

Why Indonesian Economics Students Learn Economics and How Demographic Factor Matters: Identifying Strategies to Teach Pancasila Economy System in University

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ABSTRACT: This study aims to investigate the learning motivation of economics students in learning economics as their main major in university. As many as 521 Indonesian university students participated in responding the new internalization learning motivation (ILM) scale from Wang & Wind in the context of studying Indonesia economic system. This study tried to analyze five dimensions of motivation: lack of internalization, partial ego internalization, partial guilt internalization, identified internalization, and integrated internalization using descriptive statistics and learn the differences of them among various demographic data using Mann-Whitney and Kruskal-Wallis Test. The findings revealed integrated dimension, which is the fullest stage of internalization, has the highest score from other dimensions. It means, most students have pure interest and fascination for learning economic during their study journey. Integrated internalization of learning economic could be a good starting point to induce the concept of Pancasila Economic System in the curriculum. Therefore, analysis about demographic factors also included in this study to be able to map where and when this material should be given to students.

Keywords - economics, internalization, learning, motivation, Pancasila Economic System (PES)

1. INTRODUCTION

Prior studies have been comprehensively explained that motivation is one of key variables of university students' success. It was found that both intrinsic and extrinsic motivation have a significant positive influence on deep learning, furthermore deep learning leads to higher academic performance [1]. Despite its crucial role in direct learning, motivation also becomes the most important factor to achieve an optimal achievement in online learning environments [2,3] Although it seems confirmed that motivation brings a positive impact on students' learning success, learning motivation itself has many dimensions that have different characteristics which are interesting to be discussed. Wang & Wind elaborated internalization dimensions from self-determination theory from four to five dimensions by separating ego internalization become partial ego internalization and partial guilt internalization [4]. This study tried to implement it to find out how economics students reflect their motivation in learning economics in university, and how it contributes to their willingness to know more about Pancasila economic system considering as the ideal economic system in Indonesia.

Pancasila Economy is an economic system based on Pancasila values, the official philosophical basic foundation of Indonesian people. The values of Pancasila in the economy include caring, brotherhood,

nationalism, and economic justice [5]. The term of “Pancasila” originally comes from Sanskrit words: “panca” means five and “sila” means principle, therefore Pancasila means the five principles, which comprises: (1) Belief in the one and only God; (2) Just and civilized humanity; (3) The Unity of Indonesia; (4) Democracy guided by the inner wisdom in the unanimity arising out of deliberations amongst representatives; and (5) Social justice for all people of Indonesia [6].

The term of Pancasila Economy only exists in Indonesia. Basically, this it is one of practices in assimilating the mixed economic system with the local wisdom in particular country. Pancasila economy stands up for fair and equitable economic welfare for all Indonesian people. They may do business and are granted to have private assets; however, some substantial resources and businesses are managed by the government through their public companies. Economic activities goals are not only profit maximation and economic satisfaction but also concerning social, cultural and religious motives. The Pancasila economy ideas are to balance and to accommodate common interests and individual interests, yet still prioritizing independence in togetherness to build, accelerate and strengthen the growth of the national economy [7].

The dependency of economy activities in poor countries toward capital rich countries is increasing by the expand of neoliberalism practices around the world [8]. It changes government’s role in the economy of poor countries from serving and protecting local people to serve and protect the interests of investors from rich countries. This phenomenon also appears in Indonesia nowadays. Even though many parties are denying, the economic practices in Indonesia have bended too far from the initial concept of Pancasila economy. The privatization of state-owned enterprises, dependence of international debt in infrastructure procurement, sales of state assets to foreign enterprises are some of many policies applied in Indonesia lately which are similar to neoliberalism practices. If this condition continues, the Pancasila economy concept will only be a myth for future generations.

