

Bukti Korespondensi

Artikel Jurnal Nasional Sinta 2

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

Jurnal : Jurnal Civic: Media Kajian Kewarganegaraan P-ISSN: 1829-5789 I E-ISSN: 2541-1918

<https://journal.uny.ac.id/index.php/civics/index>

Author : Dedy Ari Nugroho

**Bukti Konfirmasi Submit Artikel
dan Artikel Yang Disubmit**

Gmail interface showing an email titled "[JC] Submission Acknowledgement" from Dr. Iqbal Arpanudin, M.Pd. The email content includes a thank you message for submitting a manuscript titled "Strategy To Empower Pancasila Values Through Podcast Media As Digital Citizens Innovation" to Jurnal Civics: Media Kajian Kewarganegaraan. It provides a manuscript URL and a username (dedy2211). The sender's contact information is also listed.

[JC] Submission Acknowledgement External Inbox x

Dr. Iqbal Arpanudin, M.Pd <journalcivics@uny.ac.id>
to me

Sep 29, 2022, 10:29 AM

Dedy Ari Nugroho:

Thank you for submitting the manuscript, "Strategy To Empower Pancasila Values Through Podcast Media As Digital Citizens Innovation" to Jurnal Civics: Media Kajian Kewarganegaraan. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL:
<https://journal.uny.ac.id/index.php/civics/author/submission/53562>
Username: dedy2211

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Dr. Iqbal Arpanudin, M.Pd
Jurnal Civics: Media Kajian Kewarganegaraan
Dr. Iqbal Arpanudin
Editor in Chief
Jurnal Civics: Media Kajian Kewarganegaraan
<http://journal.uny.ac.id/index.php/civics>

--

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

Journal:	Civic
Manuscript ID:	ID 53562
Manuscript Type:	Regular Article
Key Words:	Citizenship; Innovation; Podcast; Pancasila Values
Abstract:	<p>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.</p>



Strategy To Empower Pancasila Values Through Podcast Media As Digital Citizens Innovation

Dedy Ari Nugroho

¹ Pancasila and Citizenship Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University

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.

Keywords: *Citizenship, Innovation, Podcast, Pancasila Values*



Introduction

The younger generation in each era has its own characteristics. The pattern of communication that needs to be built for each generation is also different. Communication experts provide various definitions of communication. The definition of communication according to Harrold Lasswell (2002), Who says what in which channel to whom with what effect provides an overview of communication which is

the process of transmitting a message. In general, communication is the process of conveying messages from the communicator to the communicant by using the media so that it will have an effect. Communication media is a tool used to convey messages. There are various kinds of media as a means of communication in the form of print and audio-visual, and device technology. Advances in technology are able to add to the function of the media without changing the purpose of the message to be conveyed so that the media can develop from time to time.

The intensity of the younger generation in using digital media needs to be addressed with 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 a superior media with digital technology in conveying messages (Budiana, 2009). The digital technology built into this new media is to make it easier to access information on the media quickly. There are several categories of new media such as the internet and websites. New media is media that relies on a connection and is gadgeted. The ease of quickly accessing information on new media makes interaction even easier. Although new media excels with digital technology, it is not included in the category of digital media. In addition to interactive and intellectual characteristics, new media using video, audio, text, and images that are 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 different uses. Several types of new media, such as video streaming, the web, 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, in new media newspapers could be accessed using the internet, making it easier for new media to get information (Chester, 2014).

Audio-based information delivery media are currently being innovated in various forms. Audio communication is a medium that can only be accepted by the listener's senses because it is conveyed by messages in the form of auditory symbols, both verbal and nonverbal. Messages conveyed by audio media in the form of words, music or background. The era of audio communication has been seen since 1844 by using telegraphy by which Morse sent wire news from Baltimore to Washington (Campell, 2005). The phenomenon in the era of audio communication is the basis for the development of conveying messages through audio-based technology. Podcast is one of the communication media in the form of audio that can be used by everyone to convey messages or information (Dedy, 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 on demand. While enjoying a podcast broadcast, listeners no longer have to wait for the program they want to hear, only by looking for a broadcast topic, listeners can enjoy it right away. The first podcast idea emerged during a meeting between Adam Curry and Dave Winer in early 2000 (Peny, 2020). Then developed until 2004, Adam managed to write the iPodder program, which allows him to automatically download internet radio broadcasts to his iPod. Podcast was present at the 2005 guest, but listeners only began to notice in 2007. At that time there were not many podcast uploaders who made many variations of podcasts according to their categories (Watson, 2019).

Podcasts can be listened to in all conditions, because they have many criteria in the content of an audio recording uploaded to a podcast. There are several platforms that support the availability of podcasts, such as: a. iTunes b. Stitcher c. Google Play d. Spotify Of the four spaces, Spotify has the most frequented by podcast listeners (Watson, 2019). Spotify provides its own category to accommodate various types of podcasts. This makes it easier for listeners to choose according to the current situation. In the categories 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 & Techonoly podcast, Arts & Entertainment podcast, Music Podcast, Games Podcast, and Kid & Family Podcast. This sub-category perfectly reflects the amount of diversity typical and 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, both free of charge and subscription (Efi, Yudhapramesti, & Aristi, 2017).

Podcasts in the current era have the potential to touch more young people in providing access to information and knowledge. The Pancasila and Citizenship Education Study Program organizes learning and activities in the form of podcasts. This strategy is one of the ways in which the Pancasila Education and Citizenship Study Program at Lambung Mangkurat University is used to getting used to acting in accordance with the values of Pancasila. 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 in accordance with Pancasila values.

Podcasts created and implemented at the Pancasila and Citizenship Education Study Program are expected to be able to provide a space for creativity and quality information for the

implementation of Pancasila values in the life of 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 continuously developed so that it is always in line with the times and the lives of the younger generation. Starting from the form of research on the strategy of the Pancasila Education and Citizenship Study Program at Lambung Mangkurat University to reinforce the values of Pancasila in an innovative and critical form.

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. As an example of a podcast post discussing the importance of publication for students, as listed on the page: <https://www.youtube.com/watch?v=Jw9Qdb02ssl>. The podcast that was developed refers to the needs of today's learners, because most of them already have a device or cellphone that can be installed with podcast and sportify 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 competencies that are required and can be stimulated with the podcast agenda include communication skills, collaboration, creativity, 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 the collaboration that each project makes. Students collaborate with others to complete projects so that collaboration can be realized. The next competency is creativity, this is very visible in the activity of making podcasts because the quality is determined by the creativity of each maker. The topic of discussion, nature, is also determined by the creativity of the creator. So in this case it is very possible for creativity to arise Finally, is critical thinking, this can be explored from the discussion topics on podcasts that require to include issues and solutions for citizenship and Pancasila values.

