

# Improving Nationalism through Civic Education among Indonesian Students

A. Dirwan

University of Aviation Marshal Suryadarma, Jakarta  
Corresponding author: achmaddirwan@yahoo.co.id

OIDA International Journal of Sustainable Development, Ontario International Development Agency, Canada  
ISSN 1923-6654 (print) ISSN 1923-6662 (online) www.oidaijdsd.com  
Also available at <http://www.ssrn.com/link/OIDA-Intl-Journal-Sustainable-Dev.html>

**Abstract:** The purpose of this study is to find the importance things to be developed in civic education in order to enhance nationalism among students. This study used qualitative approach with grounded theory method and the data obtained from literature and respondents which were selected through purposivesampling method. Data collection techniques used documentation studies, interviews, observations and been analyze using inductive analysis technique. The results showed that the important values to be developed in civic education to improve student nationalism in the Indonesian context among others are divinity, humanity, unity, community, social justice, competition, and respecting others.

**Keywords:** civic education, Indonesia, nationalism, students.

## Preliminary

Globalization is characterized by the strong influence of international social institutions and developed countries that participate in regulating the politics, economy, social culture, and defense and security of a nation. This condition will foster various conflicts of interest, both between developed and developing countries, between developing countries and international institutions, as well as fellow developing countries.

In addition, global issues that include democratization, human rights, and environment also affect the national condition of a country. Globalization which is also characterized by the rapid development of science and technology, especially in the fields of information, communication and transportation, making the world become transparent as if it is a country without borders ( borderless ). This condition creates a global structure, with fast flowing information into various parts of the world with the help of internet technology. The use of technology makes it easy for everyone to access information without knowing time limit and territories. The Internet can play a role in the exchange of information and ideas,between government and citizens (Kim et al, 2011). This condition willaffect the structure in the life of society, nation and state, which can reduce the sense of nationalism of a nation.

National can be defined as a nationality or things that are related to nation (Ali, 1969). Etymologically, nationalism comes from a word of nation, which means a number of people who are united because of the equality of ideals who live in a country. Nationalism is a notion that considers that the highest allegiance of any individual must be left to the nation state. With so nationalism will give rise to people's determination to build their future together under the same country, although citizens are varied in religious, racial, ethnic, and group aspects (Smith, 2010). Nationalism in Indonesia is a manifestation of caring and feeling the responsibility of the Indonesian nation to the safety and integrity of the Unitary Republic of Indonesia departed from a strong ideological belief, supported by readiness and continuous preparedness effort (Lemhannas RI, 2006).The nation in the political sense is a society within the same region and they are subject to the sovereignty of their country, as holders of highest outward and inward power. In other words, the nation is a society already stated and recognize and submit to the power of that state concerned. The nation is also bound by a power or political organization (state and government), a single national territory, law, and prevailing legislation. The bond is an attitude that built from a sense of caring and a sense of responsibility of citizens towards the survival of the nation and state based on their shared values. This matter which lies behind the formation of a nation. The term nation comes from English which is a nation, meaning "something has been born". Nation in Indonesian language is defined as "bangsa" (Lang, 1994). Birth and survival of a nation is closely tied to the commitment, participation, and progression of its own people. But the forming process does not take static or frozen in a certain period of time, which is only remembered or read in the text rigidly or artificial. Establishing and

nurturing a nation is an active process takes place constantly, creatively, and consistently without betraying the authentic historical values that become the basic consensus or foundation of a nation formation.

Information that comes continually has an impact on the lives of citizens in a country. Ideology, lifestyle, and beliefs or values developing in a country can affect the habits and patterns of life which is already established in other countries. The basic values in the form of the nation's ideology which has long been used as a foundation for the lives of citizens slowly began to be abandoned. Symptoms begin to decline these basic values are very subtle from behaviors that are shown generation to generation. Behavior is a global tendency, like a lifestyle that consumerism and individualism are so easy to imitate by the nation's children. If excessive imitative behavior to global trends is not anticipated, then it is possible that the basic values can be faded and replaced with other values. According to Banks (2008) globalization is growing in the 21st century influences every aspect of community life, including beliefs, norms, values, and behaviors.