Economics students of university institutions are the hope for this nation to bring Indonesian economy system back to the track mandated by the Indonesian constitution. Economics students are young generation who are independent, full of initiative, creative and have unlimited potential. The right treatment during their study life could lead them to be the next leaders of Indonesia who have Pancasila characteristics in every action they take. Therefore, the right motivation is very important in this case. Motivation to learn economics is an urgent driver for economics students to be more mindful in learning what they learn in Faculty of Economics. Even the major of them could be vary, the basic concept of national economic system is commonly taught in every major to provide a basic knowledge for economics students. Mindfulness will give them opportunity to internalize what they learnt in classes. For Indonesian economics students, understanding how economy system works throughout the country ideally and empirically will provide them ideas about what problem faced by people in the country today and how it should be fixed using some approaches based on theory and literature.

When the basic concept of economy system provided into the class in the right time and right pace for students, and of course in the right methods and approaches, it will lead to an optimum impact for students. They would optimally experience the materials, internalize it, and at the end of the day they graduated, the ideas about an ideal Pancasila economy stay still in their mind. This idea will directly and indirectly influence their attitude and behavior as economic actor whoever they will be in the future. Therefore, this study brings a new insight about how motivation to learn economics create an engagement between students and the idea of ideal Pancasila economy in Indonesia and lead them into a mindful economy future leader who contributes to apply the values of Pancasila economy in their daily life.

Academic performance was significantly affected by demographic factors, such as gender, marital status, interest and motivation [9]. This study tried to elaborate the motivation internalization in studying economics by comparing students’ motivation based on gender, age, study year, study program, university status, and students’ hometown. This analysis This analysis was carried out to identify when and how knowledge and practices related to Pancasila economy should be delivered to students.

2. LITERATURE REVIEW

1.1. Pancasila Economy System (PES)

Basically, PES is the regional-philosophical transformation of mixed economy practice in Indonesia. The idea of mixed economy evolved in the late XX century, during the trend of transformation liberal capitalism into monopoly [10]. In the mixed economy, the government played an increasing role in the national economy system. The government has played an increasing role in the modern mixed economy system. The American economist, Samuelson, saw that economic policies should operate in a 'mixed economy', meaning that government should work together with the private sector in economic affairs during business cycles [11]. The cycle happens when the traditional concept of accelerator (constant capital for output) interacts with Keynesian multipliers, a concept first captured by Samuelson.

In Indonesia, the concept of mixed economy has been adopted by applying Pancasila values in it. The term Pancasila Economy System (PES) first written in an article by Dr. Emil Salim in 1967 [5]. The idea of PES is to be freed from liberalism, neoclassical, or even socialist rules. PES tried to eliminate the drawbacks of each economy system by creating synergy between government, private sectors, and society in a democratic spirit. PES values have been constitutionally stipulated in the 1945 Constitution (*Undang-Undang Dasar 1945* – UUD 1945) of the Republic of Indonesia, namely: (1) Article 23 sets about the rights of Parliament, including: Accept/reject the draft budget, establish a tax law, define the range and value of currency, checking the state of financial responsibility; (2) Article 27 stated that every citizen has the right to decent work and livelihoods; (3) Article 33 confirmed that the economy is structured as a joint effort based on the principle of family; (4) Article 34 is a commitment that poor and neglected children maintained by state [8].

Furthermore, in article 33 UUD 1945 there are several verses regulating the details of economic activities practices in Indonesia, including: (1) The economy is structured as a joint effort based on family principles, (2) the branches of production which are important and dominate the life of many people are managed by the state, (3) earth and water as well as wealth controlled by the state is in it, and used as much as possible for the welfare of the whole people of Indonesia, (4) national private sectors are developed to support national economic growth. Unfortunately, the discussions about PES only have limited portion in formal education institutions, especially in university. It was argued the biggest problem in economics learning is economics delivered in educational institution refers to mainstream neo-classic references which do not match the values of PES [12]. Meanwhile, other researcher found that economics materials taught at all levels of Indonesian education is dominated by theories and practices of capitalism [13].

