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Lecturers' Communication Strategies for Developing Pancasila-Based Student Character at STAI Tebing Tinggi Deli

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ABSTRACT

This study aims to analyze the effect of lecturers' communication strategies on the development of students' character based on Pancasila at STAI Tebing Tinggi Deli and to explain how these communication strategies are implemented in the learning process. The study uses a mixed methods approach with an explanatory sequential design. Quantitative data were collected through questionnaires distributed to students and analyzed using descriptive statistics and simple linear regression. Qualitative data were collected through in-depth interviews, observations, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldaña. The results show that lecturers' communication strategies have a positive and significant effect on the development of students' character based on Pancasila ($\beta = 0.718$; $p < 0.001$) with a contribution of 51.6%. Role modeling is the most dominant communication strategy, while digital communication hasn't been used optimally yet. The qualitative findings show that humanistic interpersonal communication, contextual persuasive communication, dialogic and participatory learning, providing constructive feedback, and lecturers' role modeling can strengthen students' religiosity, integrity, responsibility, tolerance, cooperation, and appreciation of diversity. The success of these strategies is supported by a religious academic culture, harmonious interpersonal relationships, institutional commitment, as well as academic and student activities, even though there are still challenges like low student participation, the influence of digital media, limited learning time, and students' different backgrounds. This study concludes that lecturers' communication strategies are an important factor in developing students' character based on Pancasila.

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1. INTRODUCTION

Higher education has a strategic role in shaping human resources who are not only academically excellent but also have character in line with the values of Pancasila [1, 2].

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Strengthening character has become an important part of the goals of national education as mandated in Law Number 20 of 2003 concerning the National Education System and is reinforced through the Character Education Strengthening policy and the Pancasila Student Profile [3, 4]. In the context of Islamic higher education institutions, the implementation of Pancasila values is aimed at integrating religious, humanitarian, unity, democracy, and social justice values into students' academic life.

One of the factors that determines the success of shaping students' character is the lecturer's communication strategy. Lecturers not only act as content deliverers, but also as communicators, facilitators, motivators, and role models who shape students' attitudes and behavior through open, dialogic, and persuasive communication [5, 6]. Research shows that teachers' communication that is humane and role-model oriented contributes to strengthening students' integrity, responsibility, tolerance, and social care.

On the other hand, the development of digital technology and globalization presents challenges in internalizing the values of Pancasila. Easy access to information, rising individualism, declining communication ethics, and low social awareness show that character building requires a more effective and sustainable educational communication strategy [7, 8]. Therefore, colleges are expected not just to produce competent graduates, but also ones who have a strong sense of national character.

As an Islamic higher education institution, STAI Tebing Tinggi Deli has implemented various communication strategies, such as persuasive communication, collaborative learning, reflective discussion, providing motivation, and lecturers setting examples in the learning process. However, the effectiveness of these strategies in developing students' Pancasila-based character still requires deeper study. Therefore, this research is conducted to analyze lecturers' communication strategies in developing students' Pancasila-based character and to provide recommendations for strengthening character education in higher education.

Previous research by Firdausi & Ma'fudin [9] on lecturers' communication strategies generally focused on increasing learning motivation, student engagement, and learning outcomes, whereas the research by Patmawati et al. [10] on character education focuses more on the implementation of the curriculum or academic culture. So far, research on lecturers' communication strategies as the main tool for instilling Pancasila values in students is still limited, especially in Islamic higher education institutions. Besides that, the research by Edy, Budimansyah et al. [11] used either a quantitative or qualitative approach separately, so it has not been able to fully explain the relationship between the effectiveness of lecturers' communication strategies and the process of student character formation.

Based on this gap, the novelty of this study lies in using an explanatory sequential mixed methods approach to integrate quantitative evidence on the influence of lecturers' communication strategies with qualitative findings on the implementation of interpersonal communication, persuasive communication, participative communication, and role modeling in developing student character based on Pancasila. This study also offers a learning communication model that places lecturers' role modeling at the core of internalizing Pancasila values, supported by academic culture, thus providing a theoretical

contribution to the development of educational communication studies as well as a practical contribution to strengthening character education in universities.

2. METHOD

This study uses a mixed methods approach, which is a research approach that integrates quantitative and qualitative methods in a single study to gain a more comprehensive understanding of the phenomenon being studied. The mixed methods approach was chosen because this research not only aims to measure the relationship and influence of lecturers' communication strategies on the development of students' character based on Pancasila, but also to explain in depth the process of implementing communication strategies, the experiences of both lecturers and students, as well as the factors that support or hinder character formation in the university environment. Combining these two approaches allows researchers to obtain complementary data, increase the validity of research results through triangulation, and produce a more comprehensive interpretation [12].