Method

The type of research used in this scientific paper is descriptive qualitative research, because it describes the object under study (people, institutions or others) based on facts (Arikunto, 1998). According to Denzin and Lincoln (Moleong, 2006:5) states that qualitative research is research that uses a natural setting, with the intention of interpreting phenomena that occur and is carried out by involving 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 for 2, from May to June 2022. The sampling technique used in this study was snowball sampling. According to Sugiyono (2010: 125) Snowball sampling is a technique for determining samples that are initially small in number, then

enlarge. In accordance with the form of qualitative research and also the type of data sources used, the data collection instruments that will be used in this study include: interviews (interviews), observations (observations), and document analysis. The validity of the data in this study was carried out using data triangulation. According to H.B Sutopo (2002:78) argues that triangulation of data, is that the same or similar data will be more stable, the truth can be extracted from several different data sources. In addition to using data triangulation, in determining the validity of the data in this study, review informants were also used. The data analysis used in this study refers to the opinion of H.B Sutopo (2002:91). H.B Sutopo (2002:91) argues that "in the process of data analysis there are 4 components that must be understood by every qualitative researcher. The four components include: (1) data collection, (2) data reduction, (3) data presentation, (4) drawing conclusions or verification. The use of this method is able to 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 the use of 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, in qualitative research we can gain advantages, 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 on a daily basis, 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 by paying attention to several shortcomings in this study, including: This study uses more subjective sources of informants who have a strong 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 difficult to analyze the causal relationship of a social phenomenon, considering that there are many causes that 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 2 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 new breakthrough in learning media for students, both 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, 2019). 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, which means that learning media must be easy to see with the eye, meaning that the size is not too small and not 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, which will affect the motivation to improve achievement.
- c. Simple, in its manufacture and in its application the media must be simple or simple, because it aims to make learning easier, not even more difficult or burdened (Fadilah, 2017). Simple here includes: the ingredients for making are easy to find in the surrounding environment, the cost of making is not too big 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, meaning that the creation and application of learning media considers its usefulness and nothing is in vain for educators and also for students.
- e. Accurate, meaning that the learning media is not arbitrary but true and can be accounted for. Doing everything should not be done half-heartedly, including in terms of making learning media, therefore starting from the preparation process to the implementation process is carried out seriously (Haerul 2020).
- 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 makes learning motivation decrease, it is not recommended to apply the media again.
- g. Structured, learning media must be well and carefully conceptualized and designed, so that they can function as they should, and avoid all unwanted things happening.

Podcasts are digital recording media that are distributed over the internet and are 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. Listening to audio podcasts through mobile devices is another form of mobile learning (Laila,

2020). In the learning process, podcasts provide an opportunity for 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, 2006). Podcasts can be easily used in schools, universities or educational institutions and enhance the learning process.

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 as well as various ways in which 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, there is a kind of distance that 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 learning. Podcasts can provide benefits for both teachers and students, such as improving listening and understanding skills (Borges, 2009). When used properly, podcasts can be a powerful and positive learning medium. In this study, podcasts are used to support communication skills as well as 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 the strategy of educators in providing stimulation for students. 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 practice (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 seems to be able to come through the same thing, namely through the podcast utility. In addition, establishing a different learning experience for students. So that the vision that education can be accessed anytime and anywhere will be realized (Chan & Lee, 2005). Shimp, Shropsire, Park, Harris & Campbell (2006) suggest that podcasting should be used to 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 very helpful in achieving student understanding. Students seem to really enjoy the learning process by discussing issues that are clearly 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 provide benefits for 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 providing 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 making 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. b. Creating video podcast-based public service advertisements by playing the role of 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 certain topics that can be watched by

students and the public. This is a form of collaboration that can strengthen information networks related to Pancasila values.

- d. Searching 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 of its students. In fact, what has been done has become one of the tools relevant to the demands of the 21st century. Unesco provides four pillars of education consisting of Learning to know, learning to do, learning to be, and learning to live together in peace (Lee & McLoughin, 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 (learning to know). Learning to find out is related to how to get knowledge through the use of existing media or tools. Media can be in the form of books, people, the internet, and other technologies (Locker, 2018). Its implementation to find out in Indonesia has gone through the process of learning to read, memorize, and listen, both what happens in the classroom and in everyday life..

Learning to do (learning to do). Learning to do or work, this 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 skills for professionalism at work (Lorenzo, 2006). then learning to do this is very necessary to practice skills how students can use knowledge about concepts or principles of certain subjects in other subjects or in their daily lives. Thus students have knowledge and skills that can affect their lives in determining the choice of work that is in the community.

Learning to be (learning to be). Learning to become or develop as a whole, learning to become or develop as a whole 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 has an obligation to 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.

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 in a community environment. Therefore, mutual help and respect for one another is necessary in order to create an orderly and safe society, so that each individual can learn and live in togetherness and peace. Learn to strengthen faith, piety, and noble character. 21st Century Education 21st Century Education is education that integrates knowledge, skills, and attitudes, as well as mastery of ICT (McGarr Oliver: 2009). These skills can be developed through various activity-based learning models that are in accordance with 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 new breakthrough in learning media for students, both 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 are able to accommodate the abilities of students in the 21st century. 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, 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 the collaboration that each project makes. Students collaborate with others to complete projects so that collaboration can be realized. The next competency is creativity, this is very visible in the activity of making podcasts because the quality is determined by the creativity of each maker.

Some things that can be concluded in this section include:

- a. Podcasts have been used as part of learning. Citizenship learning materials are packaged with audio-visual media using podcasts. Lecturers bring material with good interaction with the speakers. Students are given a podcast link to watch and become a learning resource.
- b. 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 the strategy of educators in providing stimulation for students. 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, critical thinking.

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 on demand. While enjoying a podcast broadcast, listeners no longer have to wait for the program they want to hear, only by looking for a broadcast topic, listeners can 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. Podcast was present at the 2005 guest, but listeners only began to notice in 2007. At that time there were not many podcast uploaders who made many variations of podcasts according to their categories.

References

- Arikunto, S. 1998. *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Asmi, A.R., Dhita, A.N., Supriyanto. (2019). Pengembangan Media Pembelajaran Audio Berbasis Podcast pada Materi Sejarah Lokal di Sumatera Selatan. *HISTORIA: Jurnal Pendidik dan Peneliti Sejarah*, 3 (1), 2615-7993
- Borges, F. 2009. *Podcast: Aprender Y Enseñar Con Podcast*. Barcelona: Editorial UOC.
- Chan, A., & Lee, M. 2005. "An MP3 a Day Keeps the Worries Away: Exploring the Use of Podcasting to Address Preconceptions and Alleviate Pre-Class Anxiety Amongst Undergraduate Information Technology Students,". *Proceedings of the Student Experience Conference*, D.H.R. Spennemann & L. Burr (eds.), Sept. 5-7, 2005, pp. 59-71.
- Boulos MN, Maramba I, Wheeler S. 2006. Wikis, Blogs and Podcasts: A New Generation of Web-Based Tools for Virtual Collaborative Clinical Practice and Education. *BMC Med Educ*.
- Budiana, Agus. (2019). Pengembangan Media Pembelajaran Sistem Antena Berbasis React Pada Mata Pelajaran Penerapan Sistem Radio dan Televisi Kelas XI Teknik Audio Video di SMK Negeri 2 Singosari.
- Campbell, G. 2005. There's Something in the Air – Podcasting in Education, *EDUCAUSE Review*, vol. 40, no. 6 (November/ December 2005): 32-47.
- Chan, A., Lee, M.J.W., & McLoughlin C. 2006. Everyone's Learning With Podcasting: A Charles Sturt University Experience. *Proceeding of the 23rd Annual Ascilite Conference: Who's Learning? Whose Technology?* The University of Sidney. DailySocial.id. 2018. *Podcast User Research in Indonesia 2018*.
- Chester, dkk. 2014. Podcasting in Education: Student Attitudes, Behaviour and Self-Efficacy. *Journal of Educational Technonology and Society*, 14(2), 236-247.

