

## UNVEILING 'PROFIL PELAJAR PANCASILA' THROUGH A NAS DAILY VIDEO: A CRITICAL EXAMINATION OF CHARACTER EDUCATION VALUES IN DIGITAL NARRATIVES

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**Abstract** – Character education is one of the goals of our National Education System. Teaching character education can be accomplished through various media, including watching inspiring videos. This study explores the character education values implied in a video retrieved from the Nas Daily YouTube channel. The character values focused on in this study are the six dimensions of 'Profil Pelajar Pancasila' in the Merdeka Curriculum. This study uses the model of critical discourse analysis by Teun A. Van Dijk that examines the discourse in three elements; text structure, social cognition, and social context. The findings revealed that the video embraces the six dimensions of 'Profil Pelajar Pancasila' in the Merdeka Curriculum. This could strengthen educators' insight into seeking more character-empowering shows for the learners.

**Keywords:** *character education; YouTube channel; critical discourse analysis.*

### INTRODUCTION

The concept of character education recognizes the significance of fostering values and slowly instilling a strong sense of positive traits in learners to prepare them for their participation in society in their future lives. In line with this, Singh (2019) mentioned that character education is the intentional, proactive effort by schools, districts, and states to instill in their students important core, ethical values such as being considerate, sincere, just, responsible, and respectful of self and others. Syarnubi, Mansir, Purnomo, Harto, & Hawi (2021) added that character education is also a tool to transmit the cultural value system in society to the next generation. Character education is not a small family or society program, instead, it is a nationwide movement that fosters the young generation to be ethical, responsible, and caring people through modeling and teaching good character. Maulidiawati, Setyawan, Usman, & Rahbini (2022) elaborated that character education is the effort to instill intelligence in thinking, living in attitude, and practicing it in the form of behavior that corresponds with noble values that become one's true identity, manifested in the interaction with God, oneself, society, and the environment. In a nutshell, character education is a conscious and

intentional effort to teach the young generation about good characters that are beneficial for their lives, society, environment, and the nation.

Character education is one of the efforts to reach the goal of the National Education of Indonesia. Here is the formulation of the quality of Indonesian human beings that must be developed by each educational unit which is stated in The Law of the Republic of Indonesia number 20 of 2003, it is stated that national education functions to develop competencies and establish a character as well as a dignified civilization to enlighten the life of the nation and aims to the development of the pupils' potential to be humans who have faith and devotion to the Almighty God, possess the noble attitude, are healthy, knowledgeable, skillful, creative, independent and become responsible and democratic citizens (Marabessy et al, 2022; Anggrayana et al, 2023). That's why character education is integrated into our curriculum to empower our young generations with both intelligence and noble character.

Character education is an effort to shape learners' character who are still in the development period. That is why character education becomes a shared responsibility for all educators both at home and school (Yuliana, Sugiyono, Suyanto, & Mehta,

2020). Therefore, the role of the teacher is very important in terms of shaping the character of students, which can be carried out through the learning process in classrooms. Teachers must be able to provide examples and role models for students in good behavior because if this is not the case, students will easily imitate what they see (Rahayu, Sitepu, & Sari, 2023).

According to the constitution, teachers must integrate character education in teaching-learning activities through learning materials. Teachers should also mention the character education values in their lesson plans. Therefore, as teachers, we need to carefully choose materials, media, and textbooks that can accommodate character education for our students. One of the ways to teach character education is by watching videos from various digital platforms. As we know nowadays there are so many content creators that provide not only fun but also informative and inspiring content.

Nas Daily is one of the famous YouTube channels owned by Nuseir Yasin. This channel shares hundreds of lengthy and short videos about people, nations in the world, motivations in life, and many other themes. This is one the most subscribed channels for its brand-new information, inspiring motivation, interesting presentation, and easily understood content.

Research investigating the effectiveness of using videos from the Nas Daily channel to improve students' speaking skills by Wibowo & Sulistyorini (2020) proves that videos from Nas Daily can be a meaningful medium to teach speaking skills. Besides having an attractive presentation, they also have good visuals and provide English subtitles so the students can learn about the formation of English sentence structures, pronunciation, intonation, grammar, etc. The way the characters in the videos present the content can be a good example for students to speak in English. According to the previous facts, there's a need to explore what character education values are implied in videos from Nas Daily so that teachers can choose the best videos for their students.