The research design used is the Explanatory Sequential Mixed Methods Design, which is a research design that starts with collecting and analyzing quantitative data, and then continues with collecting and analyzing qualitative data to provide a deeper explanation of the results obtained in the quantitative stage. According to Creswell [13], this design is very suitable to use if a researcher wants to get a deeper explanation of statistical findings through empirical data obtained from interviews, observations, or documentation. Therefore, the results of the quantitative research in this study become the basis for determining the focus of exploration in the qualitative phase so that the integration of both types of data can produce a more complete conclusion.

The research was conducted at the Tebing Tinggi Deli Islamic College (STAI) in North Sumatra. The research location was chosen purposively, considering that STAI Tebing Tinggi Deli is an Islamic higher education institution committed to developing students' character through the integration of Islamic values and Pancasila values in both the learning process and academic culture. The study focuses on the communication strategies used by lecturers in teaching, academic mentoring, and campus interactions as a way to internalize character values based on Pancasila.

At the quantitative stage, the research population was all active students of STAI Tebing Tinggi Deli in the academic year of the study. The research sample was determined using a proportionate stratified random sampling technique, so that each study program had a proportional chance of being respondents. This technique was chosen because it can produce a sample that is more representative of the population's characteristics [14].

Quantitative data collection was carried out using a closed questionnaire with a five-point Likert scale, namely strongly disagree, disagree, neutral, agree, and strongly agree. The research instrument was designed based on indicators of lecturers' communication strategies, which include interpersonal communication, persuasive communication, educational communication, participatory communication, role modeling, motivation giving, digital communication, and feedback provision. Meanwhile, the variable of students' Pancasila-based character is measured through dimensions of religiosity, integrity, mutual

cooperation, nationalism, independence, responsibility, tolerance, social care, and appreciation for diversity as developed in the Pancasila Student Profile policy [15].

Before being used in the research, the instrument was first tested for its validity and reliability. Validity testing was done using the Pearson Product Moment correlation, while reliability was analyzed using Cronbach's Alpha coefficient with a value of ≥ 0.70 as an indicator that the instrument has a good level of internal consistency [16]. Next, the quantitative data were analyzed using descriptive statistics to show the trends of each variable, then continued with inferential statistics in the form of linear regression analysis to find out the effect of lecturers' communication strategies on the development of student character based on Pancasila. The data processing is done using IBM SPSS Statistics software.

The second stage is a qualitative study conducted after the quantitative data analysis is completed. Research informants were chosen using purposive sampling, meaning lecturers who are considered active in applying communication strategies in teaching, university leaders who understand character development policies, and students representing high, medium, and low score categories based on the quantitative survey results. The purpose of selecting these informants is to get a deeper understanding of the statistical results obtained in the first stage [17].

Qualitative data collection was done through in-depth interviews, participatory observation, and document study. Interviews were used to explore lecturers' experiences in applying communication strategies, students' perceptions of the effectiveness of lecturers' communication, and factors influencing the development of Pancasila-based character. Observations were carried out on classroom learning activities as well as academic activities outside the classroom to get a real picture of how lecturers' communication strategies were implemented. Documentation was used as supporting data, including Semester Lesson Plans (RPS), learning modules, academic guidelines, institutional documents, and records of student activities related to character strengthening.

Qualitative data analysis is carried out using the interactive model developed by Miles, Huberman, & Saldaña [18], which involves the stages of data condensation, data display, and drawing and verifying conclusions. To ensure data validity, the study applies source triangulation, technique triangulation, member checking, and increased observation perseverance as recommended in qualitative research [19].

The final stage of the research is data integration (mixing) between the quantitative results and the qualitative results. Integration is done at the interpretation stage by comparing, connecting, and explaining the statistical analysis results using qualitative findings. The quantitative results are used to show the trends in the relationship between lecturers' communication strategies and students' characters. In contrast, the qualitative results serve to explain why these relationships occur, how communication strategies are applied in practice, and the factors that affect their effectiveness. In this way, this research produces findings that are not only statistically strong but also rich in meaning based on the participants' empirical experiences [20].

3. RESULTS AND DISCUSSION

3.1. RESULTS

3.1.1. Quantitative Research Results on Lecturers' Communication Strategies in Developing Students' Character Based on Pancasila

The first stage of the study was conducted by distributing questionnaires to students at STAI Tebing Tinggi Deli to examine students' perceptions of the implementation of lecturers' communication strategies while simultaneously measuring the level of Pancasila-based character development among students. The collected data were analyzed using descriptive statistics to identify the distribution and trends of each research variable indicator. Subsequently, simple linear regression analysis was employed to examine the influence of lecturers' communication strategies on students' character development.

Table 1. Description of Lecturers' Communication Strategies Based on Students' Perceptions

No.	Lecturer Communication Strategy Indicators	Mean	Category
1	Interpersonal communication	4.26	High
2	Persuasive communication	4.18	High
3	Educational communication	4.24	High
4	Participatory communication	4.15	High
5	Motivational support	4.29	High
6	Role modeling	4.47	Very High
7	Constructive feedback	4.20	High
8	Digital communication	3.82	High
Average		4.20	High

Source: Research Data Processing Results, 2026.