- Dedy Ari Nugroho. 2021. [Rectoverso Education And Technology: Digital Track Of Adaptive Covid-19 Civic Education Learning](#). PINUS Journals. Volume 7, Issue 1, 43-52
- Donnelly, K.M., & Berge, Z.L. 2006. Podcasting: Co-opting MP3 Players for Education and Training Purposes. *Online Journal of Distance Learning Administration*, 9 (3). Durbridge, N. 1984. The Role of technology in distance education. *Media in course design*, No. 9, audio cassettes. Kent, UK: Croom Helm.
- Efendi, N. M. (2018). Revolusi Pembelajaran Berbasis Digital (Penggunaan Animasi Digital Pada Start Up Sebagai Metode Pembelajaran Siswa Belajar Aktif). *Habitus: Jurnal Pendidikan, Sosiologi, & Antropologi*, 2(2), 173-182.
- Fadilah, E., Yudhapramesti, P. and Aristi, N. (2017) „Podcast Sebagai Alternatif Distribusi Konten Audio. *Jurnal Kajian Jurnalisme*, 1(1), 90–104. Goldman, Thomas. 2018. The Impact of Podcast in Education. *Advanced Writing: Pop Culture Intersections*. Hutabarat,
- Haerul, Yusrina (2020). Analisis Problematika Pembelajaran Bahasa dan Sastra Indonesia Berbasis Digital di Masa Pandemi COVID 19. *Semantik*, 10 (1), 2252-4657.
- Harold D. Laswell Dan Onong Uchjana Effendi. 2002. *Dinamika Komunikasi*. Bandung: Remaja Rosdakarya.
- Laila, Dahratul. (2020). Inovasi Perangkat Pembelajaran Menggunakan Aplikasi Podcast. *Prosiding Seminar Nasional PBSI-III*.
- Lee, M. J. W., McLoughlin, C., & Chan, A. 2008. Talk the talk: Learner-generated podcasts as catalysts for knowledge creation. *British Journal of Educational Technology*, 39(3), 501–521.
- Locker, M. 2018. Apple’s podcasts just topped 50 billion all-time downloads and streams. (online) *Fast Company*. [Accessed 15 March 2020].
- Lorenzo, G. 2006. An introduction to Podcasting. *Educational Pathways*.
- Maag, M. 2006. iPod, uPod? An emerging mobile learning tool in nursing education and student satisfaction. In *Proceedings of the Annual Conference of the Australasian Society for Computers in Learning*. Tertiary Education: Sydney.
- McGarr, Oliver, 2009. A Review of Podcasting in Higher Education: Its Influence on The Traditional Lecture. *Australasian Journal of Educational Technology*
- Miller, M., & Piller, M. 2005. Principal factors of an audio reading delivery mechanism – evaluating educational use of the iPod. Meng, Peter. 2005. *Podcast*
- Peny M. (2020). Pengembangan Podcast Sebagai Media Suplemen Pembelajaran Berbasis Digital Pada Perguruan Tinggi. *Jurnal Sosial Humaniora Terapan*, 2 (2), 2622- 1152.
- Walton, G., Childs, S., and Blenkinsopp, E. 2005. Using mobile technologies to give health students access to learning resources in the UK community setting,” *Health Information and Libraries Journal*, (22:2) pp. 51-65

Bukti Review Jurnal Setelah Submit



[HOME](#) [ABOUT](#) [USER HOME](#) [SEARCH](#) [CURRENT](#) [ARCHIVES](#) [ANNOUNCEMENTS](#)

[Home](#) > [User](#) > [Author](#) > [Submissions](#) > #53562 > **Review**

#53562 Review

[SUMMARY](#) [REVIEW](#) [EDITING](#)

Submission

Authors	Dedy Ari Nugroho, Waris Yohn Candra Anwar
Title	Strategy to empower Pancasila values through podcast media as digital citizens innovation
Section	Article
Editor	Yayuk Hidayah

Peer Review

Round 1

Review Version	53562-150686-1-RV.DOCX 2022-09-29
Initiated	2022-09-29
Last modified	2022-11-16
Uploaded file	None

- [FOCUS AND SCOPE](#)
- [PUBLICATION ETHICS](#)
- [EDITORIAL TEAM](#)
- [AUTHOR GUIDELINES](#)
- [PEER-REVIEW PROCESS](#)
- [ONLINE SUBMISSION](#)
- [INDEXING](#)
- [RETRACTION](#)
- [JOURNAL HISTORY](#)
- [VISITOR COUNTER](#)
- [AUTHORSHIP POLICIES](#)
- [CONFLICT OF INTEREST](#)
- [PLAGIARISM POLICY](#)
- [R-W-C POLICY](#)
- [CROSMARK POLICY](#)



[HOME](#) [ABOUT](#) [USER HOME](#) [SEARCH](#) [CURRENT](#) [ARCHIVES](#) [ANNOUNCEMENTS](#)

Home > User > Author > **Archive**

Archive

[ACTIVE](#) [ARCHIVE](#)

ID	MM-DD SUBMIT	SEC	AUTHORS	TITLE	VIEWS	STATUS
57485	01-10	ART	Nugroho, Emy, Anwar	INNOVATION LEARNING MODEL WHO WANTS TO BE A GOOD...	—	Archived
53562	09-29	ART	Nugroho, Anwar	STRATEGY TO EMPOWER PANCASILA VALUES THROUGH PODCAST...	47	Vol 19, No 2 (2022)

1 - 2 of 2 Items

Start a New Submission

[CLICK HERE](#) to go to step one of the five-step submission process.

