



## Rangkai Nusantara Digital Innovation for Strengthening National Values and Pancasila-Based Character Education

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### Abstract

*The decline of national values and the weakening of Pancasila-based character education among young generations pose a significant challenge in shaping Indonesia's Golden Generation 2045. This community service program, entitled Rangkai Nusantara, aims to develop a digital innovation platform that strengthens national values and Pancasila-oriented character education. The program was implemented through participatory, technology-based training activities involving interactive workshops, digital content creation, mentoring, and dissemination of student-produced educational works. The target group consisted of junior high school students in Bandar Lampung. The results showed a significant improvement in students' understanding of Pancasila values, creative digital literacy, and the establishment of a youth network promoting national values through digital*

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4. Digital Literacy
5. National Values

*platforms. This program demonstrates that integrating digital innovation into character education can foster patriotic awareness, digital citizenship, and moral integrity. Rangkai Nusantara thus serves as a replicable model of technology-based character education to empower Indonesia's young generation in the digital era.*

## 1. INTRODUCTION

The rapid advancement of digital technology has profoundly transformed various aspects of life, particularly among the younger generation. While technological progress provides easier access to information and creative learning opportunities, it also presents challenges such as declining national values and weakening internalization of Pancasila-based character education.

Character education grounded in Pancasila is essential to shaping Indonesia's 2045 Golden Generation—youth who are not only intellectually capable but also morally upright, patriotic, and socially responsible (Anshori, 2021; Kemendikbud, 2021). The challenge of globalization calls for innovative strategies to reinforce national identity in alignment with technological development. Digital media offers a promising avenue for this purpose, serving as both a pedagogical and civic platform that resonates with the lifestyles of digital-

native students (Arifin & Muslimin, 2020; Munandar, 2022).

The Rangkai Nusantara program was conceptualized as a digital innovation initiative aimed at revitalizing Pancasila-based character education. Through participatory training and collaborative digital content creation, students are encouraged to internalize the core values of Pancasila—faith, humanity, unity, democracy, and social justice—while enhancing their creative and digital skills. The program not only addresses the educational need to strengthen civic and moral values but also empowers youth as content creators who actively disseminate messages of nationalism through social media.

Hence, this initiative responds to the urgent need for character education models that integrate digital literacy, creativity, and civic awareness. This article elaborates on the implementation process, results, and outcomes of the Rangkai Nusantara program, which has proven to enhance both understanding and

practice of Pancasila values among students.

## 2. METHOD

This community service program employed a participatory training approach emphasizing collaboration, creativity, and experiential learning. The Rangkaian Nusantara program was conducted over six months, from May to November 2025, in collaboration with SMP Negeri 44 Bandar Lampung as the partner school. The participants were junior high school students who were active in student organizations and had an interest in digital media. The participatory approach was chosen to ensure that students were not merely passive recipients of information but active contributors in the process of learning and creation.

The implementation of the Rangkaian Nusantara program consisted of five main stages: preparation, training, mentoring, dissemination, and evaluation. The preparation stage involved coordination with school partners, identification of students' needs, and development of digital learning modules that integrated Pancasila-based character education.

During the training stage, participants attended workshops on digital literacy, civic values, and techniques for creating educational content such as posters, videos, and infographics. The mentoring stage provided continuous guidance as students worked in small groups to produce their digital projects, allowing them to internalize the values of cooperation and responsibility while enhancing technical skills.

In the dissemination stage, students' digital works were shared through school media and social platforms such as Instagram and YouTube to spread messages about nationalism and unity. This stage aimed to extend the program's impact beyond the classroom and to promote positive digital citizenship among youth audiences. The evaluation stage involved assessing cognitive, affective, and psychomotor outcomes using a combination of quantitative and qualitative techniques.

Data were collected through pre-tests and post-tests, observations, and interviews. The pre- and post-tests measured changes in students' knowledge and understanding of Pancasila values and digital literacy. Observations were conducted during workshops to record levels of

participation, engagement, and collaboration. Meanwhile, interviews with students and teachers provided qualitative insights into the perceived benefits and challenges of the program. Quantitative data were analyzed descriptively to identify improvements in knowledge and skills, while qualitative data were analyzed thematically to capture attitudinal and behavioral changes.

Overall, the methodological design of *Rangkai Nusantara* emphasized both cognitive and experiential learning dimensions. The integration of training, mentoring, and creative production allowed students to construct knowledge actively while embodying Pancasila values in their digital creations. Such an approach aligns with the constructivist theory, which asserts that meaningful learning occurs when learners are engaged in authentic, context-based activities (McGrath, 2002).

