

The role of student activists in strengthening nationalist characters in the era of the industrial revolution 4.0

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ABSTRACT

This study aims to (1) identify roles, (2) describe the challenges and (3) the efforts of BEM UNY activist students in strengthening the nationalist character in the era of the industrial revolution 4.0. This type of research is descriptive with a qualitative approach. The data collection techniques of this research were interviews and documentation. The subjects of this study were seven student activists from BEM UNY for the period 2020 who were determined by purposive technique. This research data analysis using qualitative analysis which consists of data collection, data reduction, data presentation, and conclusions. The results of this study are as follows. (1) Student activists from BEM UNY play a role in strengthening the nationalist character in the era of the industrial revolution 4.0, as agents of change, social control, iron stocks. (2) The challenges faced are the “ups and downs” of enthusiasm within oneself, participation in every activity, adaptation of technological sophistication, and people who have radical views. (3) Efforts are made, namely creating attractive work programs by integrating technological sophistication, creating movements or communities as alternatives, adapting, making oneself a good example, and taking a personal approach.

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Introduction

The industrial revolution 4.0 is synonymous with the era of digitalization, sooner or later fundamentally changing the joints of human life. The era of disruption of the industrial revolution 4.0 can make it easier for humans in various aspects of life. However, it is not impossible to cause problems for human life. Crimes by utilizing technological sophistication are also increasingly massive, such as personal data being traded irresponsibly, the entry of foreign cultures without a good filtering system. Besides that, social media is a place for hate speech and the spread of hoax news. It can lead to the nation's disintegration and impact the decline in the value of the nationalist character in society.

In the world economic forum, the concept map of the industrial revolution 4.0 was presented. A book entitled a 4th industrial revolution describes fundamental changes in human life (Schwab, 2017). In contrast to previous eras, the current industrial revolution has a broader scope. According to Schmitt (2017), there are three reasons why industry 4.0 looks important and revolutionary, namely (1) any company or activity will look flexible and responsive, (2) innovative, and (3) placing producers at the center of all activities.

Karnawati (2017) describes the industrial revolution 4.0 in the next five years can erase thirty-five percent of types of work, and even in the next ten years, the types of jobs that will be lost will continue to increase to seventy-five percent because humans usually playwork is slowly being replaced by technological sophistication with an all-digital concept. As a large nation, we must be able to adapt to the current digitalization era. The industrial revolution 4.0 is related to the term

smart factory (William, 2014, pp. 1-21). It makes the copy from the physical to the virtual world focused and easy to expand (Buhr, 2017).

The industrial revolution 4.0 is an approach to control the production process by synchronizing time by unifying and adjusting production (Kohler & Weisz, 2016). For the millennial generation, the era of the industrial revolution 4.0 can be an opportunity but also a challenge. Because technological sophistication facilitates human movement in various ways so that it is more effective and efficient. However, on the other hand, it can be a challenge for the community if they cannot use technology wisely. It will cause the loss of values from the human side of a person. The role of humans sooner or later will be taken over by automatic machines. One of the negative impacts of the 4.0 industrial revolution, namely, bringing those who are far away and keeping those who are close, means that direct social interaction is reduced and has the potential to spread fake news because of the rush of incoming information without a filtering system (Ainun, 2020).

The spread of fake news that occurs is quite fast; this is confirmed by the results of a survey from Mastel (2017), people receive fake news as much as forty-four point thirty percent of one hundred percent every day. It should be a reflection for all elements of the nation that technological progress can have a negative impact if technology is not used wisely. The issue of radicalism easily infiltrates eighty percent of young Indonesians because they do not have critical power. The spread of anti-Pancasila radicalism narrated with heroism through social media is attractive to the millennial generation because they are still looking for identity and existence. Besides that, social media is a very effective medium amid all-digital technological advances in the current era (Detik, 2021).

The fading of nationalist values also occurs in teenagers. Research conducted by Pradini (2012) found that K-Pop culture, a trend among Indonesian teenagers, currently has a moderate correlation to youth nationalism. They try to do and imitate their idol figures. Their love for K-Pop music is higher than folk and national songs, as well as folk dances. The fading of nationalist values is motivated by technological advances that make it easier for everyone to reach anything online, including foreign cultures that enter without filtering. It can threaten the unity and integrity of the nation.

Presidential Regulation of the Republic of Indonesia No. 87 of 2017 concerning Strengthening Character Education, it is stated that this is an educational movement with the responsibility carried out by schools to strengthen the character of students through the harmony of heart, taste, thought, and sports collaboration with public involvement collaboration and cooperation between schools, families, and communities that are part of the National Movement for Mental Revolution. One of the main values of strengthening character education is nationalist values. There are five points of nationalist values: love for the homeland, national spirit, respect for diversity, and willingness to sacrifice and obey the law.

The decline in the nation's nationalist values character is not a new thing, and it has become a classic problem. According to a survey from the Indonesian Survey Institute Denny JA, it shows that from 2005 to 2018 the number of pro-Pancasila citizens decreased by at least ten percent, especially among the younger generation (Setyowati, 2019). It should be a concern and a reflection of all parties that all elements of the nation must maintain unity and integrity. The younger generation, especially students today, prefer to stay up late with their friends without a clear purpose. It is scarce to see students discussing, writing, and doing activities impacting the community directly (Sair, 2016). Student activists are currently starting to lose their spirit of the movement, tend to be more pragmatic, consumptive, and enjoy a hedonistic culture far from the meaning of student activists themselves (Elfani, 2013).

