

Strategy to empower Pancasila values through podcast media as digital citizens innovation

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ABSTRACT

Communication is one of the skills that need to be mastered by the 21st century generation. This includes communicating in harmony with the current pattern of the younger generation, which has a lot to do with the use of digital media. Podcasts are a form of innovation in communicating to spread Pancasila values in the lives of the younger generation. This research relates to the strategy taken to re-earth the values of Pancasila in the younger generation. This research was conducted at the Pancasila and Citizenship Education Study Program, Lambung Mangkurat University. This study focuses on 2 research points, including: (1) Podcast innovation in the educational environment, and (2) the strategy for implementing Citizenship Podcasts to promote Pancasila values. The results obtained in this research article refer to recommendations for innovative forms of communication that are more adaptive for the younger generation in grounding the values of Pancasila. This research article uses qualitative data analysis techniques by describing the data findings in the article presentation. The data collected is combined from observation data, interviews, and the experience of researchers in civic podcast activities. This research article is expected to be able to provide positive recommendations for the advancement of digital-based science.

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Introduction

The younger generation in each era has its characteristics. The pattern of communication for each age is different. The intensity of the younger generation in using digital media needs innovation. Submission of information through digital media will be more easily accessible to the current generation because the average person has a cellphone and other digital media. New media is superior to digital technology in conveying messages (Forsler & Ciccone, 2021). The digital technology built into this new media is to make it easier to access information on the media quickly (Rahmawati & Sujono, 2021; Turmudi, 2020). New media is media that relies on a connection and is the gadget. The ease of quickly accessing information on new media makes the interaction even more manageable (Forsler & Ciccone, 2021; Rahmawati & Sujono, 2021; Turmudi, 2020).

However, recent media excels with digital technology, not included in the digital media category. In addition to interactive and intellectual characteristics, new media using video, audio, text, and images converted into digital are the side of multimedia technology which is one of the

three elements in new media. New media as telematics, are different electronic technology devices with other uses.

Recent media types include video streaming, online communities, web advertising, chat rooms on platforms, social media, and so on. The existence of new media complements the existing deficiencies in the old media. In the old media, newspapers could be read on paper, and in new media, newspapers could access the internet, making it easier for new media to get information (Chester et al., 2011). The phenomenon in the era of audio communication is the basis for the development of conveying messages through audio-based technology. The podcast is one communication medium in the form of audio that everyone can use to share information (Nugroho & Wiranata, 2021).

Media audio podcasts are already familiar to some people, starting from only Apple Broadcast users until now. They can be accessed freely using online platforms. This American media has revolutionized conventional broadcasting with freedom of demand. While enjoying a podcast broadcast, listeners no longer must wait for the program they want to hear. Only by looking for a broadcast topic can listeners enjoy it immediately (Irwansyah, 2021). The first podcast idea emerged during a meeting between Adam Curry and Dave Winer in early 2000 (Panjaitan, 2021; Sa'diyah & Fahmi, 2021) Then developed until 2004, Adam managed to write the iPodder program, which allows him to download Internet radio broadcasts to his iPod automatically. The podcast was present at the 2005 guest, but listeners only noticed in 2007. At that time, not many podcast uploaders made many variations of podcasts according to their categories(Sullivan, 2019).

Podcasts can be listened to under all conditions because they have many criteria in the content of an audio recording uploaded to a podcast. Several platforms support the availability of podcasts, such as iTunes, Stitcher, Google Play, and Spotify ff the four spaces, and Spotify has the most frequented podcast listeners (Watson, 2019). Spotify provides its category to accommodate various podcasts and make it easier for listeners to choose according to the current situation. In the classes provided by Spotify, it still displays details from its sub-categories such as stories podcast, true crime podcast, news & politics podcast, comedy podcast, sports & recreation podcast, society & culture podcast, educational podcast, life & health podcast, business & technology podcast, arts & entertainment podcast, music podcast, games podcast, and kid & family podcast. This sub-category perfectly reflects the amount of diversity typical and the theme of podcast creator content. In mid-2019, podcasts penetrated material in the form of videos. So currently, podcast refers to audio podcasts and video podcasts. Now the term podcast is defined as audio and video material available on the internet that can be transferred automatically to portable media, free of charge and subscription (Fadilah et al., 2017)