Based on Table 1, the overall mean score for lecturers' communication strategies was 4.20, which falls within the high category. This finding indicates that lecturers at STAI Tebing Tinggi Deli have effectively implemented various communication strategies that support both the learning process and the development of students' Pancasila-based character. These strategies include open interpersonal communication, persuasive communication, educational communication, participatory communication, motivational support, role modeling, and constructive feedback.

The highest-rated indicator was role modeling, with a mean score of 4.47, categorized as very high. This finding suggests that students are more likely to internalize character values when lecturers demonstrate exemplary behavior in their daily academic activities, such as maintaining discipline, demonstrating honesty and responsibility, respecting differences, and practicing ethical communication within the academic environment. Therefore, lecturers' exemplary conduct serves as the most effective communication strategy for fostering students' character development.

In contrast, digital communication received the lowest mean score (3.82), although it remained within the high category. This finding indicates that digital media have not yet been optimally utilized as platforms for educational communication and character reinforcement. Many students perceived that digital communication is primarily used for delivering academic information rather than serving as a medium for character development.

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Consequently, greater innovation is needed in utilizing digital platforms to facilitate a more interactive internalization of Pancasila values.

Table 2. Description of Pancasila-Based Student Character

No.	Dimensions of Pancasila-Based Character	Mean	Category
1	Religiosity	4.39	Very Good
2	Integrity	4.28	Very Good
3	Responsibility	4.34	Very Good
4	Mutual cooperation	4.17	Good
5	Tolerance	4.31	Very Good
6	Independence	4.12	Good
7	Nationalism	3.96	Good
8	Social responsibility	4.15	Good
9	Respect for diversity	4.25	Very Good
Average		4.22	Good

Source: Research Data Processing Results, 2026.

The analysis presented in Table 2 shows that students' Pancasila-based character was categorized as good, with an overall mean score of 4.22. This finding indicates that students at STAI Tebing Tinggi Deli have been able to implement Pancasila values in both their academic and social lives. The highest mean score was recorded for religiosity (4.39), followed by responsibility, tolerance, and integrity. These results suggest that students demonstrate a strong commitment to practicing religious values, upholding honesty, fulfilling their academic responsibilities, and respecting differences in opinions, ethnic backgrounds, cultures, and religions within the campus community.

Nevertheless, the nationalism dimension received the lowest score among all dimensions, with a mean of 3.96. This finding indicates that additional character-strengthening programs are needed through student activities, student organizations, community service initiatives, and civic engagement programs that can enhance students' sense of patriotism, national responsibility, and active participation in society.

Table 3. Results of the Linear Regression Analysis of the Effect of Lecturers' Communication Strategies on Pancasila-Based Student Character

Variable	Beta Coefficient	t-value	Sig.	Interpretation
Lecturer Communication Strategies → Student Character	0.718	12.846	0.000	Positive and Significant Effect

Table 4. Model Statistics

Statistic	Value
R	0.718
R Square	0.516
F-value	164.982
Sig.	0.000

Source: SPSS Data Processing Results, 2026.

The results of the linear regression analysis presented in Table 3 demonstrate that lecturers' communication strategies have a positive and statistically significant effect on the development of students' Pancasila-based character. The regression coefficient ($\beta = 0.718$) indicates that improvements in the quality of lecturers' communication strategies are associated with corresponding improvements in students' character development. Furthermore, the significance value of 0.000 ($p < 0.05$) confirms that the research hypothesis is accepted, indicating that lecturers' communication strategies exert a significant influence on the formation of students' character.

The R Square value of 0.516 indicates that lecturers' communication strategies can explain 51.6% of the variance in students' Pancasila-based character. In comparison, the remaining 48.4% is attributable to other factors beyond the scope of the research model, such as the family environment, student organizations, campus culture, peer influence, digital media, and students' social experiences.

Overall, the quantitative findings demonstrate that lecturers' communication strategies play a crucial role in fostering Pancasila-based character among students at STAI Tebing Tinggi Deli. This success is primarily supported by humanistic interpersonal communication, persuasive communication, motivational support, constructive feedback, and lecturers' exemplary conduct as role models. These findings suggest that the internalization of Pancasila values becomes more effective when lecturers serve not only as facilitators of academic learning but also as educators who establish meaningful communication, provide exemplary behavior, and cultivate a religious, democratic, inclusive, and character-oriented academic culture.

3.1.2. Results of Qualitative Research

The second stage of the research was carried out using a qualitative approach with in-depth interviews, observations, and document studies. This stage aimed to provide a more comprehensive explanation of the quantitative research results obtained earlier, so that it could fully illustrate the process, influencing factors, and the meaning behind the statistical findings. The qualitative approach also serves as an explanatory process to strengthen the validity of the research results through the perspectives of the informants and real conditions in the field.

a. Lecturer's Interpersonal Communication Strategy

Based on the observation results, the learning process at STAI Tebing Tinggi Deli was conducted interactively and communicatively. Lecturers employed humanistic interpersonal communication by providing students with opportunities to ask questions, express their opinions, and engage in open discussions throughout the learning process. They also demonstrated respect for every student's opinion without responding in a judgmental manner, thereby creating a comfortable and conducive classroom atmosphere.

