

Developing Students' Nationalism Character through Video-Based Learning in Pancasila Education in the Disruption Era

Muhammad Hendri Nuryadi^{1*}, Pipit Widiatmaka² 

¹ Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sebelas Maret, Indonesia

² Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Pontianak, Indonesia

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ABSTRAK

Era digital memiliki dampak negatif terhadap krisis karakter mahasiswa khususnya karakter nasionalisme. Beberapa dosen gagal merespon dengan bijak karena rendahnya dalam penggunaan media pembelajaran yang berbasis digital. Penelitian ini bertujuan untuk menganalisis peran dosen Pendidikan Pancasila dalam menumbuhkan karakter nasionalisme di era disrupsi, dan strategi mata kuliah Pendidikan Pancasila dalam mengembangkan karakter nasionalisme mahasiswa melalui pembelajaran berbasis video di era disrupsi. Penelitian ini menggunakan pendekatan kualitatif dan metode penelitian deskriptif. Teknik pengumpulan data menggunakan wawancara, observasi, studi literatur, dan kuesioner. Analisis data yang digunakan ialah analisis data interaktif, sedangkan subyek penelitiannya adalah 2 dosen dan 28 mahasiswa. Peran dosen Pendidikan Pancasila sangat penting dalam menumbuhkan karakter nasionalisme mahasiswa, sehingga metode dan media pembelajaran harus berbasis teknologi digital khususnya yang berbasis video. Pembelajaran berbasis video untuk mata kuliah Pendidikan Pancasila menjadi strategi yang bermanfaat untuk mengembangkan karakter nasionalisme siswa karena mudah diakses. Hasil penelitian ini menjadi alternatif bagi dosen dan guru dalam membangun karakter nasionalisme peserta didik, mengingat era digital memiliki dampak yang negatif bagi generasi milenial.

ABSTRACT

The digital era hurts the crisis of student character, especially the nationalism character. Some lecturers fail to respond wisely due to the low use of digital-based learning media. This study aims to analyze the role of Pancasila Education lecturers in fostering the character of nationalism in the era of disruption, and the strategy of the Pancasila Education course in developing the character of student nationalism through video-based learning in the era of disruption. This research uses a qualitative approach and descriptive research methods. Data collection techniques use interviews, observations, literature studies, and questionnaires. The data analysis used is interactive, while the research subjects are 2 lecturers and 28 students. The role of Pancasila Education lecturers is very important in fostering the character of student nationalism so that learning methods and media must be based on digital technology, especially video-based ones. Video-based learning for the Pancasila Education course is a useful strategy to develop the character of student nationalism because it is easily accessible. The results of this study are an alternative for lecturers and teachers in building the nationalistic character of students, considering that the digital era hurts the millennial generation.

1. INTRODUCTION

Indonesia is famous for its abundant natural resources and diverse ethnicity, culture, religion, race, and so on. The founding fathers realized that this diversity blesses must be maintained and cared to strengthen unity and integrity by establishing Pancasila as the state foundation with the motto of *Bhinneka Tunggal Ika* (Nuryadi et al., 2020; Widiatmaka et al., 2022). It shows the high intelligence of the founding fathers who had thought about the nation's future because diversity is prone to conflict. Indonesian diversity can be maintained because of the services of national heroes. Nationalism becomes an inherent character of the heroes during the independence struggle. They lay down Pancasila as the

*Corresponding author

E-mail addresses: pipitwidiatmaka@iainptk.ac.id (Muhammad Hendri Nuryadi)

state foundation for the Unitary State of the Republic of Indonesia (Ptig, 2019; Yudiana, 2020). The youth should grow their nationalism character to salute the national heroes who had given up their time, energy, and thoughts to fight against the invaders. As the future leader of this country, young people should reflect these characteristics. Education is the spearhead in developing national character. Through the learning process, young people can imitate their fighting spirit. Character building has become a mass movement in Indonesia as the core component in realizing national goals (Kulap et al., 2017; Masnur, 2011). Character building aims to realize state goals and national education as stated in Law no. 20 of 2003 concerning the National Education System. This regulation responds to several research results showing the low quality of education, and character development put forward to elevate the quality of education in Indonesia (Rosidin et al., 2019).