1.2. Internalization Learning Motivation (ILM)

The concept of internalization stage is based on self-determination theory which claims that individuals have inherent tendencies to grow [4]. These tendencies could be strengthened or weakened by intrinsic motivation, autonomous extrinsic motivation, and psychological wellness [14]. The intrinsic motivation refers to activities done because individuals wanted them to be done for their own sake or for their own interest and enjoyment. In terms of education, the intrinsic motivation was confirmed as a significant role in school achievement because it is associated with higher performance in schools [15]. Meanwhile, extrinsic motivation concerned to behaviors done for other reasons instead of individuals inherent satisfactions that could be external regulation (rewards and punishments) and intro-rejected regulation (self-esteem and shame). Although both external regulation and introjection represent controlled forms of motivation, extrinsic motivation can also be autonomously enacted [14]. In the next stage of extrinsic motivation called identified regulation, the person consciously identifies the value of an activity which let them experience higher degree of volition or willingness to act. However, the highest autonomous form of extrinsic motivation is integrated regulation in which individuals not only recognize and identify the activity value, but also find it relatable with other core interests and values.

The ILM scale built by Wang & Wind aims measure students' internalization as a continuum consisting of four components: (1) lack of internalization, including lack of inherent appeal of learning task, commands, rewards, and punishment; (2) partial internalization, measuring ego towards comparison, ego towards personal quality, guilt around the use of time and guilt around academic performance; (3) identified internalization, containing

three components: personal value, goal value, and meaning and purpose; and (4) integrated internalization, comprising identity, instrumental, career, and quality [4]. The ILM items worked together to form a continuum that represents internalization in terms of learning motivation. As many as 24 items were selected from total 131 items tested in Wang & Wind's study. Wang & Wind also suggested to use ILM in different age, education level, and cultural background to see whether the instrument can provide meaningful internalization measurement which has been fulfilled in this study.

1.3. Item Transformation of ILM in Learning Indonesian Economy System

The ILM scale built by Wang & Wind provides a scale for all areas of learning. Therefore, to make it more relevant with the issue brought in this study a transformation is needed for all items. Table 1 shows the transformation of ILM scale into more "economic students friendly".

TABLE 1. The Items Transformation of ILM

No.	Original ILM Scale Items	Modified ILM Scale Items for Economics Students
1	I would not study if my teachers did not make me to do it (lack)	I would not study about Indonesian economy system if my lecturers did not make me to do it by giving me tasks (lack)
2	I learn in school because my teachers say I have to (lack)	I learn Indonesian economy system in university because my I have limited permitted absence to be able joining final exam (lack)
3	If my parents do not push me, I would not push myself to learn in school (lack)	If my parents do not push me, I would not push myself to learn in Faculty of Economics (lack)
4	Studying is hardly ever exciting (lack)	Studying Indonesian economy system is hardly ever exciting (lack)
5	I learn in school because my parents say I have to (lack)	I learn Indonesian economy system in university because my parents say I have to (lack)
6	I work on homework, so my classmates will think I am smart (Partial Ego)	I work on Indonesian economy system tasks, so my classmates will think I am smart (Partial Ego)
7	I study hard to avoid my parents scolding me (lack)	I study hard about economics to avoid my parents scolding me (lack)
8	I study to avoid being criticized by my parents (lack)	I study about Indonesian economy system to avoid being criticized by my parents (lack)
9	I study to avoid being criticized by my parents (lack) (<i>the original article stated the same item of number 8 and 9</i>)	I study about Indonesian economy system to avoid being criticized by my parents (lack) (<i>relevant modification for number 9</i>)
10	I study because I want my teacher to think I am smart (Partial Ego)	I study about Indonesian economy system because I want my teacher to think I am smart (Partial Ego)
11	If I do not study hard, my parents will punish me (lack)	If I do not study hard, my parents will punish me (lack)
12	I study because I would feel bad about myself if got a bad grade (Partial Guilty)	I study because I would feel bad about myself if got a bad grade in Indonesian economy system courses (Partial Guilty)
13	I feel guilty if I do not learn something well (Partial Guilty)	I feel guilty if I do not learn something well (Partial Guilty)
14	I study so I will not look incompetent in front of others (Partial Ego)	I study so I will not look incompetent in front of others (Partial Ego)