Students who are usually called young intellectuals are expected to optimize their role as agents of change, social control, and iron stock and be able to adapt effectively in the current digitalization

era (Amri & Hendrastomo, 2016). These three functions must be the spirit of the student movement. Students must be able to become agents of change in their environment to be extraordinary. In addition, they must become entities that can control social conditions, maintain morality, noble values of the nation, religion. Finally, they must be able to prepare themselves as future leaders of the nation with the capacities and capabilities prepared (Istichomaharani & Habibah, 2016).

As the nation's next-generation and agents of change, students certainly have clear ideals, critical thinking, responsiveness, and responsibility. Students have a fairly heavy moral burden because the nation's future depends on today's young generation. According to Syam (2005) students can be defined as the younger generation who have a strategic role and position in national development and become a source of moral strength.

According to Escobar (2015, pp. 451-462), many young activists concerned with change express dissent through actions that challenge business-as-usual economic and social policies, including emphasizing economic growth within a nation. Jung, Hoon, & Hong (2014, pp. 450) convey that student activism in Korea is more concerned with social information by overcoming structural contradictions, including unequal power structures, undemocratic practices, and economic inequality.

Research conducted by Ansala, Uusiautti, & Maatta (2016) on the motivation of Finnish students to participate in student activism. That activism is not only beneficial for students in many ways, such as improving skills, experiences, and social networks. However, it is also necessary to ensure that students are also future agents in social, political fields and will be aware of and understand the phenomena of the modern world and be able to take action. It is different with student activists in Nepal who put forward a strategy of resistance with their aspirations in political construction (Snellinger, 2016).

According to Balsvik (2012) about the student movement in Ethiopia, it became one of the things considered in Africa besides being one of the pioneers of the wave of international student activism in the 1960's. Although the undemocratic rules in the government system were the main reason for the student movement in Ethiopia, there were also other contributing factors are the activism of Ethiopian students abroad, the global student movement, anti-imperialist, and pro-socialist movements in several Western countries, as well as the presence of students from various countries. The students who come to study in Ethiopia are politically mature and raise the political awareness of Ethiopian students (Zewde, 2014).

Student activists have a powerful role as agents of change, social control, and stock of future leaders, so their task is to learn and actualize their knowledge to the wider community. Hensby (2016, pp. 470) research found that social media, especially Facebook and Twitter, became a means for student activists to facilitate liaison involvement and mobilization in channeling grassroots campaign aspirations to build quickly and effectively. Facebook and Twitter contributed significantly to the campaign's rapid upscale shift. The accessibility and adaptability of this tool allow activists to respond quickly to announcements and build campaigns that communicate directly with students and mainstream media.

Active Facebook users, in particular, have shown that social media is an easy-to-form organizing tool and evolves according to the changing needs of activists. Velasquez & La Rose (2015, pp. 470) explain that the more individuals who feel that their online experience of using social media to participate in politics has been satisfactory, the more they feel that they can use these media for political purposes.

The basic problem regarding the identity of the Indonesian nation more widespread social and cultural phenomena that describe the situation of people's lives, the weaker the commitment to the

basic values of life that have long been used as a way of life and the nation's view of life. Meanwhile, currently, most people prefer and hold on to modern values that are pragmatic and positivistic oriented. On the other hand, the basic values of life that were once believed to be something noble are now considered to be outdated.

Now, various social anarchisms lead to a crisis of nationalist character; The Indonesian nation is facing an era that is all “digitalized and disruptive”, of course demanding the readiness of the quality of citizens to be able to strengthen the value of nationalist character and strong national identity in the face of rapid change with various impacts (Susanto, Widisuseno, & Iriyanto, 2019). The purpose of this study is to identify the role of UNY BEM activist students in strengthening nationalist characters in the 4.0 industrial revolution era, describe the challenges and efforts of UNY BEM activist students in strengthening nationalist characters in the 4.0 industrial revolution era.