Refbacks

[ALL](#) [NEW](#) [PUBLISHED](#) [IGNORED](#)

	DATE ADDED	HITS	URL	ARTICLE	TITLE	STATUS	ACTION
<input type="checkbox"/>	2022-10-23	5	https://journal.uny.ac.id/index.php/civics/artic...	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2022-10-23	2	https://journal.uny.ac.id/index.php/civics/issue...	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2022-11-01	40	https://scholar.google.com/	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2022-11-03	1	http://journal.uny.ac.id/index.php/civics	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2022-11-03	4	http://journal.uny.ac.id/index.php/civics/articl...	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2022-11-09	44	https://www.google.com/	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2022-11-27	1	https://yandex.com/	Strategy to empower Pancasila	—	New	EDIT DELETE

FOCUS AND SCOPE

[PUBLICATION ETHICS](#)

[EDITORIAL TEAM](#)

[AUTHOR GUIDELINES](#)

[PEER-REVIEW PROCESS](#)

[ONLINE SUBMISSION](#)

[INDEXING](#)

[RETRACTION](#)

[JOURNAL HISTORY](#)

[VISITOR COUNTER](#)

[AUTHORSHIP POLICIES](#)

[CONFLICT OF INTEREST](#)

[PLAGIARISM POLICY](#)

[R-W-C POLICY](#)

[CROSMARK POLICY](#)

[AUTHOR INDEX](#)

[TITLE INDEX](#)

[SCOPUS CITEDNESS](#)

[REVIEWERS](#)

[CONTACT](#)

[AUTHOR FEES](#)

[COPYRIGHT FORM](#)

[REFERENCE TOOLS](#)



[MANUSCRIPT TEMPLATE](#)



E-ISSN BARCODE



Scholar Metric : Sheet1

	All	Since 2019
Citations	3274	3124
h-index	27	26
i10-index	81	78

				values through podcast media as digital citizens innovation			
<input type="checkbox"/>	2023-02-05	1	https://insentif.ulm.ac.id/	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2023-02-27	5	https://www.google.co.id/	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2023-05-05	1	https://www.bing.com/	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2023-05-11	3	https://doaj.org/	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2023-05-30	8	http://journal.uny.ac.id/index.php/civics/search...	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2023-07-02	4	https://scholar.google.com/scholar?oi=bibs&hl=en...	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2023-07-20	2	http://m.facebook.com/	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2023-09-26	1	https://scholar.google.co.uk/	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2023-10-02	1	https://scholar.google.com/citations?view_op=ve...	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2023-10-06	1	https://eds.s.ebscohost.com/	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2023-10-27	1	http://google.com/search?q=publications	Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
<input type="checkbox"/>	2023-11-12	1	https://scholar.google.com.au/	Strategy to empower Pancasila values through	—	New	EDIT DELETE

Sheet

INFORMATION

- » For Readers
- » For Authors
- » For Librarians

USER

You are logged in as...

dedy2211

- » My Journals
- » My Profile
- » Log Out

KEYWORDS

Citizenship Indonesia Pancasila citizen citizenship **citizenship education** civic disposition **civic education** civic engagement digital citizenship digital era ecological citizenship education junior high school learning legal protection local wisdom multicultural education online learning social capital social media

NOTIFICATIONS






- » View (11 new)
- » Manage


<input type="checkbox"/>	2023-12-04	7	https://typeset.io/	podcast media as digital citizens innovation Strategy to empower Pancasila values through podcast media as digital citizens innovation	—	New	EDIT DELETE
--------------------------	------------	---	---	---	---	-----	---------------

1 - 20 of 26 items 1 2 >>>


[Publish](#) [Ignore](#) [Delete](#) [Select All](#)

Our journal indexed by:


    



Supported by:



Jurnal Civics Media Kajian Kewarganegaraan is published by Universitas Negeri Yogyakarta in collaboration with Indonesia Association Profession of Pancasila and Civic Education/Asosiasi Profesi Pendidikan Pancasila dan Kewarganegaraan (AP3Kni).



Jurnal Civics is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

[1013274](#) | civics stat



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

Dedy Ari Nugroho¹, Waris Yohn Candra Anwar²

¹ Pancasila and Civic Education Study Program, Universitas Lambung Mangkurat, Banjarmasin, Indonesia

² Classroom eLearning & Technology Limited, Hong Kong

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.

Keywords: *Citizenship, Innovation, Podcast, Pancasila Values*



Introduction

The younger generation in each era has its own characteristics. The pattern of communication that needs to be built for each generation is also different. Communication experts provide various definitions of communication. The definition of communication according to Harrold Lasswell (2002), Who says what in which channel to whom with what effect provides an overview of communication which is

the process of transmitting a message. In general, communication is the process of conveying messages from the communicator to the communicant by using the media so that it will have an effect. Communication media is a tool used to convey messages. There are various kinds of media as a means of communication in the form of print and audio-visual, and device technology. Advances in technology are able to add to the function of the media without changing the purpose of the message to be conveyed so that the media can develop from time to time.

The intensity of the younger generation in using digital media needs to be addressed with 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 a superior media with digital technology in conveying messages (Budiana, 2009). The digital technology built into this new media is to make it easier to access information on the media quickly. There are several categories of new media such as the internet and websites. New media is media that relies on a connection and is gadgeted. The ease of quickly accessing information on new media makes interaction even easier. Although new media excels with digital technology, it is not included in the category of digital media. In addition to interactive and intellectual characteristics, new media using video, audio, text, and images that are 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 different uses. Several types of new media, such as video streaming, the web, 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, in new media newspapers could be accessed using the internet, making it easier for new media to get information (Chester, 2014).

Audio-based information delivery media are currently being innovated in various forms. Audio communication is a medium that can only be accepted by the listener's senses because it is conveyed by messages in the form of auditory symbols, both verbal and nonverbal. Messages conveyed by audio media in the form of words, music or background. The era of audio communication has been seen since 1844 by using telegraphy by which Morse sent wire news from Baltimore to Washington (Campell, 2005). The phenomenon in the era of audio communication is the basis for the development of conveying messages through audio-based technology. Podcast is one of the communication media in the form of audio that can be used by everyone to convey messages or information (Dedy, 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 on demand. While enjoying a podcast broadcast, listeners no longer have to wait for the program they want to hear, only by looking for a broadcast topic, listeners can enjoy it right away. The first podcast idea emerged during a meeting between Adam Curry and Dave Winer in early 2000 (Peny, 2020). Then developed until 2004, Adam managed to write the iPodder program, which allows him to automatically download internet radio broadcasts to his iPod. Podcast was present at the 2005 guest, but listeners only began to notice in 2007. At that time there were not many podcast uploaders who made many variations of podcasts according to their categories (Watson, 2019).

Podcasts can be listened to in all conditions, because they have many criteria in the content of an audio recording uploaded to a podcast. There are several platforms that support the availability of podcasts, such as: a. iTunes b. Stitcher c. Google Play d. Spotify Of the four spaces, Spotify has the most frequented by podcast listeners (Watson, 2019). Spotify provides its own category to accommodate various types of podcasts. This makes it easier for listeners to choose according to the current situation. In the categories 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 & Techonoly podcast, Arts & Entertainment podcast, Music Podcast, Games Podcast, and Kid & Family Podcast. This sub-category perfectly reflects the amount of diversity typical and 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, both free of charge and subscription (Efi, Yudhapramesti, & Aristi, 2017).