15	I feel ashamed if I do not get a good grade on an exam or homework assignment (Partial Guilty)	I feel ashamed if I do not get a good grade on an exam or homework assignment about Indonesian economy system (Partial Guilty)
16	I study because I am passionate about learning (Integrated)	I study because I am passionate about learning currents issues of economy system (Integrated)
17	I study in school because I personally value what I learn (Identified)	I study in school because I personally value what I learn about Indonesian economy system (Identified)
18	I study because it helps me figure out a purpose in life (Integrated)	I study because I realize that my purpose as an economics student is to participate in national development (Integrated)
19	I motivated to learn in school because it teaches me how to solve problems (Integrated)	I motivated to learn Indonesian economy system in university because I am eager to participate to solve economy problems in Indonesia (Integrated)
20	Learning in school helps me figure out what careers fit my personality (Integrated)	Learning economy system in university helps me figure out what careers fit my personality (Integrated)
21	It is important to me that I study regularly/consistently (Identified)	It is important to me that I study Indonesian economy system regularly/consistently as an economics student (Identified)
22	I am motivated to learn because I find the content meaningful (Identified)	I am motivated to learn about Indonesian economy system because I find the content meaningful (Identified)
23	I study so I can use what I learn to help others (Integrated)	I study about Indonesian economy system so I can use what I learn to help others (Integrated)
24	I study because it increases my desire learn more (Integrated)	I study economy system because it increases my desire learn more about Indonesian economy system (Integrated)

3. RESEARCH METHODOLOGY

This study adopted a quantitative methodology using modified ILM scale questionnaire from Wang & Wind with 1-7 options for each statement, starting from strongly disagree up to strongly agree. The online questionnaire was distributed to a convenience sample of economics students in different gender, age, study year, study program, and university status. There were 521 students studying in Faculty of Economics from 18 universities in 15 different areas in Indonesia participating in this study. The result of online survey then analyzed using descriptive statistics technique and independent t-test analysis, and one-way ANOVA test to identify the motivation comparison among different demographic structure respondents.

4. RESULTS AND DISCUSSIONS

Based on the descriptive statistics from questionnaire data, Table 2 shows the demographic profile of respondents.

TABLE 2. Demographic Characteristics of Respondents

No.	Demographic Item	Figure	Percentage
1	<i>Sex</i>		
	Male	113	21.70
	Female	408	78.30
	<i>Total</i>	521	100.00
2	<i>Age</i>		
	Under – 17	21	4.03
	18-19	293	56.24
	20 – 21	184	35.32
	22-23	20	3.84
	24 – above	3	0.57
	<i>Total</i>	521	100.00
3	<i>Study Year</i>		
	1	230	44.15
	2	101	19.38
	3	155	29.75
	4	19	3.65
	5 – above	16	3.07
	<i>Total</i>	521	100.00
4	<i>Study Program</i>		
	Economics Education	199	38.19
	Accounting Education	9	1.73
	Development Economy	150	28.79
	Accounting Management	26	4.99
	Management Others	126	24.18
	Others	11	2.11
	<i>Total</i>	521	100.00
	5	<i>University Status</i>	
Public		425	81.50
Private		96	18.50
<i>Total</i>		521	100.00

First, this study identified each score of ILM stages to describe Indonesian economics students' motivation in learning Indonesia economy system using descriptive statistics tools in SPSS 23 aided by Microsoft Excel for further calculation to determine the score and criteria. The range of maximum and minimum score divided into three categories: low, moderate, and high criteria. Then, it compares the motivation based on demographic item listed in Table 2. Finally, the responses on all aspects are discussed in order to design the strategy to induce PES into the curriculum in Faculty of Economics. Comparisons are also made between this study findings and previous studies results and implications.