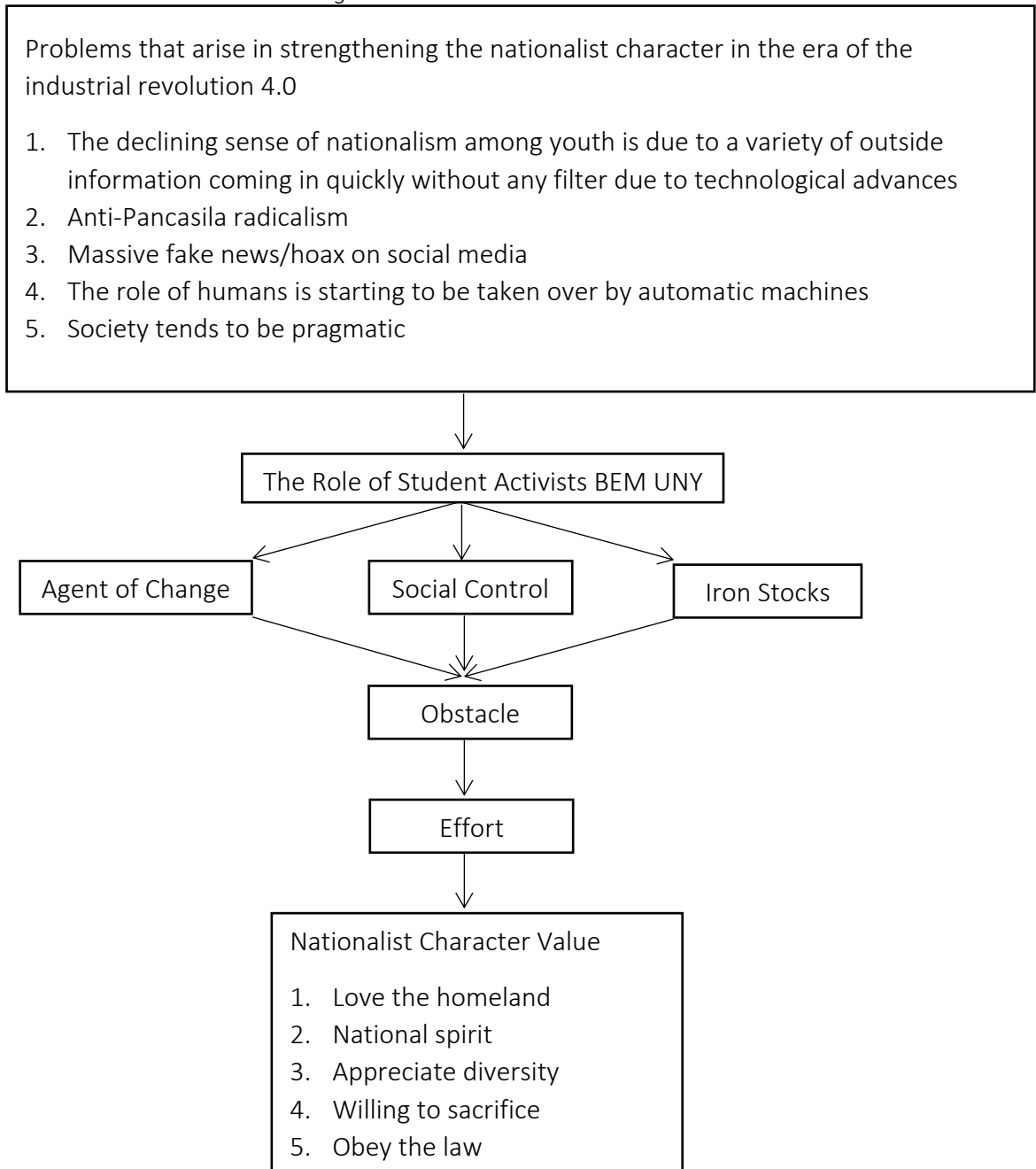
Method

This study uses a descriptive type of research with a qualitative approach. The selection of this type of qualitative descriptive research is based on the consideration that the purpose of this study is to determine the role of UNY BEM activist students in strengthening nationalist characters in the era of the industrial revolution 4.0. This research was conducted from September 2020 to April 2021. This research instrument used to interview and documentation guidelines. The data source came from the research subjects, namely seven student activists of BEM UNY for the period 2020. The subjects in this study were determined using purposive techniques according to certain criteria, considerations, and research objectives. Following seven student activists, the student president or Chair of the 2020 UNY BEM, certain considerations mean people who understand the things the researchers are researching, people who are willing to work with, can open themselves up, and have good communication skills.

According to Sugiyono (2016, pp. 193), data collection can be done in various ways. If based on the source, then the data collection can use primary sources and secondary sources as follows. (1) Primary Data Sources, in this study obtained directly through interviews with student activists of the Student President of BEM KM, Yogyakarta State University for the 2020 Period, student activists of the Chair of BEM FIS, Yogyakarta State University for the 2020 Period, student activists of the Chair of BEM FMIPA, Yogyakarta State University for the 2020 Period, student activists of the Chair of BEM FE, Yogyakarta State University for the 2020 Period, student activists for the Chair of the BEM FIP of Yogyakarta State University for the 2020 period, student activists for the Chair of BEM FT, Yogyakarta State University for the 2020 period, and student activists for the Chair of BEM FIK, Yogyakarta State University for 2020. (2) Data Source Secondary, is supporting data obtained from literature and documents in the form of reading materials, library materials, articles, journals, and research reports related and directly related to the role of UNY BEM activist students in strengthening nationalist characters in the era of the industrial revolution 4.0. Data collection techniques in this study used to interview and documentation techniques. Furthermore, data analysis in this study uses qualitative analysis, including data collection, data reduction, data presentation, and concluding.

Researchers will look for data or information about the role of UNY BEM activist students in strengthening nationalist characters in the era of industrial revolution 4.0. Students have three roles, namely as agents of change, social control, and stock of future leaders. Researchers will look for data and information about the challenges faced by UNY BEM activist students in strengthening nationalist characters in the era of the industrial revolution 4.0 and finally researchers will look for data and information on efforts to overcome challenges or obstacles to UNY BEM activist students in strengthening nationalist characters in the revolutionary era. Industry 4.0 framework of these activities is planned and made in such a way according to the flow and according to the results and discussion in this research, so it can be seen in Figure 1 below.

Figure 1. Framework



Based on Figure 1, this is the basis for researchers to examine the results and discuss the role of UNY BEM activist students in strengthening nationalist characters in the era of the industrial revolution 4.0.

