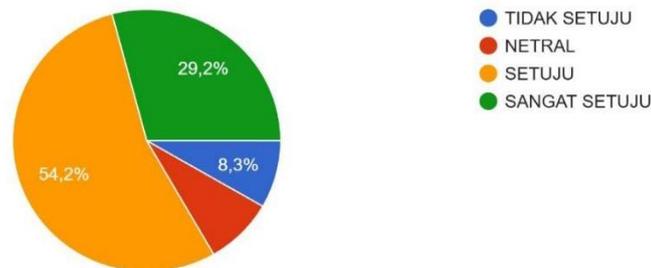


Figure 1. Students' Perceptions of the Accessibility of Online Gambling

Regarding the negative impact indicators, more than 90% of respondents stated that online gambling can lead to addiction, cause financial losses, increase stress, and damage social relationships. These findings indicate that students not only understand the illusory entertainment aspect of online gambling but are also aware of the serious consequences it generates.

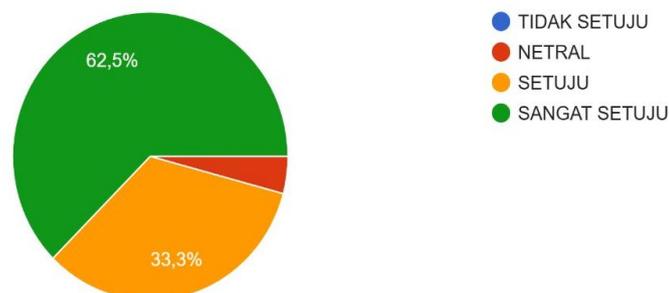


Figure 2. Students' Perceptions of the Addictive Effects of Online Gambling

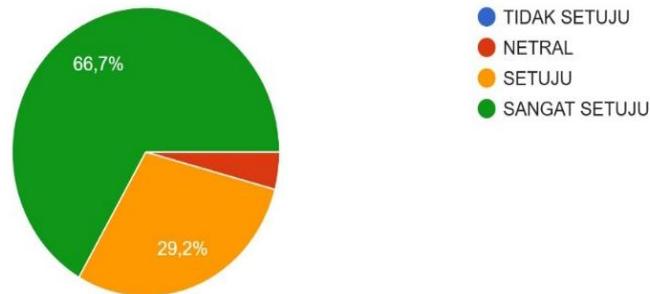


Figure 3. Students' Perceptions of the Financial Impact of Online Gambling

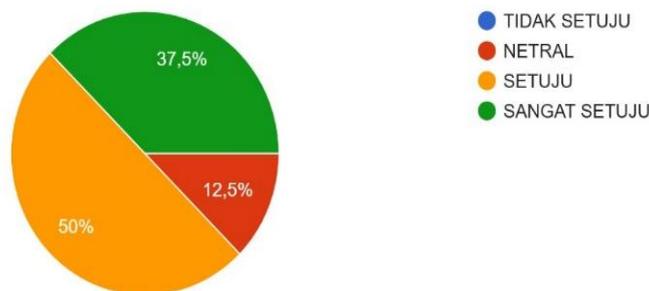


Figure 4. The Influence of Peer Environment on Online Gambling Behavior.

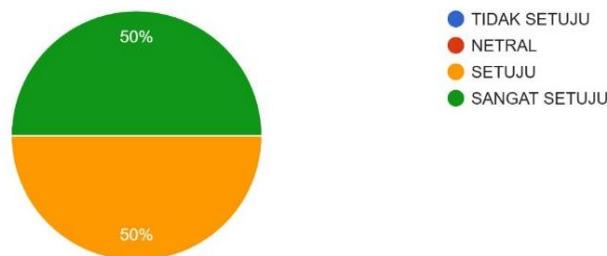


Figure 5. Students' Perceptions of the Social Relationship Damage Caused by Online Gambling.

Interestingly, for the item "Interested in trying online gambling," 62.5% of respondents selected Disagree, indicating a strong rejection of the practice. This suggests that although students are exposed to advertising and a supportive environment, they still demonstrate resistance to online gambling.

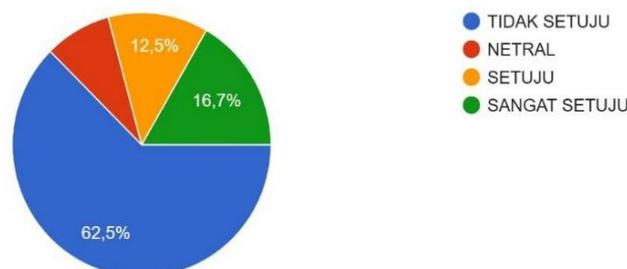


Figure 6. Distribution of Respondents' Answers Regarding Interest in Trying Online Gambling

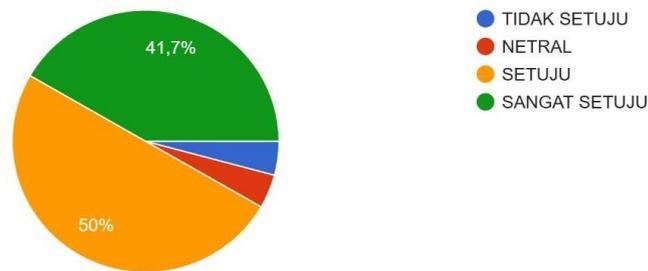


Figure 7. Distribution of Respondents' Answers Regarding Exposure to Social Media Content Promoting Online Gambling