TABLE 3. Descriptive Statistics for Each Internalization Stages

No.	Internalization Stages	Max	Min	Mean	SD	Criteria
1	Lack	53	9	20.92	8.913	Low
2	Partial Ego	21	3	8.71	2.792	Low
3	Partial Guilty	21	3	10.62	3.374	Moderate
4	Identified	21	3	17.90	2.903	High
5	Integrated	42	6	35.59	5.505	High

In general, respondents have a very positive attitude in learning, because their mean score for lack internalization is only 20.92 in low criteria. In details, from 9 statements of lack internalization stages, the average score of 206 students (39.6%) shows that they opted "strongly disagree" and 173 students (33.2%) chose "disagree" that they study economics because their parents or lecturers tell them to do so. This finding describes that nearly 70% respondents have their independency in choosing what major they should take in university and they consciously chose to study in Faculty of Economics. Even though, there was 18.4% (96 students) said they are less disagreeing with statements in lack internalization stage, the numbers are decreasing significantly until no body said strongly agree for statements in this stage.

Similar result shows in partial ego stage which consists of three statements. The respondents mainly choose strongly disagree and disagree for all statements, the numbers are respectively 166 students (31.9%) and 252 students (48.4%), while other responses are varying in insignificant numbers. The intention to look smart does not really reflect respondents' motivation in learning economics. Only around 20% respondents think that looking smart matters in front of their parents, lecturers, and during academic forums while majority

respondents do not see this motivation as the main factor for them to learn more about economy system in a country.

Surprisingly, the score for Partial Guilty found in moderate criteria. This stage has four statements mostly about fulfilling the general opinion that economics students are supposed to know more about economy system comparing to other study program students or simply other people. Even though the majority respondents (around 59.88% or 312 students) chose “strongly disagree” and “disagree”, yet respondents who opted less disagree, agree enough, agree and strongly agree are quite remarkable (40.12% or 209 students). It can be seen that economics students are care enough with their image as academicians in the field of economy, and even they do not really want to look smarter than other, they still do not want to look silly when discussing economy issues personally or in bigger forums.

The identified internalization gains high criteria in this study. Even though no body chose “strongly agree” option, 47.5% respondents (247 students) said they are “very agree” with the statements in this stage and 34.7% respondents (181 students) opted “agree”. Meanwhile, others chose agree enough (12.6% or 66 students) and lower options (5.2% or 27 students). The fact in this stage reflects an awareness from economics students towards learning values they got during their study activities in the university. Students’ mindfulness in learning what they got from classes is a good start to build their awareness about PES.

The highest stage of ILM scale is integrated internalization which consists of six statements. As many as 417 students have a positive response in this stage (80.1%) with varies answers in other options. This result implies that students have a full consciousness that their knowledge will be beneficial not only for themselves but also for other people. Students also have a willingness to participate in developing economy system in Indonesia. It means that infusing PES basic concept to university students is a chance to establish graduates from Faculty of Economics who have positive attitudes towards PES and have a strong commitment in applying PES in their future circumstance.

Furthermore, this study tried to elaborate demographic data to find another implication which could be important to develop strategies in inducing PES to the learning curriculum. Using Mann-Whitney analysis, this study compared ILM scale based on sex (male and female), university status (public and private), and study program (education and non-education). Meanwhile, year grade was analyzed with Kruskal-Wallis Test because they have more than 2 categories.

