

NATIONALISM APPLICATION DEVELOPMENT AND SYSTEMATIC EFFORTS ENHANCING URBAN STUDENT NATIONALISM

Wahidah R Bulan & Yani Hendrayani

Faculty of Social and Political Science (FISIP), Universitas Pembangunan Nasional, Veteran, Jakarta, Indonesia

wr.bulan@upnvj.ac.id; yanihendrayani@upnvj.ac.id

Abstract

The purpose of writing this paper is to describe the urgency of developing the application of nationalism as an effort to increase the nationalism of urban students. Based on the study of the authors (2017 and 2018), efforts to increase student nationalism need to be carried out more systematically considering that these efforts currently rely solely on the role of schools through PPKN and History subjects. There are many indications of low nationalism, including in the activities of researchers who have just finished it (2019). Using qualitative methods, the results of the study show not only the aspects of attitudes and behavior, in the aspect of knowledge also found many notes (still found students who do not understand the meaning of nationalism denotative). Other findings are the lack of family participation in efforts to instill nationalism values (mainly because of the understanding that the inculcation of nationalism is only the responsibility of schools) and the unique character of students now as millennials who prefer practical and logical things in understanding nationalism, more critical in understanding ideas and ideas (dare to question why until now Pancasila is still used as a state ideology), besides that they are very attached to gadgets. In this context, why an important application development effort is carried out, besides that adequate input (from various directions and sources), referring to the Theory of Social Construction (Berger and Luckmann, 1990) in previous studies of researchers, helps students interpret nationalism better.

Keywords: urban student, nationalism, student nationalism application, millennial generation

Introduction

Nationalism as a unified consciousness that is demanded by an obsession to realize the noble collective interests that create national identity or the identity of a nation (as translated by the French philosopher, Ernest Renan) (Teak, 2017), is important to be maintained and developed for the sustainability and existence of a country including Indonesia. For young people, including students, this becomes even more important considering the farther and earlier time of independence which has now entered the age of 74 years.

Factual reality shows, students are now not close and familiar with various information about the struggle for independence both related to events that occurred and the actors involved in the historic event. This is indicated by various cases that have surfaced such as not memorizing the song Indonesia Raya and Pancasila and the history of the struggle of national heroes. If left unchecked, it can become a serious problem in the future, considering that youth are the next generation that is the future of Indonesia at stake.

The inculcation and development of the nationalism values of students through the teaching of PPKN subjects and history are expected to play a large role, unfortunately unable to answer needs. PPKN learning materials and history, for example, are less oriented to the development and growth needs of students (including the unique needs of students now as millennial generation), which according to Tapscott (2008) as quoted by Kalfaris Lalo (2018), has the characteristic of liking freedom which is happy to personalize rely on the speed of information that is instant, likes to learn and work with an innovative environment, actively collaborating and tends to hyper technology.

In addition, due to various limitations (teacher human resources related to the number and competence and limited infrastructure and educational supra-structure), PPKN learning materials and history in many cases have not been able to answer the needs of students facing the challenges of the situational conditions they face later (demanding speed and critical and innovative thinking skills). While on the other hand, teaching activities need to be in line with the challenges of the future (Amri, 2013), in addition to paying attention to contextual aspects (the context of existing personal, social, and cultural environment) so that the learning process becomes meaningful (Johnson, 2002). These are the concerns of the author, namely that efforts to increase student nationalism, especially in urban areas, need to be done in ways other than through learning the PPKN and history subjects, in order to fill the various limitations and deficiencies that exist. This effort is increasingly pressing considering that schools are currently the only hope for many to increase nationalism. Families who should also contribute to the practice are very minimal, both because both parents of students now mostly work so they do not have time, or because of the erroneous opinion that nationalism education is entirely the responsibility of the school.