Result and Discussion

The Role of Student Activists BEM UNY in Strengthening Nationalist Character in the Industrial Revolution Era 4.0

Students are considered the nation's generation who can think clearly, rationally, and responsibly as part of the successor to the nation's civilization, bearing the status of students as an

added value. Students can systematically express the results of their thoughts, studies, and discussions in the economic, socio-political, and cultural fields to change for the better as a whole in the broader community.

Students have three main roles as agents of change, social control and iron stock (Amri & Hendrastomo, 2016). According to the results of this study, UNY BEM activist students take a different role from students in general. Student activists at BEM UNY are very aware of their role as agents of change, social control, and stock of future leaders. They try to see the direct reality in the field and give an impact or what changes they can make. BS's statement reinforces that student activists are students who actualize the Tri Dharma of Higher Education to the broader community. In contrast, ordinary students tend to be pragmatic and only care about themselves.

The purpose of student activism is a collective action to bring about social change in the social fabric of society (Broadhurst & Martin, 2014). Student activism must consider its inclusiveness while ensuring that the movement fights for and impacts changing the social order for the better. Activism is generally defined as a doctrine or direct practice that emphasizes vigorous action, especially in favor of or against one side of a conventional problem (Merriam, 2015). This statement directly supports the opinion of seven student activists of BEM UNY. They emphasize direct practice in the field, following their roles as agents of change, social control, and iron stock. The seven students of Yogyakarta State University BEM activists for the 2020 period have these three roles arranged in their work program,

The role of student activists from the executive board of students at Yogyakarta State University for the 2020 period in strengthening nationalist characters in the era of the industrial revolution 4.0 can be seen and felt from the work program launched, referring to its main role as agents of change, social control, and iron stock. One of the roles of student activists is social control or social control involvement on their initiative to review policies issued by campus bureaucrats and the government. Of course, it was one of the nationalist values, namely the spirit of nationalism. For example, the government's policy regarding the Employment Creation Act has been passed, where the Act is allegedly not in favor of the community, especially labor workers. Similar to student activism in Korea which also fights and becomes the control for the government over undemocratic practices, injustice, and economic inequality (Jung, Hoon, & Hong, 2014, pp. 450).

This triggered a movement of student activists who were in the forum of student organizations on campus, such as BEM, who also participated in reviewing the policy. The culmination of the demonstration was taking to the streets demanding an explanation from the government regarding the substance of the Job Creation Act. However, what is interesting is that when the action was against the job creation law, it turned out that the student activist movement was not only in the field, but intellectual actions were also carried out through propaganda on social media, for example, on Twitter platform, the tagline with the hashtag failed the job creation law to become a trend topics on the platform. It is an example and proof that BEM activist students at the State University of Yogyakarta are following the development of the industrial revolution 4.0 era. Over time, the joints of human life are now supported by technological sophistication (digitalization).

BS confirmed this as the Student President of BEM KM UNY 2020 through an interview with BS researchers who said that with technological sophistication, intelligence to the public could actually be done with massive propaganda in digital media. Because the industrial revolution 4.0 is technically easier, we just have to make useful statuses or writings, for example the condition of the nation today, then share on social media, there must be people who will read it. In my opinion, social media can change the condition of a nation for the better, this year there are also many student movements through social media depending on how we can use it wisely and maximally. This can be seen in the example in Figure 2 below.

Figure 2. Student President BEM KM UNY 2020 Attended a Talkshow About Job Creation regulations at one of the national television stations.



Source: Documentation of BEM KM UNY 2020 Discussion on job creation regulations, taken on March 12, 2021.

Figure 2 is an example of the role of student activists BEM KM UNY 2020. The movement is not only carried out on the street but also through social media. It is also supported in Hensby's research (2016, pp. 470), which found that social media, especially Facebook and Twitter means for student activists to facilitate the involvement of liaisons and mobilization in channeling aspirations quickly and effectively. According to SY as the chairman of BEM FIP UNY 2020, he feels that industrial revolution 4.0 supports conceptualizing his work program. Social media is one of the supporters in strengthening the nationalist character we can optimize and innovate to spread national content.

Furthermore, community service as its role, namely agent of change, makes a real change in the community environment and is one of its roles in strengthening the nationalist character in the value of love for the homeland, in this case in villages that can be one of the places in strengthening character nationalist in today's era. One example is the student activist BEM KM UNY 2020 initiated the target village, precisely in Terong Village, Bantul Regency. They made an anti-money politics village movement during the 2020 regional head election contestation. This is also a spirit in strengthening the nationalist character. The community is invited to obey the law because actually, this country is a state of law, all aspects of national and state life have rules that have been set.

In addition, activist students from the Faculty BEM at UNY carry out village development activities in their way, and several are studying together with children in the village, doing community service, distributing masks and so on. This is also one of the strengthening of nationalist character education, namely the spirit of nationalism and being a willingness to sacrifice according to the meaning of student activists themselves, as MFM as the chairman of BEM FT UNY 2020 said that student activists have a higher level of concern, meaning that he is the one who initiates and is at the forefront of anything, which is helpful for others. The Covid-19 pandemic seems to be a significant challenge for UNY BEM activist students for the 2020 period because circumstances force them to think innovatively and effectively. His role as an agent of change can be seen in Figure 3 below.

Figure 3. Community Service by BEM FIS UNY 2020 in the Field of Education



Source: Documentation of BEM FIS UNY 2020, Community service in education, taken on March 12, 2021.