Podcasts in the current era have the potential to touch more young people in providing access to information and knowledge. The Pancasila and Citizenship Education Study Program organizes learning and activities in the form of podcasts. This strategy is one of the ways in which the Pancasila Education and Citizenship Study Program at Lambung Mangkurat University is used to getting used to acting in accordance with the values of Pancasila. 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 in accordance with Pancasila values.

Podcasts created and implemented at the Pancasila and Citizenship Education Study Program are expected to be able to provide a space for creativity and quality information for the

implementation of Pancasila values in the life of 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 continuously developed so that it is always in line with the times and the lives of the younger generation. Starting from the form of research on the strategy of the Pancasila Education and Citizenship Study Program at Lambung Mangkurat University to reinforce the values of Pancasila in an innovative and critical form.

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. As an example of a podcast post discussing the importance of publication for students, as listed on the page: <https://www.youtube.com/watch?v=Jw9Qdb02ssl>. The podcast that was developed refers to the needs of today's learners, because most of them already have a device or cellphone that can be installed with podcast and sportify 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 competencies that are required and can be stimulated with the podcast agenda include communication skills, collaboration, creativity, 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 the collaboration that each project makes. Students collaborate with others to complete projects so that collaboration can be realized. The next competency is creativity, this is very visible in the activity of making podcasts because the quality is determined by the creativity of each maker. The topic of discussion, nature, is also determined by the creativity of the creator. So in this case it is very possible for creativity to arise Finally, is critical thinking, this can be explored from the discussion topics on podcasts that require to include issues and solutions for citizenship and Pancasila values.

Method

The type of research used in this scientific paper is descriptive qualitative research, because it describes the object under study (people, institutions or others) based on facts (Arikunto, 1998). According to Denzin and Lincoln (Moleong, 2006:5) states that qualitative research is research that uses a natural setting, with the intention of interpreting phenomena that occur and is carried out by involving 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 for 2, from May to June 2022. The sampling technique used in this study was snowball sampling. According to Sugiyono (2010: 125) Snowball sampling is a technique for determining samples that are initially small in number, then

enlarge. In accordance with the form of qualitative research and also the type of data sources used, the data collection instruments that will be used in this study include: interviews (interviews), observations (observations), and document analysis. The validity of the data in this study was carried out using data triangulation. According to H.B Sutopo (2002:78) argues that triangulation of data, is that the same or similar data will be more stable, the truth can be extracted from several different data sources. In addition to using data triangulation, in determining the validity of the data in this study, review informants were also used. The data analysis used in this study refers to the opinion of H.B Sutopo (2002:91). H.B Sutopo (2002:91) argues that "in the process of data analysis there are 4 components that must be understood by every qualitative researcher. The four components include: (1) data collection, (2) data reduction, (3) data presentation, (4) drawing conclusions or verification. The use of this method is able to 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 the use of 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, in qualitative research we can gain advantages, 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 on a daily basis, 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 by paying attention to several shortcomings in this study, including: This study uses more subjective sources of informants who have a strong 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 difficult to analyze the causal relationship of a social phenomenon, considering that there are many causes that 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 2 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 new breakthrough in learning media for students, both 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, 2019). 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:

- h. Visible, which means that learning media must be easy to see with the eye, meaning that the size is not too small and not too big.
- i. 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, which will affect the motivation to improve achievement.
- j. Simple, in its manufacture and in its application the media must be simple or simple, because it aims to make learning easier, not even more difficult or burdened (Fadilah, 2017). Simple here includes: the ingredients for making are easy to find in the surrounding environment, the cost of making is not too big 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.
- k. Useful, meaning that the creation and application of learning media considers its usefulness and nothing is in vain for educators and also for students.
- l. Accurate, meaning that the learning media is not arbitrary but true and can be accounted for. Doing everything should not be done half-heartedly, including in terms of making learning media, therefore starting from the preparation process to the implementation process is carried out seriously (Haerul 2020).
- m. 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 makes learning motivation decrease, it is not recommended to apply the media again.
- n. g. Structured, learning media must be well and carefully conceptualized and designed, so that they can function as they should, and avoid all unwanted things happening.

Podcasts are digital recording media that are distributed over the internet and are 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. Listening to audio podcasts through mobile devices is another form of mobile learning (Laila,

2020). In the learning process, podcasts provide an opportunity for 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, 2006). Podcasts can be easily used in schools, universities or educational institutions and enhance the learning process.

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 as well as various ways in which podcasts can enhance the learning experience. Here are some of the learning experiences gained by using podcasts:

- f. Creative sources of information
- g. Aimed at improving understanding.
- h. Instruments for learning foreign languages
- i. Improve relationships with students

With the increasing use of technology, there is a kind of distance that 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.

- j. Stimulates creative thinking skills

The role of podcasts in future learning is to enrich learning. Podcasts can provide benefits for both teachers and students, such as improving listening and understanding skills (Borges, 2009). When used properly, podcasts can be a powerful and positive learning medium. In this study, podcasts are used to support communication skills as well as 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 the strategy of educators in providing stimulation for students. 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 practice (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 seems to be able to come through the same thing, namely through the podcast utility. In addition, establishing a different learning experience for students. So that the vision that education can be accessed anytime and anywhere will be realized (Chan & Lee, 2005). Shimp, Shropsire, Park, Harris & Campbell (2006) suggest that podcasting should be used to 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 very helpful in achieving student understanding. Students seem to really enjoy the learning process by discussing issues that are clearly 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 provide benefits for 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 providing 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:

- e. 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 making 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.
- f. b. Creating video podcast-based public service advertisements by playing the role of 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.
- g. Collaborate with various sources on current topics. Podcasts within the Pancasila and Citizenship Education Study Program describe certain topics that can be watched by

students and the public. This is a form of collaboration that can strengthen information networks related to Pancasila values.

- h. Searching 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 of its students. In fact, what has been done has become one of the tools relevant to the demands of the 21st century. Unesco provides four pillars of education consisting of Learning to know, learning to do, learning to be, and learning to live together in peace (Lee & McLoughin, 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 (learning to know). Learning to find out is related to how to get knowledge through the use of existing media or tools. Media can be in the form of books, people, the internet, and other technologies (Locker, 2018). Its implementation to find out in Indonesia has gone through the process of learning to read, memorize, and listen, both what happens in the classroom and in everyday life..

Learning to do (learning to do). Learning to do or work, this 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 skills for professionalism at work (Lorenzo, 2006). then learning to do this is very necessary to practice skills how students can use knowledge about concepts or principles of certain subjects in other subjects or in their daily lives. Thus students have knowledge and skills that can affect their lives in determining the choice of work that is in the community.

Learning to be (learning to be). Learning to become or develop as a whole, learning to become or develop as a whole 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 has an obligation to 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.

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 in a community environment. Therefore, mutual help and respect for one another is necessary in order to create an orderly and safe society, so that each individual can learn and live in togetherness and peace. Learn to strengthen faith, piety, and noble character. 21st Century Education 21st Century Education is education that integrates knowledge, skills, and attitudes, as well as mastery of ICT (McGarr Oliver: 2009). These skills can be developed through various activity-based learning models that are in accordance with 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 new breakthrough in learning media for students, both 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 are able to accommodate the abilities of students in the 21st century. 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, 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 the collaboration that each project makes. Students collaborate with others to complete projects so that collaboration can be realized. The next competency is creativity, this is very visible in the activity of making podcasts because the quality is determined by the creativity of each maker.