In the context of character education for young learners, critical discourse analysis was accomplished by Utami & Harianto (2021) focusing on the construction of Islamic values in the episode 'Alalala Raju' of the cartoon series 'Omar Hana'. This research employed Van Dijk's model of critical discourse analysis and content analysis. The data being analyzed was a video of the 'Omar Hana' episode 'Alalala Raju' downloaded from YouTube. After analyzing the

Da'wah message, the text structure, the social cognition, and the social context, some findings were revealed. The structure of the cartoon contains advice for children to share objects and love with other people especially younger people. The social cognition system shows that the cartoon attempts to tell young viewers that sharing is one of Islamic teachings. The social context behind this cartoon is that children at a younger age commonly have problems sharing toys and food with others.

Furthermore, an analysis of character education values was done by Hirdayu et al (2022) to the textbook of grade seven 'When English Rings the Bell' published by the Ministry of Education and Culture. The book being analyzed was the version of the third revision in 2017. The characters to be analysed were based on the 18-character education values proposed in the Curriculum of 2013. The data was collected through a checklist and documentation. The data analysis reveals findings about what character education values are implemented within the textbook. According to the frequency analysis of the occurrence of each value, it was found that the value of Friendship/Communicative was the most common value at 21%. Then it was followed by the Independent value at 17%; Religious value at 12%; Hard work value contains 7%; Discipline and Social Care value at 5%; Curiosity value at 4.6%; Creativity, Nationalism, and Appreciation Achievement at 4.1%; Environmental Awareness and Honesty value at 3.5%; Reading Interest value at 2.5%; Tolerance value at 2.0%; Patriotism and Responsibility value contain 1.02%; The smallest was the Love and Peace value of 0.5%. The value of democracy was not found in the textbook.

According to the reviews of those researches, there was a gap that this study aimed to fill. Examining the meaning behind a digital discourse is important to guide educators to choose appropriate shows that are not only good for improving learning skills but also embrace character education values in the newest educational policies.

According to the newest policy in the *Merdeka* Curriculum, the implementation of character building and education is done through the program of 'Profil Pelajar Pancasila'. It consists of six dimensions which are; 1) having faith and devotion to the Almighty God and noble character; 2) independence; 3) mutual collaboration; 4) global diversity; 5) critical reasoning; and 6) creativity (Nabila & Wirdati, 2023; Zuliani et al, 2023). Therefore, the researcher was interested in conducting a study about character education

values contained in a YouTube video. This study focused on an analysis of character education in a video from the Nas Daily channel entitled “How to Live Without Getting Lucky” based on the criterion of six dimensions of ‘Profil Pelajar Pancasila’.

To accomplish the analysis, this study used the Van Dijk model of critical discourse analysis which Van Dijk elaborated that discourse must have three dimensions; text, social cognition, and social context (Solikhin, 2023; Utami, & Harianto, 2021; Nurika & Erlangga, 2022). The text dimension deals with the structure of the text within a discourse to show a particular theme. In this dimension, there are three interrelated elements to be analyzed (Putri et al; 2023); (1) Macrostructure that deals with the theme or topic of the discourse; (2) Superstructure that explores the parts and sequences presented in the whole discourse; and (3) Microstructure that observes the meaning obtained by the choice of words, sentence, style, or images. The second dimension, social cognition, studies the process of text production that involves cognition from text makers. The last dimension, the social context, deals with the social background that builds the whole discourse.

By understanding that there is no discourse without meaning behind it, this study could give insights to educators, parents, and learners that it is beneficial to integrate digital content in teaching characters. In this context, of course, educators should facilitate the learners by giving them guidance in watching the content.

## METHOD

This study employs a qualitative method using the Van Dijk model of critical discourse analysis and content analysis of the character education values accommodated in the video content. The main corpus was a video and its transcript entitled “How to Live Without Getting Lucky” that was retrieved from a YouTube Channel named Nas Daily (<https://www.youtube.com/watch?v=8RxRStuhGEM&t=3s>, 2023). This study started by gathering data needed for the analysis by retrieving the transcript of the video. After that, the video was downloaded and reviewed to re-check the accuracy and the sync between the video and the transcript.