Podcasts in the current era can potentially touch more young people by providing access to information and knowledge. The Pancasila and Citizenship Education Study Program organizes learning and activities through podcasts. This strategy is one of how the Pancasila Education and Citizenship Study Program at Lambung Mangkurat University is used to act following Pancasila's values. The management of the podcast space in the Pancasila and Citizenship Education Study Program at Lambung Mangkurat University is carried out collaboratively between lecturers and

students. Aside from being a place to strengthen participation, it also strengthens aspects of cooperation under Pancasila values.

Podcasts created and implemented at the Pancasila and Citizenship Education Study Program are expected to provide a space for creativity and quality information to implement Pancasila values in society and the state. The value of student life as the nation's next generation needs to be instilled and strengthened in college life. Innovation needs to be developed continuously by the younger generation.

The podcast developed is in the form of an audio-visual podcast, which discusses current issues regarding citizenship. This podcast is then published through the institution's Instagram and institutional YouTube accounts. The developed podcast refers to today's learners' needs because most of them already have a device or cellphone that can be installed with podcast and Spotify applications. Learners can access podcasts from their mobile phones and can study anywhere. Podcasts applied in the Pancasila and Citizenship Education Study Program are used as a strategy to achieve 21st-century competence. Some of the required competencies that can be stimulated with the podcast agenda include communication skills, collaboration, creativity, and critical thinking.

Regarding communication skills, the podcast work program will provide communication stimulation for students when learning is designed to achieve communication competence when creating podcasts (Miller & Piller, 2005). Furthermore, the ability to collaborate is owned by students from each project's collaboration. Students collaborate with others to complete projects so that collaboration can be realized. The following competency is creativity, which is very visible in making podcasts because each maker's creativity determines the quality. The topic of discussion, nature, is also determined by the creator's creativity. So, in this case, creativity can arise. Finally, critical thinking can be explored from the discussion topics on podcasts that require to include issues and solutions for citizenship and Pancasila values.

Method

This scientific paper uses descriptive qualitative research because it describes the object under study (people, institutions, or others) based on facts (Mertens, 2014). Creswell & Poth (2018) state that qualitative research uses a natural setting to interpret phenomena that occur and involves various existing methods. The research in this scientific paper was conducted at the Pancasila and Citizenship Education Study Program, Lambung Mangkurat University. Meanwhile, the research time in this scientific paper was carried out 2, from May to June 2022. The sampling technique used in this study was snowball sampling. Snowball sampling is a technique for determining initially small samples, then enlarged. Following the form of qualitative research and the type of data sources used, the data collection instruments used in this study include interviews (interviews), observations (observations), and document analysis (Creswell & Poth, 2018).

The validity of the data in this study was carried out using data triangulation. Triangulation of data is that the same or similar data will be more stable, and the truth can be extracted from several different data sources (Maxwell, 2013). This method can explore data comprehensively because it is related to holistic data mining. The data obtained are juxtaposed with the theory that becomes a reference for the importance of podcasts for aspects of learning today. Data from those that have been successfully juxtaposed will provide comprehensive knowledge for human life, both education

observers and educational practitioners. Qualitative data regarding this podcast will be sought to answer various problems related to using podcasts as learning media for civic education. Research with descriptive qualitative methods allows data not just to stop at findings but can be verified with related theories. So that, in this case, it can be compared and ascertained the truth of the search.

In addition, we can gain advantages in qualitative research, among others: it is more detailed and in-depth, considering that this research focuses on quality. The results of the study can describe a realistic view of the social world that has been experienced by the informants, where this cannot be measured numerically. The data collection process is flexible according to the conditions in the field. Interaction is carried out with the language used by the resource persons daily because the closer you are to the sources, the deeper the data collection process will be. In connection with these advantages, the authors also anticipate paying attention to several shortcomings in this study, including using more subjective sources of informants with a high risk of reducing the objectivity of the research results. The character of the researcher will affect the results of the study. Maybe when you meet other researchers with different characters, the results will be different. That is why it takes a first approach before conducting research. The research design is difficult to reuse for the same research in other locations. It is challenging to analyze the causal relationship of a social phenomenon, considering that many causes allow social phenomena to occur. Not so able to generalize the research results.

