



Enhancing National Insight in Youth Through Webinars During the Covid-19 Pandemic

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Abstract

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Purpose: This study aims to explore the role of digital technology, particularly webinars, in enhancing national resilience by fostering civic engagement and strengthening national insight during the Covid-19 pandemic.

Study Design/Methodology/Approach: A qualitative research methodology was employed to investigate how webinars serve as a platform for promoting national resilience through socialisation and practical education. The study focuses on the cognitive, affective, and psychomotor dimensions of online learning and civic participation across various demographics.

Findings: The study finds that webinars, despite their virtual nature, successfully fulfil educational objectives, including promoting civic engagement and adaptability to technology. This shift from traditional education formats enables a broader reach, transcending the limitations of time and space, and contributes to building a resilient and cohesive society. The versatility of webinars offers organisers and participants an effective means of addressing diverse needs while promoting collective responsibility and social harmony.

Originality/Value: This study highlights the innovative application of digital platforms like webinars as a vital tool in education and social engagement, emphasizing their role in strengthening national resilience and empowering citizens to address complex societal challenges. The findings contribute to the broader understanding of how virtual learning environments can effectively support civic education and social cohesion.

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INTRODUCTION

Indonesia is a country that is rich in diversity both in terms of religion, ethnicity, ethnicity, language and culture. This is because the Indonesian nation is a diverse nation due to the nation's geographical location, namely being at the crossroads of the world between the Asian continent and the Australian continent as well as between the Indian Ocean and the Pacific Ocean. Apart from that, Indonesia is also the largest island country in the world, so the socio-cultural conditions of the Indonesian people are very diverse, complex and extensive. It can be said that the Indonesian nation is a plural (plural) and heterogeneous country. As a plural and heterogeneous country, Indonesia has the potential for multi-ethnic, multi-cultural, multi-religious wealth so that Indonesia is a multicultural country (Nurcahyono, 2018). As a multicultural nation with diverse characteristics, it sometimes also triggers conflicts or problems within it.

Even though Indonesia is independent and declares itself as the Unitary State of the Republic of Indonesia, it uses the symbol "Bhinneka Tunggal Ika" which means different things but is still one. However, there are still several problems or conflicts in it. According to Koentjaraningrat, there are 5 major problems facing the Indonesian nation related to national integration, including uniting ethnic groups, national culture, problems with religious relations, relations between the majority and minorities and problems with integration. culture and sub-culture (Bahri et al., 2018). Apart from that, there are several other crucial problems that can threaten the integration and unity of the Indonesian nation, namely disintegration or the desire to separate from Indonesia, for example the Free Aceh Movement (GAM) and the Republic of South Maluku, socio-economic inequality and injustice, poverty, the emergence of conflicts such as radicalism, terrorism, vertical-horizontal conflict, problems of centralization and decentralization, Primordialism or Sara and the challenges of Globalization.

According to Body Center Statistics (CPM) on year 2011 about factor reason The most dominant factor in the emergence of national problems is related to the lack of nationalism or love for one's own nation. This is due to the lack of national insight in society, especially in the younger generation (Bahri et al., 2018). Therefore, an effective way is needed to strengthen national insight to the Indonesian people, especially the younger generation.

Changes in the values of national life are currently always dynamic, which then has the potential to become a big challenge for the development of the personality of the younger generation. To be able to overcome the problems that occur, systematic and in-depth strengthening, study and understanding of national insight is needed (Widisuseno & Sudarsih, 2019). National insight can be interpreted as our perspective as an Indonesian nation towards the problems that exist in Indonesia by prioritizing unity and unity in national and state life to achieve the national goals of the Indonesian nation. The young generation is an agent of change who determines the future direction of the life of the nation and state, therefore they need to be equipped with strong mental readiness and broad national insight to prepare for various challenges.