### 3. RESULTS AND DISCUSSION

#### Results

The implementation of the *Rangkai Nusantara* program produced positive and measurable outcomes across the cognitive, affective, and psychomotor domains of learning. The

results indicate that integrating digital innovation into character education can effectively strengthen students' understanding and internalization of Pancasila-based values while simultaneously improving their creative and technological competencies.

In the cognitive domain, students demonstrated a significant increase in their comprehension of Pancasila values and their relevance to daily life. Based on the pre-test and post-test results, the average score of students' understanding increased by 35%. Prior to the program, most students could only recall Pancasila principles superficially. After participating in the digital literacy workshops and creative sessions, students were able to analyze real-life examples of tolerance, cooperation, and unity in their social environments. This improvement supports the findings of Widodo and Suryanto (2021), who argue that project-based learning enhances students' higher-order thinking and conceptual understanding of national values.

The results of the pre-test and post-test conducted among 25 participants are presented in the following table.

**Table 1. Students' Average Scores of Pancasila and Digital Literacy Understanding**

| Class Type   | Pre- test Mean ( $\bar{x}$ ) | Post- test Mean ( $\bar{x}$ ) | N- Gain ( $\bar{x}$ ) | Standard Deviation (S) |
|--------------|------------------------------|-------------------------------|-----------------------|------------------------|
| Experimental | 25                           | 62.80                         | 84.20                 | 0.58 0.21              |

**Source: Processed Data from Rangkai Nusantara Evaluation (2025)**

The data in Table 1 show that students' comprehension of Pancasila values increased significantly after the training and mentoring sessions. The normalized gain (N-Gain) of 0.58 falls under the "moderate" improvement category, indicating that the program effectively enhanced conceptual mastery through digital-based learning activities. The findings are consistent with Warsita (2017), who asserts that the integration of technology in learning contributes to more active and meaningful engagement.

In the affective domain, students exhibited positive behavioral changes reflected in their attitudes of empathy, cooperation, and digital responsibility. During discussions and reflective interviews, students expressed pride in Indonesia's diversity and a stronger awareness of their role as digital citizens. One student mentioned that through content creation, they could "spread positive messages and fight online negativity," showing a clear

internalization of moral values. These findings align with Wuryandani (2019), who emphasized that affective engagement is the foundation for sustainable character development.

The psychomotor aspect was demonstrated through the creative digital works produced by students. A total of 24 digital outputs—comprising short videos, digital posters, and animations—were created collaboratively. The works reflected Pancasila principles, such as unity in diversity, mutual cooperation, and social justice. Through this process, students not only enhanced their technical skills in design and editing but also experienced moral learning through action and collaboration.

The documentation of the implementation activities can be seen in Figure 1, showing students participating in digital literacy workshops and presenting their creative projects.

**Figure 1. Documentation of the "Rangkai Nusantara" Program Activities**



*(Students participating in training, mentoring, and digital project presentations at SMPN 44 Bandar Lampung, 2025)*

The integration of digital innovation and character education in *Rangkai Nusantara* effectively bridges the gap between moral learning and modern technology. This model reinforces findings from Arifin and Muslimin (2020), who stated that digital tools can strengthen value-based education when implemented through interactive and participatory approaches. The participatory framework also empowered students as digital ambassadors of Pancasila who actively disseminated educational and nationalistic messages on social media.

Furthermore, the collaborative process fostered a sense of ownership and pride in the outcomes, encouraging sustained engagement even after the program ended. Several participants continued creating digital content related to Pancasila independently, demonstrating a long-term impact on learning motivation and civic consciousness. These results are consistent with the concept of *digital citizenship education* proposed by Zuraini and Fadhilah (2022), emphasizing the importance of ethical, responsible, and value-based online participation.

Overall, *Rangkai Nusantara* presents a successful model of technology-integrated character education that not only enhances cognitive understanding but also builds emotional awareness and practical digital competence. This combination supports the development of a generation that is creative, critical, and committed to upholding Indonesia's foundational values in the digital era.

#### 4. CONCLUSION

The *Rangkai Nusantara* program effectively strengthened students' understanding and internalization of Pancasila-based character values through digital innovation. The participatory learning model enhanced students' knowledge, attitudes, and creative skills, as shown by the N-Gain score of 0.58. Students became more empathetic, collaborative, and responsible in using digital media. This program proves that integrating technology and character education can produce creative, ethical, and nationally minded digital citizens. The *Rangkai Nusantara* model can be replicated in various schools as a sustainable approach to digital-based civic education.

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