Result and Discussion

This research focuses on the adaptability of technology in communication media, and Pancasila values education in the current era. This research article will focus on two things, the first is podcast innovation in the educational environment, and the second focuses on the strategy for implementing the Citizenship Podcast to ground the values of Pancasila. Regarding the results and discussions obtained from the results of observations, interviews, and field data mining, the following results and discussions will be shown.

Podcasts have now become a breakthrough in learning media for students and college students. The Pancasila and Citizenship Education Study Program at Lambung Mangkurat University created a citizenship podcast to provide a fun and impactful learning experience for everyone. Podcasts as learning media today can also be categorized as learning media that are able to accommodate the abilities of students in the 21st Century (Asmi et al., 2020). The following are the advantages of podcasts as one of the learning media as well as adaptive to the implementation of face-to-face learning and distance/online learning, including the following:

- a. Visible means that learning media must be easy to see with the eye, meaning that the size is not too small or too big.
- b. Interesting learning media must be interesting because one of the goals of the media is to increase students' learning motivation by attracting their attention (Effendi, 2018). If the learning media is less attractive, the students' interest in learning will also be less, affecting their motivation to improve achievement.
- c. In its manufacture and application, the media must be straightforward or simple, because it aims to make learning easier, not even more difficult, or burdened (Fadilah et al., 2017). Simple here include: the ingredients for making are easy to find in the surrounding environment, the

cost of making is not too high so that it can be reached by every educator in all corners, the method of making it can also be done repeatedly because it is easy to memorize.

- d. Useful means that the creation and application of learning media consider its usefulness, and nothing is in vain for educators and students.
- e. Accurate, meaning that the learning media is not arbitrary but true and can be accounted for. Everything should not be done half-heartedly, including in making learning media; therefore, starting from the preparation process to the implementation process should be carried out seriously (Haerul & Yusrina, 2021)
- f. Legitimate learning media must be logical or reasonable, If the presence of certain media makes it more difficult for students to understand learning, it decreases learning motivation, and it is not recommended to apply the media again.
- g. Structured learning media must be well, carefully conceptualized, and designed to function as they should and avoid all unwanted things happening.

Podcasts are digital recording media distributed over the internet and usually delivered in an episodic format. Most podcasts are in audio format, but there are also pdf or video file formats that are rarely used. Podcasts can be played on computers or mobile devices that can play digital audio files, including smartphones, iPods, and MP3 players. The most common format encountered is MP3. By using audio files that can be read on multiple devices, we can listen to content while doing other things like driving a car, going for a walk, or exercising. In the learning process, podcasts allow teachers to disseminate interactive audio content, which students can listen to anytime and anywhere. A learner only needs to subscribe to a podcast feed, and the teacher can instantly send educational content to them without waiting (Boulos et al., 2006). Podcasts can be easily used in schools, universities, or educational institutions and enhance learning.

Many educational institutions have implemented podcasts into their education systems and have had positive results. This is supported by the ease of content production and distribution and various ways podcasts can enhance the learning experience. Here are some of the learning experiences gained by using podcasts:

- a. Creative sources of information
- b. Aimed at improving understanding.
- c. Instruments for learning foreign languages
- d. Improve relationships with students

With the increasing use of technology, a kind of distance separates the learner from the teacher. Students will feel the teacher does not understand their world. However, by using podcasts in learning activities, teachers can 'enter' into the world of learners who like technology.

- e. Stimulates creative thinking skills

The role of podcasts in future learning is to enrich the knowledge. Podcasts can benefit teachers and students by improving listening and understanding skills (Borges, 2009). When appropriately used, podcasts can be a powerful and positive learning medium. In this study, podcasts are used to support communication skills and to voice back the values of Pancasila by uploading various podcast products to social media to be heard and published.