Students are facilitated with character building in various ways, primarily through formal education like universities with certain courses. Pancasila Education course has been a leading field to develop the students' nationalism by utilizing several learning methods and media. The covid-19 pandemic has challenged lecturers in instilling the nationalism character because the leng is switching into online (Irawatie et al., 2019; Wadu et al., 2021). This current condition is in line with the disruption era that constantly emphasizes the intt use. The rapid development of technology and information in human life cannot be separated from the digital world because everything must be related to the internet (Herrmann et al., 2018; Kulap et al., 2017). This current era may threaten to decrease the nationalism character among students because all cultures, either coherent or contrary to the nation's personality, could be easily accessed by students with their smartphones. Most youths close to the IT world are prone to lose their national character in this digital era because they do not have filters for inappropriate foreign cultures (Azima et al., 2021; Hadayani et al., 2020). In the digital era, everyone should use Pancasila as a tool to filter values that enter Indonesia through social media, so that the Indonesian people, especially students, do not experience a character crisis.

Lecturers are demanded to enhance their competencies in the learning process, especially those who teach Pancasila courses due to its crucial role in shaping future generations. Pancasila is an open ideology that accepts foreign cultures that agree with its values and rejects them if there is a conflicting paradigm (Abdulkarim et al., 2020; Kusdarini et al., 2020). The lecturers of Pancasila Courses must formulate effective learning strategies to instill a nationalism character among students. In this disruptive era and the Covid-19 outbreak, as mentioned by the Minister of Villages, Development of Disadvantaged Regions that the amount of information that is easy and free to access gives a significant influence on the nationalism character among the youth (Ainsiyah & Ginting, 2020; Hardiyana, 2016). It must be responded to by the lecturer who teaches Pancasila courses because they have to develop a learning strategy to deal with the rapid flow of information that might be inappropriate with Pancasila values.

Based on observations at several universities (Universitas Gadjah Mada, Universitas Sebelas Maret Surakarta, Universitas Islam Negeri Raden Mas Syahid Surakarta, and Institut Agama Islam Negeri Pontianak) in the last five years (2016-2021), it shows that many students tend to be apathetic and self-centered. They seem to prioritize their interests rather than public or social benefits. They do not hesitate to cheat to get good marks and even vilify their friends in front of their lecturers. Some youth seem to neglect their environment and do not participate to overcome social problems in their surroundings. They are too busy with their social media life. They are also bombarded with massive information from internet that may contain hoaxes and it can stimulate negative behaviors. This circumstance should be anticipated by strengthening the nationalism character where Pancasila courses play a crucial role. The lecturers should develop an appropriate learning strategy and media to make it real.

Previous research was conducted by Wijaya et al in 2019 related to increasing student nationalism attitudes through game-based learning. The results showed that the learning process using game-based learning media can increase student enthusiasm for learning and also nationalism, considering that many students are more interested in cooperating and prioritizing common interests and prioritize personal interests (Wijaya et al., 2019). Further research conducted by Firdausi and Bashofi in 2020 related to movie media in learning Indonesian national history to increase the nationalism of IKIP Budi Utomo Malang students shows that the development of video-based multimedia learning media can be done even though the results are still not optimal, especially in image visualization, but students have high enthusiasm in following the learning process so that it can increase student nationalism (Firdausi & Bashofi, 2020). Some of these studies have differences from this research in improving the nationalism character, especially the learning media used, Wijaya et al research used game learning media, then research conducted by Firdausi and Bashofi used movie media learning media related to the history of struggle, while this research uses video-based learning, especially Youtube and students present material that is digitized through the Youtube platform. The purpose of this research is to analyze the role of lecturers of the Pancasila Education course in building the character of student nationalism at IAIN

Pontianak and also to find out the views of students regarding the role carried out by lecturers of the Pancasila Education course. In addition, this study also aims to describe the strategies of lecturers of the Pancasila Education course in building the character of student nationalism through video-based learning methods at IAIN Pontianak by utilizing the Youtube platform. Learning methods are very important in the learning process to achieve the learning objectives of the Pancasila Education course, so this study seeks to determine whether video-based learning methods are effective or ineffective in building student nationalism and character.