Society and government of a country seek to guarantee the viability and life of the next generation is useful (related with spiritual ability) and meaningful (related to cognitive ability and psychomotor). The next generation is expected to be able anticipating the future of those who are always associated with the context of dynamics culture, nation, country, and international relations. Education can not ignore the realities of global life described as change a life filled with paradox and unpredictability. Therefore, education is meant for us to have nationalism insight awareness to defend country and has a mindset, attitude patterns, and behavior as a pattern of homeland love acts.

To live a useful and meaningful and able to anticipate development and change of the future, a country needs science and technology based on the values of the nation, religious values, and values of the nation's struggle. The basic values of the country will guide and color the beliefs of citizens in life of nation and state.

In recent times, these noble values have not been able to unite enough the nation of Indonesia, because the country is still easily divided. An area or community groups will break away if they do not get attention from country. Uneven development can lead to disintegration. The problem among other things, is caused by the fade understanding of the nationalism spirit, depletion of a sense of nationalism and patriotism of the components of the nation, which is potentially creating divisions and ultimately fading unity and national unity. For the nation of Indonesia, the concept of national insight has formulated in the concept of *Wawasan Nusantara* which is a way of view and attitude of the Indonesian nation originating from *Pancasila* and the 1945 Constitution, departs from understanding of awareness and beliefs about the self and its dynamic environment and *bhineka*, by giving priority to the unity and unity of the nation, unity complete whole areas and responsibility for the living environment (Kemenko Polhukam, 2008).

Indonesia as a nation with large and plural populations, reputation and the dignity of the nation is decreasing, due to degradation in various fields of life that is complex. Among these complexities, the most influential one, is lacking the ability to combat corruption and the decline of the nation's discipline as a whole. Thus Indonesia as sovereign state, has not been fully able to improve its sense of nationalism for the safety and integrity of the nation and state. Insight of Nationalism has not increased yet, among others, caused by humans who lack integrity, less responsible, less honest, less professional and undisciplined.

One way out that can be done is by reinforcement the noble values of the nation that serve as the foundation in the life of the nation through education. Every citizen of the Republic of Indonesia must master science, technology and art which is the mission and responsibility education to cultivate citizens' insights in terms of friendship, understanding between nations, world peace, awareness of state defense, and attitude and behaviors that share the cultural values of the nation. National Education should foster a patriotic soul, strengthen the love of the homeland, boost morale nationalism, social solidarity, awareness of the nation's history, and attitudes appreciate the services of heroes, and be oriented toward the future. Patriotic soul, love sense of the homeland, the spirit of nationalism, social solidarity, awareness on the history of the nation, and attitude of appreciating the services of the heroes among the students should be nurtured through Citizenship Education. High education on campus life developed as a scientific environment as well as dynamic, culturally oriented nation, religious morality, and personality of Indonesia.

Education is a planned effort in the guidance process and learning for individuals to grow and grow into human beings independent, responsible, creative, knowledgeable, healthy and noble good seen from both physical and spiritual aspects. Humans are noble, who have morality high is highly demanded to be formed and built. Indonesian nation not only just radiate the science of the importance of education, but how Indonesia nation is able to realize the concept of education by way of coaching, training, and empowerment of human resources in Indonesia in a sustainable and equitable manner. This in line with Law no. 20 of 2003 on the National Education System stated that

the purpose of education is "... in order to be a human being who believes and cautious to God Almighty, having a noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen". Some concepts about Indonesian people in accordance with the personality of the nation is; (1) religious, namely having a life attitude and a devout personality of worship, honest, trustworthy, generous, helpful, and tolerant; (2) moderate, that is having a life attitude which is not radical and reflected in the individual's personality, as well as being able to live and cooperate in pluralism; (3) intelligent that is having a life attitude and rational personality, love of science, open minded, forward thinking; and (4) independent, namely having a life attitude and an independent personality, high discipline, tenacious, appreciate time, tenacious, entrepreneurial, hard work, and have a high national love without losing the orientation of universal human values and the relationship between civilizations nations. Heideger (1998) defines humanism as concern, that a man becomes human and not inhuman (the human being be human and not inhumane), and inhuman is beyond human essence. A human is the individual who is responsible for himself, is entitled to determine his destiny, and struggling to realize his own goals (Carbone and Fielding, 2005). Education teaches the habits of thinking and doing that help people live and work together as family, friends, neighbors, the community and nation. Lickona (2004) initiated the view that civic education is a planned effort to help people understand, care, and act of moral values.