The following process is analyzing the data. This study presents the analysis of text structure, social cognition, and social social context that is accommodated in the video. The result of the previous analysis was used to analyze the character education value according to the six dimensions of

‘Profil Pelajar Pancasila’ in the *Merdeka Curriculum*. After that, the result and discussion are presented in a descriptive narrative.

## RESULT AND DISCUSSIONS

Based on the analysis of the video entitled ‘How to Live Without Getting Lucky’ from Nas Daily YouTube Channel, some findings were revealed. The findings are described and elaborated in four main discussions. The first is about the analysis of the text dimension which is broken into macrostructure, superstructure, and microstructure elements. The second discussion is about the social cognition dimension followed by the third, the social context dimension. The last discussion is about the analysis of character education value according to the six dimensions of ‘Profil Pelajar Pancasila’ in the *Merdeka Curriculum*.

### Text structure

#### Macrostructure

The macrostructure element refers to the overall meaning that can be observed from the theme or topic raised by the use of language in a discourse (Sujatmiko, 2020; Setiawati & Mulyana, 2019). According to the analysis of the creator’s speech in the video, the theme or topic of the video content is presented in Table 1 below:

Table 1. *Macrostructure*

Theme/topic	“Strategic Moves or Actions to Build a Good Life Despite Having Ordinary or Unlucky Background”
Subtopics	<p>Subtopic 1: “Strategies to get success according to the creator’s experience”</p> <p>Subtopic 2: “Reasons why the creator thinks the viewers should have strategies to live the life”</p>

The title of the video “How to Live Without Getting Lucky” shows that the topic of the video is about strategic actions to live life or to survive the world without getting any luck to support you. The word ‘without getting lucky’ indicates having an ordinary or even unfavorable life background that can support someone to live a good life easily. Therefore, this video contains a message that everybody can be successful in life even though they have no supportive background, that’s why this video will tell the viewers how to do it.

Further in detail, the content presents two sub-topics. First, the creator shares what actions or

strategies he had done in his whole life before he finally got many good things in his life. He also mentions that he had an ordinary background which he thought made it harder or even impossible for him to be a successful person. Second, the creator points out the reason why people should strategize in their lives and not just live life as it is. He mentions that it is to survive the world, to create life changes, to be a better person, and to make a better life. Otherwise, he added, people cannot survive and their lives won't change to a better condition.

### Superstructure

The superstructure element concerns the framework of a text, and how the parts of the text are arranged into a whole news (Kurniati et al,

2023). The analysis of the superstructure element is done by identifying the scheme or arrangement of the framework in the video through the introduction, main content, and conclusion followed by outlining the linguistic representations in each schema (Surya R, Y., Jufri, J., & Usman, U., 2023).

The short, brief, and straightforward introduction presents the creator's short story about the good life he has today, his ordinary past background, and that he thought the path to his success had many obstacles. The main content discusses the creator's four strategies for achieving success and how those strategies yielded correlated meaningful and beneficial impacts in his journey to success. Finally, in closing, the creator emphasizes the reasons for life strategizing.

Table 2: Superstructure

Introduction	<p>The creator starts his video with these statements:  <i>"I'm going to be honest. I have a really good life I have friends, money, fame, and success. But I wasn't born with this life. I was just a Muslim Village boy and 9/11 had just happened. The odds of success are stacked against me and against you! This video took 15 years to make and today I want to tell you how I built my life and how I think you should build your life without relying on just luck!"</i></p> <p>The discourse maker shows that the fact that the creator was a Muslim from a village and that the 9/11 tragedy had happened made him think that it was difficult for him to achieve success. Why? Because he came from a village that he thought was far away from civilization that he desired. In addition, he thought that the 9/11 tragedy had harmed the world's trust in Muslims all over the world.</p>
Main content	<p>In this part, the creator elaborated on the four strategies he accomplished to fulfill his dream. Those four strategies are mastering English; enlarging his social network; learning new skills; and leaving his hometown to pursue higher education.</p> <p><i>"First, you have to accept that life is not fair. As a kid I accepted life was not going to hand me opportunities so I needed to find my own! The same day I bought an English dictionary. Yes, English dictionary! I knew English is key to global opportunities and in my village very few people spoke it. Day after day I would talk to myself in English just to practice. I looked like a fool! I joined online gaming communities and chatted with Americans for months. They made fun of my accent but I didn't care. Secretly I was stealing their accent and finally, I learned how to say the letter "R". My English became so good I could speak to anyone in the world including you right now! That was the first strategic decision.</i></p> <p><i>The next thing I did was change my friends. Everyone around me had two best friends but that did not make sense. I needed a large social network, not a best friend, so I made 200 good friends online. They're right! It's not what you know! It's who you know!</i></p> <p><i>The third decision was to gain skills that no one else had. I fell in love with astronomy. I learned everything about the stars and became top six in my country. I learned to solve the Rubik's Cube! and I could solve it in less than 30 seconds. I took up the piano and I could play really complicated songs! Slowly but surely, I was able to escape the limitations of my village, strategically!</i></p> <p><i>And the last strategic decision was to leave my village, even though I liked it. From 5,000 miles away in the Middle East I sent an application to Harvard in the United States and surprisingly Harvard said 'yes, come over' and that was my ticket out!"</i></p>