2. METHOD

This research uses a qualitative descriptive research approach and uses descriptive research methods so that the research method in this study seeks to describe the results of field research analysis related to the role and strategy of Pancasila education courses through *Video Based Learning* in the era of disruption (Lambert & Lambert, 2013; Nassaji, 2015). The descriptive research method procedures in this study are 1) identifying problems related to the crisis in the character of IAIN Pontianak students, 2) limiting problems, formulating problems, and research objectives, 3) conducting literature studies related to video-based learning and the character of nationalism, 4) determining the research approach, research methods and data analysis used, 5) data collection in the field (conducting research at IAIN Pontianak), 6) analyze the data obtained from the field, and 7) conclusion. The sample in this study involved Institut Agama Islam Negeri Pontianak students of the Islamic Religious Education study program with 28 (twenty-eight) students and 2 (two) lecturers who taught Pancasila Education courses and implemented video-based learning in the learning process. The questionnaire used the Goodman scale with "yes" or "no" answers. Some questions as nationalism indicators through video-based learning are as follows: 1) understanding the material of nationalism character, 2) understanding the importance of public interest over personal things, 3) understanding the importance of caring and maintaining the environment, especially cleanliness aspect, 4) understanding Indonesia as a multicultural country 5) respecting friends from different backgrounds (religion, ethnicity, race, language, etc.), 6) harmonizing existing diversities (religion, ethnicity, culture, race, language, etc.), and 7) implementing nationalism values in the community.

The data collection techniques in this study were 1) interviews (involving 2 (two) lecturers who had used video learning media and 3 (three) students), 2) questionnaire (distributed to 29 students), 3) field observations, and 4) a literature review (online news, journals, books, proceedings, and others). This research uses interactive data analysis, The interactive data analysis was done in several components, 1) field data collection, 2) data condensation, 3) data display, and 4) conclusion drawing (B.Milles et al., 2014). The conclusions of this study are used as a basis for determining the recommendations to be given to lecturers and students. Test the validity of the data in this study using triangulation techniques so that researchers can confirm the data between the results of interviews with two lecturers and the results of observations in the field, along with questionnaires filled out by students, so that the results show that the data is aligned and the results are the same.

3. RESULT AND DISCUSSION

Result

Character or personality is influenced by several aspects including environment, education, and habits. It should be formed by staying positive thinking and emphasizing the values of the nation's personality. What a person thinks can be reflected in their speech and manifested in behavior or action. Continuous behavior or action will change into a habit and form a character. Everyone is expected to prioritize common interests over personal things to reinforce nationalism. Nationalism is an essential character for every Indonesian as the primary foundation for building unity and integrity. Minister of Education and Culture-Kemendikbud explains that nationalism is a thought, attitude, and behavior to be loyal, care and respect the nation by prioritizing the common interests rather than political, personal, and group interests. The values contained in nationalism are as follows 1) Being proud of own culture, 2) Maintaining the existence of the nation's cultural diversity, 3) Having a patriotic spirit, 4) Promoting strengths and achievements, 5) Loving the homeland, 6) Having legal awareness and protecting the surrounding environment, 7) Having a disciplined attitude, and 8) Respecting and appreciating the nation diversity. Nationalism based on Pancasila is the main key to realizing the national goals and ideals of the Indonesian nation so that every society must be able to implement the nationalism character in the life of the nation and state.

Everyone who holds nationalism will be highly concerned for the nation's problems because unity and integrity will be his life orientation. They will reflect the former national heroes who are willing to sacrifice their energy, thought, and wealth for state independence and prioritize the state interests. Nationalism is vital for a sustainable country since it can motivate the entire community to uphold humanitarian values and tolerance. Nationalism emphasizes homeland love that puts forward humanism aspects, but not excessive homeland love like what Adolf Hitler did in Germany, who neglected humanity. The nationalism character of Indonesia is to maintain the sovereignty of the unitary state of the Republic of Indonesia and reject colonialism, as described in the preamble of the UUD 1945, 4th paragraph. The rapid flow of free and massive information makes students consume real and fake news. Here, education plays a vital role in building positive character, especially in this disruptive era, prone to a moral crises such as radical actions, drugs, foreign cultural influences, etc. The role of formal learning, particularly the Pancasila course, is needed to minimize or even eliminate the factors that can stimulate this crisis. Pancasila education tries to shape people's character based on the asila values. Since the elementary level, it has been an integral part of the learning process and has become a general course in every study program of all universities in Indonesia. Pancasila reflects the personality of the Indonesian that the founding fathers have explored through studies and discussions at The Preparatory Committee for Indonesian Independence (BPUPKI). Pancasila education becomes the main component to nurture the nationalism character. It teaches students to implement an attitude of unity that prioritizes public benefits rather than personal interests because unity in diversity is the soul of the nation that must be maintained.