The following table shows the distribution of respondents across each questionnaire item:

Table 3. Students' Responses to Online Gambling Perception and Attitude Questionnaire (n = 24)

No	Item Statement	D	N	A	SA
1	Online gambling is easy to access at any time	2	2	13	7
2	Online gambling can cause addiction	0	1	8	15
3	I am interested in trying online gambling	15	2	3	4
4	Online gambling has a negative impact on one's financial condition	0	1	7	16
5	Online gambling makes a person neglect their responsibilities	0	1	8	15
6	Online gambling advertisements influence a person's interest in gambling	0	3	13	8
7	Peer environment can encourage someone to try online gambling	0	3	12	9
8	The government needs to strengthen supervision of online gambling	0	0	7	17
9	Online gambling has the potential to damage social relationships	0	0	12	12
10	Online gambling increases the risk of stress and anxiety	0	2	8	14
11	I have seen people around me being affected by online gambling	0	4	10	10
12	Bonus and cashback promotions make it difficult for people to stop gambling	0	3	12	9
13	Online gambling makes people expect to get money quickly	0	2	10	12
14	Education about the dangers of online gambling is important	0	1	6	17
15	Online gambling is more dangerous than other entertainment games	0	2	8	14
16	Online gambling easily causes people to suffer large financial losses	0	0	8	16
17	Young people are very vulnerable to being influenced by online gambling	1	2	11	10
18	I have seen social media content promoting online gambling	1	1	12	10
19	Stricter legal sanctions can reduce online gambling	1	1	18	14
20	Online gambling is a social problem that needs urgent attention	0	1	5	18

Validity and Reliability Testing of the Instrument

The results of the validity test show that all 20 items have r-calculated values ranging from 0.52 to 0.85, which are higher than the r-table value (0.404). Therefore, all items are considered valid and suitable for measuring the research variables.

The reliability test produced a Cronbach's Alpha value of 0.916, indicating a very high level of internal consistency. This confirms that the research instrument is highly reliable in measuring students' perceptions and attitudes toward online gambling.

Regression Analysis of the Effect of Understanding on Anti-Online Gambling Attitudes

The simple linear regression analysis produced the following equation:

$$Y=1,231+0,462X$$

These results indicate that each one-unit increase in students' understanding of the dangers of online gambling increases their anti-online gambling attitude by 0.462 units. The positive regression coefficient signifies that the higher the students' level of understanding, the stronger their tendency to reject online gambling practices.

Significance Test (t-test)

The t-test results show a t-calculated value of 5.28, while the t-table value is 2.074 at $\alpha = 0.05$. Since $t\text{-calculated} > t\text{-table}$, the alternative hypothesis is accepted. This means that there is a significant effect of students' understanding of the dangers of online gambling on their anti-online gambling attitudes.

Coefficient of Determination

The R^2 value of 0.568 indicates that 56.8% of the variation in students' attitudes toward rejecting online gambling is explained by their level of understanding of the dangers of online gambling, while the remaining 43.2% is influenced by other factors such as peer environment, social media exposure, self-control, and economic conditions.

Discussion

The results of this study indicate that students have a high level of awareness regarding the dangers of online gambling. The strong dominance of Agree and Strongly Agree responses across most items suggests that students have understood the risks of online gambling from moral, social, and economic perspectives.

Within the context of Pancasila Education, these findings can be interpreted as the outcome of the internalization of the values of Divinity, Humanity, and Justice, which emphasize moral responsibility, self-control, and legal awareness. These values function as ethical filters in confronting the temptations of digital technology misuse, including online gambling.

The positive relationship between students' understanding of the dangers of online gambling and their attitudes toward rejecting online gambling reinforces character education theory, which posits that knowledge and value comprehension shape attitudes that subsequently influence behavioral tendencies. This is reflected in the low level of respondents' interest in trying online gambling, despite their exposure to advertising and environmental influences.

However, the R^2 value that does not reach 1 indicates that factors beyond formal education still play a role. Therefore, strengthening Pancasila Education needs to be integrated with campus policies, digital literacy programs, and digital content supervision to effectively reduce the spread of online gambling among university students.

CONCLUSION

Based on the results of the study involving 24 students of Universitas Budi Darma who had completed the Pancasila Education course, it can be concluded that students demonstrate a high level of understanding of the dangers of online gambling from financial, psychological, and social perspectives. The research instrument was proven to be valid and reliable, and the regression analysis revealed a significant relationship between students' understanding of the dangers of online gambling and their attitudes toward rejecting and avoiding such practices. The coefficient of determination of 0.568 indicates that more than half of the variation in anti-online gambling attitudes is associated with students' level of understanding of the dangers of online gambling, reflecting the important role of the internalization of Pancasila values in shaping students' moral awareness and critical attitudes in the digital era. In light of these findings, higher education institutions are encouraged to continue strengthening Pancasila Education through more contextual and application-oriented approaches, particularly by linking Pancasila values to real-life issues such as online gambling and the misuse of digital technology. Lecturers are expected to emphasize affective and reflective aspects so that moral values can be more deeply internalized by students, while students themselves should use Pancasila as a guide in their attitudes and decision-making in digital spaces. Future research is recommended to involve a larger number of respondents and include additional variables such as peer influence, social media exposure, and self-control in order to achieve a more comprehensive understanding of the factors that influence attitudes toward online gambling.

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