In addition to community service, the role of student activists is also a substitute for previous generations to continue and fill the leadership of this country in the future or can be called iron stock. AK acted as iron stock in the basic leadership training program as the chairman of BEM FIS UNY 2020. Conditions did not allow for face-to-face meetings considering the still worrying pandemic condition. AK and his friends from BEM FIS UNY 2020 packaged the activity virtually with concepts such as webinars. They brought together national figures to discuss with each other. Not only BEM FIS UNY do this, and it turns out that BEM in other faculties such as BEM FE, BEM FT, BEM FIK, BEM FMIPA, and BEM FIP also did the same thing. During this Pandemic condition, student activist innovation and creativity must be put forward.

The role of student activists in Egypt and Morocco is not much different from that of student activists in Indonesia. Sika (2016, pp. 35-59) describes the role of student activist movements in Egypt and Morocco. Since 2000 there has been an increase in protest movements which have inspired many youths to participate through the process. This youth movement focuses on issues of unemployment, housing, and the workers' movement for change that demands independent unions.

Figure 4. BEM FIS UNY Basic Leadership Training 2020



Source: Documentation of BEM FIS UNY 2020. Retrieved April 17, 2021.

While various events also impacted Morocco, students there called for demonstrations on February 20, 2011. The movement originated from social networking sites where activists from various political backgrounds were aligned together for socio-economic demands against the government. Of course, the youth movement in Egypt and Morocco is indirectly similar to what the Yogyakarta State University BEM student activists for the 2020 period who also use social networks or social media to carry out intellectual actions through media propaganda, only the execution process is different. However, the goal is the same, namely to fight for justice and people's rights.

Based on Law Number 40 of 2009 concerning Youth, article 17 paragraph (2) states that the active role of youth as social control is realized by strengthening national insight, raising awareness of responsibilities, rights, and obligations as citizens, raising a critical attitude towards the environment and law enforcement, increasing participation in public policy formulation, ensuring transparency, public accountability, and providing easy access to information.

In this study, UNY BEM activist students at the university and faculty level for the 2020 period played an active role following Law no. 40 of 2009 concerning Youth Article 17 paragraph (2), which acts as social control is actualized by criticizing campus bureaucratic policies and policies issued by the government, carrying out intellectual actions related to national issues, realizing social movements and literacy culture within the campus environment and carrying out community service. While in Article 17 paragraph (3) the active role of youth as agents of change is carried out by developing political education, democratization, economic resources, caring for the community, science and technology, sports, arts, culture, environmental care, entrepreneurship education, leadership, and youth pioneering.

The degradation of the nationalist character among the youth has become quite a serious matter. The all-digital era has also become one of the factors in the erosion of nationalist character values today. One of the negative impacts of the 4.0 industrial revolution, namely, bringing those who are far away and keeping those who are close, means that direct social interaction is reduced and has the potential to spread fake news because of the rush of incoming information without a filtering system (Ainun, 2020).

The government responds quickly to see the real conditions that occur in the community. Presidential Regulation of the Republic of Indonesia No. 87 of 2017 concerning Strengthening

Character Education, it is stated that Strengthening Character Education is an educational movement under the responsibility of schools to strengthen the character of students through harmonization of ethics, aesthetics, literacy, and kinesthetics with the support of public involvement and collaboration between schools, families, and people who are part of the National Movement for Mental Revolution. Strengthening character education issued by the government has five main values: the nationalist value. There are five points in nationalist values: love for the homeland, national spirit, respect for diversity, willingness to sacrifice, and obey the law.

The industrial revolution that is happening today can change the things that humans do manually into completely automatic. With the digital world, humans can innovate freely (Bessonova & Gonchar, 2019, pp. 15-32). Similar to the role of UNY's BEM activist students, with technological advances, they take advantage of this to play a role in strengthening the nationalist character. The results of interviews with UNY BEM activist students, some examples of which are holding webinars or online discussions by discussing national issues that are currently being discussed or by carrying out intellectual actions through social media, in this case, UNY BEM activist students try to take advantage of progress technology to be able to strengthen the nationalist character or spread other good things.

However, on the one hand, UNY BEM activist students say that the 4.0 industrial revolution is a dilemma. On the one hand, it can be beneficial but can be scary. Based on the results of interviews with BEM UNY activist students who said that, because of the sophistication of information technology that we can receive more quickly and we as users find it difficult to filter incoming information, it is often found circulating hoax news, fighting sheep, slander, and others.

Based on a survey from BNPT, eighty percent of the next generation is easily influenced by radicalism because they lack critical power. The spread of anti-Pancasila radicalism narrated with heroism through social media is attractive to the millennial generation because they are still looking for identity and existence. Besides that, social media is a very effective medium amid all-digital technological advances (Detik, 2021). It can divide the unity of the nation. That is why technological progress becomes a dilemma if it is not used wisely.

The strengthening of nationalist character values is currently a challenge for the Indonesian nation. Information that can be received quickly is difficult to filter. It is feared that it can trigger conflict or friction between nations. Hoax news fights extremist anti-Pancasila sects that are very dangerous for the diversity of the Indonesian nation. According to Sunarso, et al. (2006, pp. 37), nationalism is the relationship between blood and land. Nationalism is an understanding based on love for the homeland that is oriented towards direct action. Nationalism teaches the Indonesian people born with pluralism to remain united because of their love for the homeland. Diversity makes the Indonesian nation rich in national culture.