In this context the use of applications to increase student nationalism especially in urban areas becomes important, which is realized through studies conducted by the author. Methodology With the formulation of the problem of identifying the conditions and nationalism problems of urban students in DKI Jakarta, the study conducted with a qualitative method of this type of case study tries to answer the question how is the nationalism condition of the defense of high school students' state in DKI Jakarta? The answers referred to came from multi parties, namely from PPKN teachers through in-depth interviews and focus group discussions (FGD) with PPKN teachers from 11 schools as participants as well as from students themselves through the use of applications. The application referred to is the Identification Test for the Condition of Urban Student Nationalism, which is during the trials at SMAN 34 and open trials, which are tests conducted by students who utilize applications that are launched to students in general after perfecting the application after the testing activities. Study and Discussion Results Condition of Urban Student Nationalism Related to questions about the description of the conditions of urban student nationalism, based on in-depth interviews and FGDs involving 11 schools in South Jakarta with quite diverse conditions (public and private schools; high, medium, to low grade schools; and schools with persuasive, dialogical approaches, to the repressive inculcation of the values of nationalism), are as follows:

1. In general, students must still be conditioned to attend the ceremony moreover to attend the ceremony with an orderly and full of appreciation. Conditions that are considered not good, for example, students attend ceremonies in an imperfect attitude, play gadgets, while talking with friends, or while joking. In addition, to realize order, strict teacher supervision to repressive measures must still be carried out. For example in SMAN 109 teachers intensively monitored during the ceremony standing behind students), while in SMA Z with a refractive approach through the involvement of the Army (remembering the army-owned school), which even verbally called the beating action a consequence of inadequacy -order.

About why this happens, according to the teacher's perspective, it is generally because students' interest in symbolic matters is relatively low (including symbols related to nationalism such as flag ceremonies, respecting flags, singing national anthem, recognition and respect for national heroes). As millennials they tend to prefer practical things (such as school projects). "If the school project is given a different response. More enthusiasm, enthusiasm ... "Likewise students' interest in things that are formalistic (solely due to school regulations or obligations) and ritualistic. The tendency of reluctance seems to dominate students in implementing it. "Children now, if they are formal, routine, they don't really look interested. You're lazy to do it ... "

Another thing is because the orientation of most students to participate in various activities related to nationalism is limited to getting an A value from the lessons that are followed (PPKN and history). Because that's why appreciation is relatively minimal.

2. The condition of students' defense of state awareness is even more alarming. The issues of defending the country have not been well understood by students. Because of that, most schools haven't discussed this much. The main focus is still at the stage of providing a proper

- understanding of nationalism (in accordance with the era or condition of the current student) and how to instill the values of nationalism as well.
3. Scout activities that must be attended by students every Wednesday, are very helpful in supporting learning outcomes about nationalism and national defense. What's more because there is a provision based on the curriculum that students who get a B grade in scout activities that are carried out after learning activities on every Wednesday afternoon, are declared not to have moved up the class.
 4. The existing curriculum is actually already very supportive (Kurtilas), because K2 of the 2013 curriculum is related to nationalism. With these provisions efforts to increase nationalism become a responsibility or distributed to all subjects, although the main ones are in the PPKN subjects and most of the other subjects in history. The problem is, not all schools implement kurtilas, or even if they do, the supervision of the implementation is very minimal so that it may not be optimal. Supervision and supervision efforts from the education office including from the ministry are therefore expected to be more maximized.
 5. Family participation in inculcating nationalism values is still very minimal. Most parents make the school the only party responsible for this. This makes it very difficult for schools due to various limitations that exist in schools (the number of teachers is limited as well as the available facilities and infrastructure). Although it has been conveyed to parents about the importance of parental involvement in maximizing learning outcomes, the results are not very influential. Apart from the wrong paradigm that exists in most parents, namely that the school is the party who is fully responsible for the achievements of learning, including nationalism, another problem due to the busy schedule of parents making a living. Most students, both parents work full time. To attend activities at school alone, it was found that quite a lot of parents of students who had difficulty participating.
 6. Some students often raise critical questions that indicate their low appreciation of the state ideology and on the other hand there is an interest in outside thoughts. For example, the question of why the ideology of Pancasila is still used today while other more advanced ideologies are available. They also mention the ideology of communism, liberalism, and others as a comparison. The ability of the teacher to explain these critical questions well and with the right approach, is highly demanded and it is not easy in practice. Their interest in these outside ideologies when traced is more because of the information they receive from the internet, even though in-depth understanding is lacking. This is also the case with their assessment of Pancasila as an outdated ideology, mostly arising from incomplete understanding.
 7. Attitudes and actions of students towards things that are more macro than nationalism such as discipline (by not coming late to school for example) and love of environmental cleanliness, are relatively low.
 8. Gank is still present in the midst of students today, especially in schools with social status of middle-up or in favorite schools (schools with secondary grades tend to be up).
 9. Although the gang phenomenon still exists, student brawls are relatively lower compared to students of the X generation era. Recreational activities (and show offs) take a lot of their attention and time. The positive excess, distracts students from brawls between schools. Although it still happens a lot, generally in low grade schools.
 10. Most students are now quite exposed to materialistic culture and hedonistic attitudes and practices that are often displayed on social media. Appreciation for someone, for example, is very prominent based on material considerations such as branded goods attached to them, going to school abroad or domestically, and so on. Modern meanings with erroneous terminology are also evident in this case.
 11. Lack of concrete examples or exemplary figures (including political figures), is another problem in instilling student nationalism. Conflicts between leaders and issues of power struggles between leaders become a bad example that also affects the meaning and assessment of students about nationalism. Related to the efforts made to improve student nationalism, especially in the teaching and learning process, here are some information that can be collected:

1. Need a special approach to instill the values of nationalism in current students. Among them with a dialogic approach because students tend to be more critical in seeing a problem or issue and on the other hand do not like things that are dogmatic. A dialogical approach is also important to build the closeness and trust of students to the teacher (mutual trust), because in that way students judge the teacher to respect their opinions.

The importance of a dialogic approach is also effective in increasing student order in ceremonial activities. According to the school's success story, this was done through a special approach from the student section, namely by conducting a heart-to-heart dialogue to students who committed violations during the ceremony.

2. Students are now more interested in exploratory approaches than dogmatic. Responding to students' critical questions about why up to now Pancasila is still used as a state ideology while other more advanced ideologies are available, for example, dogmatic answers such as the Unitary Republic of Indonesia price is fixed, Pancasila is the genuine thought of the founders of the nation, difficult to accept. New students are satisfied when they are invited to compare the Pancasila ideology with other ideologies by gathering a number of references and by giving a more descriptive argumentative explanation.

Development of Urban Student Nationalism Applications

Associated with efforts to develop applications to systematically increase urban student nationalism, which is carried out by new researchers at the application development stage to identify the conditions of urban student nationalism. Identification aspects were chosen, with the aim of getting a more measurable picture of the condition of student nationalism from the perspective of the students themselves.

The initial activity was designed to identify conditions of nationalism and national defense at the same time. However, based on input from PPKN teachers namely that the issue of state-defense is still relatively foreign among high school students so that it would be more appropriate if the issue of state defense is more focused on education, then the application development activities undertaken are limited to efforts to identify student nationalism.

As for developing applications for the education of national defense and nationalism, it is planned to be carried out in the next study. As for the application content for the identification of urban student nationalism, the content is intended to be a kind of test (quiz) that contains 10 questions with a certain weighting score on each question (from a score of 0 to the highest score of 100).

The aspects assessed or measured by students through these tests are aspects of knowledge, attitudes and psychomotor, so that it is expected to be able to identify conditions of student nationalism integrally (assessment of all aspects of learning). Regarding the application usage process, the user must first answer ten National Conditions test questions as explained above. The example questions referred to include the following:

1. The closest understanding to nationalism:
 - a. Leadership / Leadership (score 0)
 - b. Responsibility (score 0)
 - c. Patriotism (score 2)
 - d. Tolerance (score 1)
2. Concrete examples that are closest to nationalism:
 - a. Respect the privacy of others (score 0)
 - b. Loving domestic products (score 2)
 - c. Carry out the task independently (score 0)
 - d. Tolerance of differences (score 1)
3. Actions that I have taken (may be more than one)
 - a. Googling information about the history of Indonesian fighters because of school work (score 0)
 - b. Googling information about the history of Indonesian warrior figures is NOT because of school work (score 2)
 - c. Read the history book of Indonesian warriors because of school work (score 0)

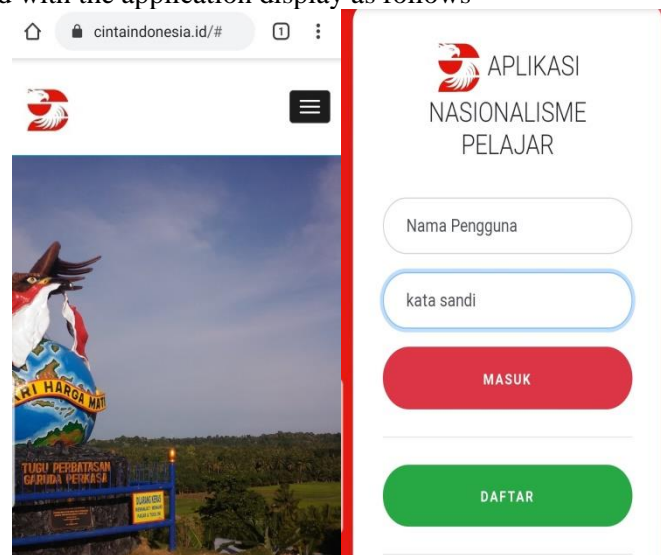
- d. Reading the history book of Indonesian warriors is NOT because of school work but does not finish (score 2)
 - e. Reading the history books of Indonesian fighters not because of school work and graduation (score 3)
 - f. Post on social media information about the history of Indonesian warrior figures (not because of school work (score 3)
 - g. None (score 0)
4. Personal equipment in the form of overseas goods (brands) that I have:
- a. Only one (Score -1)
 - b. Only two (score -2)
 - c. More than 2 but less than 5 (score score -3)
 - d. Countless numbers (score -4)

The second stage, after the student application user answers the question, a dissertation score will come out with the relevant nationalism conditions. The highest score is 100 while the lowest score is 0. As for the conditions of nationalism, scores of 0 to 50 nationalism are low, scores of 60-79 are moderate nationalisms, and scores of 80 to 100 are good nationalisms.

At the end, after the scores and conditions of nationalism are informed to users, recommendations will be displayed to users. As an example of the condition of Medium Nationalism, the recommendations are as follows:

We recommend that you read more and discuss knowledge that can enhance nationalism, show more nationalism or love for your country, and do more actions that show love for your country such as respecting national symbols, imitating the positive actions of characters - the fighters of the nation, take various actions that maintain the good name and make the nation proud, etc.

Related to the technical aspects, the application used is web-based with expert technical system specifications, which are developed in a domain. The intended application link is: www.cintaindonesia.id with the application display as follows



Picture 1. Appearance of Applications for Enhancing Urban Student Nationalism

Cover

The development of applications to increase the nationalism of urban students is one of the efforts that need to be developed to address the problem of the low nationalism of students, especially in cities today. The application is used to remember the unique character of existing students who are generally a militant generation, which is very sticky and familiar with gadgets (tend to be hyper technology) in addition to filling the limitations and shortcomings that exist in schools (HR and supra and infrastructure) as well as the lack of family participation in increasing nationalism (both because

they do not have the time to work full time or because of the mistaken perception that increasing nationalism is the full responsibility of the school). Beginning with the identification of the conditions of student nationalism in order to get a measurable real picture through in-depth interviews and FGDs, a number of information was collected about it. Among them, the condition of the low nationalism of urban students in South Jakarta is confirmed to have many records to improve. The next stage is application development, which for the initial stage is focused on identifying conditions of nationalism. The next stage will be developed nationalism education and national defense, given the various limitations on the study conducted.

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