



Youth as Educators: Cultivating Youth Digital Contribution to Community Education

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ABSTRACT

Keywords:

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Frequently, youth are stigmatized as troublemakers and immature groups. Thus, they still need to be educated, nurtured, and supervised, especially in this millennial era. In spite of the negative label attributed to youth, youth are potential community educators, especially in this digital world. Their natural interest in social media and technology can be an investment to engage them in community education through digital works. This study aims to explore educational aspects that several young students emphasize and educate to their online peers and digital community through their digital works creation which they upload on YouTube. The study adopts qualitative methods and employs thematic analysis to examine 50 uploaded videos. The study reveals that digital works can be media for youth to educate character, non-violence, and environmental-health education to their peers and other communities. This also encourages youth to learn to be active and responsible citizens, undertake direct experiential learning processes, enhance their social media responsibility, provide role models for others, promote community well-being, and alleviate negative youth stigma.



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A. INTRODUCTION

Youth is a valuable asset to a nation. They are potential leaders, developers, policymakers, and productive citizens in the future. This next generation is going to determine future world life, solve community issues, problem solvers, sustain the environment, and improve human life quality. The youth are also powerful potential contributors to development, community changes, creativity, and innovation. However, youth's potential power is frequently impeded by diverse youth-related issues.

Youth can be trapped in various problems, such as education, social-economic inequality, disruptive behaviors (including violence, bullying, crime/alcohol, drug use, and sexual activity), depression and suicide, academic failure, unemployment, materialism, consumerism lifestyle and health-related issues (such as obesity, poor health). Many educational efforts have been devoted to addressing youth issues to create responsible global citizens, increase youth life quality, nurture citizenship attitude, encourage their civic engagement, and foster their sense of

responsibility or awareness (Al-braizat, 2016; Damirovich et al., 2021; Idris et al., 2012; Murphy-Graham & Cohen, 2022; OECD, 2018; Spellings, 2005).

Enormous studies examine and record several actions undertaken to nurture youth to contribute to wider community development and protect them from youth-related issues. Several of those measures are providing conservation education for sustaining the future environment (Canney & Ganame, 2013; WCF, 2015), building a caring community to address youth development issues, and including youth in community actions (programs) (Eccles & Gootman, 2002; Perkins et al., 2001), developing youth development approach with a certain level of adult controls (McCreary Centre Society, n.d.; Paul & Lefkowitz, 2006), mobilizing youth to positive behavior and preventing them from committing destructive behavior and turning them to be valuable assets (Hsi, 2007), involving youth into community programs (Barnett & Brennan, 2006; Soleimanpour et al., 2008; Suttie, 2018; WHO, 2018a), developing strategy for youth development (UNDP, 2014; United Nations Youth Strategy, n.d.), involving youth program in governance and policy-making (United Nations, 2006) and devising youth policy (Thomson et al., 2004).

Most of the previous studies focus on caring for and providing youth some facilitation to change, with the tendency to regard youth as the program recipients or targets. However, attentions are still devoted to addressing how youth may contribute to wider community changes in the digital world. There is a wide social perception perpetuates that media influence youth's disruptive behavior (Ruddock, 2013). Thus, this study aims to fill the knowledge gap by examining how some Indonesian youth educate the community through their digital work in the form of public service announcements in a more constructive youth contribution in the digital era. The youth in this study are viewed from the perspective of youth as community educators who implement their digital learning/skill to inspire changes in the wider community. Youth are regarded as active educators, creators, change initiators, and enforcers, rather than passive recipients of youth programs. How the youth educates the community is also viewed from the lens of youth as students who implement their skills in social media and engage in civic participation in educating other youth (peer learning) and broader elements of the community (public viewers). Thus, this study highlights several aspects. The first aspect is the changing perception which tends to view youth as passive students or inactive recipients in education. The second aspect presents evidence that today's millennial youth are capable of contributing to community's developmental awareness. The third aspect is showing the youth's digital creativity which can generate new educational approaches to educating the wider community. The shifting paradigm from students as passive recipients to active learners even educators and the changing of learning media from traditional to technologically mediated are the hallmarks of the study. Existing studies also record and design the emerging needs of technology and information as learning media (Badriah & Pramularso, 2021).

1. Youth in Community

Youth can be problematic community elements. They tend to have dual stigmas: as trouble makers (Thomson et al., 2004) and valuable resources (B. N. Checkoway & Gutiérrez, 2006; Diuk, 2013; Ginwright & James, 2002; Sadeqyar, 2007). They can be valuable resources for protecting, developing, and defending the community (B. N. Checkoway & Gutiérrez, 2006; Diuk, 2013; Ginwright & James, 2002; Sadeqyar, 2007). Uncared youth may grow to be community development barriers, destructive provocateurs, and unproductive burdening generations. Thus, young people need to be mentored, empowered, and supported to take positive roles and learn

to participate in community development. Thus, attention is directed to improving youth's knowledge, skills, ethical values, and capacities to enable youth meet their development agent roles (UNESCO, n.d.), mobilize youth to take part in community change and untapped youth power as youth is potential human resource (Paul & Lefkovitz, 2006). Furthermore, a current attempt is directed to explore the effective approach to synergize community and youth in a symbiotic relationship (Brennan & Barnett, 2009).