Furthermore, lecturers actively encouraged students to think critically, collaborate in group discussions, and resolve problems through deliberation (*musyawarah*). The interactions established between lecturers and students reflected the implementation of Pancasila values, particularly those related to democracy, tolerance, mutual respect, and

appreciation of diversity. These observational findings indicate that lecturers' interpersonal communication not only enhances the effectiveness of the learning process but also contributes significantly to the development of students' Pancasila-based character. The observation findings are also consistent with the interview results.

Based on interviews with lecturers and students at STAI Tebing Tinggi Deli, it was found that the interpersonal communication strategies adopted by lecturers emphasize a humanistic, dialogical, and open approach. Lecturers strive to establish communication that extends beyond the delivery of academic content by fostering relationships grounded in mutual respect, thereby enabling students to feel comfortable and engaged throughout the learning process. These findings are illustrated by the following interview excerpts.

Lecturer Informant (D1) stated:

"I always strive to establish open communication with my students. In the classroom, they are free to ask questions or express their opinions, even when those opinions differ from my own. What matters most is that they have the courage to think critically and are able to present their arguments respectfully. My responsibility is not only to teach but also to guide them in developing attitudes of mutual respect."

This statement demonstrates that the lecturer adopts a dialogical interpersonal communication approach by providing students with opportunities to actively participate in the learning process.

A similar perspective was expressed by **Lecturer Informant (D2)**:

"When students engage in discussions, I prefer to listen first before offering my feedback. I provide suggestions without immediately dismissing or criticizing their opinions. This approach helps students become more confident in expressing themselves and teaches them to appreciate differing viewpoints."

From the students' perspective, the communication approach implemented by lecturers has had a positive impact on their learning experience.

Student Informant (M1) explained:

"We feel more comfortable when lecturers give us opportunities to discuss ideas and listen to our opinions. Even when our opinions are not entirely correct, the lecturers do not immediately tell us we are wrong; instead, they explain the issues constructively. As a result, we are not afraid to speak up."

Similarly, **Student Informant (M2)** stated:

"The classroom atmosphere becomes much more engaging because our lecturers frequently encourage discussion. We learn to respect our classmates' different opinions and work together to find solutions through deliberation. This has made us more open in communicating with one another."

Meanwhile, **Student Informant (M3)** explained:

"The way lecturers communicate has a significant influence on our attitudes. When lecturers treat students with respect and communicate politely, we are encouraged to behave in the same way by showing courtesy, respecting others, and maintaining proper etiquette during discussions."

b. Lecturer Exemplary as a Strategy for Character Building

Based on the observation results, lecturers at STAI Tebing Tinggi Deli consistently demonstrated exemplary behavior throughout the learning process. This was reflected in their punctuality, courteous use of language, honesty in carrying out academic responsibilities, and fair treatment of all students regardless of their social background, cultural background, or academic ability.

In addition, lecturers demonstrated a strong sense of responsibility in fulfilling their duties as educators and served as role models in upholding academic ethics. These behaviors were directly reflected in students' conduct, as evidenced by improvements in punctuality, mutual respect, responsibility toward academic assignments, and adherence to ethical standards in campus interactions. These observational findings indicate that lecturers' exemplary behavior constitutes an effective communication strategy for internalizing Pancasila-based character values among students. Furthermore, the observation findings are consistent with the interview results.

Based on interviews with lecturers and students at STAI Tebing Tinggi Deli, it was found that lecturers' role modeling is the most dominant communication strategy in fostering students' Pancasila-based character. This exemplary conduct is manifested through discipline, honesty, responsibility, courteous language, and fair treatment of all students regardless of their social or cultural backgrounds. These findings are illustrated by the following interview excerpts.

Lecturer Informant (D1) stated:

"In my opinion, students do not only pay attention to what we teach in class; they also observe how we behave. Therefore, I always make an effort to arrive on time, speak politely, and follow the same rules that I expect my students to follow. Exemplary behavior is far more effective than merely giving advice."

This statement indicates that the lecturer views role modeling as a form of communication that has a direct influence on students' character development.

A similar view was expressed by **Lecturer Informant (D2)**:

"I always strive to treat all students fairly, regardless of their backgrounds. Likewise, when assessing students, I must be honest and objective. If lecturers set a good example, students will usually follow naturally."

Meanwhile, **Student Informant (M1)** explained:

"We feel more motivated when we see lecturers leading by example. For instance, they always arrive on time and keep their promises. That encourages us to be disciplined as well."

A similar opinion was expressed by **Student Informant (M2)**:

"In my opinion, lecturers' behavior has a greater influence than the theories they teach. When lecturers speak politely, respect students, and act honestly, we are encouraged to practice those same values in our daily lives."