All that can be done is to prepare the students to meet the requirements which must be mastered, among others; basic skills that must be mastered, discipline, excellent physical condition, and constant hard training. When defined civic education is the core doctrine of core values general have the following properties; trustworthiness, respect, responsibility, fairness, caring and loving and become a good citizen (citizenship).

Civic education to build the nation's insight is necessary for learners as citizens. All the children of the nation, regardless of place birth, have the right to get an education. But they are successful completing education (graduates) must be equipped with attitude, knowledge, and skills they need to become competent citizens, responsible and humane. Honesty becomes a person's keyword to be able do much in the work and work of civilization (Cloud, 2009). Honesty and integrity encouraging one to serve on the right path, without any interest a person who undermines the common good. Honest to express what it is without having to cover it for any reason, including reason and fear of taste embarrassed at having to run the risk of honesty. Thus Education citizenship should be developed to be able to equip citizens including students with sufficient understanding of national values. This matter in accordance with the opinion of Banks (2008), that there needs to be a re-conception of civic education in the 21st century in order to be able to effectively educate students become moral citizens. In order for the reformulation to succeed, the underlying knowledge of construction must shift from mainstream academic knowledge towards transformative academic knowledge.

Bourke (2012) in the results of his research found that learners who have high consciousness tends to be reliable, more careful, conscientious, responsible, organized, achievement-oriented and always ready as a citizen. In besides those who have high hospitality are generally considered good-natured, flexible, cooperative, caring, courteous, confident and tolerant. Experiences that learners get can be their provision to form personality as a citizen. Another study conducted by Gainous and Martens (2012) which states that civic education proves to be effective for building political competence and democratic and responsible citizens. A nation's life for an individual is a necessary life. Because along with the increasingly complex needs, the community is demanded for each other cooperate with each other.

The main goal of civic education is to foster insight and state awareness, attitudes and behaviors that love the homeland and based on culture of the nation within students of scholars / scientists. Quality citizens will be determined primarily by national beliefs and attitudes, in addition to the degree of mastery of science and technology he studied. According to Bourke (2012 ) civic education reflects the approach a maximum that aims to ensure learners are ready to take role as responsible citizen.

With the description of the various problems above, the author feels the need to conduct analysis through research on what basic values are necessarily developed in civic education to build students' insight of nationalism. Developing a philosophical conceptual framework about civic education is an important and strategic step as a part from the development of a broader education policy of nationalism. The results of the analysis through the study are expected to enrich, both theoretically and practically in developing citizenship education with national insight.

## Method

The analysis used in this research through qualitative approach with grounded theory method. Qualitative methodology as a research procedure produced descriptive data in the form of written or oral words of people and behaviors observed (Bogdan and Taylor, 1975). The qualitative approach emphasized the essence of a social reality built on the actual circumstances. In Qualitative research, researchers and objects studied have a very close relationship (Denzin and Lincoln, 2005). This method presents directly the nature of the relationship between researchers and respondents. Qualitative research is often also referred to as naturalistic research, because the field situation of the study is natural, as existence without being manipulated or regulated by experiment or test. Therefore, the information obtained is an event of a natural situation of values a foundation that needs to be developed in civic education to build a sense of student nationalism. The use of grounded theory method in the research is because the data is descriptive, with the aim to describe reality the object of research, and attempt to find the theory built from the data. A research using this method, is expected to find a theory that will have a connection with other theories in the same field cumulatively, so the implications of the theory will bring benefits (Strauss and Corbin, 2009).

Sources of data were obtained from: first, the source of printed material (literature), including text books, journals, papers, newspapers, and others related to education citizenship. Second, the source of respondents (human resources), selected using purposive sampling method, which consists of civic education specialists, experts politics, TNI experts, and historians. Data collection techniques used in this study includes: documentary studies, interviews, and observation. This research used inductive analysis, with the process of discussion in the categories which came from the data. The data analysis in this study followed the steps developed by Miles and Huberman (1992: 20) consisting of three activities done simultaneously, namely: data reduction, data presentation, and conclusion withdrawal.