Meaningful learning is learning that always provides experiences for students. This experience is obtained from educators' strategy of giving students stimulation. The podcast, which

is applied in the Pancasila and Citizenship Education Study Program at Lambung Mangkurat University, is one of the strategies or institutional efforts to provide learning experiences and spread the noble values of Pancasila. The continuous growth of podcast creation and consumption shows that podcasts can no longer be ignored in this digital era (Chan, 2006). Educational institutions, especially universities, can benefit from this digital learning media. Creating podcast content for entertainment and informal peer-to-peer information exchange is not the same as using podcasts for academic learning (Educause, 2007).

If podcasting is successfully used and improved in the context of education, of course, guidelines and empirical models are needed that are built on best practices (Dannelly, 2006). Educators can elevate student learning to a new level, namely through podcasting. Because podcasts provide a space for educators to have one more way to meet today's students where they live" – on the internet and on audio players (Educause, 2005). According to Campbell (2005), classroom materials and leisure time entertainment seem to come through the same thing: the podcast utility. In addition, establishes a different learning experience for students. The vision that education can be accessed anytime and anywhere will be realized (Chan & Lee, 2005). Shimp,Shropshiree, Park, Harris & Campbell (2006) suggest that podcasting should complement class material so that students can better understand concepts, theories, and applications that may not be available during class. Faculties and universities can also use podcasts to share announcements, direct assignments, and distribute lectures to students (Shim et al., 2006). The results of interviews and observations regarding the implementation of podcasts as learning media are beneficial in achieving student understanding. Students seem to enjoy the learning process by discussing issues that are depicted in the presentation of learning podcasts.

Podcasts can be used to record and distribute information and can be used for student presentations (Meng, 2005). In addition, podcasts can provide access to experts and practitioners through interviews. Podcasts offer benefits to the learning process. Chan & Lee (2005) explain that the timeshifted aspect of podcasts is a major benefit for education: podcasts combine the benefits of radio broadcasting with the flexibility, student control, and personalization provided by recorded audio. Podcasts allow for spatial and temporal flexibility by giving control for listeners to listen to files anywhere and anytime (Shim et al. 2006). Thus, educational materials can be offered independently according to the time and place of the listener (Walton et al. 2005). Likewise, lecture recordings distributed through podcasts can allow students to reattend or "come back" to learning in class. Because podcasts are relatively easy to produce, publish and access on the go (Lorenzo, 2006).

There are several efforts made to utilize podcasts as a medium of learning and to spread the noble values of Pancasila by the ULM Pancasila and Citizenship Education Study Program, among others:

- a. Accommodating the ability and creativity of students in the form of project citizen

This means that students in the Pancasila and Citizenship Education Study Program can provide and express their creativity by doing a project on the subject of Pancasila values in the form of a Podcast. Podcasts can be filled by one person or more. Students will make descriptions of relevant topics and can enrich their knowledge about the values of Pancasila.

- b. Creating video podcast-based public service advertisements by providing the noble values of Pancasila in the form of video podcasts of public service advertisements.
- This is practiced in a planned and structured manner by the course lecturers. Video podcasts will describe various good practices for implementing Pancasila values that are more interactive and accessible.
- c. Collaborate with various sources on current topics. Podcasts within the Pancasila and Citizenship Education Study Program describe specific topics that students and the public can watch. This form of collaboration can strengthen information networks related to Pancasila values.
- d. Searching for podcast topics through paper projects related to the latest issues of Pancasila values. The best topics will be the main topics in the discussion of the podcast edition.

The Pancasila and Citizenship Education study program at Lambung Mangkurat University provides opportunities for innovation, creativity, and collaboration for each student. What has been done has become one of the tools relevant to the demands of the 21st Century. UNESCO provides four pillars of education: learning to know, learning to do, learning to be, and living together in peace (Lee et al., 2008). But to achieve the National Education Goals, it is not enough to have these four pillars, so education in Indonesia is added with the education pillar "Learning to strengthen faith, piety, and noble character."

Learning to find out is related to how to get knowledge using existing media or tools. Media implementation to find out in Indonesia has gone through the process of learning to read, memorize, and listen, both in the classroom and everyday life.