Furthermore, **Student Informant (M3)** stated:

"Our lecturer always reminds us of the importance of responsibility, but what leaves the strongest impression is seeing them demonstrate it in practice. The way they treat every student fairly teaches us to respect others without discrimination."

c. Persuasive Communication in the Internalization of Pancasila Values

Based on the observation results, lecturers at STAI Tebing Tinggi Deli implemented persuasive communication by relating course materials to various issues encountered by students in their daily lives. Throughout the learning process, lecturers integrated Pancasila values, including religiosity, tolerance, mutual cooperation (*gotong royong*), social justice, and patriotism through classroom discussions, case studies, and reflective learning activities.

Furthermore, lecturers predominantly adopted a dialogical approach that encouraged students to think critically, express their opinions, and independently draw conclusions about the meaning of Pancasila values based on the contexts under discussion. The learning process was conducted in an active and non-coercive manner, allowing students to participate enthusiastically, engage openly in discussions, and connect Pancasila values with both their academic experiences and broader social life. These observational findings indicate that the persuasive communication employed by lecturers is effective in facilitating the contextual internalization of Pancasila values. Moreover, the observation findings are consistent with the interview results.

Based on interviews with lecturers and students at STAI Tebing Tinggi Deli, it was found that lecturers employ persuasive communication as a strategy to internalize Pancasila values throughout the learning process. Rather than presenting course content solely from a theoretical perspective, lecturers relate it to real-life events and experiences that are relevant to students, thereby making Pancasila values easier to understand and apply. These findings are reflected in the following interview excerpts.

Lecturer Informant (D1) stated:

"I always relate the course material to situations currently faced by students or to issues occurring in society. For example, when discussing tolerance or social justice, I use real-life cases so that students not only understand the concepts but are also able to apply them in their daily lives."

This statement indicates that the lecturer employs persuasive communication through a contextual approach, enabling students to develop a deeper understanding of the meaning and significance of Pancasila values.

A similar view was expressed by **Lecturer Informant (D2)**:

"I do not want students to simply memorize the values of Pancasila. Therefore, I frequently encourage them to engage in discussions, analyze case studies, and draw their own conclusions about the values that can be learned from those situations. In this way, they are more likely to accept and internalize those values."

From the students' perspective, the communication approach adopted by lecturers was considered effective in enhancing their understanding of Pancasila values.

Student Informant (M1) stated:

"When lecturers provide examples that relate to our everyday lives, it becomes much easier for us to understand the material. We realize that Pancasila values are not merely concepts to be studied but principles that should be practiced in our lives as university students."

Similarly, **Student Informant (M2)** explained:

"Our lecturers often invite us to discuss current social issues. We are asked to express our opinions and propose solutions based on Pancasila values. This teaching approach encourages us to think more critically."

Meanwhile, **Student Informant (M3)** stated:

"I feel that our lecturer never forces us to accept a particular viewpoint. Instead, they ask questions and give us opportunities to express our own perspectives. Through those discussions, we discover for ourselves the meaning of values such as religiosity, tolerance, mutual cooperation, and responsibility."

d. Supporting Factors for Communication Strategy

Based on the observation results, the effectiveness of lecturers' communication strategies at STAI Tebing Tinggi Deli is supported by the establishment of a religious academic culture, harmonious interpersonal relationships between lecturers and students, and the institution's commitment to integrating character education into various academic activities. The learning environment was conducive, characterized by open interaction, mutual respect, and a strong emphasis on students' character development.

Furthermore, the observations revealed that various campus activities, including scientific discussions, public lectures, community service programs, and student organizations, serve as platforms for fostering Pancasila values. Through these activities, students are provided with opportunities to practice mutual cooperation (*gotong royong*), leadership, tolerance, social responsibility, and teamwork in both academic and community settings. These findings indicate that the success of lecturers' communication strategies is supported not only by classroom instruction but also by the campus culture and extracurricular activities that reinforce the internalization of Pancasila-based character values. The observational findings are also consistent with the interview results.

Based on interviews with lecturers, students, and the Head of the Study Program at STAI Tebing Tinggi Deli, it was found that the effectiveness of lecturers' communication strategies in developing students' Pancasila-based character is influenced not only by lecturers' communication competence but also by a supportive religious academic culture, harmonious interpersonal relationships, the institution's commitment to character education, and a variety of academic and student activities that provide opportunities for students to implement Pancasila values in practice. These findings are illustrated in the following interview excerpts.

Lecturer Informant (D1) stated:

"Communication with students becomes much more effective when the campus environment is also supportive. At STAI Tebing Tinggi Deli, we strive to cultivate a religious academic culture founded on mutual respect. In such an environment, students are more receptive to the guidance and character values that we seek to instill."

This statement indicates that a conducive academic culture is a key factor supporting the success of communication between lecturers and students.

A similar perspective was expressed by **Lecturer Informant (D2)**:

"Character development does not take place only in the classroom. Through student organizations, community service activities, seminars, and public lectures, students learn to

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collaborate, lead, respect differences, and take responsibility for the tasks entrusted to them."