Encouraging youth participation at their young age is a method to prepare them for becoming productive adults in the future, replacing today's leaders and community assets. Youth participation implies that youth are not passive recipients, instead, they are active contributors (B. N. Checkoway & Gutiérrez, 2006; B. Checkoway & Richards-Schuster, 2003). Enormous studies list youth's community participatory actions, which include being policy and social norm controllers (Search for Common Ground, 2018; Thornton et al., 2000; United Nations, 2006), political change of agents (Diuk, 2013), agents of community resilience (UNDP, 2014) and community service/volunteerism (Youniss & Reinders, 2010). In participating, the youth are not only determining their future, but also the community by organizing groups for advocating community or planning programs (B. N. Checkoway & Gutiérrez, 2006). Checkoway and Richards-Schuster (B. Checkoway & Richards-Schuster, 2003) identify several youth community participation roles, such as youth as research subjects, consultants, partners, and directors. Similarly, Paul and Lefkovitz (Paul & Lefkovitz, 2006) exemplify some fields of youth civic engagements, such as philanthropy, public art, research, governance, and institution/organization. Youth participation is benefited many areas, including knowledge development for social actions, political rights implementation, knowledge sharing, development of active citizens in a democratic society, and the increasing of young people's activism in social development (B. Checkoway & Richards-Schuster, 2003). Youth work can improve many areas (Dunne et al., 2014, p. 9), as exemplified by Trucco & Ullmann (2016, p. 16), youth contribute in some areas of education, employment, health, violence, and culture.

2. Youth as Educational Agents of Change

Numerous studies have reported youth's valuable roles as agents of change in the community. They are potential human resources in community change, as articulated by Paul and Lefkovitz (Paul & Lefkovitz, 2006), some key elements in community change are directing public perception, engaging in institutions, informing the community, developing social and political capital, generating resources and enhancing public policies. They are social problem-solving or handlers (Struthers et al., 2019). It is expected that youth can be the next social leaders, and social changers and possess self-efficacy for initiating social changes/improvement (Rivers et al., 2015). Furthermore, Fletcher and Varvus (2006, pp. 5–6) articulate some steps in developing youth as change agents which cover listening to their voices, validating, authorizing, mobilizing, and reflecting. This is confirmed by James and McGillicuddy (2001) who suggest some ways to stimulate youth's enthusiasm to occupy roles of agent of change: inquiring them what condition they want to change and building communities of educators and organizers to discuss and practice. The roles of organization/group of practice including the development of their program in encouraging youth motivation to change are also addressed by Schwartz and Suyemoto (2012), by reporting that youth community organizing programs bring about positive consequences, such as skills development, knowledge gain, civic engagement, empowerment and self-concept constructive changes.

This study focuses on youth contribution from education to education (especially for the wider public community). Youth are learners and active agents in educational change (Gardner, 2009). From their various positions (students, partners, citizens, or leaders), youth can contribute to community development (Gardner, 2009). Some studies present several motives for involving youth in fostering educational missions and changes. Young people have their unique ways of thinking and insight which need to be valued by giving them the opportunity to shape their own education (Rodríguez & Brown, 2009, p. 22). The other rationale is youth have the right to be included as partners in educational reforms or change (Gardner, 2009). They may have the capacity to be fully engaged in delivering educational mission and content instead of just being the educated ones (Gardner, 2009). Thus, educational institutions are obliged to nurture the next generation to be change-makers (Rivers et al., 2015). Rivers et al. (Rivers et al., 2015) report that youth motivation in civic engagement is driven by task challenges as the meaningfulness of a task for engaged youth and self-internal regulation.

3. Youth Digital Learning

Today's youth are the digital millennial generation. They interact with digital technology and social media at high intensity during their everyday life. The technology, youth technological mindset and current technological culture tend to influence youth community participation. As mentioned by Literat et al. (2018), currently, youth public life participation tends to be mediated by technology. Digital education plays a role as a means of inclusion (Grand-Clement, 2017). Moreover, today's youth grow up with media which makes them comfortable working with digital media, collaborating and sharing (Flanagin & Metzger, 2008) and expecting the connected world (Goodwin & Martam, 2014). Youth prefer to use interactive, networked activities expressed in participatory media as their self-actualizing styles of civic participation which marks different citizenship styles in the digital era (Bennett et al., 2009). Youth tend to use digital media to produce works, share, and socialize in online mode (Kligler-Vilenchik & Literat, 2020) and voice their programs/events/activities through social media (ILO, n.d.; Struthers et al., 2019). By encouraging youth to contribute digitally, they may feel happy and sense the flow when they undertake their social participation. Thus, an adult needs to introduce youth media literacy or media education (Ruddock, 2013). This can be undertaken by involving schools/educational institutions, as schools and formal education play important roles in enhancing students' digital knowledge and skill attainment (Erstad & Zounek, 2018).

Youth community participation through digital means entails several students' necessity to be active contributors, such as youth' digital learning and skills. As conveyed by Grand-Clement (Grand-Clement, 2017), some approaches to encourage youth digital participation by using digital media to engage in the digital environment, reaching digitally alienated youth communities, making them aware of their digital rights and responsibilities, linking to peer-to-peer activities, providing facilities by which youth can develop their own interests. Digital literacy enhances students' learning as it provides chances for students to use complex, multimedia messages to express various perspectives across countries (Tiven et al., 2018), use information technology for sharing and creating media production (Pawluczuk et al., 2019, p. 59). Collaborative, critical, and cultural agencies are indicated as some keys for youth contribution to today's digital public (Kafai et al., 2019). Digital media are not only allowing youth to work collaboratively but also independently and autonomously (Warschauer, 2007).