The attitude of nationalism is a way of thinking and acting that shows loyalty, care, and high respect for the nation's language, physical, social, cultural, economic, and political environment. In the attitude of nationalism, it means that there is appreciation and concern and a sense of sharing the same fate and being responsible for all the problems of the nation-state being up and down together (Cholisin, 2011, pp. 10).

The indicators of the attitude of nationalism itself include the following. (1) Speak Indonesian correctly and adequately. (2) Have a sense of love for the homeland (honoring heroes, conducting flag ceremonies, commemorating national holidays, singing national anthems, carrying out environmental conservation activities, etc. (3) Loyal friends to fellow children of the nation. (4) Prioritizing unity and integrity, the interests of the nation and the state. (5) Preserving and developing regional and national values and culture. (6) Maintain and develop the pillars of the state, namely

Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia, and Bhineka Tunggal Ika.

Based on the nationalism indicators above, it can be seen that the role of UNY BEM activist students for the 2020 period in strengthening the nationalist character in the era of the industrial revolution 4.0, of the six indicators, all of them have been actualized by UNY 2020 BEM activist students. *First*, Indonesian correctly and adequately shows that every official activity carried out by UNY BEM 2020 activist students always uses standard Indonesian. It was conveyed by UNY BEM activist students to researchers that at official events such as seminars, talk shows, discussions, and other activities carried out by all UNY BEM activist students 2020 both at the university level and at the faculty.

Second, the indicator of having a sense of love for the homeland is actualized by conducting village development to remote villages, carrying out intelligence as was done by BS and his friends, BEM KM UNY 2020, creating an anti-money politics village movement which is part of strengthening the nationalist character, namely loving Indonesia, all BEM faculties at UNY do the same thing, besides solidarity action movements that are carried out when there is a disaster or disaster that occurs in Indonesian territory, they all move to carry out social actions in various forms ranging from opening donations, taking action quickly or being volunteers who go directly to the field. This activity strengthens the nationalist character that is willing to sacrifice to help fellow nations when experiencing difficulties.

Third, the attitude of nationalism is loyal friends to others. It is shown by the activist students of BEM UNY 2020, namely by advocating for students who need waivers to pay tuition fees amid the pandemic outbreak that attacked Indonesia; this was done by BEM FIS UNY 2020 and also all other BEM UNY with the command of BEM KM UNY 2020 and supported by all BEM in the faculty to ease the burden on students who need tuition waivers. One of the inspiring movements is that carried out by ARB as the chairman of BEM FE UNY 2020. They open donations for anyone who wants to donate some money to help ease the burden of tuition fees for FE UNY students who are affected by the COVID-19 pandemic, and the assistance system is like a cross-subsidy system.

Fourth, unity, integrity, and interests of the nation and state. UNY 2020 BEM activist students have continuously carried this out at the university and faculty levels. It is proven that maintaining unity and integrity is always holding national discussions with the hope of maintaining the unity and integrity of the nation and at the same time criticizing, reviewing policies issued by the government and campus bureaucrats so that these policies have a significant impact on the interests of the nation and state. In the interview session, seven BEM activist students at UNY had an agenda that invited inspiring national figures to instill these nationalist values according to their respective scientific fields.

The *fifth* indicator is preserving and developing regional and national values and culture. UNY BEM activist students for the 2020 period in the context of formal activities, for example, before entering the main event or activity, first singing the national anthem Indonesia Raya. In addition, during the event break session, participants were treated to traditional Javanese music, for example, in every event. PKKMB activities or welcoming new students both at the university level and at the faculty level. Next, when there are national holidays, for example, commemorating the national batik day, all student activists at BEM UNY 2020 campaign to use batik clothes, and this is also done by the entire extended family of Yogyakarta State University. According to Kawentar (2015), diversity is a part of nationalist character values, which can be seen when commemorating Kartini Day in schools wearing traditional clothes from all regions in Indonesia.

The last indicator is maintaining and developing the pillars of the state, namely Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia, and Bhineka Tunggal Ika. In this case, the role of UNY BEM activist students can be seen from the movements they carry out, for example, the demonstrations carried out by UNY BEM activist students to maintain and develop a critical attitude of citizens because freedom of expression is guaranteed by the constitution, making the actions of UNY 2020 BEM activist students more creative and innovative, this can be seen when national issues and issues on campus can be blown up on social media massively.

Challenges for Student Activists from BEM UNY in Strengthening Nationalist Character in the Industrial Revolution Era 4.0

The challenges of an activist student in every era will continue to be dynamic. The era of digitalization prioritizes technological sophistication to run everything in modern human life today. For UNY BEM activist students, industrial revolution 4.0 is also a challenge. Based on discussions with 2020 UNY BEM activist students, the challenges in strengthening the nationalist character they face tend to be due to technological advances. The results of interviews conducted by researchers with the Chair of BEM FT UNY 2020, MFM who said that the factors that hinder or become challenges are entertainment, which today is an inhibiting factor, for example on cellphones, the core is from the internet, many of us, including myself, are even looking for entertainment that is far away from the word nationalist, this is a joint PR as the younger generation. Even social media technology can make us addicted.

Student activists are expected to become pioneers to change the condition of a nation for the better. Harp, Bachmann, & Guo (2012) describe activism as the practice of individuals and groups who seek to make a change in people's lives both in the social, political, economic, and so on, which of course relate to the concepts of social movements, advocacy, protest, as well as resistance.