From the perspective of the study program leadership, institutional support also plays a crucial role in strengthening the implementation of lecturers' communication strategies. The **Head of the Study Program (HSP)** stated:

"The institution is committed to making character education an integral part of our academic culture. Therefore, all student development programs are designed to ensure that students grow not only academically but also develop integrity, social responsibility, and a strong sense of nationalism in accordance with the values of Pancasila."

Meanwhile, **Student Informant (M1)** explained:

"We have a close relationship with our lecturers. We never hesitate to discuss issues or seek their guidance. They also frequently motivate us outside regular class hours, which makes us feel appreciated and more enthusiastic about participating in campus activities."

A similar opinion was expressed by **Student Informant (M2)**:

"Through student organizations and community service programs, we learn to work collaboratively, respect other people's opinions, and take responsibility for the tasks assigned to us. These values are consistently emphasized by our lecturers in every activity."

Furthermore, **Student Informant (M3)** stated:

"Public lectures, scientific discussions, and community service activities organized by the university have helped us better understand the importance of tolerance, mutual cooperation, and social responsibility. The values taught by our lecturers in the classroom can be directly applied through these activities."

e. Inhibiting Factors

Based on the observation results, several factors continue to hinder the effectiveness of lecturers' communication strategies in developing Pancasila-based student character at STAI Tebing Tinggi Deli. During the learning process, it was observed that some students were not actively engaged in classroom discussions. Several students tended to remain passive, lacked confidence in expressing their opinions, and preferred to listen rather than participate directly in learning activities.

In addition, the observations revealed that the use of social media during lectures occasionally reduced the intensity of face-to-face interaction between lecturers and students. The limited duration of class sessions also prevented character development from being optimally integrated into every meeting. Furthermore, differences in students' character traits, habits, and personal experiences influenced how they responded to the communication strategies implemented by lecturers. These observational findings indicate that successful character development requires continuous support through collaboration among higher education institutions, families, and the broader social environment, ensuring that the internalization of Pancasila values takes place not only in the classroom but also in students' daily lives. The observation findings are also consistent with the interview results.

Based on interviews with lecturers, students, and the Head of the Study Program at STAI Tebing Tinggi Deli, it was found that the implementation of lecturers' communication strategies in developing students' Pancasila-based character still faces several challenges.

These obstacles stem from both internal student-related factors and external factors, including low student participation in the learning process, the influence of social media, limited instructional time, and the need for stronger support from families and the wider social environment. These findings are reflected in the following interview excerpts.

Lecturer Informant (D1) stated:

"Not all students have the confidence to express their opinions during class discussions. Some remain passive and prefer to listen. This situation presents a challenge for us in creating truly interactive communication."

This statement indicates that the limited participation of some students constitutes one of the primary obstacles to implementing a dialogical communication strategy.

A similar perspective was expressed by **Lecturer Informant (D2)**:

"Nowadays, the influence of social media is quite significant. Students are more accustomed to communicating through digital platforms than engaging in direct discussions. As a result, their face-to-face communication skills and confidence in expressing their opinions still need further improvement."

In addition, limited instructional time was identified as another challenge in character development. **Lecturer Informant (D3)** explained:

"Most of the available class time is devoted to covering the course material in accordance with the intended learning outcomes. Character development, however, requires a continuous process and cannot be effectively achieved within only a few hours of instruction each week."

From the perspective of the study program leadership, character development requires the involvement of multiple stakeholders. The **Head of the Study Program (HSP)** stated:

"Higher education institutions play an important role in shaping students' character, but the outcomes will be more effective when supported by families and the broader social environment. The values instilled on campus must be reinforced through consistent practice at home and within the community."

Meanwhile, **Student Informant (M1)** explained:

"Sometimes some of our classmates are still reluctant to participate in discussions because they feel shy or are afraid that their opinions might be wrong. As a result, only a few students actively participate in classroom activities."

A similar opinion was expressed by **Student Informant (M2)**:

"Social media often makes us focus more on our mobile phones than on interacting directly with lecturers or classmates. This sometimes affects the quality of our communication both with lecturers and with our peers during class."

Furthermore, **Student Informant (M3)** stated:

"In my opinion, character development cannot rely solely on what happens at the university. If our family or surrounding environment does not provide similar support, the positive habits taught by our lecturers can be difficult to maintain."

3.1.3. Integration of Mixed Methods Results

The integration of the research findings demonstrates a strong convergence between the quantitative and qualitative results regarding lecturers' communication strategies in developing Pancasila-based student character at STAI Tebing Tinggi Deli. The quantitative analysis revealed that lecturers' communication strategies **have a positive and significant influence on** students' character development. **These** findings were further enriched by the interview and observation data, which provided deeper insights into the implementation of communication strategies, the supporting factors, and the challenges encountered during the process of internalizing Pancasila values within the academic environment.