Building nationalism character becomes the responsibility of the lecturers who teach Pancasila Education courses because these characteristics are contained in the precepts of Pancasila, especially the 3rd principle, Indonesian unity. Pancasila education is a mandate of Law no. 12 of 2012, given to students. A lecturer should have several competencies to effectively shape the student's nationalism character during the learning process, i.e., pedagogy, social, professional, and personality. The law mandates that a qualified educator must have knowledge, skills, and character based on the nation's personality so that educating and inspiring students it can run well and learning objectives can be achieved.

Education in the digital era can be successful if it has the support of government policies that are able to adapt to the times, besides that it also requires the competence of educators who can adapt to the development of information and communication technology so that it can support the realization of national education goals. Regarding the learning methods and media used in the learning process, it depends on the psychological condition of students, for example, those who are more interested in videos or films on the internet. A lecturer can begin the learning process by explaining society phenomena with videos. The students are asked to analyze the phenomenon and relate it to the national heroes' characters who fought for Indonesian independence to promote students' awareness of the importance of nationalism. Pancasila education is the spearhead of higher education courses in shaping student character in the learning process, but a Pancasila education lecturer must also be good at using learning methods and learning media based on the times.

The learning process consisted of seven classroom meetings through video-based learning in the Pancasila Education course. The researchers prepared materials related to the theories of nationalism in the Pancasila Education course. It was followed by video making and uploaded on the YouTube platform. It was done to make sure the public, especially students, can easily access the uploaded videos on YouTube. Students were divided into groups and given the task to create video content emphasizing nationalism values and uploaded it on their respective YouTube accounts. This activity is to elevate students' understanding of the material and promote the application in real-life actions. The students divided into 5 (five) groups to create and upload the videos and found it easier to understand the Pancasila Education material, especially related to nationalism values. The barcode of the students' video on the YouTube platform is show in [Table 1](#).

Based on an interview with one of the Pancasila Education lecturers of Institut Agama Islam Negeri Pontianak Pontianak, it is revealed that online learning requires creativity and innovation from a lecturer, especially in building nationalism character among students. He mentions that the challenging part was planning the learning methods that must be varied or diverse. Video-based learning is considered effective in nurturing students' character, but not all lecturers are familiar, especially at Institut Agama Islam Negeri Pontianak. It becomes a big challenge for most lecturers during this online learning. Moreover a lecturer of Pancasila Education courses at the Faculty of Adab, Ushuluddin and Da'wah, Institut Agama Islam Negeri Pontianak, explained that video-based learning is very interesting for students. This method makes it easier for students to understand the material and implement it in everyday life. The character development through video-based learning in the Pancasila Education course can run effectively because the media can present the material in real action.

Table 1. Barcode of the Students' Video on the YouTube Platform

No	Group	YouTube Link	Barcode
1	1	https://youtu.be/oAm1-HyUIQ4	
2	2	https://youtu.be/MQWS76rA5RM	
3	3	https://youtu.be/QSo6S_3nW2o	
4	4	https://youtu.be/MQWS76rA5RM	
5	5	https://youtu.be/NQESqfPo-ik	

A student at IAIN Pontianak highlights that learning with videos and uploading them to YouTube channels are fun. It raises his learning motivation to understand nationalism. Besides, through these videos, students are inspired to take real action for the nation based on Pancasila values and homeland love. Another student, admits that video-based learning is enjoyable and encourages them to firmly hold the nation's identity. The formation of nationalism during the digital era cannot be separated from internet technology since nationalism can decrease due to its harmful internet and vice versa. The internet can be a beneficial source to maintain nationalism. Other students also has a similar perception that video-based learning in the Pancasila Education course can make learning material more understandable and promote nationalism through problem analysis.