After revealing his creative strategies, the creator points out the impacts of each strategies that yielded fruitful results in his journey of success. This is to motivate the viewers that every step people take will have a big impact in their life.

*“Because of my English, I made new friends. Because of new friends, I learned new skills. Because of new skills, I applied to Harvard. Because of Harvard, I got a good job. Because of a job, I save money. Because I had money, I started Nas daily. Because of Nas daily, I met the love of my life.”*

Closing In the closing part, the creator stresses the importance of making strategies for one’s life and not just relying on luck.

*“I am lucky, very lucky! I believe in luck. But life is not just about getting lucky. Sometimes you have to force your own luck and strategize for 15 years.*

*Why do you drink water? Because if you don't drink water you don't survive. Why do you strategize about life? Because if you don't strategize you literally will not survive. When life happens to you that is a bad thing because life will just make you normal. And you have to fight against that and find a way to do something different, be something different.”*

Then, he addresses the young generation all over the world to remind them that the path to success is not easy and that we should not live like a leaf lying on the flowing water.

*“For every kid watching this in Nebraska, Bangalore, Namibia, Nairobi wherever in the world, remember the odds are stacked against me against you!*

*Life is not just a gift we receive. Life is a gift we have to assemble. We cannot just live life and get lucky. We toil, we practice, we strategize, we observe, we Network, we put double the hours, we do whatever it takes to make life work for us.”*

Lastly, the creator stitches a video of the late Steve Jobs saying that one can change his life, one can shape his world, and influence his surroundings. One can make a result if only one takes an action, a movement, and a step in one’s life.

*“Everything around you that you call life was made up by people that were no smarter than you. And you can change it. You can influence it. You can build your own things that other people can use. And the minute that you understand that you can poke life and actually something will, you know if you push in something will pop out the other side. You can change it. You can mold it. Once you learn that, you'll never be the same again!”*

### Microstructure

The final discussion about text dimension is the microstructure analysis. Microstructure elements are analyzed by the semantic, syntax, stylistic, and rhetorical aspects manifested in the discourse. Here is the explanation of each aspect (F. Indrawan, 2022; Hariyanti, Nur, & Nabilah, 2022; Aladdin & Alfathan, 2022; Susanthi & Yanti, 2022):

Semantic refers to the local meaning of a discourse. The text elements are analyzed based on the background, details, intent, and presupposition. The background is what the creator wants to convey, details are what controls or restricts the

information presented, the intent is related to the creator’s attitudes or beliefs, and presupposition is the supporting opinion by giving verified rationale.

In the syntactic element, the meaning is analyzed from the sentence form, coherence, and pronouns.

In the stylistic element, the creator’s choice of words in delivering his content is analyzed to find out the meaning of the utterances.

Rhetorical aspect refers to the creator’s style in presenting the content. It can be observed by the graphics, the metaphor, and the expressions.

