

DIGITIZING THE VALUES OF RELIGIOUS CHARACTER, PANCASILA AND CITIZENSHIP EDUCATION THROUGH YOUTUBE

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Abstract

Digitalization is a keyword in the current era of the industrial revolution. In the future, there will likely continue to be a need for the Indonesian generation to obtain various information about the values of a religious character, Pancasila, and education in facing the challenges of the digital era. Therefore, this study focuses more on what and how digitalization efforts spread religious values, Pancasila, and education through YouTube social media carried out by anyone, both the government and the community. This research is based on data and documents with a qualitative descriptive method. The study results show many socialization and information efforts through YouTube that lecturers, teachers, and various parties carry out. The effect can be seen from the response and enthusiasm of the community. Also, to understand the message of the video on YouTube.

Keywords: Pancasila, Education, Religious Character, Global Citizenship, Digitalization

Abstrak

Digitalisasi merupakan kata kunci di era revolusi industri saat ini. Di masa depan, kemungkinan akan terus terjadi kebutuhan bagi generasi Indonesia untuk memperoleh berbagai informasi seputar nilai karakter religius, Pancasila dan pendidikan kewarganegaraan dalam menghadapi tantangan era digital. Oleh karena itu, kajian ini lebih fokus tentang apa dan bagaimana upaya digitalisasi dalam penyebaran nilai religius, Pancasila dan pendidikan kewarganegaraan melalui media sosial YouTube yang dilakukan oleh siapasaja baik pemerintah maupun masyarakat. Riset ini berbasis data dan dokumen dengan metode deskriptif kualitatif. Hasil kajian menunjukkan bahwa banyak sekali upaya sosialisasi dan informasi melalui YouTube yang dilakukan oleh dosen, guru dan berbagai pihak. Efeknya terlihat positif dari respon dan antusiasme masyarakat untuk memahami pesan dari video di YouTube.

Kata Kunci: Pancasila, Pendidikan, Karakter Religius, Global citizenship, Digitalize

Introduction

Nowadays, digitalization has become a topic that many people often discuss. Many factors strongly influence this. It relates to changes in patterns in society and the Covid-19 pandemic on the one hand and on the other hand due to speedy technological developments.

The internalization of religious values, Pancasila and civics education lately has also not escaped using digital methods. Digitization is considered to facilitate the transfer of value and be a supporting medium for the teaching and learning process of the wider community (Chanifah et al., 2021; Hidayat et al., 2019; Krisdiyanto et al., 2019). Technological initiatives through digitization include new ways in education that continue to adapt to the development of the industrial revolution 4.0 and the like (Yahiji et al., 2019).

The sophistication of technology in the field of everything has changed the system and pattern of communicating between humans just by clicking on the cellphone number where our interlocutor who can be near or far can be contacted so easily and communicate with a clear voice. The development of communication tools that are so sophisticated and fast has changed the system in the teaching process in the world of education. The learning process is no longer dominated by face-to-face meetings but can also communicate face-to-face using technology media using virtual meeting/zoom applications (Mahfud, 2019; Mahfud, 2020). Communication between tutors and participants is no longer in the classroom but can be through cyberspace.

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Digitization is also understood as part of a service that can help answer small questions effectively and efficiently. With chat and comment technology in digital channels can provide answers automatically. Even viewers can also send broadcast messages or reminders about ongoing promotions through existing media.

Research Method

This paper focuses more on using qualitative research methods. A very complex and multi-perspective description with online and offline data is used to describe various issues discussed in religious values, Pancasila, and civic education in Indonesia. Many digital data are taken from YouTube sources as the primary basis for the research methods carried out. Supported by other relevant data from books, journals, and other internet information, this study is more comprehensive in developing the analysis and methods.

Result and Discussion

Digitization is a term to describe transferring old conventional media into new media in digital form. Digitizing the values of religious characters, Pancasila, and civic education through YouTube is one of the efforts that must be considered together (Muyasaroh et al., 2020; Muammar et al., 2020).