The data from the questionnaires among 29 students showed that 25 students could understand and implement nationalism values in daily life, while the rest did not. . The video-based learning in the Pancasila Education course shows that the learning process can influence the student character based on the questionnaire results, Because of the 25 students, they prioritize common interests rather than individuals, care about the environment, realize that Indonesian society is plural, and love harmony. The question indicator becomes one of the measuring tools for success in the learning process, especially in shaping the character nationalism of students. Based on these data, it shows that the formation of student nationalism character through video-based learning in Pancasila education courses can be achieved effectively, besides that students can implement nationalism attitudes in everyday life. Education is proven to be a crucial factor in growing nationalism along with culture and language. Pancasila Education is closely related to the values contained in nationalism. This course aims to build excellent, intelligent citizens and nurture nationalism among students. Based on the observations after having Pancasila Education courses with video-based learning, students show a better attitude, especially related to common interests over personal things. They also actively take part in cleaning the campus environment, which previously ignored the surrounding.

Discussion

A lecturer of Pancasila education courses can build the character of student nationalism if he has the competence as an educator (pedagogic, professional, personality, and social). In addition, course lecturers must be able to adapt to the times and utilize digital technology as a learning medium in the learning process. Making videos related to nationalism, which were then uploaded on the YouTube

platform, turned out to be able to increase student enthusiasm for participating in the learning process and could build the character of student nationalism. This is evidenced by students being more concerned about others and the environment, more interested in conducting deliberations to reach a consensus, and harmony in daily life increasing despite having different backgrounds, especially religious and ethnic.

The Role of Pancasila Education Lecturers in Building the Nationalism Character

The relevant research in this study is conducted by Sabir and Putra in 2021 on character-based interactive multimedia to increase understanding of Pancasila values and nationalism attitudes. The results showed that civic education learning by utilizing interactive multimedia based on characters can increase the values of Pancasila and can build nationalism attitudes in students (Sabir & Putra, 2021). Further research has also been conducted regarding the use of Youtube-based online learning media as an actualization of student archipelago insights during the Covid-19 pandemic results. The results showed that learning civic education courses by utilizing Youtube media can increase archipelago insight in students during the Covid-19 pandemic because 96% of students can graduate with an average score of 80 (Cahyono et al., 2021). This research has some novelty compared with other studies, especially these two studies. The difference between this research and the two studies is that this research focuses on shaping the nationalism character by utilizing video-based learning, whereas the research conducted by Sabir and Putra focuses on increasing understanding of Pancasila values and nationalism attitudes through the use of interactive multimedia, while the research conducted by Cahyono et al. focuses on increasing archipelago insight by utilizing Youtube learning media.

The role of a lecturer who teaches Pancasila Education is very central in shaping student character and turns out to be able to shape the character of student nationalism by utilizing the development of information technology or internet-based, especially in utilizing video-based learning media in the learning process (Soenarto, 2020; Widiatmaka & Purwoko, 2021). On the other hand, a lecturer, in addition to utilizing technological developments in the learning process, turns out to be a role model for students to be the main capital in shaping the character of student nationalism, such as attaching importance to public interests rather than political or personal interests, maintaining environmental cleanliness, and mutual respect and respect between existing differences (ethnicity, religion, race, and others) or promoting an attitude of tolerance (Pradana et al., 2021; Sari et al., 2020). Pancasila Education Learning conducted at IAIN Pontianak which utilizes learning media in the form of videos shows that it can shape the character of student nationalism. This can be proven by students attaching more importance to the public interest than personal interests, paying more attention to cleanliness in the environment, and mutual respect and respect between existing differences (differences in ethnicity, race, religion, and so on). Learning is very effective in shaping the character of students, not only the character of nationalism but also the character of social, democratic character, religious character, and so on, just as a lecturer formulates the material, learning methods, and also learning objectives (Indra & Budimansyah, 2020; Siagian & Alia, 2020). Film video media accessed through the internet, especially the Youtube or Netflix applications, make it easier to understand the material and analyze a phenomenon related to nationalism, with the existence of video media that is easily accessible on the internet students can achieve abilities in the cognitive, psychomotor and affective realms and can increase interpersonal competence (Bakar et al., 2018; Sulistyarni et al., 2019). In the era of disruption, a lecturer who teaches Pancasila Education courses must be good at utilizing technological advances, especially the internet to improve civic knowledge, civic skills, and *civic disposition* competencies, so that the era of disruption is not an obstacle, but an opportunity to make it easier to form the character of student nationalism. The role of lecturers who teach Pancasila education courses is very important and is the spearhead in building student character by utilizing digital-based learning methods and media, especially video-based learning. The role performed by a lecturer in the learning process is as a role model, facilitator, motivator, and inspiration. Through this role, the character builder of nationalism can be built optimally by utilizing digital technology, especially video-based learning.