Table 3. Microstructure

Semantic	<ul style="list-style-type: none"> <li>- Background: the creator wants to share his experience about how to build a good life although he had an unsupportive background.</li> <li>- Detail – the creator exposes 4 strategic decisions to change his life.</li> <li>- Intent – the creator convinces the viewers to strategically build a life, not just work hard, and not just rely on luck.</li> <li>- Presupposition – the creator elaborated on the result of his strategic hard work and the reason why people should do so.</li> </ul>
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Syntax	<ul style="list-style-type: none"> <li>- The use of active sentences using 'I' and 'you' as the subjects shows that the creator himself is talking directly to the viewers and the pronoun 'we' means that the creator puts himself on the same side as the viewers.</li> <li>- There are some appearances of conjunctions: <ul style="list-style-type: none"> <li>▪ Coordinating conjunctions to show equality (and) and contrast (but).  <i>"..... I have a really good life I have friends, money, fame, and success. <u>But</u> I wasn't born with this life....."</i>  <i>".....Sometimes you have to force your own luck and strategize for 15 years....."</i></li> <li>▪ Sequential conjunctions to show the order of doing things (first, next, third, last)  <i>"First, you have to accept that life is not fair....."</i></li> <li>▪ Subordinating conjunctions to show cause and effect (because).  <i>"Because of my English, I made new friends. Because of new friends, I learned new skills. Because of new skills, I applied to Harvard. Because of Harvard,....."</i>  <i>"..... Why do you strategize about life? Because if you don't strategize you literally will not survive."</i></li> </ul> </li> </ul>
Stylistic	<ul style="list-style-type: none"> <li>- Various words are used to express what people should do to build a good life. Those words are 'assemble, toil, practice, strategize, observe, network, put double the hours, do whatever it takes'.</li> <li>- The creator also uses an analogy between life strategizing and drinking water as seen in this expression 'Why do you drink water? Because if you don't drink water you don't survive. Why do you strategize about life? Because if you don't strategize you literally will not survive.'</li> </ul>
Rhetorical	<ul style="list-style-type: none"> <li>- Graphics: Besides showing scenes where the creator gives a speech, he also adds illustration scenes that correspond to his speech. The creator also puts the subtitle of the whole utterance and makes the font different every time he wants to emphasize his main points.</li> <li>- Expressions: The creator uses persuasive expressions in delivering his points.</li> <li>- Metaphor: The creator uses some metaphoric sentences like 'The odds of success are stacked against me', 'I was stealing their accents...', and 'It's not what you know! It's who you know!'.</li> </ul>

### Social cognition

Social cognition analysis is carried out to uncover hidden meanings and implications in a discourse. It studies how discourse is formed and what influences the creator when composing it (Fayruza et al, 2021). The text has no meaning, but the meaning is shown through the discourse makers that reflect the creator's mental awareness, knowledge, ideologies, and views in producing the content (Anjarsari & Adiwijaya, 2022). The creator's way of comprehending and perceiving a social situation is called 'Schema'. According to Van Dijk's theory, four schemas are observed in social cognition analysis namely person, self, role, and event schema (Elsa, Husein, & Lubis, 2023; Visiaty Rasyid, & Anwar, 2020). Here is the analysis of each schema of the video entitled "How to Live Without Getting Lucky" from the Nas Daily YouTube channel:

Person schema – The creator thinks that the viewers need to be encouraged and given motivation to build a good despite the limitations they have. The creator wants the viewers to know and understand what he had gone through before he finally achieved success.

Self-schema – the creator views himself as an ordinary person who successfully reaches beyond his limitations.

Role schema – the creator puts himself as a famous public figure who not only spreads positive and inspiring messages but also gives a good role model for society.

Event schema – after going through many things to achieve success, the creator understands that success is not impossible to achieve whatever people's background is as long as they move.

### Social context

The analysis of the social context of a discourse is intended to reveal how a discourse is bound to the context or background including knowledge and values that develop in the community (Ramadhan & Herman, 2021; Haliza & Triyono, 2022). Power and access are two critical aspects to be analysed in the social context. Power is an individual's ability to direct or influence other groups of people, while access is situations allowing individuals to manage or use the power. (Elsa et al, 2023; Sari & Pradipta, 2021).

The creator of the video entitled “How to Live Without Getting Lucky” owns the power to influence the viewer, to shape people’s views, and change perceptions of other people because he is a famous influencer and YouTuber. He also has successfully proved himself to the world that he can go beyond his limitations to build a good life by building his channel and company. That way he can convince the viewers that ordinary people can be successful in life.