Along with the development of the era of technology, it becomes a dilemma. On the one hand, it can help human work. It can also be a challenge from technological advances. The circulation of hoax news, provocations, threats, criticisms spread on social media is increasingly massive and easy. If not used wisely, the sophistication of the technology will make anyone addicted, as said by student activists BEM FT UNY MFM. It isn't easy to filter information because of the large amount of incoming information thanks to the sophistication of the technology.

The challenges of student activists from BEM UNY in strengthening nationalist characters in the era of the industrial revolution 4.0 are quite diverse "up and down" spirit must be maintained, it can be done using innovation or renewal in the student movements of UNY's BEM activists, for example, providing new content for intelligence on social media because this technological advancement must be utilized optimally and measurably because the industrial revolution 4.0 is not only a challenge but can be an opportunity depending on how we use it.

The next challenge is the enthusiastic participation of participants in every work program implemented. This is important because the success of a work program can be seen in the indicators that require participants and student activists of BEM UNY to be able to think creatively, imaginatively, and innovatively so that these problems can be resolved.

The next most dominant challenge faced by UNY 2020 BEM activist students is how to adapt to technological sophistication and the rush of incoming information without any filtering. According to Qin, Liu, & Grosvenor (2016), the concept map for realizing Industry 4.0 is still not focused. This happens because the overall aspects are still not clear enough and raises various possible development directions. The research results conducted by Rotatori, Lee, & Sleeva (2020) found that society has begun a period of dramatic transformation, which is often referred to as the industrial

revolution 4.0 marked by increasingly complex technological advances that unite the physical, digital, and biological worlds.

Overall this capability impacts all sectors of the economy and challenges the existing social system. The result is a fundamental new period for human life and social institutions. In this challenge, it is hoped that BEM UNY activist students will be able to adapt quickly together so that they are able to make the challenge an opportunity in strengthening the nationalist character.

In addition, the challenge faced by UNY BEM activist students for the 2020 period both at the university and faculty levels is that there are still many radical extremist movements or ideas that are contrary to Pancasila, the target is of course the younger generation plus technological advancements, these provocative content are widely scattered on social media and threaten the integrity and spirit of nationalism. According to a survey from the Indonesian Survey Institute Denny JA, it shows that from 2005 to 2018 the percentage of people who are pro-Pancasila has decreased by at least ten percent, especially in the younger generation the number has decreased (Setyowati, 2019). This statement was also strengthened by AM as the Chair of the BEM FMIPA UNY 2020 who said that. The inhibiting factor or current challenge is that there are people who think extremist and have no sense of tolerance for others plus technological advances in the industrial revolution 4.0 make these things thrive and develop in the current era, besides that there are also a lot of fake news scattered around the world. Social media so that it is not easy to grow or strengthen the nationalist character at this time not only to the youth but also to the wider community.

This is where the role of the 2020 UNY BEM activist students in strengthening the nationalist character of the nation which plays a role in fostering the spirit of unity and integrity, as well as love for the nation and country. Therefore, one of the roles of the 2020 UNY BEM activist students is to be at the forefront of strengthening the nationalist character, because the era is developing, especially in the era of technological sophistication which has the concept of uniting the real, digital, and biological worlds, which will certainly be a challenge that must be overcome together in the future. Sugiyanti (2017) explains that nationalism is a tool to influence anyone to have a love for their nation. The spirit of nationalism must be possessed by the next generation of the nation so that in the future this nation does not dwell on problems that can disrupt the unity and integrity of the nation.

Efforts of Student Activists from BEM UNY to Face the Challenges of Strengthening Nationalist Character in the Era of the Industrial Revolution 4.0

One of the social movements that is quite highly involved in Indonesia today is students in an intracampus organization commonly referred to as the Student Executive Board (BEM) student organization, an executive institution at the university to faculty level (Sifatu, 2013). The efforts of UNY BEM activist students at the university and faculty level for the 2020 period in strengthening nationalist characters in the era of the industrial revolution 4.0 are their efforts to make work programs as attractive as possible. Because all UNY BEM activist students for the 2020 period at the university and faculty level in each of their work programs insert nationalist character values. The statement of BS also supports this as the student president of BEM KM UNY 2020 said that the efforts made to create work programs that are attractive to all circles, because in our programs there is a strengthening of the nationalist character which we can do today through social media. Industrial revolution 4.0 encourages us to continue innovating in making work programs to strengthen the nation's nationalist character.

For example, in the leadership training program, almost all UNY 2020 BEM activist students conceptualize their activities through discussions, talk shows, or discussion group forums by providing material about the values of nationalist characters such as love for the homeland, the spirit of

diversity, and love for the Indonesian nation. The efforts made by UNY BEM activist students in strengthening the nationalist character in the era of the industrial revolution 4.0 are quite diverse, including making movements or communities internal or external to the campus. It was said that MFM was able to position himself (adaptation) according to ARB, set himself as a good example according to MSJ, and personally approached AM. The dominant answer from UNY's BEM activist students is to create interesting work programs that are integrated with technology.

Student activists BEM UNY 2020 are also trying to keep up with the times in the era of the industrial revolution 4.0, this is proven amid the COVID-19 pandemic that hit Indonesia, they are trying to package their work program by holding it via online using applications that support such as zoom, google meet and so on. This was reinforced by AK statement as chairman of the 2020 BEM FIS UNY who also used applications such as zoom, and google meet, AK said that in this era, the supporting factors are more sophisticated technology with media such as google meet, zoom, and so on. This is a support for us to more easily convey ideas or concepts of nationalist character even in the midst of a pandemic like this. A major contribution to strengthening the nationalist character in the current era is certainly the existence of sophisticated media and technology.