Strategies of Pancasila Education Courses in Building Nationalism Character through Video-Based Learning

The strategy of the Pancasila Education course in building the character of nationalism is to use digital technology-based learning media, especially video-based learning (Youtube platform). So student presentations have been documented through videos, then uploaded on the Youtube platform. This strategy turned out to affect the character of students, especially the character of nationalism so based on data obtained in the field by distributing questionnaires to 28 students at IAIN Pontianak after attending the Pancasila Education course through video-based learning in the era of disruption, it shows that there is a success rate of building the character of student nationalism by 90% (25 students) can understand

and implement in everyday life, Then there are still 10% (3 students) who have not been able to understand and implement the character of nationalism in everyday life, such as prioritizing public or social interests rather than personal interests and caring about the environment (Hill, 2022; Surono, 2017). The results of the study are relevant to the results of previous research conducted by Syarapuddin and Elihami and Yudianto, the results of the study show that video-based learning can increase the learning motivation of students in learning Pancasila and Citizenship Education in the C package chase class in Enrekang Regency, South Sulawesi Province (Syaparuddin & Elihami, 2020). Further research was conducted by other study which showed that video-based learning is learning that utilizes video media and facilitates students' understanding of the material and is motivated to implement it in real life and virtual (Yudianto, 2017). If the two research results are compared with this study, they have differences, namely, the object of research is different, and the variables are different so that video-based learning can not only increase the motivation for learning and understanding of students but also can improve the character of nationalism (Fajriawati & Harisman, 2020; Setyawan, 2020).

An effective strategy for building the character of student nationalism through Pancasila education courses is to utilize video-based learning, especially the Youtube platform. The screening of videos obtained from the internet related to the role of heroes in fighting for Indonesian independence and associated with the current era, especially the negative impact of the disruption era, can inspire and make students aware that the character of nationalism is very important in the current era to be implemented (Agustari et al., 2022; Dewi et al., 2022). Through this learning, then students have the desire to implement the concept of the Pancasila Education course in everyday life, especially those related to nationalism repeatedly and in the end, the character of nationalism is inherent in students by itself (Nuryadi & Widiatmaka, 2022; Prasajo & Yuliana, 2021).

Based on the results of the study, shows that the strategy of forming nationalism in students by utilizing video-based learning, which is then uploaded on Youtube, is very effective because students are more interested in learning that utilizes digital-based media, especially Youtube, so they are motivated to prioritize common interests, care about the environment, are more interested in deliberation in deciding a common problem, and uphold the values of unity. Learning Pancasila education by utilizing video-based learning turned out to be very effective in shaping the character of student nationalism because, after this learning, students prioritize common interests rather than personal interests and uphold the values of unity. Based on these research findings, several recommendations can be proposed that is every lecturer, especially Pancasila Education courses, is expected to utilize technology or internet-based learning media to build students' nationalism character in this disruptive era because of the high interaction between humans and the internet, and students are expected to take advantage from the IT development by maintaining nationalism spirit like prioritizing public benefits over personal interests.

4. CONCLUSION

The Pancasila Education course is the spearhead in tertiary institutions to build the students' character as stipulated in its goal to form excellent and intelligent citizens based on Pancasila values. The disruptive era has challenged lecturers of Pancasila Education courses in developing students' nationalism due to the rapid flow of news, including hoaxes on social media that may cause moral crises among students. A lecturer must have the competence of pedagogy, and professional, social, and personal to adapt to changes. The lecturer of the Pancasila Education course should utilize technological advances in formulating their learning methods and media to achieve the learning objectives properly. This current era gives a great opportunity for the lecturer of Pancasila Education to shape the students' character if they can respond positively like video-based learning that can help students better understand the material and enhance students' learning motivation. The key to achieving these learning objectives, especially in shaping students' character, is the integration of information technology and the good attitudes and behaviors of the lecturer as the students' role models.

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