B. METHODS

The study aims to examine some youth's digital contribution to wider community education, particularly understanding what issues they perceive as vital community issues and how they encourage the public to change through digital media by analyzing the youth's digital works. To achieve these goals, a qualitative research method is adopted. Some motives for doing qualitative research are exploring the group's silenced words and reaching a complex and detailed understanding of the issues (Creswell, 2007). YouTube is a means for obtaining the data. As noted by Phellas et al. (Phellas et al., 2012), the internet is getting rapidly popular as means for researching society. This study regards social media as a place for youth to form their communities, express their voices, and publish their works.

The data are collected through youth digital works, in public announcement service video formats which are uploaded in YouTube. The videos are created by students from various vocational schools in Indonesia to fulfill their *Uji Kompetensi Keahlian Multimedia/UKK* (skill competency test). Multimedia skills are provided for equipping the students with multimedia skills, especially video making (MC. Kab. Mempawah, 2019), creating professional and high-integrity next-generation workforce (SMK Muhammadiyah Kudus, 2020; SMK Negeri 2 Cimahi, 2020).

The collected data are analyzed by employing interpretivism and inductive grounds. Assumptions and suggestions as the findings of this study are developed after structuring the data into themes and categories and interpreting the data or through an inductive process. As mentioned by Kelly (Kelly, 2010), qualitative research tends to avoid prior assumptions, before the data are collected and analyzed. Qualitative research is frequently interpreting the meaning, instead of searching for positive facts (Epstein, 2012). Thus, this study explores the interpretive meaning behind the educative content presented in youth's public announcement service videos. Educational content can be extracted from main educational messages (highlighted or emphasized messages) or extracted dialog contents. The meanings of the selected videos are analyzed, classified into themes, and categories, and linked to the previous studies or by employing analytic strategies. General data analytic strategies include describing ideas, taking notes, summarizing field notes, using words, coding, theming, categorizing, counting the quantity of the code, relating categories (to the body of literature), creating standpoints, and displaying the data (Creswell, 2007). The data are collected from fifty educational videos. Those videos are selected by setting some criteria. The first criterion is created in 5 years (2016-2020). The second criterion is the video is liked by more than 50 viewers. The following lists the title of the videos and the video coding, as shown in Table 1.

Table 1. Sources of data and data coding

No.	Video Title and Code
1.	(UKK 2018) Iklan Layanan Masyarakat Pendidikan Karakter Bangsa-SMK YP Fatahillah 2 Cilegon/V1
2.	(UKK iklan layanan masyarakat) Hoax/V2
3.	Bahaya narkoba (UKK 2017 Iklan layanan masyarakat)/V3
4.	Batasi game tingkatkan prestasi belajar Iklan Layanan Masyarakat UKK Multimedia/V4
5.	Belajar demi masa depan#UKK 2017 2018 (Iklan layanan masyarakat)/V5
6.	Bersih itu NYAMAN iklan layanan masyarakat-UKK SMK Muhammadiyah 4 Boyolali/V6
7.	Contoh UKK iklan layanan masyarakat menjaga kebersihan lingkungan sekitar/V7

No.	Video Title and Code
8.	Dari senyuman iklan layanan masyarakat UKK multimedia/V8
9.	Iklan layanan masyarakat masa lalu bikin malu UKK multimedia 2019/V9
10.	Iklan Layanan masyarakat Bencana sampah UKK Nas 2019/V10
11.	Iklan layanan masyarakat Narkoba-UKK 2016-Smkti Global dps/V11
12.	Iklan layanan masyarakat sampah di sekolah SMK Negeri 1 Palaihari/V12
13.	Iklan layanan masyarakat STOP BULLYING UKK SMKN 1 SELONG/V13
14.	Iklan layanan masyarakat-UKK Multimedia/V14
15.	Iklan layanan masyarakat (Literasi pendidikan) UKK 2018/V15
16.	Iklan layanan masyarakat (UKK Multimedia SMKS Ekonomi Adi Karya)/V16
17.	Iklan layanan masyarakat Bahaya Merokok UKK jurusan multimedia/V17
18.	Iklan layanan masyarakat Bahaya narkoba (25-02-2017) Praktek UKK/V18
19.	Iklan layanan masyarakat kebersihan SMKN 40 UKK/V19
20.	Iklan layanan masyarakat narkoba membunuhmu secara tidak sengaja UKK MM/V20
21.	Iklan layanan masyarakat UKK multimedia pentingnya sekolah oleh SMKN 6 Bungo/V21
22.	Juara 1 iklan layanan masyarakat-Andai kita sadar (tentang sampah)/V22
23.	Juara 1 iklan layanan masyarakat-Gadget (sad story)/V23
24.	Juara 1-iklan mayanan masyarakat sampah (UKK) multimedia SMK Muhammadiyah 1 Genteng/V24
25.	Kurangi sampah berlebihan-iklan layanan masyarakat-UKK multimedia/V25
26.	Let's read-iklan layanan masyarakat (Gerakan literasi) latihan UKK multimedia 2K18/V26
27.	SMK multikarya Medan UKK iklan layanan masyarakat bahaya merokok/V27
28.	Terbaik ke 5 UKK multimedia (2019) Kelas XII MB Iklan layanan masyarakat peduli sampah/V28
29.	UKK iklan layanan masyarakat gizi seimbang/V29
30.	UKK iklan layanan masyarakat mencuci tangan/V30
31.	UKK layanan masyarakat sampah/V31
32.	UKK iklan layanan masyarakat by Khoiru/V32
33.	UKK iklan layanan masyarakat-human vs trash/V33
34.	UKK 2018 iklan layanan sekolah-Budaya membaca buku bukan bermain game/V34
35.	UKK iklan layanan masyarakat (waspada terhadap gendam)/V35
36.	UKK iklan layanan masyarakat bahaya narkoba/V36
37.	Iklan layanan masyarakat Kartu Indonesia pintar (KTP)/V37
38.	UKK iklan layanan masyarakat kebersihan lingkungan/V38
39.	UKK iklan layanan masyarakat Kevin Tanjung/V39
40.	UKK multimedia-iklan layanan masyarakat bijak dalam menggunakan media sosial SMKN 40 Jakarta/V40
41.	UKK multimedia 2018-Iklan layanan masyarakat-Bullying/V41
42.	UKK multimedia 2018-iklan layanan masyarakat-social media/V42
43.	UKK multimedia 2018 iklan layanan masyarakat karakter bangsa SMKN 3 Muara Bungo/V43
44.	UKK multimedia 2018 Hidayatul Ummah by Nasir Winarno Iklan layanan masyarakat/V44
45.	UKK multimedia layanan asyarakat membuang sampah sembarangan oleh SMKN 6 Bungo/V45
46.	UKK multimedia SMK 2018 iklan layanan pendidikan sisi gelap Medsos/V46
47.	UKK multimedia SMK iklan layanan masyarakat tentang pendidikan/V47
48.	Video iklan layanan masyarakat hemat air UKK multimedia/V48
49.	Video iklan layanan masyarakat peduli sampah UKK multimedia/V49

No.	Video Title and Code
50.	Video UKK iklan layanan masyarakat mari budayakan belajar by SMK NU Sekaran/V50

After watching and transcribing all the data, the data are classified into several emerging themes. Three emerging themes are identified: character, peace/non-violence, and environmental health education. The following specifies the coverage of each theme, as shown in Table 2.

Table 2. Data structure and coverage

No.	Data classification coverage
1.	Character Education: Spiritual/religious character, learning motivation, friendliness, reading (literacy character) habit/character/motivation, learning equality/being caring to others (disadvantaged children/people), learning awareness, being perseverant and strong in difficult times, digital behavior (including being aware of hoax, online gaming, gadget effects, social media, and crime), self-determination behavior
2.	Peace Education: Destructive impacts of drugs, criminality alertness, safety and protection, crime caused by social media
3.	Environment and health education: Clean environment, responsible wasting conduct, impacts of waste/waste disaster, green environment, the hazard of smoking, (physical) health habit, saving earth behavior

The emerging themes provide the basis for classifying the data and interpreting the data based on each theme (data clusters). The following table presents the data dispersion based on the three emerging themes, as shown in Table 3.

Table 3. Data coding

No.	Data classification coverage
1.	Character Education: V1, V2, V4, V5, V8, V15, V21, V23, V26, V34, V37, V40, V42, V43, V44, V46, V47
2.	Non-Violence Education: V3, V11, V13, V18, V20, V35, V36, V39, V41, V46
3.	Environment and health education: V6, V7, V9, V10, V12, V13, V14, V16, V17, V19, V24, V27, V28, V30, V31, V32, V33, V38, V48, V49

V=Video

C. RESULT AND DISCUSSION

The data show that there are three main areas of education (character, peace, environment-health education) the digital youth educators perceive as vital and need to be addressed to encourage healthy young people's development. In the past, this education was enforced by the older generation (teachers, parents, and authorities).

1. Character Education

Young digital educators are conscious that good character contributes to their self and social development. Through digital videos that the digital youth learners produce, they learn to understand some values, and disseminate to other youth and communities. The following lists

several character qualities that digital youth educators emphasize. It shows a sample of the analyzed data, as shown in Table 4.

Table 4. Character education content

Educational Messages	Data interpretation
"Man, we don't know how long we will live, let's <i>sholat</i> (pray) before we are being prayed."	Spiritual value and character-praying/E1-V1
".....sssstttt, don't spread any hoax" "...don't trust information very easily, let's ask the teachers first."	Being alert to hoax information-responsible and wise character in using social media, the role of teachers as sources of trusted information/E1-V2
"a mother says: son, you have to go to school, don't worry about your sister, I'll take care of her, I want you can be successful in your future." "Being late is not good, it's not good character, it means you waste your time." "I agree with your mother, learning is a process to reach a better future." "lets' be motivated, reach our inspiration."	The character of being disciplined, punctual, and motivated in learning, the role of parents in education/E1-V5
"Let's smile, being kind to others by smiling"	Friendly, sincere, and helping others, social character/E1-V8
"Reading is the window of the world"	Reading motivation to master knowledge, understand the world, acquire critical thinking character/E1-V15
"Now I am very committed to reaching my dreams"	Being perseverant, committed to study, study diligently and conscientiously/E1-V21
"I cannot separate myself from the gadget. I don't care, I forget the time. All my friends got away from me, my studies is getting unmanageable. My parents remind me about that. I am becoming more worried until a disaster happens...a serious accident."	The examples of unwise or irresponsible gadget behaviour, neglecting social environment/friends, parents and individual responsibility, roles of friends and parents in character education/E1-V23

E=Educational content; V=Video

The data show that digital youth educators are not only educating themselves, but they are motivating other youths to perform similar behavior. This indicates that the youth educators are performing peer education and learning process. The youth's digital work is part of youth social action and peer learning (Arthur et al., 2015). Peers and friendships can exert a positive force for their other friends/peers to develop and demonstrate similar good conduct (Steen et al., 2003). They exemplify good conduct (such as praying character/E1-V1, discipline behavior/E1-V5, positive learning characters/E1-V5, E1-V15, E1-V21, E1-V26, E1-V34, E1-V43, E1-V50) and bad conduct causing disaster or life problems, such as issues caused by overuse of gadget (E1-V23, E1-V42, E1-V46). They are not only learning for themselves but educating the community. This indicates that they are undertaking both individual/self and community character development. Young people's social work contributes to their maturity, emotional intelligence, and community (Arthur et al., 2015). The study shows that schools can assist youth in using media to develop

their good character, contribute to the wider community, and violate the stigma that youth are troublemakers and passive victims of media (Idris et al., 2012).

The study also indicates that digital youth educators are aware of several characteristics that they perceive as vital attributes for youth self-development. The data show that they emphasize positive learning characteristics, such as discipline, punctuality and motivation (E1-V5), commitment, diligence and conscientiousness (E1-V21), reading motivation (E1-V15, E1-V26, E1-V34, E1-V50), being wise and responsible in utilizing learning resources facilitated by the Indonesian government (E1-V37), honesty, solidariworking hardworking (E1-V43). In addition to self-development characteristics, some digital youth educators address the need for youth to develop social character, such as friendliness, sincerity, and helping others/E1-V8, motivating others to learn/ E1-V50. This indicates that the youth are conscious of the relationship between individual and social lives. Good character is the basis of youth development and social well-being (Park, 2009) and the key determinant in youth's cross-life domains (Proctor, 2015), the interlinked domains of self, others, and community (Larson, 2009).

The digital works produced by digital young educators also indicate the role of experience in reinforcing their character learning. By allowing them to produce videos, they can explore their creativity and understanding of certain emphasized characters. Good characters emerge from education and are sustained through experiences, examples, teaching, and learning practices (Pala, 2011).

The data also demonstrate the youth's concern about youth-related digital issues. They understand that as millennials, they are attached to technology and social media, which become their part of identity, life needs, life enhancers, and playing tools. However, frequently youth are still immature and unwise in operating social media, alarming youth life risks. Digital youth educators are emphasizing several positive behavior-related social media, such as confirming hoax information to more trusted adult figures (E1-V2), controlling individual social media behavior by balancing interaction time using social media and real social life interaction and responsibility (E1-V23, E1-V42), prioritizing learning over playing gadget (E1-V34), utilizing social media for online business (E1-V40) and being alert of crime through social media (E1-V46). There is an increasing need to educate youth to understand how to be safe, responsible, and cooperative users of social media (Lauricella et al., n.d.). The social media responsible characters recommended by the digital young educators demonstrate the changing emphasized characters. These characters are addressed intensely in this millennial era as negative behavior can be provoked by social media. Thus, It is vital to understand which characters are valued by young people since the cherished and emphasized values and characters can change from past to present (George & Uyanga, 2014) as youth acknowledge their own and peer realities (Felice & Wisler, 2007). The study also indicates that through school digital work, the school contributes to the millennial's citizenship education. As reported by Lauricella et al (n.d.), students' digital work allows the youth to participate in digital citizenship education and character education through digital devices. Education contributes to the youth development of nationality character (Idris et al., 2012). They also need to enjoy their participation process (Donnelly & Kidd, n.d.). It is also advised that students are encouraged to engage in learning connected to society (Jolls, 2008).

2. Non-Violence and Non-Aggression Education

The data demonstrate that young digital educators address the violence and aggressive behavior of youth. Frequently, troubled and rebellious youth are harming the community as their behavior may potentially persist during their adulthood and develop into crimes harming

others. Youth aggressive behavior can damage, harm and threaten individual, group, and community well-being (Dodge et al., 2002). Moreover, youth is a nation's development future. They have a vital role in creating a peaceful community and transforming conflict circumstances positively (peace builders) (Felice & Wisler, 2007), stimulating changes, innovating, adventuring, and understanding their peers (Felice & Wisler, 2007). Thus, their social changes and personal fulfillment need to be ensured by education (Faucon, 2000). Thus, digital youth educators feel the urgency to educate their peers. The following shows data on peace messages to prevent youth violence and aggressive actions. It shows a sample of the analyzed data, as shown in Table 5.

Table 5. Nonviolence and non-aggression content

Educational Messages	Data Interpretation
"Don't try drugs...get away from drugs." (Situation: It describes a group of students who are trapped in drug use issues and causes bad consequences on their academic, health, and friendship	Bad peer groups may influence youth to use drugs/E2-V3
"Think again before consuming drugs." "Stop using drugs now."	reminding other youth of the destructive effects of drugs on health and life quality/E2-V11
"Don't underestimate and bully others, because we don't know he/she may have weakness in certain areas, but he/she has strength in other areas which we still don't know."	Educating other youth to stop bullying as other people are worthy and special/E2-V13
"Don't use drugs for relieving your stress."	drug use issue tends to be stimulated through friendship /peer relationships, the drug use in youth is evoked by youth stress/E2-V18

E=Educational content; V=Video

The data show that young educators illuminate several types of youth violence issues. The most prevalent identified issue is drug use (E2-V3, E2-V11, E2-V18, E2-V20). They are aware of the deadly impacts of using drugs, such as academic failure, deteriorating health, and friendship (E2-V3), decreasing health and life quality (E2-V11, E2-V36), and death (E2-V20). Youth drug use can potentially exacerbate into youth violence (Blumstein, 1995; Bosma et al., 2005; Esbensen et al., 2001) and crime (Finkelhor et al., 2013). Youth violence, threats, and coercion may persist into adulthood manifested into crimes directly or in subtle ways (Mattaini & McGuire, 2006). As reported by Ruttenberg (Ruttenberg, 1994), youth violence is exacerbated by several risk factors, such as poverty, frequent/regular violence exposure, drugs, wider access, family problems and unstable family conditions, troubled peer groups, and media violence. The other youth problem is bullying (E2-V13, E2-41, E2-V44). As confirmed by Nansel et; al. (Nansel et al., 2001), bullying at schools is increasingly prevalent and emerging well-being and social functioning issues.

The young educators advise their peers to stop bullying by accepting others, tolerating their weaknesses and understanding others' strengths (E2-V13), building harmonious lives with others (E2-41), and building victims' bullying resistance (E2-V44). The data indicate that bullying frequently occurs among youth and both the bullying and being bullied can suffer from

social, behavioral, and emotional impacts. Bullying victimization can lead to suicide, behavioral, social, and emotional problems (Kim & Leventhal, 2008), interpersonal, substance, health, and socio-emotional issues (Maynard et al., 2016), while students who perpetuate bullying tend to seek social domination (Reijntjes et al., 2017) and may potentially be trapped to alcohol consumption, especially among high school youth (Nansel et al., 2001). It is reported that bullying is the antecedent of youth violence, including school fighting, weapon carrying at school, and being injured (Nansel et al., 2003). Thus, both drug use and bullying are indicated as the antecedent behavior of youth violence.

The data reveal that young educators emphasize the consequences and causes of youth violence. They identify the bad impacts of drug use, especially on the user's emotional problems, health deterioration (E2-V3, E2-V11) and death (E2-V18, E2-V20), and consequences of bullying on self and others (victims' emotional depression, social exclusion, academic failure, physical injury, fighting). This indicates that the young educators are aware that the victims are also experiencing problems that lead to suicide and aggression. As mentioned by Flannery et al. (Flannery et al., 2004), students who experience high-intensity anger and depression tend to engage in self-harming behavior and perpetrate violence against others. Felice and Wisler (Felice & Wisler, 2007) add that in the case of youth violence, youth are not only the perpetrators but also the victims (Else et al., 2009) and violence carriers (Felice & Wisler, 2007).

The data show that the young educators stress on friendship/peer roles in youth violence. This is shown in video 18 which describes a senior high school student who has a life problem and meets a friend who offers him drugs and informs him to get the drugs. This indicates how a bad friend can be an unwise model and pull his other friend into destructive behavior. Thus, friendship can be a means for or a mediator of youth violence and rebellion. The data also show the role of peer groups in mediating bullying. This is as shown in video 13 which tells a group of friends to bully their friend and influences the whole class. Friends laugh and underestimate the bullied student. Like youth drug use issues, the bullying problem is intensified by a group of students who work cooperatively to bully. Their domination in number can press the victim and attract other classmates to approve of their bullying behaviour and lead the whole class of friends to bully the victim. This may potentially create a pro-bullying classroom culture. As mentioned by Williams & Guerra (Williams & Guerra, 2007), bullying is aroused by normative beliefs about bullying, negative school atmosphere, and negative peers. Bullying is influenced by several ecological components: peers, family, community, and school (Espelage, 2014), and culture (Swearer & Espelage, 2011). Thus, the study affirms previous studies reporting friendship as the antecedent of youth violence. As illuminated by Olate et al. (Olate et al., 2012), peers and gang membership can contribute to youth violence. However, the data do not highlight wider various causes of youth violence. The existing studies illuminate the multi-antecedents of youth violence. As reported by van Niekerk et al. (van Niekerk et al., 2004), young people's violence is rooted in various involving the complexity of youth factors and interactions with family and social environment. Youth violence is stimulated by the intertwined multiple factors of individual (experiences and traits), relationship (relationship quality with peers, adults, family), social (safety and society health) and community (schools, neighbourhoods) causes (David-Ferdon & Simon, 2014), neighbourhood and family (Aizer, 2008), personal differences, cognitive stimulation inadequacy, parenting inadequacy and social exclusion (Kellermann et al., 1998), troubled neighbour children (Herrenkohl et al., 2012), risky family, neighbourhood and peer environment (Jefthas & Artz, 2007), socio-cultural, security, economic and political dynamics (Hilker & Fraser, 2009), financial availability, grievance to inequality,

psychological/social development (such as lack of self-control, family violence, economic deprivation), youth crisis (Hilker & Fraser, 2009), academic difficulty, unclear future vision, low empathy, school rejection/exclusion, disobedient peers, gang membership and low social encouragement (Olate et al., 2012).

The data implicitly call for a need for youth peace education. Video 13, for instance, advises other youth for peaceful lives by tolerating peers' weaknesses and living in harmony with friends. The video shows a good friend who helps the bullied friend by warning the bullying students and building good friendships with the bullied. This indicates that good peer mediation and moral education can be two of several ways to educate youth how to live in peace with others. Peace education emphasizes on development of empathic sense, reciprocal relationships, students' commitment to democratic participation, and local and global non-violent culture (Kesler, 2010). As mentioned by Kesler (2010), peace education programs stress values, skills, knowledge, and capacities. Peace education is directed to address issues of drug use, sexual harassment, and violence in domestic/civic spheres to foster a peaceful world (Harris, 2002). Peace value needs to be developed in youth to prepare them for future global change (Ardizzone, 2001). Ecology harmony is recommended in youth peace education since ecological disturbances contribute to youth rebellions. As highlighted by Kellermann et al (1998), the prevention process needs to be emphasized in overcoming youth violence.

3. Environmental Awareness and Health Education

The data demonstrate that young digital educators highlight some youth environmental problems. They are aware that youth's irresponsible environmental attitudes can lead to environmental destruction and an unhealthy environment. The following presents several data samples. It shows a sample of the analyzed data, as shown in Table 6.

Table 6. Environmental and health education

Educational Messages	Data Interpretation
"Maintain the cleanliness of your environment, because cleanliness brings about comfort."	The youth remind their peer to clean their environment to have healthier and more comfortable surroundings/E3-V6
"Throw the rubbish in the rubbish bin. Don't make the earth in angry as it is angry, it won't be our friends anymore, and be ready to suffer."	Waste rubbish at any place can cause natural disaster, which suffers human life/E3-V7
"If you don't want to be regarded as worthless people, throw rubbish at the provided rubbish bin."	portraying impacts of throwing garbage in any place on social identity, individual health and friendship/E3-V9
"As students, we should be wise in throwing rubbish."	Reminding other youth to be responsible and wise students by throwing the garbage at the provided bin/E3-V10

E=Educational content; V=Video

The data reveal that young digital educators are aware of the importance of preserving the environment. They emphasize developing responsible waste behavior (some of those are E3-V10, E3-V19, E3-V25, E3-V28, E3-V31, E3-V38, E3-V45, E3-V49) and being green people/community (E3-V14, E3-V32). They understand that people's (including youth) irresponsible waste behavior leads to an unclean environment, which harms human health E3-V6, E3-V16, E3-V22) and life quality. As mentioned by WHO (WHO, 2018b), a healthy

environment promotes healthy living and well-being. Similarly, Centres for Disease Control and Prevention (Centers for Disease Control and Prevention, 2010) reveals that people's health can be ensured through environmental cleaning and preventing/controlling infection. Moreover, the data reveal that an unhealthy environment causes natural disasters (E3-V7). The youth digital educators understand that the irresponsible behaviour of an individual may suffer many people, even kill other species. As mentioned by Khan and Ghouri (Khan & Ghouri, 2011), environmental pollution tends to influence human health, even affecting people on a wide-reaching scale. Human actions, including economic activities and human population development, induce environmental change exacerbate biodiversity loss, and increasing pollution (Shende et al., 2015). Furthermore, this biodiversity loss may threaten human security, health, social relations, and good life materials (Shende et al., 2015). The study also indicates that the youth digital educators are aware of the consequences of a healthy environment on human better quality of life (E3-V6, E3-V7). Environmental education can enhance life-health-related quality (Ekenga et al., 2019). This healthy environment is also achieved by planting more trees for environmental sustainability (E3-V14) and promoting green living (E3-V32). Healthy environment benefits development, poverty reduction, and multi-sectoral benefits, such as industry, residential, agriculture, waste management, fossil fuel, and transportation (UNEP, 2016). Environmental issues are not only attributed to health problems, but also social and economic issues (www.jica.go.jp, n.d.).

The data reveal that the young educators perceive that environmental health preservation is one of many youth responsibilities (E3-V19). They are also aware that their environmentally responsible behavior will impact environmental sustainability and the next generation (E3-V14, E3-V33). Moreover, they can link inter-generationally. As highlighted by Nurturing Care (Nurturing Care, n.d.), a clean, secure, and safe environment is a necessity for children's development and nurturance measures. Similarly, UNEP (2016), illuminates that the health and well-being conditions of today and the next generation rest on current environmental conditions and lifestyles. Thus, the changes in youth behavior, especially in wasting rubbish and being green/planting trees, are targeted by the young digital educators, as proposed by UNEP (2016), in four integrated actions to manage environmental and health problems: detoxifications, ecosystem resilience enhancement, lifestyle changes, and decarbonization. Youth pro-environmental attitudes are the basis for future environmental changes relating to preserving the environment (Jovanovic' et al., 2016).

The data also indicate that the youth's digital works can be media for increasing their environmental awareness and engaging them to contribute to the youth and other community environmental education. This is relevant to previous studies proposing young learners' involvement in community education. Their participation potentially enhanced their pro-environmental consciousness. As revealed by Boca & Saraçlı (Boca & Saraçlı, 2019), youth environmental awareness can be elevated by involving them in environmental protection (such as participation, volunteerism, warning, and recycling) and using greener products (Boca & Saraçlı, 2019). The digital works the young educators create can increase their motivation to be agents of change, be role models for younger people, incorporate environmental-caring activities into their regular life routines (Goldman et al., 2015), be ecologically responsible and environmental protectors (Voza et al., 2016). Encouraging youth to produce environmental education videos also means equipping them with teaching skills and knowledge on educational media, particularly in the digital era. Some other ways to encourage youth environmental care are equipping youth with teaching skills to teach other people environmental education

effectively and integrating it into curriculum (Fien et al., 2002), providing affordances for youth to be environmentally conscious, authentic care, leadership, and consciousness (Delia & Krasny, 2018). By producing educational videos on the environment, the students also have direct experiences of being digital educators. Youth need to be involved in environmental education, decision making, and consultation, youth environmental articulation and participation benefits gain (Borojevic et al., 2014). They also may feel the challenge of the environmental tasks, experience the tasks, and feel welcomed (Delia & Krasny, 2018). Thus, through these approaches, youth can be emotionally attached.

The data also explicitly indicate the roles of teachers and other adults around students. Teaching youth to take care of the environment is not only the responsibility of teachers only, but also of families and community adults. As mentioned by Pauw & Van Petegem (Pauw & Van Petegem, n.d.), youth environmental awareness tends to be influenced by youth family cultural capital in which the youth is exposed to family educational background and educational environment resources and the context/community awareness on the relationship between the natural environment and survival needs and better living. Consistent with previous findings, Schusler et al. (Schusler et al., 2009) highlight the roles of environment-caring practitioners from community inspirations in youth environmental awareness, while Makwaeba (Makwaeba, 2004) recommends promoting youth interest in the natural environment by inviting wise elders to share wilderness experiences with youth in the natural environment.

The data also show the vital roles of schools in youth environmental education. As a formal educational institution, schools tend to have educational autonomy to implement diverse active environmental pedagogies. One of those approaches is the use of videos (Ahmad et al., 2015). Other studies recommend the use of dramas or plays (audio-visual tools) to encourage more trees planting, waste bin provisions, stopping environmental degradation practices (Lawson et al., 2015), social media (Jati & Rahayu, 2020) or television, newspapers, books, friends (Mifsud, 2012). Other studies emphasize on active actions of students, such as cleaning campaign (Soto-Cruz et al., 2014), environmental protection clubs at schools (Meseret, 2016), environmental education camp (Grimmette, 2014), youth involvement in government organization (World Youth Report, 2003), youth public participation in addressing climate change (Narksompong & Limjirakan, 2015). Schools also the can implement environmental-based curricula, such as garden-based curricula (Hilgers et al., 2008), or link theory and environment experiences incorporated within the environmental-based experiential curriculum (Umholtz, 2013).

4. The Triangle Model of Youth Digital Contribution

The study demonstrates that youth is a potential educator for other youth or the wider community. Technology and social media open opportunities for participating in community education, especially through their digital works. Through digital works, schools and teachers can support youth to be more active educators, instead of only receiving educational content or lessons from their teachers. Through digital works, they are encouraged to highlight certain educational issues, practice their education skills, experiment technology and social media, and possessing direct experiences. The following model reveals several educational aspects that the youth learn, and they transfer to the wider community, as shown in Figure 1.

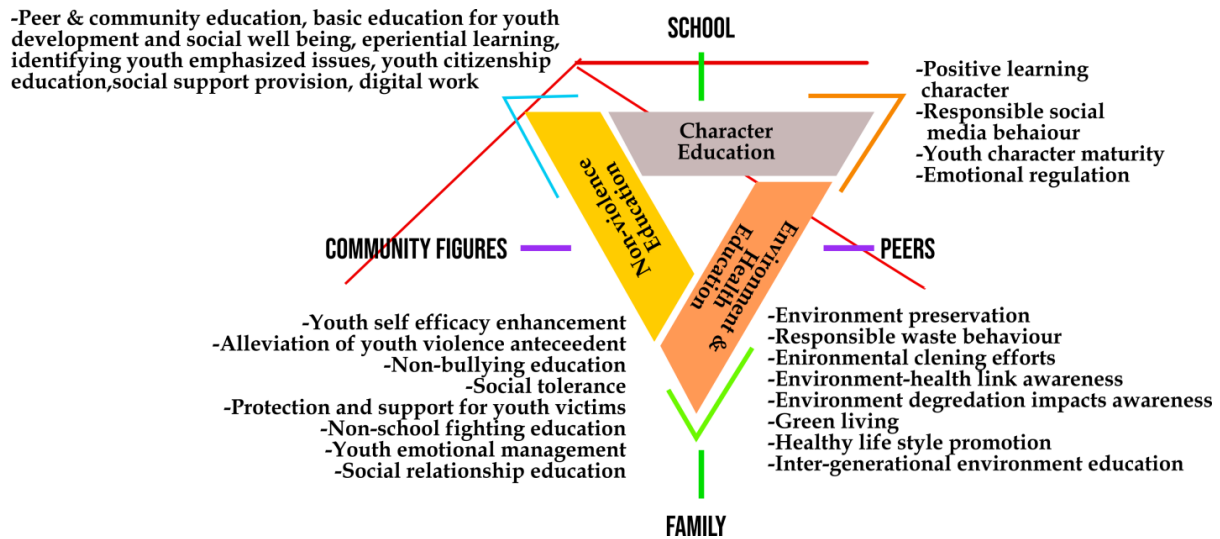


Figure 1. Triangle Model of Youth Contribution

The above figure (Figure 1) demonstrates the youth awareness that they learn from creating educational digital works. They emphasize on three youth education issues: youth learning and social media character and behavior, nonviolence education, and environment-health awareness. Youth education and contribution to community education through digital work needs the collaborative encouragement from schools, positive peers, healthy families, and inspirational community figures.

D. CONCLUSION

The study indicates that youth are potential community educators. They need to be involved in the process of community education, instead of just becoming passive learners. By producing digital work, they have the opportunity to engage in experiential learning and contribute for community well-being. Digital works also allow them to increase their education capacity, working with technology and enforcing their identity as the millennial generation. The study shows that the youth highlights three main youth educational issues: character, violence, and environmental education. They perceive those areas as youth aspects that need to be addressed in youth education and development. The study also indicates that youth education and youth participation in the community need to be supported by the collaborative responsibilities of schools, families, and elder community. Youth positive development also needs the presence of positive peers and healthy friendships.

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