TABLE 4. The Mean Distribution based on Sex

ILM Stages	Sex	N	Mean Rank	Sum of Ranks
lack	1.00	113	267.05	30176.50
	2.00	408	259.32	105804.50
	Total	521		
partial ego	1.00	113	269.88	30496.50
	2.00	408	258.54	105484.50
	Total	521		
partial guilty	1.00	113	228.50	25820.50
	2.00	408	270.00	110160.50
	Total	521		
identified	1.00	113	248.53	28084.00
	2.00	408	264.45	107897.00
	Total	521		
integrated	1.00	113	246.95	27905.50
	2.00	408	264.89	108075.50
	Total	521		

Males are labelled by 1 and females are 2. Based on Table 4 it can be seen that the mean between male and female students are quite similar, except in the stage of partial guilty internalization where females have more guilty feeling if they cannot perform in an appropriate way as economics students. The difference of mean

between male and female students are confirmed by the Mann-Whitney Test in the Table 5, the sig. column shows $0.009 < 0.05$ means that there is a significant difference between male and female students in terms of partial guilty stage of ILM.

TABLE 5. The Comparison of ILM based on Sex

	Lack	Partial Ego	Partial Guilty	Identified	Integrated
Mann-Whitney U	22368.500	22048.500	19379.500	21643.000	21464.500
Wilcoxon W	105804.500	105484.500	25820.500	28084.000	27905.500
Z	-.483	-.716	-2.619	-1.006	-1.125
Asymp. Sig. (2-tailed)	.629	.474	.009	.314	.261
a. Grouping Variable: sex					

This finding implies that the treatment to teach PES for male and female students could be indifferent because their ILM almost similar. Females have more sensitive feeling, that is why their guilty feeling grows greater than male students. Similar with the results of this study, a study reported that female students feel higher chronic stress than male students [16]. However, only one difference in all ILM stages does not mean that different treatment should be done for male and female students in learning PES. Therefore, PES is suggested to teach in indifferent way for both sex groups.

In terms of university status, the mean distribution of ILM for public and private universities could be identified from Table 6.

TABLE 6. The Mean Distribution based on University Status

ILM Stages	University Status	N	Mean Rank	Sum of Ranks
lack	public	425	246.03	104563.00
	private	96	327.27	31418.00
	Total	521		
partial ego	public	425	254.36	108101.50
	private	96	290.41	27879.50
	Total	521		
partial guilty	public	425	258.81	109994.00
	private	96	270.70	25987.00
	Total	521		
identified	public	425	263.19	111856.50
	private	96	251.30	24124.50
	Total	521		
integrated	public	425	263.46	111971.50
	private	96	250.10	24009.50
	Total	521		

An interesting result revealed from this analysis as it can be seen that the lack and ego partial stages from different status of university have relatively large gap. However, the next stages are similar each other. The difference between the two initial stages is confirmed by the Mann-Whitney test in the Table 7.

TABLE 7. The Comparison of ILM based on University Status

	Lack	Partial Ego	Partial Guilty	Identified	Integrated
Mann-Whitney U	14038.000	17576.500	19469.000	19468.500	19353.500
Wilcoxon W	104563.000	108101.500	109994.000	24124.500	24009.500
Z	-4.780	-2.140	-.706	-.707	-.788
Asymp. Sig. (2-tailed)	.000	.032	.480	.480	.431
a. Grouping Variable: university status					

The significant level of lack internalization is $0.000 < 0.05$ meaning that statistically the lack internalization between private university students and public university counterparts are different. Based on data, private university students have higher lack internalization than public university students. The reasons could be varying. In Bangladesh both groups have significant differences in terms of economic, social, and political values [17]. This study said that high economic individuals show interest in practical knowledge and use it to earn more financial gain. However, it is too early to draw any conclusion about this difference. The same problem faced by the partial ego stage. The private university students show higher mean in this internalization stage, it means they have more insecurities than their public university partners. The gap quality stereotype of public versus private university in Indonesia is still strong. Therefore, students from private university might think they should show off more to prove that they have the same quality as the public university students.