Some things that can be concluded in this section include:

- c. Podcasts have been used as part of learning. Citizenship learning materials are packaged with audio-visual media using podcasts. Lecturers bring material with good interaction with the speakers. Students are given a podcast link to watch and become a learning resource.
- d. 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 the strategy of educators in providing stimulation for students. 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, critical thinking.

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 on demand. While enjoying a podcast broadcast, listeners no longer have to wait for the program they want to hear, only by looking for a broadcast topic, listeners can 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. Podcast was present at the 2005 guest, but listeners only began to notice in 2007. At that time there were not many podcast uploaders who made many variations of podcasts according to their categories.

References

- Arikunto, S. 1998. *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Asmi, A.R., Dhita, A.N., Supriyanto. (2019). Pengembangan Media Pembelajaran Audio Berbasis Podcast pada Materi Sejarah Lokal di Sumatera Selatan. *HISTORIA: Jurnal Pendidik dan Peneliti Sejarah*, 3 (1), 2615-7993
- Borges, F. 2009. *Podcast: Aprender Y Enseñar Con Podcast*. Barcelona: Editorial UOC.
- Chan, A., & Lee, M. 2005. "An MP3 a Day Keeps the Worries Away: Exploring the Use of Podcasting to Address Preconceptions and Alleviate Pre-Class Anxiety Amongst Undergraduate Information Technology Students,". *Proceedings of the Student Experience Conference*, D.H.R. Spennemann & L. Burr (eds.), Sept. 5-7, 2005, pp. 59-71.
- Boulos MN, Maramba I, Wheeler S. 2006. Wikis, Blogs and Podcasts: A New Generation of Web-Based Tools for Virtual Collaborative Clinical Practice and Education. *BMC Med Educ*.
- Budiana, Agus. (2019). Pengembangan Media Pembelajaran Sistem Antena Berbasis React Pada Mata Pelajaran Penerapan Sistem Radio dan Televisi Kelas XI Teknik Audio Video di SMK Negeri 2 Singosari.
- Campbell, G. 2005. There's Something in the Air – Podcasting in Education, *EDUCAUSE Review*, vol. 40, no. 6 (November/ December 2005): 32-47.
- Chan, A., Lee, M.J.W., & McLoughlin C. 2006. Everyone's Learning With Podcasting: A Charles Sturt University Experience. *Proceeding of the 23rd Annual Ascilite Conference: Who's Learning? Whose Technology? The University of Sidney*. DailySocial.id. 2018. *Podcast User Research in Indonesia 2018*.
- Chester, dkk. 2014. Podcasting in Education: Student Attitudes, Behaviour and Self-Efficacy. *Journal of Educational Technonology and Society*, 14(2), 236-247.

- Dedy Ari Nugroho. 2021. [Rectoverso Education And Technology: Digital Track Of Adaptive Covid-19 Civic Education Learning](#). PINUS Journals. Volume 7, Issue 1, 43-52
- Donnelly, K.M., & Berge, Z.L. 2006. Podcasting: Co-opting MP3 Players for Education and Training Purposes. *Online Journal of Distance Learning Administration*, 9 (3). Durbridge, N. 1984. The Role of technology in distance education. *Media in course design*, No. 9, audio cassettes. Kent, UK: Croom Helm.
- Efendi, N. M. (2018). Revolusi Pembelajaran Berbasis Digital (Penggunaan Animasi Digital Pada Start Up Sebagai Metode Pembelajaran Siswa Belajar Aktif). *Habitus: Jurnal Pendidikan, Sosiologi, & Antropologi*, 2(2), 173-182.
- Fadilah, E., Yudhapramesti, P. and Aristi, N. (2017) „Podcast Sebagai Alternatif Distribusi Konten Audio. *Jurnal Kajian Jurnalisme*, 1(1), 90–104. Goldman, Thomas. 2018. The Impact of Podcast in Education. *Advanced Writing: Pop Culture Intersections*. Hutabarat,
- Haerul, Yusrina (2020). Analisis Problematika Pembelajaran Bahasa dan Sastra Indonesia Berbasis Digital di Masa Pandemi COVID 19. *Semantik*, 10 (1), 2252-4657.
- Harold D. Laswell Dan Onong Uchjana Effendi. 2002. *Dinamika Komunikasi*. Bandung: Remaja Rosdakarya.
- Laila, Dahratul. (2020). Inovasi Perangkat Pembelajaran Menggunakan Aplikasi Podcast. *Prosiding Seminar Nasional PBSI-III*.
- Lee, M. J. W., McLoughlin, C., & Chan, A. 2008. Talk the talk: Learner-generated podcasts as catalysts for knowledge creation. *British Journal of Educational Technology*, 39(3), 501–521.
- Locker, M. 2018. Apple’s podcasts just topped 50 billion all-time downloads and streams. (online) *Fast Company*. [Accessed 15 March 2020].
- Lorenzo, G. 2006. An introduction to Podcasting. *Educational Pathways*.
- Maag, M. 2006. iPod, uPod? An emerging mobile learning tool in nursing education and student satisfaction. In *Proceedings of the Annual Conference of the Australasian Society for Computers in Learning*. Tertiary Education: Sydney.
- McGarr, Oliver, 2009. A Review of Podcasting in Higher Education: Its Influence on The Traditional Lecture. *Australasian Journal of Educational Technology*
- Miller, M., & Piller, M. 2005. Principal factors of an audio reading delivery mechanism – evaluating educational use of the iPod. Meng, Peter. 2005. *Podcast*
- Peny M. (2020). Pengembangan Podcast Sebagai Media Suplemen Pembelajaran Berbasis Digital Pada Perguruan Tinggi. *Jurnal Sosial Humaniora Terapan*, 2 (2), 2622- 1152.
- Walton, G., Childs, S., and Blenkinsopp, E. 2005. Using mobile technologies to give health students access to learning resources in the UK community setting,” *Health Information and Libraries Journal*, (22:2) pp. 51-65

Bukti Author Dicission Publish

Dicission

The screenshot displays a Gmail inbox on a desktop browser. The left sidebar shows navigation options: Mail (5), Compose, Chat, and Meet. The main inbox area lists folders: Inbox (5), Starred, Snoozed, Sent, Drafts (1), and More. A search bar is at the top with the text "Search mail". The selected email is from "Yayuk Hidayah 199010102022032018" to "Waris, me" on "Oct 23, 2022, 12:17 PM". The subject is "Jurnal Civics: Media Kajian Kewarganegaraan Update". The body of the email congratulates the recipient on their article being published in Jurnal Civics and provides a link to the article. It also includes a request to support the "Gerakan UNY Hijau" by not printing the email and its attachments. At the bottom, there are three buttons: "Well received with thanks.", "Thank you for your support!", and "Thanks a lot."