#### *Character education values*

According to the government’s regulation about character education in the Merdeka Curriculum, there are six dimensions of human character that the young generation of Indonesia is expected to have. They are 1) having faith and devotion to the Almighty God and noble character; 2) independence; 3) mutual collaboration; 4) global diversity; 5) critical reasoning; and 6) creativity. This part of the discussion explores each of the six dimensions presented in the video.

First, the value of ‘having faith and devotion to the Almighty God and noble character’ is found in the opening speech in which the creator introduces himself as a Muslim and that he felt that the tragedy of 9/11 had ruined the dream of all Muslims in the world. However, he proved it wrong and he wants to share with the viewers how he can escape his limitations. This shows the noble character value that the creator doesn’t want to keep the knowledge for himself.

The second value is independence. It was shown in this statement “*As a kid I accepted life was not going to hand me opportunities so I needed to find my own!*”. The statement shows that the creator was aware that he needed to find his own chance and open the access by himself. Thirdly, the value of mutual collaboration is shown in the creator’s narration about how he built a connection with hundreds of people online to learn English, learn new skills, and finally build Nas Daily. The narration also shows the value of global diversity because the creator built a large network of people from different countries and different backgrounds.

The video also presents the value of critical reasoning. It is about the logical reason why people should strategize their lives. The creator also presents an analogy about life strategizing and drinking water as shown in this statement “*Why do you drink water? Because if you don't drink water you don't survive. Why do you strategize about life? Because if you don't strategize you literally will not survive.*” The video also teaches the value

of creativity, that in life strategizing, people cannot work just normally but also creatively. The creator mentions some words to represent being creative; ‘*assemble, toil, practice, strategize, observe, network, put double the hours, do whatever it takes*’. He also mentions some actions that are considered ‘out of the box’ and that no one else had in his surroundings like learning astronomy, solving the Rubik’s Cube, and playing piano.

The result of the analysis emphasizes that a discourse is not made without meaning. The analysis of the text structure has shown us the creator’s message through the presentation of the theme, sub-themes, and the choice of words. The analysis of social cognition discovers the creator’s beliefs that he wanted to show the viewers while the social context examination reveals the social background of the creator. Further examination of the ‘Profil Pelajar Pancasila’ framework has shown that the discourse embraces the six dimensions of the framework. This indicates that the discourse can be a good alternative for educators to make use of the video to help them build their students’ character according to the newest educational policies. This study can encourage educators to facilitate the learners by being a filter of exposure to digital platforms especially YouTube toward our learners.

#### **CONCLUSION**

This study explores the analysis of the content in a video entitled “How to Live Without Getting Lucky” in four aspects; text structure, social cognition, social context, and character education values according to the six dimensions of ‘Profil Pelajar Pancasila’. The analysis of the text structure revealed that the video is about a strategic decision made in building a good life despite having an ordinary background. The presentation shows the creator’s background followed by the four strategic decisions and the results, and it also the creator’s explanation about why people should do life strategizing. In addition, the creator uses various conjunctions to present and connect his ideas. Active sentences with ‘I, you, and we’ are used in most of the sentences meaning that the creator involves himself and the viewers on the same side.

The social cognition analysis shows that the creation of the video is based on the creator’s own experience in building his life. The creator can convince the viewers not only because he is a famous person, but also because he already proved himself that he could go beyond his limitations to reach success with the strategies he had done.

From the analysis of character education value, it was revealed that the video contains all of the six dimensions of 'Profil Pelajar Pancasila'. The video dominantly teaches the viewers about being independent, having a large social network, global diversity, and being creative in pursuing the dream. The other values, having faith and devotion to the Almighty God and noble character, and critical reasoning are presented only in one part of the whole speech in the video.

Recommendations for practical application in the classrooms could be: (1) for the ice-breaking stage in the middle of a course lesson to give refreshment or elevate learners' motivation; (2) for the observing stage of a course lesson to stimulate and build learners' knowledge about the learning material. However, this study only focused on analyzing the 'Profil Pelajar Pancasila' framework within one of the hundreds of videos on the Nas Daily channel. Future research might be about character education values within other Nas Daily videos or other popular content creators.

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**Sinta Budhi Arti & Dwi Fita Heriyawati**

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