Based on the observation and interview findings, lecturers' communication strategies extend beyond the mere delivery of course content. They are manifested through humanistic interpersonal communication, persuasive communication, role modeling, dialogical learning, and the provision of opportunities for active student participation. Lecturers establish open relationships with students through discussions, deliberative dialogue (*musyawarah*), motivational support, and constructive feedback, thereby fostering a democratic, inclusive, and respectful learning environment. This pattern of communication encourages students to express their opinions more actively, think critically, appreciate diversity, and develop a stronger sense of responsibility in their academic lives.

The findings also indicate that lecturers' role modeling constitutes the most influential communication strategy in shaping students' character. Students perceived that lecturers' behaviors, including discipline, honesty, responsibility, courteous language, and fair treatment of all students, had a greater impact on their character development than theoretical instruction alone. In other words, **the internalization of Pancasila values becomes more effective when** lecturers consistently serve as role models in their academic activities, providing students with **concrete examples of how these values** can be practiced **in** everyday life.

Furthermore, the study found that the persuasive communication employed by lecturers through a contextual approach further strengthens students' character development. Lecturers connect course materials with social phenomena that are relevant to students' daily experiences and encourage them to discuss issues, analyze problems, and identify solutions based on Pancasila values. This approach enables **students not only to understand Pancasila cognitively but also to internalize** and apply the values of religiosity, tolerance, mutual cooperation (*gotong royong*), social justice, and patriotism in both academic settings and broader community life.

The effectiveness of lecturers' communication strategies is also reinforced by several external factors that contribute to a supportive learning environment. A religious academic culture, harmonious interpersonal relationships between lecturers and students, the institution's commitment to character education, and the implementation of various academic and student activities all serve as effective means of strengthening the internalization of Pancasila values. Activities such as scientific discussions, community service programs, seminars, public lectures, and student organizations provide students with

valuable opportunities to practice mutual cooperation, leadership, tolerance, social responsibility, and civic engagement in real-life contexts.

On the other hand, the study also identified several factors that limit the effectiveness of lecturers' communication strategies. These challenges include the low level of participation among some students during the learning process, the influence of social media in reducing the frequency of direct interpersonal communication, limited instructional time for character development, and the diverse personal characteristics and backgrounds that students bring with them before entering higher education. Moreover, the interview findings indicate that character development cannot be the sole responsibility of lecturers or higher education institutions. Instead, it requires continuous support from families and the broader social environment to ensure that the values cultivated on campus are consistently reinforced and practiced in students' everyday lives.

Overall, the integration of the quantitative and qualitative findings confirms that lecturers' communication strategies at STAI Tebing Tinggi Deli play a crucial role in fostering Pancasila-based student character. The effectiveness of these strategies depends not only on lecturers' ability to deliver academic content but also on the quality of their interpersonal communication, exemplary conduct, persuasive communication, participatory learning approaches, and the support of a conducive academic culture. These findings underscore that character development is most effective when educational communication is implemented through a humanistic, dialogical, participatory, and value-oriented approach, emphasizing role modeling and contextual learning experiences. Consequently, lecturers' communication strategies function not merely as a means of transferring knowledge but also as a fundamental instrument for cultivating religious students who possess integrity, demonstrate responsibility, practice tolerance, and maintain a strong commitment to the values of Pancasila.

3.2 Discussion

The research results show that lecturers' communication strategies have a positive and significant impact on the development of students' character based on Pancasila. The quantitative findings indicate that the quality of lecturers' communication strategies is in the high category, with role modeling as the indicator scoring the highest. Meanwhile, regression analysis results show that lecturers' communication strategies can explain more than half of the variation in students' character. These findings suggest that educational communication not only serves as a medium for delivering knowledge but also as a key tool in the process of internalizing values, shaping attitudes, and developing students' character. This result strengthens the view that communication that happens in an interpersonal, persuasive, educational, and participatory way can create a meaningful learning experience, so students not only understand the values of Pancasila conceptually, but also apply them in their daily behavior.

These findings are in line with the research by Septiyani et al. and Syudirman and Andriyani [21, 22], which states that the quality of interaction between educators and students greatly influences the success of character education in higher education. Character education will be more effective when lecturers build warm relationships, provide

opportunities for dialogue, and create a psychologically safe learning environment. This is also supported by Ravyansah et al. [23], who explain that a collaborative and communicative learning environment can enhance social competence, empathy, responsibility, and teamwork skills as part of 21st-century skills. Thus, a lecturer's communication not only boosts academic skills but also shapes students' character as citizens with Pancasila values.

Observations and interviews show that humanistic interpersonal communication is the main foundation in building student character. Lecturers give students space to ask questions, express opinions, discuss, and respect differing views. This creates a learning environment that is democratic, inclusive, and values diversity. These findings are consistent with research by Natalia et al. [24], which states that open interpersonal communication from lecturers can increase student engagement, self-confidence, and critical thinking skills. Similarly, Yuliati et al. [25] explained that dialogic interaction between lecturers and students contributes to the formation of a democratic academic culture and supports the internalization of character values.