Gmail Search mail Active

Compose

Mail 5

Chat

Meet

Inbox 5

Starred

Snoozed

Sent

Drafts 1

More

Labels +

Jurnal Civics: Media Kajian Kewarganegaraan Update External Inbox x

Yayuk Hidayah 199010102022032018 <yayukhidayah@uny.ac.id>
to Waris, me

Oct 23, 2022, 12:17 PM

Dear Dedy Ari Nugroho and Waris Yohn Candra Anwar

Congratulations, we're delighted to let you know that your final published article (the Version of Record) is now on Jurnal Civics: Media Kajian Kewarganegaraan

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

<https://journal.uny.ac.id/index.php/civics/article/view/53562>

Untuk mendukung "Gerakan UNY Hijau", disarankan tidak mencetak email ini dan lampirannya.
(To support the "Green UNY movement", it is recommended not to print the contents of this email and its attachments)

Universitas Negeri Yogyakarta
www.uny.ac.id

Well received with thanks. Thank you for your support! Thanks a lot.



HOME ABOUT USER HOME SEARCH CURRENT ARCHIVES ANNOUNCEMENTS

Home > Vol 19, No 2 (2022) > **Nugroho**

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

Dedy Ari Nugroho, Pancasila and Civic Education Study Program, Universitas Lambung Mangkurat, Banjarmasin, Indonesia
Waris Yohn Candra Anwar, Classroom eLearning & Technology Limited, Hong Kong, Hong Kong

10.21831/jc.v19i2.53562

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-earh 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.

Keywords

Citizenship; Innovation; Podcast; Pancasila Values

Full Text:

[PDF](#)

References

- Asmi, A. R., Aulia, N., & Dhita, S. (2020). Pengembangan media pembelajaran audio berbasis podcast pada materi sejarah lokal di Sumatera Selatan. *Historia: Jurnal Pendidik Dan Peneliti Sejarah*, 3(1), 49–56. <https://doi.org/10.17509/HISTORIA.V3I1.21017>
- Boulos, M. N. K., Maramba, I., & Wheeler, S. (2006). Wikis, blogs and podcasts: A new generation of Web-based tools for virtual collaborative clinical practice and education. *BMC Medical Education*, 6(1), 41. <https://doi.org/10.1186/1472-6920-6-41>
- Chester, A., Buntine, A., Hammond, K., & Atkinson, L. (2011). Podcasting in education: Student attitudes, behaviour and self-efficacy. *Journal of Educational Technology & Society*, 14(2), 236–247.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). SAGE.
- Fadilah, E., Yudhapramesti, P., & Aristi, N. (2017). Podcast sebagai alternatif distribusi konten audio. *Jurnal Kajian Jurnalisme*, 1(1), 90–104. <https://doi.org/10.24198/kj.v1i1.10562>
- Forsler, I., & Ciccone, M. (2021). Making visible the invisible: Exploring McLuhan's figure/ground in digital citizenship education. *Explorations in Media Ecology*, 20(4), 437–455. https://doi.org/10.1386/eme_00110_1
- Haerul, H. H., & Yusrina, Y. (2021). Analisis problematika pembelajaran Bahasa dan Sastra Indonesia berbasis digital di masa pandemi COVID 19. *Semantik*, 10(1), 25–32. <http://e-journal.stkipiliwang.ac.id/index.php/semantik/artide/mew/2088>
- Irwansyah, Y. H. S. (2021). The rise of podcast in Indonesia: The development of new media podcast as popular culture of young generation in Indonesia. *MEDIALOG: Jurnal Ilmu Komunikasi*, 4(1), 223–233. <https://doi.org/10.35326/medialog.v4i1.1034>
- Lee, M. J. W., McLoughlin, C., & Chan, A. (2008). Talk the talk: Learner-generated podcasts as catalysts for knowledge creation. *British Journal of Educational Technology*, 39(3), 501–521. <https://doi.org/10.1111/j.1467-8535.2007.00746.x>
- Maag, M. (2006). iPod, uPod? An emerging mobile learning tool in nursing education and students' satisfaction. *Proceedings of the 23rd Annual Ascilite Conference: Who's Learning? Whose Technology?*, 483–491.

- FOCUS AND SCOPE
- PUBLICATION ETHICS
- EDITORIAL TEAM
- AUTHOR GUIDELINES
- PEER-REVIEW PROCESS
- ONLINE SUBMISSION
- INDEXING
- RETRACTION
- JOURNAL HISTORY
- VISITOR COUNTER
- AUTHORSHIP POLICIES
- CONFLICT OF INTEREST
- PLAGIARISM POLICY
- R-W-C POLICY
- CROSMARK POLICY
- AUTHOR INDEX
- TITLE INDEX
- SCOPUS CITEDNESS
- REVIEWERS
- CONTACT
- AUTHOR FEES
- COPYRIGHT FORM
- REFERENCE TOOLS



MANUSCRIPT TEMPLATE



E-ISSN BARCODE



Scholar Metric : Sheet1

	All	Since 2019
Citations	3274	3124
h-index	27	26
i10-index	81	78

Bukti Cek Turnitin Karya

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

Dedy Ari Nugroho¹, Waris Yohn Candra Anwar²

¹ Pancasila and Civic Education Study Program, Universitas Lambung Mangkurat, Banjarmasin, Indonesia

² Classroom eLearning & Technology Limited, Hong Kong

ABSTRACT

25 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.

Article History:

Submitted : 02-05-2022
Revised : 05-10-2022
Accepted : 20-10-2022

Keywords:

Citizenship, Innovation, Podcast, Pancasila Values



Cite in APA^{7th}:

CNugroho, D. A., & Anwar, W. Y. C. (2022). Strategy to empower Pancasila values through podcast media as digital citizens innovation. *Jurnal Civics: Media Kajian Kewarganegaraan*, 19(2), 245–254. <https://doi.org/10.21831/JC.V19I2.53562>

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 ²⁴ 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 ⁵ 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 ²⁸ 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, Shropshire, 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. 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.

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 have to wait for the program they want to hear. Only by looking for a

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.