Currently, Indonesia and all countries in the world are facing global problems the same ie Pandemic Covid-19. Pandemic Covid-19 in start from Wuhan China and spread throughout the world between 2019 and early 2020 until now (Silvianita & Yulianto, 2020). Data on the spread of Covid, from Wuhan Cinta to the publication of Circular Letter of the Minister of Administrative and Bureaucratic Reform No. 19 of 2020 concerning adjustments to the ASN work system in preventing the spread of Covid-19

and calls for implementing the Work from Home to prevent and minimize the spread of Covid. Therefore, quality and meaningful online learning innovations are needed to improve the national literacy skills of the younger generation, one of which can be done by attending webinars.

Webinars are online learning that discusses a topic or national study with involve process discussion and give solution which followed by Lots person. According to Susilawati (2020) Learning webinars is learning containing about something certain topics with predetermined learning objectives, and systematic procedures using methods, media and audio or video equipment to form new knowledge that complex.

The benefits of participating in webinars for students, academics and the general public include making themselves active in learning, increasing knowledge and insight into current issues from various scientific disciplines. The advantages of taking part in a webinar certainly don't require expensive fees or are even free, share information quickly, and sometimes get a certificate.

Many institutions follow the Work Form Home policy. During the pandemic, almost all schools and universities carried out online learning, and took advantage of technological advances by honing the sharing of student soft skills through webinars during the Covid-19 pandemic as one of the communication media in increasing national insight to foster a sense of nationalism in students. Programs to strengthen national insight were created with various titles with different sources.

Literature Review

National Insight and Its Importance for Indonesia

National Insight is derived from two key words: "insight" and "nationality." In the Big Indonesian Dictionary, insight comes from the word "mawas," which means to research, review, observe, or look. Insight itself means a view or goal, while nationality refers to the characteristic or identity that marks the origin of a nation or group of nations (Badudu, 2001). Therefore, National Insight refers to the perspective that Indonesians have regarding the conditions and situations of their environment, expressed through their national identity, and rooted in Pancasila and the 1945 Constitution of Indonesia (Bahri et al., 2018).

National Insight is essentially an implementing perspective, attitude, and personality of the Indonesian nation, which embodies the love for the homeland, upholds unity, promotes a sense of equality and similarity, and fosters a sense of togetherness as one nation. This is crucial in building a better Indonesia, especially amidst an era of increasingly rapid globalization, ensuring that the Indonesian nation does not lose its cultural roots and the fundamental values of Pancasila, which are deeply embedded as the identity of the Indonesian people (Fitri Silvia Sofyan, 2010). According to Koentjaraningrat, there are five major problems faced by the Indonesian nation related to national integration, including uniting ethnic groups, preserving national culture, managing religious relations, handling majority and minority relations, and integrating cultures and subcultures (Bahri et al., 2018). To overcome these challenges, it is essential to strengthen national insight.

Education is a significant factor in addressing various national challenges. Its responsibility extends beyond equipping individuals with scientific and technological

skills; education must also contribute to society's welfare by improving the quality of life. Students, as the next generation, play a crucial role in continuing and determining the struggle and future of the Indonesian nation (Widiuseno & Sudarsih, 2019). In the current era, where technological developments are advancing rapidly, it is necessary to strengthen students' identity and character, further reinforcing their sense of nationality and nationalism. In education, students are not only equipped with knowledge (hard skills) but also with the development of positive mental attitudes (soft skills), such as love for the country, pride in being Indonesian, and a broad national outlook (Widiuseno & Sudarsih, 2019).

Strengthening and developing national insight is critically important in efforts to build a strong unity in the midst of a pluralistic nation, especially in a context filled with conflicts and diversity. National insight places Indonesians as part of a united nation, prioritizing unity, integrity, and the nation's interest over personal or group interests. It is expected that by strengthening national insight, unity and nationalism among Indonesians will be reinforced, and conflicts within the country will be minimized (Fitri Silvia Sofyan, 2010).

The Role of Webinars in Strengthening National Insight During the COVID-19 Pandemic

The COVID-19 pandemic brought significant changes to various sectors, including education. The Indonesian government responded to the pandemic by implementing policies such as the Circular Letter of the Minister of Administrative and Bureaucratic Reform No. 19 of 2020, which adjusted the work system for ASN (State Civil Apparatus) to prevent the spread of COVID-19 by working from home (WFH). This policy aimed to prevent and minimize the spread of the virus (Silvianita & Yulianto, 2020). Additionally, the Ministry of Education and Culture issued Circular Letter No. 1 of 2020 concerning the prevention of COVID-19 in higher education. Through this circular, universities were instructed to implement distance learning, and students were advised to study from home (Gunawan et al., 2020).

This policy led to a rapid change in the learning paradigm, requiring educators and students to develop skills in designing and managing online learning strategies (Susilawati, 2020). The advancement of technology provided new opportunities in education, one of which was the introduction of webinars as a solution to the need for face-to-face interactions between participants in different locations (Durahman et al., 2019).

A webinar is a combination of the words "web" and "seminar." It refers to a seminar conducted using internet media. Webinars are an innovation in technology that offer a platform for individuals to interact effectively and efficiently, regardless of geographical boundaries. Webinars play a crucial role in facilitating interaction, discussion, and information sharing on a broad scale (A. I. Mansyur & Kusuma, 2019).

According to Wang, webinars are a synchronous communication tool used to conduct virtual activities within a specific timeframe. Webinars serve as a medium for exchanging information, decision-making in teams, learning activities, and workplace collaboration. Webinars first appeared in the 1990s, and by 2000, as internet access and technology became more widespread and affordable, more software providers began offering web-based seminars using video conferencing technology (Susilawati, 2020).

Webinars are considered an effective and synchronous learning method, where participants gather at an agreed-upon time to listen to, observe, and participate in presentations on specific topics. The advantages of webinars include cost savings due to the elimination of travel expenses, easier registration and administration processes, the ability to accommodate a large number of participants, and the option to record the session for future reference (Silvianita & Yulianto, 2020).

Webinars became an essential tool during the COVID-19 pandemic, enabling people to connect remotely while creating a new learning experience. Webinars allowed participants to expand their insight, knowledge, and experience, particularly in acquiring new information. Many webinars were offered during the pandemic, both free and paid, covering various topics and featuring experts in their respective fields. Webinars on national insight became a platform to strengthen nationalism among university students during the pandemic, particularly in the context of the 4.0 era (Silvianita & Yulianto, 2020).

Research on webinars has shown that they are an effective pedagogical tool. Resource persons who connect online with students create a new learning experience (A. I. Mansyur & Kusuma, 2019). The use of webinars enhances knowledge and experience in the learning process (Izzah & Chasanah, 2020). Moreover, webinars have proven to be an effective method for increasing competence and national insight among the younger generation during the COVID-19 pandemic. Research indicates that 96.77% of Widyaiswara participated in webinars during the pandemic, and 90% attended more than two webinars during the 10-week WFH period. Furthermore, 86.67% of participants felt that the webinars helped increase their competence (Silvianita & Yulianto, 2020).

METHODS

This study employs a descriptive analytical method to examine the phenomenon of strengthening national insight among the younger generation through webinar activities during the COVID-19 pandemic. The research follows a qualitative approach to offer a comprehensive understanding of the factors contributing to this phenomenon (Creswell, J. W., & Poth, 2018). The research design utilizes a literature review method, systematically analyzing relevant scholarly sources, including books, journal articles, reports, and other academic publications (Fink, 2019).

Data collection focuses on gathering information from a wide range of academic materials concerning national insight, webinar activities, and the impact of the COVID-19 pandemic on education and social behavior (Booth, W. C., Colomb, G. G., & Williams, 2016). The selected literature is critically reviewed to ensure its relevance and contribution to the research objectives.

The collected data will be analyzed using qualitative methods, specifically thematic analysis, to identify key themes, patterns, and relationships within the existing literature (Braun, V., & Clarke, 2006). This method allows the study to explore how webinars contribute to strengthening national insight in the context of pandemic-related disruptions to traditional learning environments.

Throughout the research process, ethical considerations such as confidentiality, proper citation practices, and adherence to academic integrity will be rigorously maintained (Bryman, 2016). Potential limitations of the study include inherent biases

within the selected literature, variations in the quality and scope of available research, and the study's reliance on secondary data sources. These limitations will be addressed through careful selection and critical appraisal of the literature to ensure the study's findings are robust and reliable.

RESULT AND DISCUSSION

Webinars as an educational tool

Webinars as an educational tool have emerged as a new innovation in learning, particularly in developing soft skills and acquiring new knowledge. This is especially important in strengthening national insight among Unesa students, aiming to foster a sense of nationalism during the ongoing pandemic. Webinars, which cover various themes and often feature expert presenters, can be offered at no cost. As an online learning strategy in the current pandemic, webinars must be designed with clear learning objectives that are mutually beneficial for both organizers and participants. These objectives typically fall into three main categories: cognitive, psychomotor, and affective goals (A. R. Mansyur, 2020).

According to Bloom, cognitive learning objectives are categorized into six levels, which include: 1) Knowledge, where participants are able to recall the material from the national webinar; 2) Understanding, where participants comprehend and interpret the material they have received on strengthening national insight; 3) Application, where participants utilize the knowledge gained to solve real-life problems; 4) Analysis, where they are able to break down the material into specific components for deeper study; 5) Synthesis, where they creatively combine different concepts; and 6) Evaluation, where participants assess the webinar material using specific standards. In this study, I focused on four of these cognitive objectives: knowledge, understanding, application, and evaluation, as these are the most relevant for measuring the effectiveness of the national webinars (Bloom, 1956). Psychomotor goals, as explained by Santrock, are related to physical activities involving movement (Berger & Frame, 2007). These goals can be divided into several levels: 1) Perception, where participants use their senses to perceive the experience of participating in a national webinar; 2) Readiness, which relates to their physical and emotional preparation to engage in the webinar; 3) Guided Response, where participants follow movement patterns as demonstrated, such as adhering to the rules of the webinar; 4) Mechanized Response, where participants independently comply with webinar norms without instruction; 5) Complex Response, referring to the development of independent actions; 6) Adaptation, where participants modify their behavior to meet webinar standards; and 7) Creativity, where they generate new, independent actions. In this research, I examined three key psychomotor indicators: perception, readiness, and guided response (Santrock, 2007).

In addition, the affective domain, which focuses on emotional responses, plays a significant role in learning. Based on Bloom's theory, the affective domain is structured into five levels: 1) Acceptance, where participants demonstrate sensitivity to the speaker's explanations; 2) Participation, indicating their willingness to actively engage in the webinar; 3) Attitude Assessment and Acceptance, where they begin to value the material presented; 4) Organization, where they internalize the values presented and integrate them as guiding principles for life; and 5) Formation of a Lifestyle, where participants are able to appreciate and apply personal values to regulate their own actions. These levels

illustrate the importance of emotional involvement in the learning process, which enhances the participants' ability to connect with and retain the information presented during the webinar (Bloom, 1956).

The role and role of webinars in strengthening national insight

In this era of digitalization, there is a lot to do socialization and education in easier ways, without the need to meet face to face and gather. The role of social media needs to receive attention from the government and is a national development priority that must be implemented by the government together with all components of the nation in order to increase national insight to realize national resilience (Afkar & Purwanto, 2021)

This effort to strengthen national insight can be seen in the simulation process as being able to foster new awareness and experiences regarding the pillars of national life. The context of development is the responsibility of all parties, and at the formal level it is the responsibility of educational institutions. (Widisuseno & Sudarsih, 2019). This is in line with research on Tedarus book activities which can strengthen the national insight of the younger generation (Bahri et al., 2018)

The implementation of a webinar to increase national insight was optimistically carried out. This is based on research on efforts to increase student activity in analyzing learning videos through webinar learning strategies. The results of this research indicate that there is great interest among students and students at Widyaswara. Susilawati (2020) Also research by Gede Dharman Gunawan, I Ketut Suda, Kadek Hengki Primayana. Webinar as a Learning Resource in the Midst of the Covid-19 Pandemic. The results of this research show that webinars can be used as a learning resource and new media for online learning during the Covid-19 pandemic (Gunawan et al., 2020). The Impact of Covid-19 on Learning Dynamics in Indonesia. The impact of the learning dynamics due to the emergence of Covid-19 includes : Learning is carried out online, there is a transformation of digital-based learning media, adjustments to learning methods, evaluation of learning and demands for collaboration between students and teachers (A. R. Mansyur, 2020)

In any situation or condition, the spirit of national insight in order to foster a spirit of nationalism must continue to be carried out. Even though during the pandemic it must still be implemented and fought for because in the current situation divisions are more vulnerable to being ignited, this is made worse by the large number of hoax news as well. Nationalism comes from English from the basic word "Nation" which means nation. The term nationalism absorbed in Indonesian has two meanings, namely teachings for love nation Alone And awareness will identity in something nation (Affan, 2017).

According to Mifdal Zusron Alfaqi in a way etymology nationalism originate from say "*National*" and "*ism*" that is understand nationality Which contain meaning awareness will condition nation and have a spirit of love for the country by showing a sense of pride as an Indonesian nation, maintaining national honor, having high solidarity and upholding the values of unity and integrity. Nationalism can be interpreted as an ideology about nationality and attitude Love land water Which owned by every inhabitant country Which own equality the same history and ideals (Alfaqi, 2016). Meanwhile, according to Abdul Choliq Murod say key nationalism is loyalty And love emerging because exists awareness will identity Which collective However there is will Which very strong to unite (Murad et al., 2011). So, it can be concluded that nationalism is an ideology

or national ideology that upholds love of the homeland based on similarities in territory, history and national conditions to achieve the national ideals and goals of the Indonesian nation. Contribution of the Level of Understanding of the Archipelago Insight Concept to Nationalist Attitudes and National Character. The research results show that the tendency for students' understanding of the concept of Indonesian insight consists of several levels, namely 40.84 % medium, 38.34% low, 45.83% strong (Setiawan, 2017).

An attitude of nationalism is very important for every citizen to have, including Indonesia. Because Indonesia is a multicultural country and rich in diversity. With own flavor Love land water, nation And country with It is hoped that its diverse characteristics can be an introduction to making the Indonesian nation a developed nation and country (Cheung & Lee, 2012).

The implementation of strengthening national insight can be done in various ways in the Covid 19 pandemic situation, because of the technological push in the digital era too. This is also proven through research conducted by Titim Kurnia and Yudha Andana Prawira regarding fulfilling the affective aspects of elementary school students in distance learning through commitment to learning during the Covid-19 pandemic. The results of this research show that both parents and students' responses were very positive. This study shows that there are problems that need to be resolved, namely making distance learning effective and efficient in achieving student competency, both cognitive, affective and psychomotor (Kurnia & Prawira, 2020)

CONCLUSION

In the unprecedented context of the COVID-19 pandemic, strengthening national insight remains a critical necessity due to the complex challenges faced by citizens, ranging from economic and physical losses to health concerns. This situation increases the risk of horizontal and vertical conflicts, highlighting the need for proactive strategies to enhance societal resilience and cohesion. Government policies aimed at mitigating the impact of the pandemic require public adherence, but achieving this compliance depends on raising awareness and engaging citizens effectively. Strengthening national insight serves as a key strategy to foster societal cooperation and adherence to governmental regulations, enabling informed decision-making and responsible behavior.

The adoption of digital technologies has transformed the ways in which communication and education are conducted, providing new opportunities for socialization and learning. Webinars, in particular, have emerged as a flexible and accessible medium for disseminating information and engaging communities. Despite the virtual format, webinars can still achieve essential cognitive, affective, and psychomotor learning outcomes, contributing significantly to the goal of enhancing national insight. By leveraging these digital platforms, stakeholders can overcome physical limitations and create meaningful spaces for dialogue and knowledge exchange.

In conclusion, the strengthening of national insight remains indispensable amidst the challenges posed by the COVID-19 pandemic. The strategic use of digital platforms, such as webinars, alongside innovative educational approaches, enables societies to navigate these turbulent times with greater resilience and unity. By fostering a culture of awareness, responsibility, and solidarity, nations can emerge from the pandemic stronger and more prepared to face future adversities.

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