Research findings also show that professors setting a good example is the most dominant communication strategy in shaping students' character. Students find it easier to follow behaviors like being disciplined, honest, responsible, polite, and fair compared to advice or theoretical explanations. These results support Bandura's 1986 Social Learning Theory, which explains that people learn behaviors through observing, imitating, and modeling credible figures [26]. In the context of higher education, lecturers become social models who have a strong influence on shaping students' character. This finding is also in line with the research of Maisyarah et al., 2023 and Prakoso et al., 2024, which confirms that students' character develops optimally when educators can consistently be role models in every academic activity [27, 28]. Therefore, the success of character education does not just depend on the curriculum, but also on the integrity and example set by lecturers in campus life.

Besides leading by example, persuasive communication through a contextual approach has been shown to strengthen the internalization of Pancasila values. Lecturers connect course materials with social phenomena, case studies, and students' real-life experiences so that values like religiosity, tolerance, cooperation, social justice, and nationalism are understood contextually. These findings support research by Komala et al. and Rahman and Irayanti, which states that case-based learning and reflective discussions are more effective in developing critical thinking skills and character compared to learning that only focuses on memorizing concepts [29, 30]. A contextual approach makes students active participants in the learning process, so the internalization of values happens through experience, reflection, and moral decision-making.

This study also found that the success of lecturers' communication strategies is influenced by a religious academic culture, harmonious interpersonal relationships, the institution's commitment to character education, and the availability of academic activities and student organizations. These results show that character development is a collective responsibility involving the entire university ecosystem. This finding aligns with research by Sulistiyan and Vhalery and Fadil et al., which explains that a positive academic culture is a key prerequisite for the successful implementation of character education in universities

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[31, 32]. A campus environment that offers spaces for scientific discussions, community service, student organizations, and social activities gives students a chance to put Pancasila values into practice in real situations, so character learning does not just stay at the cognitive level but grows into habits and culture.

Even so, this study also identified several obstacles, such as low participation of some students in discussions, the influence of social media on communication patterns, limited class time, and the diverse backgrounds of students' characters. These findings show that character building is a long-term process influenced by various factors outside the classroom. This result supports the research of Sary et al. and Khriwina et al., which emphasizes that character education requires collaboration between educational institutions, families, and communities so that the values learned at school or college can continue to be practiced in daily life [33, 34]. Therefore, lecturers' communication strategies need to be strengthened through a more comprehensive approach involving various stakeholders.

Based on the integration of research findings, there are several practical implications that can be applied to improve the effectiveness of lecturers' communication strategies in developing students' character based on Pancasila. At the beginning of the semester, lecturers can use a student characteristics mapping sheet to identify needs, learning styles, and potential character development. Furthermore, each course should integrate real-life cases related to the implementation of Pancasila values so that learning becomes more contextual. The discussion process also needs to be supported by structured discussion rules, giving specific feedback on behavior, setting up indicators of lecturer role models, using student reflective journals, integrating social media ethics into learning activities, and developing standardized character assessment rubrics. Applying these strategies will help the value internalization process run in a systematic, measurable, and sustainable way.

Overall, the research findings confirm that a lecturer's communication strategy is a key factor in shaping students' character based on Pancasila. Humanistic, dialogical, persuasive, and participatory communication, supported by lecturers' role modeling and a conducive academic culture, can create a more effective character education process. These findings contribute to the development of studies on educational communication in higher education by showing that character building is not enough to be done just through knowledge transfer, but must be realized through consistent educational interactions, contextual learning experiences, and collaboration between lecturers, institutions, families, and the community in fostering a generation with Pancasila-based character.

4. CONCLUSION

This study concludes that lecturers' communication strategies have a positive and significant impact on developing students' character based on Pancasila at STAI Tebing Tinggi Deli. This success is supported by the use of humanistic interpersonal communication, persuasive communication, participatory learning, providing motivation and constructive feedback, as well as lecturers serving as role models, which is the most dominant strategy in internalizing values of religiosity, integrity, responsibility, tolerance, cooperation, and respect for diversity. The effectiveness of the communication strategy is also strengthened by a religious academic culture, harmonious interpersonal relationships,

institutional commitment, and various academic and student activities. Nevertheless, the character-building process still faces challenges such as low participation from some students, the influence of social media, limited class time, and differences in students' character backgrounds. The findings of this study have implications for the importance of developing a more systematic educational communication strategy through mapping student characteristics, integrating Pancasila values in every learning activity, strengthening lecturer examples, implementing reflective learning, educationally using digital media, and using standardized character assessment instruments. This study is still limited to one university and only examines lecturers' communication strategies as the main variable, so the results cannot be generalized widely. Therefore, future research is recommended to involve more universities with diverse characteristics, use a longitudinal or experimental design, and examine other factors such as organizational culture, academic leadership, family support, digital literacy, and student engagement to get a more comprehensive understanding of student character development based on Pancasila.

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