YouTube, founded on February 14, 2005, is a subsidiary of Google Inc. YouTube can also be used worldwide. YouTube is an application that provides information in the form of videos. This YouTube application can share videos if they want to share to others. The whole world can also view uploaded videos. Several kinds of video content are usually uploaded on YouTube, namely user-generated video content (created by the account owner), music videos, video blogs, movie clips, TV clips, or others.

YouTube and Strengthening National Character

We get many things from YouTube, namely that we can enjoy quality shows from quality channels. For other benefits obtained from YouTube in transforming religious character values, Pancasila, and civic education for the public, first, YouTube as a medium of information and socialization. Research results show that YouTube is one platform that provides much information to the public. Therefore, many lecturers and teachers are now starting to use YouTube for various value transfer activities and experiences. In terms of religious character education, Pancasila and others, we can also follow it through YouTube. Some links related to Civic Education course materials can be seen in this video at <https://www.YouTube.com/watch?v=D1qctr0H7Ac&list=PLugiCbmDG4yVQo3QfryG4v6zSUxl1yZiT&index=42>.

In the video, it is obvious what Dr. Hassan Suryono, S.H., M.H., M.Pd. The number of viewers can be seen up to 5,403 views since Aug 31, 2020. The same goes for the general lecture material on Islam conducted by Irfan AN, S.Ag., M.Ag. in the video link

https://www.YouTube.com/watch?v=Vk-L8-qnC_U. The visitors cannot be considered because they can reach 21,632 views since Aug 31, 2020. We can also visit the video of the Pancasila Public Lecture by Dr. Hassan Suryono, S.H., M.H., M.Pd. at the link <https://www.YouTube.com/watch?v=12rv1KdJvI0>. His fans have seen 16,927 views since airing on Aug 31, 2020.

Second, YouTube as a Self-taught Learning Media. Many videos explain school lessons from kindergarten to college on YouTube, including character education, Pancasila, and civic education. The video is handy for students and students who do not understand the teachers' and lecturers' material. Especially for the type of student or students who rely on visuals, watching video lessons will be more understandable than reading books.

Third, YouTube as a medium for Sharing and Networking. Anyone can share video lessons that they may rely on upon friends or build social networks as part of social interactions. Everyone can also share videos on social media such as Twitter, Facebook, and other social media. Sharing the video lessons and learning experiences will help the network of friends be more helpful if they experience difficulties in a subject matter.

Fourth, YouTube as a medium for developing innovation and creativity. In this case, another benefit of YouTube for the public is that YouTube can be a place to train and develop innovation and creativity. If a student or students can create and upload their videos to YouTube, then those students and students are considered technology literate. That way, students and students can manage their own YouTube channel with positive content and provide benefits for others. Students can also download innovative, creative, inspirational, and educational videos to help them add insight and solve problems in certain subjects. How to download YouTube videos is not difficult, many online tools can be used, and these tools are free.

In this case, YouTube can also be used as a medium for character strengthening. In the Nawa Cita program, it is stated that character strengthening is one of President Joko Widodo's (Jokowi) priority programs. The government also continues to revolutionize the nation's character. The Ministry of Education and Culture, Research, and Technology continue to implement strengthening the character of the nation's successors through various character education strengthening movements launched from 2016 until now.

In the course of the history of the Indonesian nation, the values of Pancasila have been manifested in social life as the nation's view of life. Since before, Pancasila as the basis of the state was formulated in a value system. Since ancient times, these areas in the archipelago have had several values that the people firmly hold: Belief in God; Tolerant; cooperation; Discussion; Solidarity or social solidarity, and others.

Character education, Pancasila, and civic education at the elementary to tertiary education levels are essential to get a more significant portion than education that teaches knowledge. For elementary schools, it is 70 percent, while for junior high

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schools, it is 60 percent. This will have a significant impact on social life in society and the nation.

Not only thinking (literacy), character education, Pancasila, and citizenship encourage national education to return to paying attention to heart (ethical and spiritual) processing (aesthetics), as well as sports.