They are learning to do (learning to do). Learning to do or work cannot be separated from learning to know because actions cannot be separated from science. Learning to do or work is an effort to always do and practice professional skills, then learning to do this is very necessary to practice skills on how students can use knowledge about concepts or principles of certain subjects in other subjects or their daily lives. Thus, students have knowledge and skills that can affect their lives in determining the choice of work in the community.

They were learning to be (learning to be) and learning to become or develop, learning to become or develop related to the increasingly complex demands of life so that it takes a character in the individual, spiritual and social. So that in learning, the teacher must develop the potential of participants according to their talents and interests so that these students can make their choices, regardless of who and what the job is but what is important is that he becomes a person who has personal advantages.

They were learning to live together in peace (learning to live together in peace). Learning to live together is very important because people are diverse, whether viewed from background, ethnicity, race, religion, ethnicity, or education (Maag, 2006). In learning, students must understand that diversity is not to be differentiated but it is understood that diversity is incorporated into a community environment. Therefore, mutual help and respect for one another is necessary to create an orderly and safe society so that everyone can learn and live in togetherness and peace. Learn to strengthen faith, piety, and noble character. The 21st Century Education is education that integrates knowledge, skills, and attitudes, as well as understanding of ICT (McGarr, 2009). These skills can be developed through various activity-based learning models that are following the characteristics of

competencies and learning materials. The skills needed in the 21st Century are also Higher Order Thinking Skills (HOTS) which are indispensable in preparing students to face global challenges.

Conclusion

Podcasts have now become a breakthrough in learning media for students and college students. The Pancasila and Citizenship Education Study Program at Lambung Mangkurat University created a citizenship podcast to provide a fun and impactful learning experience for everyone. Podcasts as learning media nowadays can also be categorized as learning media that can accommodate students' abilities in the 21st Century. Podcasts applied in the Pancasila and Citizenship Education Study Program are used to achieve 21st-century competence. Some of the required competencies that can be stimulated with the podcast agenda include communication skills, collaboration, creativity, and critical thinking.

Regarding communication skills, the podcast work program will provide communication stimulation for students when learning is designed to achieve communication competence when creating podcasts (Miller & Piller (2005). Furthermore, the ability to collaborate is owned by students from each project's collaboration. Students collaborate with others to complete projects so that collaboration can be realized. The following competency is creativity, and this is very visible in the activity of making podcasts because the creativity of each maker determines the quality.

Some things that can be concluded in this section include:

Podcasts have been used as part of learning. Citizenship learning materials are packaged with audio-visual media using podcasts. Lecturers bring the material with good interaction with the speakers. Students are given a podcast link to watch and become a learning resource.

The strategy applied is in each course. Podcasts are facilitated by study programs or institutions and can be used by every lecturer and student. Lecturers are given the authority to create lecture podcasts that contain material. Lecturers create creative content that students can access.

Meaningful learning is learning that always provides experiences for students. This experience is obtained from educators' strategy in providing students stimulation. The podcast which is applied in the Pancasila and Citizenship Education Study Program at Lambung Mangkurat University is one of the strategies or institutional efforts to provide learning experiences and spread the noble values of Pancasila. Podcasts as creative and innovative media in learning become one of the references for the development of a nation that is critical of the application of Pancasila values. The adaptability of each generation is one of the main things that every place of learning must strive for so that students' abilities are achieved holistically. Podcasts applied in the Pancasila and Citizenship Education Study Program are used as a strategy to achieve 21st-century competence. Some of the competencies that are required and can be stimulated with the podcast agenda include communication skills, collaboration, creativity, and critical thinking.

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broadcast topic can listeners enjoy it right away. The first podcast idea emerged during a meeting between Adam Curry and Dave Winer in early 2000. Then developed until 2004, Adam managed to write the iPodder program, which allows him to automatically download Internet radio broadcasts to his iPod. The podcast was present at the 2005 guest, but listeners only began to notice in 2007. At that time, not many podcast uploaders made many variations of podcasts according to their categories.

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