Responding the result regarding to university status, teaching PES in the private university might be more demanding, yet if it works the students will perform more expressive in many discussion forums. A study found that students' performance regardless form public or private schools, will be affected more by their environment because better environment brings better inputs to them [18]. Consequently, universities need to prepare supportive environment to students in learning PES. Contextual teaching and learning are also needed to support PES values internalization to students. As a research's recommendation when they tried to internalizing anti-corruption values in economics students [19].

The data about study program in this study was divided into two categories: education program (economics education and accounting education) labelled by 1 and non-education program, including accounting, management, development economics, taxations, and others which labelled by 2.

TABLE 8. The Mean Distribution based on Study Program

ILM Stages	Study Program	N	Mean Rank	Sum of Ranks
lack	1.00	208	266.76	55485.50
	2.00	313	257.17	80495.50
	Total	521		
partial ego	1.00	208	258.08	53680.00
	2.00	313	262.94	82301.00
	Total	521		
partial guilty	1.00	208	276.73	57559.00
	2.00	313	250.55	78422.00
	Total	521		
identified	1.00	208	272.83	56749.00
	2.00	313	253.14	79232.00
	Total	521		
integrated	1.00	208	269.29	56011.50
	2.00	313	255.49	79969.50
	Total	521		

At glance, it can be identified from the mean rank that the gap between education and non-education study program is not obvious. It is confirmed by the Whitney-Mann test of them which shows non-significant results in Table 9.

TABLE 9. The Comparison of ILM based on Study Program

	Lack	Partial Ego	Partial Guilty	Identified	Integrated
Mann-Whitney U	31354.500	31944.000	29281.000	30091.000	30828.500
Wilcoxon W	80495.500	53680.000	78422.000	79232.000	79969.500
Z	-.712	-.365	-1.963	-1.479	-1.027
Asymp. Sig. (2-tailed)	.476	.715	.050	.139	.304
a. Grouping Variable: study program					

The implication of this result to PES delivery in university is different study programs do not need different treatment in delivering PES materials. All study program can openly receive discussion about PES without any special learning characteristics. However, it is important to always keep the materials of PES close to students by giving real illustrations that can be found in students' daily life in order to keep discussions relatable and contextual.

The next demographic data comparison is the year grade of students. Kruskal-Wallis test was conducted to identify whether they are meaningful differences among freshmen, sophomores, and senior students or not. The mean distribution for each category could be observed in Table 10.

TABLE 10. The Mean Distribution based on Study Year

ILM Stages	year	N	Mean Rank	ILM Stages	year	N	Mean Rank	ILM Stages	year	N	Mean Rank
lack	1.00	230	252.40	Partial guilty	1.00	230	289.56	integrated	1.00	230	288.80
	2.00	101	247.67		2.00	101	270.06		2.00	101	276.65
	3.00	155	265.20		3.00	155	230.98		3.00	155	224.46
	4.00	19	376.29		4.00	19	181.42		4.00	19	185.16
	5.00	16	291.16		5.00	16	178.53		5.00	16	206.56
	Total	521			Total	521			Total	521	
Partial ego	1.00	230	267.48	identified	1.00	230	284.80				
	2.00	101	255.44		2.00	101	277.01				
	3.00	155	242.37		3.00	155	232.51				
	4.00	19	330.82		4.00	19	195.89				
	5.00	16	300.53		5.00	16	171.13				
	Total	521			Total	521					

The mean distribution listed in Table 10 shows that the highest lack and partial internalization happens to the 4 years students who are supposed to finish their study in that year. Meanwhile, the partial guilty and identified internalization are decreasing along with the longer the study year. It also happens with the integrated stage which gradually have decreasing mean when students become more senior, yet after they pass their normal study duration, it increases a bit.