Five central character values originate from Pancasila, which are the priorities for developing the internalization of character values: religion, nationalism, integrity, independence, and cooperation. Each value does not stand and develop independently but interacts with each other, developing dynamically and forming a personal whole.

Religious character values reflect faith in God Almighty, which is manifested in the behavior of carrying out religious teachings and beliefs, respecting religious differences, upholding a tolerant attitude towards the implementation of religious worship and other beliefs, living in harmony and peace with adherents of other religions. The implementation of these religious character values is shown in an attitude of love for peace, tolerance, respect for differences in religion and belief, firm stance, self-confidence, cooperation between adherents of religions and beliefs, anti-bullying and violence, friendship, sincerity, not forcing the will, loving the environment, protecting small and marginalized (Mahfud et al., 2018; Mahfud, 2016).

The value of nationalist character is a way of thinking, acting, and acting that shows loyalty, concern, and high respect for the language, physical, social, cultural, economic, and political environment of the nation, placing the interests of the nation and state above the interests of themselves and their groups. The nationalist attitude is shown through an attitude of appreciation for the nation's own culture, maintaining the nation's cultural wealth, being willing to sacrifice, excelling, and achieving, loving the homeland, protecting the environment, obeying the law, discipline, respecting cultural, ethnic and religious diversity.

The character values of integrity are values that underlie behavior that is based on efforts to make himself a person who can always be trusted in words, actions, and work has commitment and loyalty to human and moral values. The character of integrity includes an attitude of responsibility as a citizen, actively involved in social life, through the consistency of actions and words that are based on the truth. A person with integrity also respects individual dignity (especially persons with disabilities) and can show an example.

Using YouTube is because this portal is considered easy and can be accessed by anyone, anytime and anywhere. In addition, learning videos about the material available can be studied and watched repeatedly offline. After or before reading, they are watching YouTube can strengthen students' understanding of the teaching material. In the affective domain, YouTube can strengthen students in feeling the emotional and attitude elements of effective learning. In the psychomotor realm, YouTube has the advantage of showing how something works—learning videos that record motor/movement activities can provide opportunities for students to observe

and re-evaluate these activities. As a non-printed teaching material, YouTube is rich in information to inform the learning process because learning can reach students directly. In addition, YouTube adds a new dimension to learning, students not only see pictures of printed and good teaching materials from audio programs, but on YouTube, students can get both, namely moving images and accompanying sounds. The use of YouTube can stimulate the creativity, interest, and motivation of teachers.

The video makers of learning the values of a religious character, Pancasila, and civic education are independently adapted to the needs and characteristics of students. It is hoped that the teacher's voice and our presence in the video can psychologically motivate them to keep learning. Even though the teaching and learning process has not been maximized, knowledge transfer must still be made so that they can still experience new things and learn. Teachers and lecturers are also required to be creative and innovative so that learning objectives can be achieved.

During the Covid-19 pandemic, student learning methods were conducted online through various digital media platforms to be an effective and efficient alternative solution (Rahmawati et al., 2018). Through the digitization of schools, it is hoped that it can accelerate the achievement of the profile of Pancasila students and just and civilized society. There are two foundations of thinking in the development of education. The first is the vision of Indonesian education, which is to realize a developed Indonesia that is sovereign, independent, and has personality through creating a student profile of Pancasila. Second, in terms of various educational challenges. Among other things, the teacher is the only source of knowledge. However, in the future direction, the teacher becomes a facilitator of various sources of knowledge. In addition, the current learning conditions focus on face-to-face activities. Meanwhile, in the future, learning must utilize technology. In this case, the use of YouTube is an answer to some of the needs of the Indonesian people today to continue to make the best contribution to the future of the nation, especially related to the values of a religious character, Pancasila, and civic education.

Conclusion

The transformation of values in Education is a never-ending process. It is also analyzed in transforming religious character values, Pancasila, and civic education in Indonesia. From time to time, from old media and methods to new media, including through digitalization on YouTube. In addition, of course, many challenges are still being faced, many opportunities can be obtained and developed together for progress from generation to generation.

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