Currently we find many webinars or online seminars being held, BEM UNY 2020 activist students also do this, their work programs are also made using the concept of webinars, online seminars or online discussions which also discuss issues that are currently being discussed, for example rejection of the Job Creation Act by all elements of society.

Creating a community inside and outside the campus is also one of the efforts to strengthen nationalist character in the era of the industrial revolution 4.0. According to Joshua (2017) there are three interrelated categories to create the concept of an activist organization or community, namely (1) a broad view of all members, (2) having an organizational structure, and (3) conducting socialization for the regeneration of the next members. The community becomes a tool for strengthening the nationalist character, for example the socio-cultural community, literacy, and so on. This is also the effort of UNY 2020 BEM activist students in strengthening nationalist characters in the era of the industrial revolution 4.0.

Next, positioning oneself in the middle of the situation means being able to adapt in every situation so that the student activists of BEM UNY can carry out their roles well, set themselves as good examples, meaning that these efforts make themselves as role models or good examples, and the last resort in strengthening the nationalist character. in the era of the industrial revolution 4.0 carried out by UNY BEM activist students, a personal approach, this becomes important in an all-digital era, because it allows us to bring people who are far away but does not rule out the possibility of keeping close people away due to the development of today's times. This is all digitized so that direct interaction is becoming increasingly difficult to do.

The negative impact of technological progress is that it can reduce social interaction (Ainun, 2020). Human nature as social beings need each other and cannot live alone, of course they also want to communicate, interact and approach personally or individually as an effort to strengthen nationalist character in the era of the industrial revolution 4.0.

In addition to the efforts made by BEM UNY 2020 activist students in strengthening nationalist characters in the era of the industrial revolution 4.0, they have received support from various parties, for example in terms of legal products, student activists are supported by Law Number 155/U concerning General Guidelines for Student Organizations in Indonesia. The Higher Education Ministry of Education and Culture, which is based on Pancasila and the 1945 Constitution, is a bridge in the work program that will be carried out.

Based on the results of discussions with BEM UNY activist students, most agreed that technology was one of the main supporting factors for strengthening the nationalist character in the era of the industrial revolution 4.0. Because intelligences in strengthening nationalist characters can not only be done directly, but also by using existing social media, it's just a matter of how these activist students can use technological sophistication wisely.

Finally, based on a discussion with seven student activists of BEM UNY 2020 that the environment is also a supporting factor in strengthening nationalist character in the era of the industrial revolution 4.0, the smallest environment for example in the family also has a role in strengthening nationalist character, for example helping parents, carrying out obligations at home, and always listen to the advice of parents. This was clarified by the statement of SY as the chairman of BEM FIP UNY who also received support from my family that my own smallest environment, thank God, was very supportive. Especially my family, especially my father was also an activist when he was a student in the external student movement.

Furthermore, the community environment also has a role including participating in community service, obeying the norms that apply in society, and mutual respect for fellow citizens, being very positive, strengthening local identity can also be seen as an alternative in strengthening nationalist character values (Shoban et al, 2017).

All UNY BEM activist students agree that the campus environment is the most strategic place in strengthening the nationalist character in the current era of the industrial revolution 4.0 because the facilities and infrastructure support such as scientific activities in the campus environment, holding discussions, national seminars, and having sufficient reading materials complete in the library and so on. The statement was also added by MSJ as the chairman of BEM FIK UNY that the campus environment was very, very supportive because I was formed until now with the current view even with the current conditions formed through the campus environment.

Conclusion

UNY BEM activist students play a role in strengthening nationalist characters in the era of the industrial revolution 4.0, namely as agents of change, social control, and iron stock. From the concept of this role, it is stated in the work programs that they have launched in the student organization, namely the Student Executive Board from university to faculty level by integrating technological sophistication. In these work programs, some of them package the values of a nationalist character, namely in leadership training programs, social activities, and carrying out intellectual actions related to issues that are currently being discussed. The challenges faced by BEM UNY activist students in strengthening nationalist characters in the era of the industrial revolution 4.0 are the "up and down" spirit within oneself, participation in every activity, adaptation of technological sophistication, and people who have radical anti-Pancasila ideology. Finally, the efforts of BEM UNY activist students to face challenges in strengthening nationalist characters in the era of the industrial revolution 4.0 can be done by creating interesting work programs by integrating technological sophistication, creating movements or communities as alternatives, positioning themselves (adaptations), setting themselves as good examples. , and take a personal approach.

Based on these conclusions, the researcher provides several suggestions, namely, first, the role of student activists of BEM UNY as agents of change, social control, and iron stock can be actualized efficiently, effectively, and appropriately in the field. So that the benefits of UNY BEM activist students can be felt by all parties, this can also be done by other activist students. Second, make the best use of technological advances in the 4.0 industrial revolution era in strengthening nationalist characters and maximizing work programs that have been made. So that the benefits can be felt by all parties. Third, innovation and renewal of student activist movements of BEM UNY must be present both at

the university and faculty levels. So that the role of UNY BEM activist students is not monotonous and has a real impact, not only in strengthening nationalist characters, but strengthening other good characters.

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