TABLE 11. The Comparison of ILM based on Study Year

	Lack	Partial Ego	Partial Guilty	Identified	Integrated
Kruskal-Wallis H	13.471	8.289	25.414	22.180	25.146
df	4	4	4	4	4
Asymp. Sig.	.009	.082	.000	.000	.000
a. Kruskal Wallis Test					
b. Grouping Variable: year					

Table 11 shows that only partial ego among students across study year which is indifferent, while other ILM stages are significantly diverse. Kruskal-Wallis test is an omnibus test that cannot identify further about which specific groups of independent variables are statistically different significantly from each other; it only tells that at least two groups were different. Therefore, Mann-Whitney test is used to complete the analysis. For practical reasons, the Mann-Whitney test were only conducted for groups which has more than 40 points gaps of means for lack, partial guilty, identified, and integrated stages.

TABLE 12. The Comparison of ILM based on Study Year

No.	ILM Stages	Year	Z Score	Sig.	No.	ILM Stages	Year	Z Score	Sig.
1	Lack	1	-3.329	0.001	3	Identified			
	Compared to Year 4	2	-3.325	0.001		Compared to Year 1	3	-3.369	0.001
		3	-3.219	0.001			4	-2.448	0.014
							5	-2.947	0.003
2	Partial Guilty					Compared to Year 2	3	-2.396	0.170
	Compared to Year 1	3	-3.818	0.000			4	-2.093	0.036
		4	-2.967	0.003			5	-2.681	0.007
		5	-2.776	0.006	4	Integrated			
						Compared to Year 1	3	-4.096	0.000
	Compared to Year 2	3	-2.087	0.037			4	-2.781	0.005
		4	-2.319	0.020			5	-2.102	0.036
		5	-2.279	0.023		Compared to Year 2	3	-2.807	0.005
							4	-2.507	0.012
							5	-1.799	0.072

Table 12 describes some interesting fact that students in their fourth-year study life experienced the highest lack internalization stages compare to other students. It seems like the fourth year, which is supposed to be the latest year of their study, causes students' stress levels high enough to feel less motivated independently. Similar with this finding, a study stated that fourth-year students showed higher levels of general stress due to their performance of practical activities, professional communication, environment and professional training [20]. The final dissertation is considered one of the most stressful situations in university which produces a large anticipatory anxiety response [21].

Partial guilty, identified, and integrated mean score, in contrast, shows that the longer students stay in the university the lesser they feel guilty and less enthusiast with economy discussions. This should be an alert to university policy makers to keep senior students' engagement with academic stuffs and discussion during their study period. Students appear to have more depression when they are women in the fourth-year study period and have low economic status [22]. As many as 698 students from a study thought that how if they did not find a job after graduation, they would not have enough income to live, and 348 students thought that they do not think they would have enough income to survive [23]. It was analyzed that unemployment anxiety of last year college students could be one of reasons this phenomenon happens [24]. On the other hand, students who study longer seems more integrated after pass their critical phase in the fourth year. This could be happened due to several reasons, including they have got some job to survive or they have been more stable emotionally.

Consequently, it will be better to put the PES materials for the first-year students for their overall motivation is the highest one among other groups. However, first-year students often need support in their academic transition [25]. Therefore, university policy makers should make sure that first-year students get some mentoring and guidance both from formal advisors (lecturers) or informal study buddies (peers). The mentoring tasks include writing essays, use of information, use of contrasting perspectives and argument development [26]. In terms of learning PES materials, the mentoring sessions can be elaborated to various current national news and actual studies to train critical thinking skills of first-year students.

5. CONCLUSION

PES is one of the values that must be instilled in economics students starting from their first year to introduce how the economy in Indonesia should run. Strategies of teaching PES could be indifferent for male and female students and across study program. Nevertheless, strategies for teaching PES at private universities can utilize open discussion forums to stimulate student motivation at private universities, which indeed have higher partial ego motivation. The results of this study also reveal that economics students have high autonomous motivation in studying the Indonesian economy, although the level of motivation is decreasing as time goes by. However, the high motivation to learn while in the first year of university is a good opportunity to introduce them to PES theoretically. As the semester progresses, PES material can be implicitly added into several related courses to keep PES values in students' memories.

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