## Results and Discussion

The results obtained shows that there are some basic values in civic education to enhance students' sense of nationalism. This basic value is used as a reference in the development of citizenship education. The basic values developed in citizenship education, aims to form citizens who have various characteristics needed in the era of globalization.

From the findings of research on the sense of nationality and nationalism of citizens obtained by several things, as follows: First, the treatment of equal rights for all and every citizen. This means that the integration of the nation will only be well done as long as there is a guarantee that basic rights and dignity of the citizens are respected and not denied, raped or abused. It means that without a guarantee that the sense of nationalism is weakened. Second, the guarantee of justice for all and every citizen and applies both vertically and horizontally. The existence of fairness can be the main key in the business of realizing justice in social life, both in the form of commutative and distributive justice. Third, community support participation in the process of organizing the state. The principle of democracy is defined as the sovereignty of the people by the people and for the people needs to be revived in real terms with the hope of emergence social commitment of every citizen in the work of togetherness for the realization of ideals. Fourth, any openness that provides a broad perspective and able to open avenues for learning more opportunities, and developing potential and the power of the nation. The attitude of openness will be more meaningful for that pluralistic society, especially in order to foster mutual understanding, mutual respect, dialogue and cooperation. Community support for the state will strengthened when the concept of nationalism, not only gives life expectancy better in the future but also significantly improve the standard of living of everyday society no matter how small. On the other hand, hedonism is still very popular among the community in achieving happiness (eudaimonia). Hedonism is the desire to achieve sensual pleasures and is physical. This is seen in a lifestyle that spills luxury and dissipate, so that hedonism gets a negative impression. The meaning of hedonism inseparable from the attitude of consumerism, which is the attitude and lifestyle who would rather consume than make. Someone earned sensual pleasures, when consumed effortlessly (Mangunhardjana, 1997). On the contrary, the rejection of nationalism will the harder, if the life of a nation and a nation not only does not improve the standard of living of the people but rather miserable and insulting identity of social culture, customs and life.

According to Indonesian history, nationalism is a counter ideology against colonialism, the counter to conservatism and the status quoism colonialism. So it is not surprising if at first our nationalism often radicalistic and even revolutionary. Therefore, Indonesian nationalism is difficult understood without deepening and providing knowledge of the background history of colonialism in the archipelago earth. Lack of understanding about this

nationalism, will give the opportunity to a new form of colonialism using new globalism clothes to re-entrenched in the earth of Indonesia. Building Indonesia nationalism according to constructivist perspective is to build nationalism by reducing and/or eliminating various ethnic identity labels. Institutionally, the state represented by its government must be able to manage himself in various laws and regulations that can reduce the narrow spirit of ethnic primordialism, as well as increasing the passion for transfer of loyalty of Indonesian nation. This is important, because herein lies the weak point of the Indonesian nation that became the target of international actors in order to continue his colonialization in Indonesia. Domestic issues that snowball become a global issue and give international forces access to mix it up. It usually starts with a conflict of local interest that uses ethnic driving force.

Furthermore, the spirit to compete needs to be developed because in the global era competition, especially in the economic field will be more stringent. Every citizen should have the passion and ability to compete in various fields. In economic field, globalization is characterized by open market, including MEA 2015, which anyone can access. An increasingly open market makes it easy for every person or country involved in economic competition. In developing the spirit of competing in the global era, we must still rely on Pancasila as the nation's philosophy.

Other research findings indicate that in the context of education citizenship embraced in Indonesia, the values developed refers on the values of Pancasila as the basis of the state. All Pancasila values can serve as a foundation in the development of civic education. God's values, humanity, unity, community, and justice can be made as the basis of international relations. The values of Pancasila can be made as a transcendental anchor for Indonesian citizens who serve as grip in improving nationalism. Nationalism based on values of Pancasila, among others: *First*, as stated in the Preamble of the Constitution 1945 the aim of the state is to establish an Indonesian State Government protecting the whole Indonesian nation and the whole of Indonesia, promote public welfare, educate the life of the nation and participate implement world order. This formulation is motivated by a understanding of the need for strong Indonesian State Government. A strong government, able to protect all the great Indonesian nation and very pluralistic in terms of religion, ethnicity and culture, able to protect the whole Indonesia's vast blood spill consists of thousands of islands linked by a vast ocean, capable of exploring and preserving the potential of its natural resources abundant, promoting the general welfare, educating nation life, and play an active role in implementing world order. *Second*, Indonesian nationalism values as embodied in the Coat of the Unitary State of the Garuda Pancasila Republic Indonesia, the Bhineka TunggalIka. These values will be manifest when the leaders and the entire nation of Indonesia are able to understand and practice the nation's identity values properly and correctly. Bhineka Tunggal Ika contains different meanings but remains one, the entire national potential devoted to one goal, namely the welfare of the people as a whole is imbued the spirit of equality, justice, togetherness and national interests. Fact proves that the values of this nationalism have a tremendous power so as to unite the various peoples, expel the invaders and proclaiming itself to be an independent nation-state. *Third*, competence global (global competence) is defined as the ability to have an open mind and actively seek to understand the cultural norms of others and utilizing the knowledge they possess to interact, communicate, and work effectively. Facing a rapidly changing global world, students need to have high competence. As a citizen, a student have a wide opportunity to learn and practice to develop understanding of nationalism. The dimensions of competence can be developed within learning civic education by using a critical thinking approach. The dimension of competence can also be understood by students by them studying several important issues, such as self-awareness, intercultural communication, and global knowledge.

The findings of this research have also supported the results of Morais and Ogden (2011) who find the dimensions of citizenship that can be developed in civic learning in Higher Education. Skills life that students get through very civic education is useful in social life. Skills such as social responsibility, competence as a citizen, and involvement in political activities is an important part that must be developed.

On the other hand, in the international community, Indonesia must be brave positioning itself as an independent, sovereign and dignified nation achieve national interest, as mandated by the Preamble of the Constitution 1945. Thus we must actively monitor continuously the development of international conditions and situations, so as to choose what must be done for the national interest.

The crisis experienced in this reform era can not be separated from due to the lack of sensitivity of Indonesia in positioning itself in international fora, resulting in the emergence of various potential threats. Decreasing feelings of a national community should be anticipated by using national agreement, according to the ideology of Pancasila. Continuous anticipation, should always be sought by every citizen, whether individually or all components of the nation, on various aspects of political life, economic, social, cultural defense and security law. The gap in various

aspects of the life of society, nation and state can fade feelings of unity of the nation. Conditions and demands are the differences which should be addressed by Indonesian citizens on the basis of the similarity of the values of the struggle of the nation that is always growing and developing. The similarity of these values is based on the soul, determination and spirit of nationalism.

All of that grows into a power that can drive the process the realization of the Unitary State of the Republic of Indonesia in the Archipelago. From the research findings it appears that in filling independence and facing global influence, every citizen of the unitary Republic of Indonesia in general and the undergraduate student/scientist in particular must remain true to his or her identity the patriot and love of the homeland. In a non-physical struggle, they must still hold firm values in all aspects of life, especially for fighting backwardness, poverty, and social inequality. On the other hand they should master science and technology, improve the quality of resources human being in order to have competitive competitiveness, and maintain unity of the nation, as well as objective rational and independent thinking. This matter has been in line with the opinion of Oxfam (2006), which states, for developing civic education and knowledge required understanding, skills, and values and attitudes. The three things are in education citizenship is developed into topics tailored to the level education of citizens. Skills developed in civic education include, critical thinking, ability to express opinions effectively, ability to fight injustice, to have respect for people and the environment, and cooperation and conflict resolution. Development starts from that skill simple to more complex skills. While the value and attitude developed nationalism, among other things, a sense of identity and self-esteem, empathy, commitment to social justice and honesty, respect for diversity, concern on the environment and commitment to sustainable development, and belief that people can have differences.

From the discussion that has been mentioned above, shows that the basic values major in civic education to enhance student nationalism in the context of Indonesia, among others, divinity, humanity, unity, populist, social justice, competition, and respect for others. All the basic values in civic education in the context of Indonesia is the main value contained in Pancasila and the 1945 Constitution.

## Conclusion

From the research that has been done, it can be concluded that there are basic values which needs to be developed in civic education to improve student nationalism. These basic values are in the context of Indonesia, among others divinity, humanity, unity, populist, social justice, competition, and respect others. These basic values are important to develop in order enhance nationalism and global insight, in order to play an effective role in the national and international arena, without leaving the national identity Indonesia that has Pancasila as a philosophy in the life of the nation and state. In closing the results of this study submitted as an expectation suggestion, that civic education should be compulsory education throughout the educational level in Indonesia to enhance the sense of nationalism component of the nation, so that we are ready to face the invasion of foreign influence and we are not become coolies in our own country.

## References

- [1] Ali, Muhammad. 1999. *Kamus Lengkap Bahasa Indonesia Modern*. Jakarta: Pustaka Amani.
- [2] Anthony D. Smith. 2010. *Nationalism*. UK Cambridge: Polity Press.
- [3] Banks, J. A. 2008. "Diversity, Group Identity, and Citizenship Education in A Global Age", dalam *Educational Researcher*, 37 (3), hlm. 129-139.
- [4] Bogdan, Robert C. & Sari Knopp, Biklen. 1982. *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Aallyn and Bacon, Inc.
- [5] Bourke, L., Bamber, P., dan Lyons, M. 2012. "Global Citizens: Who Are They?", dalam *Education, Citizenship and Social Justice*, 7 (2), hlm. 161-174.
- [6] Denzin, N. K. dan Lincoln, Y. S. 2005. *The Sage Handbook of Qualitative Research*. California: Sage Publications.
- [7] Gainous, J. dan Martens, M. 2012. "The Effectiveness of Civic Education: Are "Good" Teachers Actually Good For "All" Students?". *American Politics Research*, 40 (2), hlm. 232-266.
- [8] Henry Cloud. 2009. *Integrity: The Courage to Face the Demands of Reality*. USA: Harper Collins.
- [9] Kemenko Polhukam. 2008. *Wawasan Kebangsaan*. Jakarta.
- [10] Kim, B. J., Kavanaugh, A. L., & Hult, K. M. 2011. "Civic Engagement and Internet Use in Local Governance: Hierarchical Linear Models for Understanding The Role of Local Community Groups". *Administration & Society*, 43 (7), hlm. 807-835.

- [11] Lickona, Thomas. (2007). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Batam Books.
- [12] Lemhannas RI. 2008. *Modul 1: Kewaspadaan Nasional*. Jakarta.
- [13] Mangunhardjana, A. 1997. *Isme-isme dari A samapi Z*. Yogyakarta: Kanisius.
- [14] Martin Heidegger. 1998. *Letter on Humanism*. Pathmarks: Cambridge University Press.
- [15] Mauro Carbone and Helen Fielding (ed.). 2005. *Merleau-Ponty, Life and Individuation*. University of Memphis: Mimesis Edizioni.
- [16] Miles, M. B. dan Huberman, A. M. 1992. *Analisis Data Kualitatif: Buku Sumber tentang Metode-metode Baru*, alih bahasa T. R. Rohidi. Jakarta: UI Press.
- [17] Morais, D.B. dan Ogden, A.C. 2011. Initial Development and Validation of The Global Citizenship Scale, dalam *Journal of Studies in International Education*, 15 (5), hlm. 445-446.
- [18] Oxfam, A. 2006. *Education for Global Citizenship: A Guide for Schools*. Oxford: Oxfam Development Education.
- [19] Robert Lang (ed). 1994. *The Birth of a Nation: D.W. Griffith, Director*. USA: Rutgers.
- [20] Straus, A. dan Corbin, J. 2009. *Dasar-Dasar Penelitian Kualitatif: Tata Langkah dan Teknik-Teknik Teoritisasi Data*, (alih bahasa M. Shodiq dan I. Muttaqien). Yogyakarta: Pustaka Pelajar.