References

- Asmi, A. R., Aulia, N., & Dhita, S. (2020). Pengembangan media pembelajaran audio berbasis podcast pada materi sejarah lokal di Sumatera Selatan. *Historia: Jurnal Pendidik Dan Peneliti Sejarah*, 3(1), 49–56. <https://doi.org/10.17509/HISTORIA.V3I1.21017>
- Boulos, M. N. K., Maramba, I., & Wheeler, S. (2006). Wikis, blogs and podcasts: A new generation of Web-based tools for virtual collaborative clinical practice and education. *BMC Medical Education*, 6(1), 41. <https://doi.org/10.1186/1472-6920-6-41>
- Chester, A., Buntine, A., Hammond, K., & Atkinson, L. (2011). Podcasting in education: Student attitudes, behaviour and self-efficacy. *Journal of Educational Technology & Society*, 14(2), 236–247.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). SAGE.
- Fadilah, E., Yudhaprimesti, P., & Aristi, N. (2017). Podcast sebagai alternatif distribusi konten audio. *Jurnal Kajian Jurnalisme*, 1(1), 90–104. <https://doi.org/10.24198/jkj.v1i1.10562>
- Forsler, I., & Ciccone, M. (2021). Making visible the invisible: Exploring McLuhan's figure/ground in digital citizenship education. *Explorations in Media Ecology*, 20(4), 437–455. https://doi.org/10.1386/eme_00110_1
- Haerul, H. H., & Yusrina, Y. (2021). Analisis problematika pembelajaran Bahasa dan Sastra Indonesia berbasis digital di masa pandemi COVID 19. *Semantik*, 10(1), 25–32. <http://e-journal.stkipsiliwangi.ac.id/index.php/semantik/article/view/2088>
- Irwansyah, Y. H. S. (2021). The rise of podcast in Indonesia: The development of new media podcast as popular culture of young generation in Indonesia. *MEDIALOG: Jurnal Ilmu Komunikasi*, 4(1), 223–233. <https://doi.org/10.35326/medialog.v4i1.1034>
- Lee, M. J. W., McLoughlin, C., & Chan, A. (2008). Talk the talk: Learner-generated podcasts as catalysts for knowledge creation. *British Journal of Educational Technology*, 39(3), 501–521. <https://doi.org/10.1111/j.1467-8535.2007.00746.x>
- Maag, M. (2006). iPod, uPod? An emerging mobile learning tool in nursing education and students' satisfaction. *Proceedings of the 23rd Annual Ascilite Conference: Who's Learning? Whose Technology?*, 483–491.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd Edition). SAGE Publication, Inc.
- McGarr, O. (2009). A review of podcasting in higher education: Its influence on the traditional lecture. *Australasian Journal of Educational Technology*, 25(3), 309–321. <https://doi.org/10.14742/ajet.1136>
- Mertens, D. M. (2014). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (Fourth Edition). SAGE.

- Miller, M., & Piller, M. (2005). Principal factors of an audio reading delivery mechanism: Evaluating educational use of the iPod. *EdMedia+ Innovate Learning*, 260–267.
- Nugroho, D. A., & Wiranata, I. H. (2021). Rectoverso education and technology: Digital track of adaptive Covid-19 civic education learning. *PINUS: Jurnal Penelitian Inovasi Pembelajaran*, 7(1), 43–52. <https://doi.org/10.29407/pn.v7i1.16392>
- Panjaitan, J. E. R. (2021). Sosio-demografi dan kepuasan pengguna podcast di Indonesia. *Jurnal Spektrum Komunikasi*, 9(1), 13–23. <https://doi.org/10.37826/spektrum.v9i1.155>
- Rahmawati, A., & Sujono, F. K. (2021). Digital communication through online learning in Indonesia: Challenges and opportunities. *Jurnal ASPIKOM*, 6(1), 61–76. <https://doi.org/10.24329/aspikom.v6i1.815>
- Sa'diyah, H., & Fahmi, M. (2021). Gatekeeping process of content production of audio podcast in Yogyakarta, Indonesia. *KnE Social Sciences*, 89–95. <https://doi.org/10.18502/kss.v5i3.8530>
- Sullivan, J. L. (2019). The platforms of podcasting: Past and present. *Social Media + Society*, 5(4), 2056305119880002. <https://doi.org/10.1177/2056305119880002>
- Turmudi, H. (2020). Participatory communication based on digital platforms for communities in Indonesia. *International Journal of Science and Society*, 1(1), 70–80. <https://doi.org/10.54783/ijssoc.v1i1.49>

dedi jurnal civic

ORIGINALITY REPORT

14%

SIMILARITY INDEX

7%

INTERNET SOURCES

4%

PUBLICATIONS

6%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of Canberra Student Paper	2%
2	repository.unibos.ac.id Internet Source	1%
3	Submitted to Universitas Muhammadiyah Yogyakarta Student Paper	1%
4	Aliahardi Winata, Deviana Mayasari, Zedi Muttaqin. "Peningkatan Kemampuan Belajar pada Mata Kuliah Belajar dan Pembelajaran Melalui Metode Kooperatif", Jurnal Ilmiah Telaah, 2023 Publication	1%
5	Submitted to Konsorsium Perguruan Tinggi Swasta Indonesia Student Paper	1%
6	Submitted to Grwp Llandrillo Menai Student Paper	1%
7	William Eng Yong Keong. "Importance-Performance Analysis of e-Learning	1%

Technologies in Malaysian Higher Education",
2017 International Symposium on Educational
Technology (ISET), 2017

Publication

8	Rizka Ariani, Ratnawulan, Ahmad Fauzi. " The practicality of interactive multimedia integrated science based on guided inquiry with theme energy in the life that integrates of learning for the 21 century ", Journal of Physics: Conference Series, 2021 Publication	1 %
9	ejournal.aibpmjournals.com Internet Source	1 %
10	journals.ums.ac.id Internet Source	1 %
11	Submitted to Brunel University Student Paper	1 %
12	ijedict.dec.uwi.edu Internet Source	<1 %
13	www.kompasiana.com Internet Source	<1 %
14	Nadia Putri Rahmawati, Ratnasari Dyah Utami. "THE THE ACTS OF KUALA LANGAT COMMUNITY LEARNING CENTER MALAYSIA TEACHERS TO OVERCOME LEARNING	<1 %

DIFFICULTIES AMONG STUDENTS", Paedagogia: Jurnal Pendidikan, 2024

Publication

15

d-scholarship.pitt.edu

Internet Source

<1 %

16

Zaitul Hidayat, Ratnawulan, Gusnedi.
"Analysis of learning media in developing
science textbooks with theme energy in life
using integrated model for integrated 21st
century learning", Journal of Physics:
Conference Series, 2019

Publication

<1 %

17

Submitted to Sriwijaya University

Student Paper

<1 %

18

Submitted to University of Alabama

Student Paper

<1 %

19

Submitted to Southern New Hampshire
University - Continuing Education

Student Paper

<1 %

20

asemlllhub.org

Internet Source

<1 %

21

iosrjournals.org

Internet Source

<1 %

22

ppkn.undana.ac.id

Internet Source

<1 %

23 Gina - Sundari, Veny Purba. "PODCASTER'S AWAL MINGGU COMMUNICATION STRATEGY IN CREATING PODCAST CONTENT ON THE SPOTIFY", Diakom : Jurnal Media dan Komunikasi, 2020
Publication <1 %

24 jurnal.unimus.ac.id
Internet Source <1 %

25 impa.usc.edu
Internet Source <1 %

26 nicsforschoolleaders.tpdatscalecoalition.org
Internet Source <1 %

27 repository.uinsa.ac.id
Internet Source <1 %

28 researchspace.auckland.ac.nz
Internet Source <1 %

29 www.atlantis-press.com
Internet Source <1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography On