



Utilization of YouTube Videos to Foster Moral Knowledge in Pancasila and Citizenship Education Learning

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Abstract: This study aims to describe students' responses to the use of YouTube videos in Pancasila and Citizenship Education learning and to examine the contribution of this medium in fostering an understanding and application of cooperative values. The research approach employed is a descriptive qualitative method, utilizing data collection techniques that include observation, interviews, documentation, and analysis of student worksheets. The subjects in this study consisted of 27 ninth-grade students at SMPN 11 Samarinda who were grouped into four discussion groups. The research findings indicate that most students responded positively to the use of YouTube videos. They consider the presentation of material through this media to be more interesting, easy to understand, and directly related to everyday life. In addition to improving students' understanding of Citizenship Education, videos also play a role in shaping their moral attitudes, particularly the value of cooperation. This is reflected in group cooperation activities, the equal division of tasks, and the behaviour of helping one another, both when studying and in activities such as class duty. Thus, YouTube is a potential medium for applying contextual and interactive learning, especially in instilling Citizenship Education values in a more meaningful way.

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan tanggapan siswa terhadap pemanfaatan video YouTube dalam pembelajaran Pendidikan Pancasila dan Kewarganegaraan (Citizenship Education), serta menelaah kontribusi media tersebut dalam menumbuhkan pemahaman dan penerapan nilai gotong royong. Pendekatan penelitian yang digunakan adalah kualitatif deskriptif dengan teknik pengumpulan data berupa observasi, wawancara, dokumentasi, dan analisis lembar kerja siswa. Subjek dalam penelitian ini terdiri atas 27 siswa kelas IX di SMPN 11 Samarinda yang dikelompokkan ke dalam empat kelompok diskusi. Temuan penelitian menunjukkan bahwa sebagian besar siswa memberikan respons positif terhadap penggunaan video YouTube. Mereka menganggap penyajian materi melalui media tersebut lebih menarik, mudah dipahami, dan berkaitan langsung dengan kehidupan sehari-hari. Selain meningkatkan pemahaman terhadap materi Citizenship Education, video juga berperan dalam membentuk sikap moral siswa, khususnya nilai gotong royong. Hal ini tercermin dari aktivitas kerja sama dalam kelompok, pembagian tugas yang merata, serta perilaku saling membantu, baik saat belajar maupun dalam kegiatan seperti piket kelas. Dengan demikian, dapat disimpulkan bahwa YouTube merupakan media yang potensial untuk diterapkan dalam pembelajaran kontekstual dan interaktif, terutama dalam menanamkan nilai-nilai Pancasila secara lebih bermakna.

A. Introduction

Understanding the moral aspect is an essential component in the development of students because it is closely related to the ability to distinguish between right and wrong behaviour, understand social values, and consider the impact of the actions taken. Moral knowledge is the foundation for shaping students' ethical behaviour, both in the school environment and in community life. Through learning Pancasila and Citizenship Education (Citizenship Education), students not only gain a conceptual understanding of citizenship but are also introduced to virtues such as cooperation, responsibility, and mutual respect. In this case, the teacher's role as a facilitator is crucial in helping students internalize these values (Ginting & Purwosaputro, 2023).

For the cultivation of moral values to be more meaningful, the learning approach needs to be adapted to the context of students' lives, particularly in the digital era. Relevant and contextual strategies have proven to be more effective, one of which is through educational video media from platforms such as YouTube. Visual material presented in a concrete manner and closely related to the reality of students can attract attention and facilitate understanding. Previous research (Arisandi et al., 2023) indicates that delivering Citizenship Education material through video can significantly enhance knowledge of moral values owing to the contextual and interactive nature of the presentation.

Along with the development of technology and the characteristics of the digital generation, Citizenship Education learning needs to undergo innovation. The one-way approach is considered less effective in addressing today's needs for learning that is more dynamic and visually based (Mustaghfiroh & Listyaningsih, 2023). Teachers are required to adopt learning strategies that are more creative and tailored to students' learning styles. Digital media, such as YouTube videos, are one alternative that can bridge this need. Videos have the advantage of presenting material in an engaging and entertaining manner, which can strengthen students' emotional connection to the values conveyed (Hindasah & Murdiono, 2023).

The use of video media in learning not only enhances students' cognitive abilities but also plays a crucial role in strengthening moral aspects. The value of cooperation, an integral part of the Pancasila values, can be instilled through learning activities that prioritize cooperation and social interaction. The use of media such as YouTube in the learning context has proven to support this effort. This finding aligns with the results (Kusnadi & Pitaloka, 2024), which indicate that animation media is effective in promoting a global diversity dimension in the Pancasila Student Profile. According to the results of the questionnaire, 86% of students stated that watching videos on YouTube helps them understand the meaning of diversity and cooperation in a more engaging and digestible way.

Support for the effectiveness of video media in value creation was also obtained from research (Nuryadi & Widiatmaka, 2022). They found that screenings of struggle-themed films, such as Guru Bangsa: Tjokroaminoto and Soekarno, in the Pancasila course were able to build students' emotional closeness to national values and encourage their internalization

internalisation in daily life. These findings show that video media, especially YouTube, has a strong emotional appeal and a valuable message, making it relevant when applied in Citizenship Education learning to instil a contextual attitude of cooperation and inspire students.

The effectiveness of using video as a learning medium is also reflected in studies conducted by [Isma & Yusuf \(2025\)](#). In the study, the average score of students increased from 70.08 with a completeness rate of 60% in the first cycle to 84.82 with a completeness of 94.28% in the second cycle after the application of YouTube video media in Citizenship Education learning.

In addition, the importance of cooperation in Citizenship Education learning is also emphasised in the research ([Permana et al., 2024](#)). They demonstrated that integrating Pancasila values, such as mutual aid and social responsibility, into learning activities can increase students' awareness of working together to complete group assignments and other school activities. Thus, Citizenship Education learning not only serves to strengthen the understanding of citizenship but also as an effective means of instilling social character in a contextual context. This supports the position that YouTube videos can be a potential medium for developing the value of cooperation through collaborative activities in the classroom.

Although considerable research has been conducted on the use of video in education, most of it remains focused on enhancing learning outcomes or improving student motivation. Studies that specifically examine the contribution of educational videos on YouTube in shaping moral values, such as cooperation, especially at the junior high school level, are still relatively rare. At SMPN 11 Samarinda, there have not been many studies that discuss this topic in depth. Therefore, this research is considered important to be conducted. The novelty of this study lies in its primary focus, which is to integrate YouTube videos into Citizenship Education learning as a means to foster the value of cooperation through contextually relevant collaborative activities among students in the classroom.

Building on this background, this study aims to describe how the use of learning videos from YouTube can encourage the understanding and application of the value of cooperation among grade IX students at SMPN 11 Samarinda. The primary focus of this study includes students' responses to learning using YouTube videos, their understanding of the value of cooperation after listening to video shows, the implementation of cooperative values in group discussion activities, and reflections on the value of cooperation in students' daily activities within the school environment.

B. Method

This study employs a qualitative approach with a descriptive design, aiming to examine in depth how students respond to the use of YouTube videos in learning Pancasila and Citizenship Education (Citizenship Education), particularly about strengthening the value of cooperation. The research activity was carried out in April 2025, coinciding with the even semester of the 2024/2025 school year at SMP Negeri 11 Samarinda. The research

subjects consisted of 27 grade IX students, who were grouped into four discussion teams to ensure an equal distribution of the number and activeness of members, thereby maximising involvement in the learning process.

Data collection was conducted through several techniques, including direct observation, semi-structured interviews, documentation, and analysis of Student Worksheet. Observation is used to record student dynamics during learning activities, particularly when students discuss in groups and listen to video material. Interviews were conducted with several students representing each group to explore their views, understandings, and attitudes towards the value of cooperation conveyed in the video. Documentary evidence, including photos, field notes, and student work from Student Worksheet, was also collected as a complement and support for the validity of the data.

The data analysed was analysed using an interactive analysis approach, which included three main stages: data reduction, data preparation, and conclusion. In the reduction stage, the researcher screens the relevant information according to the study's focus. The presentation of data is done narratively and is supplemented with tables and quotes from students to enhance the descriptive narrative. The final stage, in the form of a conclusion, aims to present the research results comprehensively about the initial objectives.

The implementation of research follows a systematic approach, starting with problem identification, goal formulation, subject selection, and instrument design, and proceeding through the implementation of video-based learning and data collection via various methods to the analysis and report preparation stage. This procedure is designed to ensure the accuracy of the data, the suitability of the findings, and the focus of the research.

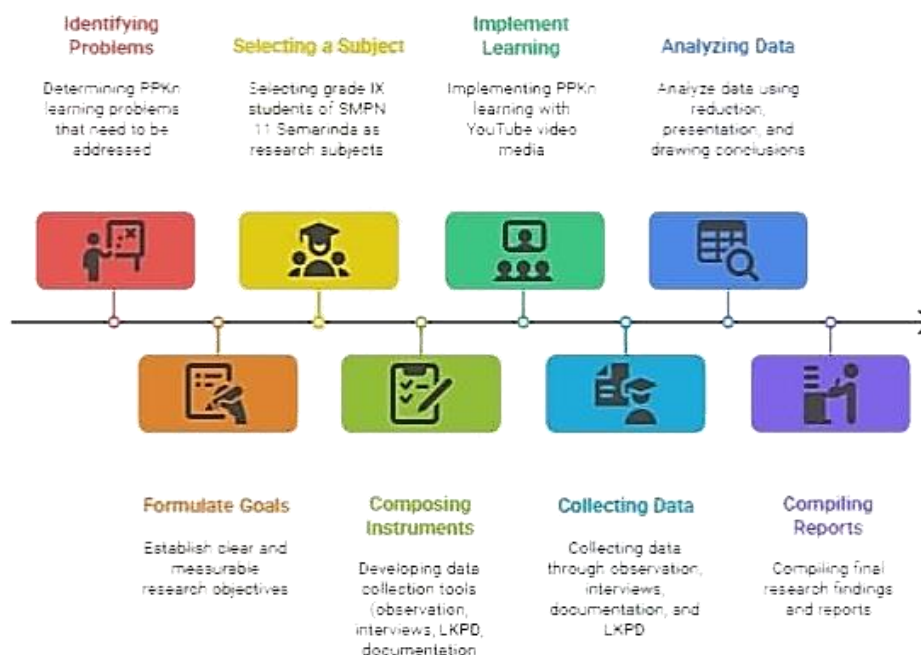


Figure 1. Research Flow

C. Result

This research was conducted at SMP Negeri 11 Samarinda, involving grade IX students as the primary subjects. The primary focus of this research is to investigate students' responses to the use of YouTube video media in the learning process of Pancasila and Citizenship Education (Citizenship Education), particularly in promoting the values of cooperation.

Data collection was conducted through in-depth interviews and direct observations during learning activities. All students were interviewed directly, and their responses were categorised into three groups: positive responses, mixed responses (comprising both positive and negative responses), and negative responses.

The following is the distribution of student responses to YouTube video media presented in the form of a percentage:

Table 1. Distribution of Student Responses to YouTube Video Use

Response Categories	Number of Students	Percentage
Positive	17 Students	62,96%
Positives & Negatives	6 Students	22,22%
Negative	4 Students	14,81%
Total	27 Students	100%

The majority of students (62.96%) showed a positive attitude towards the use of video as a learning medium. They said that delivering material through video feels more engaging, easier to understand, and provides a more enjoyable learning atmosphere compared to conventional methods, such as lectures. Meanwhile, 22.22% of students gave mixed responses. They appreciate the use of video but also propose improvements, such as adding content variety and improving audio quality. As many as 14.81% of students submitted negative responses, citing boredom or difficulty concentrating while watching learning videos.

Table 2. Recapitulation of Student Response Excerpts to YouTube Video Media

No	Snippets of Student Responses	Response Categories	Summary of Findings
1.	"Students can better understand the meaning of the material because the language is easy to understand. However, sometimes the sound is not loud."	Positives & Negatives	The delivery of the material is relatively straightforward, but the quality of the sound is an obstacle.
2.	"Learning using video is usually easy to understand, concise, and there are funny animations. However, sometimes it makes me bored."	Positives & Negatives	The presentation of videos is interesting, but variety is needed to prevent monotony.

No	Snippets of Student Responses	Response Categories	Summary of Findings
3.	"I prefer video to lectures because it is more fun."	Positive	The video method is considered more fun than conventional lectures.
4.	"The use of video in Citizenship Education lessons is quite fun because there are pictures that make you not	visualisations.	Visualisation videos help with comprehension and understanding of the material.
5.	"Learning with videos is interesting and exciting."	Positive	Students find the learning process enjoyable when using video media.
6.	"Learning in videos makes me very sleepy because watching videos makes me bored and want to sleep."	Negative	Videos are considered dull and sleepy.

Based on the data presented in the table, most individuals who tested wholly positive did so due to the use of video in their learning. They state that the presentation presented through video makes learning feel more interesting, engaging, and easier to understand. However, some students also noted technical constraints, such as a lack of audio clarity and limited content variation, which were considered necessary to improve and support learning effectiveness. Although there are some negative responses, such as boredom or drowsiness when watching videos, the number is relatively small. This does not detract from the fact that the majority of students still consider this medium to be a fun and effective learning method that aids in understanding the material.

In addition to responding to the media used, students also demonstrated a good understanding of the value of cooperation after participating in YouTube video-based learning. This is reflected in the results of interviews and analysis of the Student Worksheet, which shows that students can associate the messages in the video with cooperative practices in the school environment and their social lives.

To provide a more detailed overview of students' understanding of the value of cooperation, the following is a summary of student responses.

Table 3. Summary of Students' Understanding of the Value of Mutual Cooperation in the Context of Pancasila Values in Everyday Life

No	Student Responses	Summary of Understanding	Reflected Moral Values
1.	"Work together in cleaning up the school environment and creating tolerance between students."	Cooperation as a means of maintaining the environment and social harmony	Care, tolerance
2.	"An activity that involves several people to complete a task together to make it faster."	Efficiency in working together	Cooperation, efficiency
3.	"Gotong royong is an Indonesian culture that must be preserved	Gotong royong as a cultural identity	Cultural Preservation and Social Benefits

No	Student Responses	Summary of Understanding	Reflected Moral Values
	because it is beneficial and eases the workload."		
4.	"Cooperation and mutual help in society, which strengthens social bonds, increases efficiency, and creates a sense of community."	Gotong royong strengthens social solidarity.	Solidarity, care, togetherness

The results obtained demonstrate that students' understanding of the value of cooperation extends beyond theoretical aspects to encompass real-world behaviour in the school environment. The responses given by students indicate that these values are starting to be embedded in their daily attitudes and actions.

After gaining understanding through video shows and expressing their views through the Student Worksheet, the learning process continued in a group discussion session. This stage is designed to see how students apply the value of cooperation directly through collaborative activities in the classroom. The researcher seized this opportunity to observe the extent to which the principles of cooperation and social concern were reflected in the interactions between students during the discussion.



Figure 2. Students Are Studying in Group

The results of the observation showed that students were actively involved in group discussion activities. They divide roles fairly, listen to each other's opinions, and assist one another in understanding the material's content. Some students act as note-takers, others direct the course of the discussion, and still others convey ideas relevant to the content of the learning video. These findings demonstrate that students' understanding of the value of cooperation extends beyond conceptual knowledge and has been applied in fundamental learning dynamics.

The collaboration built during the discussion also creates a conducive, orderly, and productive learning atmosphere. Students are comfortable working together in groups and offering support to one another. This situation is an early indicator that the value of cooperation has begun to be internalized in their learning behaviour.

In addition to discussion activities, the researcher also observed student involvement in routine school activities, such as class picket assignments. The activity provides an overview of the extent to which the value of cooperation is consistently applied outside the realm of formal learning.

The results of the observations showed that the students showed good cooperation in carrying out class picket duties. They divide the responsibilities proportionally, such as sweeping the floor, cleaning the board, and tidying up tables and chairs. This activity is carried out regularly and serves as an indicator that the value of cooperation has been embedded in the daily habits of the school environment.

This practice not only reflects students' understanding of the importance of cooperation but also shows the process of character formation through hands-on experience. Through the habit of maintaining classroom cleanliness collectively, students develop a concrete sense of care and social responsibility.

These findings reinforce the previous results and suggest that cultivating moral values can be achieved not only through digital media but also through routines that accustom students to apply these values in real-life situations within the school environment.

D. Discussion

Citizenship Education learning is not solely oriented toward mastering citizenship concepts. However, it is also directed at shaping the character of students through the cultivation of noble values, such as cooperation. In line with the development of digital technology, platforms such as YouTube are increasingly used as a supporting medium in learning activities. The platform can present material in a visually appealing manner, making it easier for students to understand concepts in a contextualised way and to engage with their emotional side. [Arisandi et al \(2023\)](#) stated that the use of visual media such as YouTube in Citizenship Education learning can increase students' understanding of moral values because of its more interactive nature and their daily lives.

In addition to providing clarity to the material presented, learning videos also play a role in increasing students' active participation, both individually and in group work. This active involvement contributes directly to the development of cooperation behaviour, not just as normative knowledge but as an attitude that can be refined through social interaction within the school environment. According to [Hindasah & Murdiono \(2023\)](#), the use of digital-based video media can encourage student learning motivation while creating a more enjoyable and accessible learning environment.

The results of this study indicate that incorporating video media from YouTube into the Citizenship Education learning process has a positive impact on learning effectiveness, particularly in instilling the moral value of cooperation. Based on the findings in grade IX of SMP Negeri 11 Samarinda, most students responded positively to the use of video media. Their interest is not only due to the difference in format from conventional lecture methods

but also because of the dense, attractive, and easy-to-understand visual presentation, which thus strengthens students' absorption of the material presented.

The ability of video media to support students' understanding is closely related to its presentation format, which combines visual and audio elements simultaneously, making it easier for students to capture information through concrete images. This view aligns with the findings (Salsabila et al., 2025), which state that using videos from the YouTube platform can significantly improve learning outcomes because it provides a more realistic and interactive learning experience.

The increase in student involvement is also reflected in the classroom atmosphere, which becomes more dynamic during the learning process. Students not only act as passive recipients but also actively discuss and provide responses after watching videos. These findings support the results of a study (Sihombing et al., 2022), which shows that delivering material through YouTube can foster interest in learning and strengthen students' understanding through a more engaging and easy-to-follow approach.

However, the use of video media is inseparable from technical challenges. Some students said that the audio quality in the videos displayed was less than optimal or the content presented was less varied, thus affecting their level of interest. Therefore, teachers need to be more selective in choosing learning videos, considering the quality of images, sound, and the suitability of the content to meet the needs of students. Adelia & Rondli (2024) emphasises the importance of selecting engaging and interactive content because monotonous material presentation can negatively impact student motivation and participation in learning.

On the other hand, video media offers flexibility for students in determining their own learning pace. The impressions can be repeated as needed, allowing students to tailor them to their learning styles. This supports a more personalized and independent approach to learning. It was also stated that video media is very supportive of the flexible learning process because it can accommodate differences in learning characteristics between individuals (Rahmawati, 2023).

Overall, the positive response from students to YouTube video-based learning confirms that this approach is efficient for applying in Citizenship Education subjects, especially in instilling the value of cooperation. This approach is considered fun, relevant to the times, and able to respond to various student needs if managed optimally by educators.

Furthermore, the results of this study also indicate that integrating video media through the YouTube platform makes a significant contribution to strengthening students' understanding of the value of cooperation in everyday life. The presentation of the material in a visual and context-based manner encourages students not only to understand the theoretical meaning of the value but also to internalise it in the form of fundamental attitudes and actions within their environment.

This is illustrated by the results of the students' entries on the Student Worksheet after watching the video, which shows their ability to relate the concept of cooperation with real actions in the daily environment, such as working together to maintain class cleanliness,

sharing roles in group activities, and maintaining harmonious social relationships. These findings suggest that a learning approach utilising video media can support the development of cognitive, affective, and psychomotor domains in an integrated manner.

These findings are consistent with the research (Hindasah & Murdiono, 2023), which states that the use of the YouTube platform in Citizenship Education learning can increase students' learning motivation through attractive visual presentations and contextual content relevant to daily life. The similarity between the content of real-life experiences of students makes an important contribution to strengthening the internalisation of values.

They also expressed a similar view that videos displaying the practice of cooperation in real-life contexts – both in the school environment and the community – make it easier for students to understand and relate to their own experiences (Safitri & Zainuddin, 2024). This suggests that the delivery of moral values, particularly cooperation, will be more effective when conveyed through visual media that is realistic and relatable to students' lives.

Furthermore, the process of appreciating value through video is not a one-way street. Students are actively involved in understanding and interpreting the content of the show so that the knowledge gained develops into awareness born from personal experiences that are interpreted individually. This is in line with the proposed by Sutja (2023) emphasises, which emphasizes that learning will have a greater impact if it is directly linked to the social context experienced by students. This is evident from the student's ability to identify various forms of cooperation practices that they find in both the school environment and community life.

In addition to strengthening the aspect of understanding, the use of video media also plays a role in increasing students' moral awareness. As stated by Permana et al (2024), the delivery of Pancasila values through engaging and relevant media, such as learning videos, can foster a deeper moral awareness in students. Therefore, learning videos can be positioned as one of the strategic media for shaping students' social character based on the nation's noble values.

In the context of applying values in learning, the active participation of students, both in responding to the content of the video and through follow-up activities such as discussions and assignments, demonstrates that the video is not just a visual aid but an effective means for internalising values. This finding aligns with the results of research (Hasibuan et al., 2025), which revealed that integrating educational content with supporting activities, such as discussions and educational games, can significantly enhance the development of cooperative value in the learning process.

Therefore, the use of the YouTube platform in Citizenship Education subjects is not only limited to delivering material but also functions as a strategic medium in shaping students' characters. Interesting and contextual shows encourage students not only to understand the concept of cooperation theoretically but also to apply it in real-life situations, such as various social interactions at school and in community life.

The understanding gained from video shows does not stop at the cognitive or affective aspects but is also reflected in direct actions during the learning activities. This research demonstrates that students' understanding of the value of cooperation has progressed to the point of real action, particularly when they are engaged in group discussions. In this situation, students demonstrate authentic forms of cooperation, such as dividing tasks, helping one another solve problems, and completing work collectively.

These findings suggest that group discussions are an effective method for supporting the process of internalising the value of cooperation. In practice, students not only receive information passively but also actively participate in social interactions that encourage them to collaborate, respect the opinions of others, and carry out tasks based on mutual agreement. This process also makes a significant contribution to the development of a positive social character.

Based on observations during the learning process, it is evident that tasks in groups are fair and within functional limits. Each member has the same opportunity to take on a role, either as a moderator, note-taker, presenter, or discussion director. The interaction formed between them is complementary, with students supporting one another in expressing opinions and finding solutions to the problems discussed. This demonstrates that the value of cooperation is not only taught as a concept but is also brought to life and practised in real-life dynamics of learning.

These findings align with the view (Kamelia et al., 2024) that emphasises the vital role of teachers in guiding the course of group work, thereby shaping the social character of students. In this case, the teacher plays the role of a facilitator who not only maintains a smooth discussion process but also encourages all group members to be active, contribute to one another, and take responsibility for joint tasks.

This research also demonstrates that the cooperative learning approach has a positive impact on promoting the value of cooperation. Collaboration between students in groups not only strengthens academic skills but also fosters social skills, such as empathy, group responsibility, and tolerance. This aligns with the findings of Awaliya & Utami (2024), which indicate that the cooperative learning model is highly effective in fostering the value of cooperation as students become accustomed to helping one another, sharing responsibilities, and collectively achieving common goals. The active participation of students during the discussion supports this statement and shows how cooperation can be created in a dynamic learning environment.

In addition to strengthening cooperation, group discussions also provide space for students to develop moral awareness. They begin to understand that success is not determined solely by individual efforts but by the collective contributions of all group members. These findings align with research conducted by Anggraeni et al (2024), which demonstrates that learning activities that foster the exchange of ideas and collaboration can shape students' understanding of the importance of cooperation and solidarity in achieving optimal outcomes.

Based on these results, group discussions in Citizenship Education learning have a double impact: improving cognitive learning outcomes while instilling moral values, especially cooperation. Participatory and collaborative learning strategies have proven to be the most effective approach to strengthening students' character within the context of civic education.

Furthermore, the internalization of the value of cooperation is not only limited to discussion activities but is also reflected in the daily behaviour of students in the school environment. This is evident in positive habits, such as helping one another when carrying out picket duties, sharing roles in-class activities, and working together to maintain a clean school environment. These meaningful yet straightforward practices serve as an indicator that the value of cooperation has been embedded and manifested in the real actions of students.

The implementation of video-based Citizenship Education learning in this study demonstrates an impact that extends beyond improving students' conceptual understanding, also encouraging the formation of positive attitudes that are reflected in their daily behaviour. One example can be seen in routine activities such as class picketing, which is an effective means of getting students accustomed to applying the value of cooperation sustainably and naturally.

The school fosters the formation of positive values, playing a crucial role in the value of cooperation. Regular joint activities have become an integral part of the school's culture, fostering a sense of togetherness among students. These findings align with the results of a study (Kharisma et al., 2023), which suggests that students' active involvement in daily collaborative activities plays a significant role in instilling cooperation as part of their identity and behavioural patterns. Thus, social dynamics in schools indirectly help shape the collective character of students.

In addition to environmental factors, character development strategies systematically designed by schools also contribute to fostering cooperation. When students are allowed to engage directly in shared activities and take responsibility for their success, they learn to build care, support each other, and complete tasks collectively – emphasized that a well-designed character approach in the school environment is practical in forming positive habits, including a mutually helpful attitude and a sense of belonging to the school community.

The role of educators, especially Citizenship Education teachers, is also very influential in shaping the character of cooperation. Teachers not only function as material presenters but also as moral examples who show an attitude of cooperation and concern through concrete actions. Through guidance in collaborative activities, both in the classroom and in daily interactions, teachers become key figures in facilitating the internalization of moral values. This is supported by Sari & Listyaningsih (2023), who emphasise that Citizenship Education teachers have an active responsibility to instil the spirit of cooperation through joint activities that directly involve students.

The strength of value learning, such as cooperation, lies in the consistency of habituation. This study found that students' understanding of these values extends beyond the level of knowledge, developing into a genuine habit in school life. As stated by Sunaryati et al (2022), the implementation of the value of cooperation—both in the classroom and outside formal activities—can foster a sense of empathy, social concern, and cooperation among individuals.

Based on this series of findings, the practice of cooperation in students' daily lives, such as during the implementation of class pickets, is not only a routine activity but an integral part of the character education process. This emphasises that the success of Citizenship Education learning is not only reflected in academic achievements but also in the extent to which Pancasila values, especially cooperation, are reflected in the students' real actions within the school environment.

E. Implication

This research makes an important contribution to the field of education, encompassing both theoretical and practical aspects, as well as social and policy implications, and in future research directions. From a theoretical perspective, these findings strengthen the foundation that digital media-based learning, particularly videos available on the YouTube platform, has great potential in supporting the process of internalising moral values, such as cooperation, in the context of Pancasila and Citizenship Education (Citizenship Education) learning. These findings also expand the existing body of literature on the effectiveness of visual media in supporting character education in the digital era.

Practically, the results of this study serve as a reference for educators, particularly Citizenship Education teachers, regarding the strategic benefits of using video as a learning medium. In addition to helping clarify the concepts taught, video media has also been proven to increase student active participation, encourage the creation of healthy social interactions in the classroom, and foster cooperation, as reflected through real activities such as group discussions and routine tasks like class presentations.

On the social side, this study demonstrates that digital media-based value education can play a significant role in shaping students' social character. This positive impact contributes to the creation of a collaborative school climate and supports the formation of student profiles that align with Pancasila values, namely caring, responsible, and cooperative.

In the context of policy, the results of these findings can serve as a reference for schools and education policymakers in designing learning strategies that are more adaptable to technological developments. The integration of digital media, such as YouTube, into the curriculum, along with the implementation of teacher training related to digital media use, is a crucial step in strengthening character-based education within educational units.

Furthermore, from the perspective of research development, these results can serve as a basis for exploring the effectiveness of video media in instilling other moral values, such

as honesty, responsibility, and tolerance, at various levels of education and in diverse socio-cultural contexts.

F. Limitation and Suggestion for Further Research

This study has several limitations that should be considered when interpreting the results. First, this study was conducted in only one class at SMP Negeri 11 Samarinda, so the findings cannot be generalised as a representation of other schools with different student characteristics and learning environments. Second, the use of a qualitative descriptive approach in this study has not allowed for the quantification of the extent to which YouTube video media influences students' attitudes or behaviours after the learning process has taken place. Third, several important factors, such as the social background of students, differences in learning styles, and the quality and duration of the videos used, have not been thoroughly studied despite their potential to contribute to learning effectiveness.

Based on these limitations, further research is recommended to encompass a broader range of classes or schools with diverse backgrounds, thereby obtaining more comprehensive and generalizable results. Quantitative approaches or mixed methods can also be considered to obtain more measurable data on the impact of video media on the formation of student attitudes and behaviours.

In addition, further exploration of the influence of external factors, such as social background, student learning style preferences, and the quality and duration of video content, will enrich the understanding of the elements that affect the success of internalising moral values through digital media. Future research can also design video-based learning models that integrate character-building approaches, particularly in instilling values such as honesty, responsibility, and tolerance, across a broader and more diverse range of educational contexts.

G. Conclusion

The results of research on grade IX students at SMPN 11 Samarinda revealed that the use of YouTube video media in learning about Pancasila and Citizenship Education was successful in increasing students' interest in learning and understanding. This audiovisual media has high appeal, is easily accessible, and conveys material contextually through a combination of visual images and communicative narratives. Despite some technical constraints, such as suboptimal sound and image quality, the use of video still shows better effectiveness compared to traditional learning methods such as lectures.

Analysis of student worksheets and in-depth interview results showed that students had a good understanding of the concept of cooperation, both from theoretical aspects and its application in daily life. Video media helps students connect the values of cooperation with real experiences, thereby strengthening their overall moral understanding.

This research has positive implications for the use of digital media, especially YouTube videos, as a means of supporting Citizenship Education learning to foster students'

moral knowledge. Audiovisual media has proven to be effective in presenting material contextually and engagingly, making it easier for students to understand the value of cooperation through a more concrete learning experience. An organised learning strategy can help facilitate students' exploration of meaning as they observe everyday behaviour. Video media is not only a tool for conveying information but also serves as a medium for strengthening moral understanding in Citizenship Education learning.

For further research, it is recommended that a study be developed involving more schools from diverse geographical and social backgrounds to test the consistency of the results. In addition, it is essential to examine the influence of content type, video duration, and delivery style in YouTube videos on the improvement of students' moral knowledge, specifically. Comparative research is also necessary to determine which digital learning media are most effective in instilling Pancasila values, particularly the value of cooperation, at various educational levels. The longitudinal approach can also serve as an alternative for monitoring the consistency of students' understanding of moral values over a more extended period.

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