A Better Approach to Internalising Nationalism in Higher Education

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Many ways have been pursued by universities to instil student nationalism, but not all methods are effective. This research aims for a better approach. A mixed-method type of explanatory sequential research is used. The steps are: Firstly, collecting qualitative data through interviews, FGDs, and documentation techniques, and then analysing it using interactive models. Secondly, collecting quantitative data using a questionnaire and analysing it using ANOVA. The findings of this study indicate there are two approaches to internalising nationalism in higher education, namely; the partial approach and the integral approach. The integral approach is more effective than the partial approach. Therefore, universities are encouraged to use an integral approach in developing student nationalism.

Key words: *Nationalism, higher education, student, partial and integral approach*

Introduction

In many countries, maybe even all countries in the world, nationalism is one of the fundamental values developed by the state in its citizens. This value is important because it can glue citizens to each and to the state. In addition, in nationalism there is enthusiasm, passion, and great energy to protect and develop the nation and country (Dillon & Bey, 2013). With strong nationalism the unity and integrity of the nation and state can be well-preserved. Conversely, weak nationalism can threaten it because every citizen will only think and act for himself (Soekarno in Suyanto, 1939). Strong nationalism is needed by the state as the main capital in developing the nation and state.

Because nationalism is considered very important for the unity, integration, and development of the nation and state, the internalisation of the value of nationalism is carried out seriously and intensively by many countries, such as China, Canada, USA, and Indonesia. In China, the

cultivation of nationalism has been planned and programmed, and therefore has grown well in the Chinese people (Bislev & Li, 2014; Rou-Lan, 2017). Canada in the 1960s was very serious and intent in building its citizen nationalism, through what was called the "quiet revolution". The aim was to change the nationalism of citizens with Quebec-Francois ethnicity, from primitive nationalism to modern nationalism, because primitive nationalism causes disharmony between ethnicities that can threaten the integrity of the state (Rocher, 2002). In the USA, the state pays great attention to the inculcation of nationalism in its citizens, moreover, after the 11 September 2001 attacks, nationalism was instilled in various ways; it even tends to be forced (Gray, 2010; Haque, 2010). As for Indonesia, the inculcation of nationalism becomes an inseparable part of efforts to develop human resources. This effort occurs not only at this time but has been done since the Indonesian people were still colonised (Kulap, Warto, & Joebagio, 2017).

Internalisation of nationalism by the state occurs through a variety of instruments, one of the most commonly of which is formal education. In China, inculcation of nationalism occurs through what is called the patriotic education campaign. It is carried out through a curriculum teaching about both China's glory days and centuries of humiliation (Bislev & Li, 2014; Rou-Lan, 2017). In the USA nationalism is also inculcated through education, it is even one of the main themes learned in schools (Gray, 2010). Likewise in Indonesia, education plays the biggest role in the development of citizens' nationalism. Nationalism is not only instilled through one subject but several subjects together. Nationalism is not only taught at certain levels but at all levels of education (Wahab, 2004). Through the path of formal education, the country fosters the knowledge, attitudes, and behaviour of nationalism in its citizens (Sumardi, Rohman, & Wahyudiati, 2020; Wahyudiati, Sutrisno, & Supiah, 2019).

The urgency of education in developing human resources, especially nationalism, is no doubt. Theoretically and empirically, formal education is the main instrument for instilling the value of nationalism. According to Hutcheon (1999) and Fadli (2019), values and morals, including the values of nationalism are the most important products of education. How far education is successful in instilling nationalism depends on how it is inculcated. Its internalisation will be maximise if that process is carried out properly and programmed (Malihah, 2016; Rispawati & Sumardi, 2020). The question is how should nationalism be developed in educational institutions? What kind of internalisation should be done? This study aims to explore the mechanism for inculcating nationalism in educational institutions, especially in higher education. Thus it will be known how to instil the value in higher education. Also, it will be tested, to find out the better way to fostering one's nationalism.

Literature Review
Nationalism

The definition and scope of nationalism in the Indonesian context are different from western countries. In Indonesia, nationalism is defined as one's love for the nation and state (Dewantara, 2013; Setiawan, 2018; Dillon and Bey, 2013; Sumardi, et al., 2019). It is therefore known that the scope of nationalism in Indonesia refers not only to the nation but also the state. In addition, nationalism has a positive connotation which is to uphold humanitarian and egalitarian values (Kulap et al., 2017; Suyanto, 1993). Whereas in the West, nationalism is defined as a love for a nation where it is primordial and chauvinism (Rossalina, 2010; Druckman, 1994; Haque, 2010; Merriam-Webster, 2019). Nationalism is said to be a blind attachment to certain cultural values that cause rejection of outside groups (Adorno et al., 1950). So, nationalism in western countries only includes love for the nation, not including the state. In addition, nationalism in the West has a negative connotation because it is considered to be chauvinism and primordialism. Because of this nature, Sukarno called western nationalism progressive nationalism (Dillon and Bey, 213; Suyanto, 1993).

Nationalism in the Indonesian context has similarities to patriotism in the West, where the concept is defined as critical love for a country (Blank & Schmidt, 2003; Adorno et al., 1950). But the concept of patriotism in the West is narrower than the concept of nationalism in the Indonesian context. Patriotism in the West just covers the state while nationalism in the context of Indonesia includes the nation and state. Nationalism in this study is viewed in the Indonesian context, as a positive and egalitarian love for the nation and state. It is in that scope that this research has been conducted.

Based on the definition and scope above, nationalism in this study will be measured from two perspectives, namely; the nation and state. The nation's scope consists of two items; cultural pride and pride in national history (Rosalina, 2010). Cultural pride consists of pride in the way of life (Pancasila), language, scientific achievements, and sports. Whereas, pride in national history consists of pride in the struggle for independence and it being carried out. The scope of the country consists of two items, namely; pride in natural resources and pride in the state, consisting of pride in economic achievements, ways of democracy, one's quality of education, public services, defence and security, and law enforcement. From the scope of this study and elements of nationalism above, six nationalism indicators were formulated, namely; (1) pride in culture, (2) pride in national history, (3) pride in economics, (4) pride in democratic systems, (5) pride in public services, and (6) pride in defence and security.

Instilling Nationalism Values

From the literature, it is known that there are many ways that the state can instil nationalism in its citizens, among others through education, training, campaigns, media, and even through coercion (Bislev & Li, 2014; Rou-Lan, 2017; Gray, 2010). Of those several ways, education is the best and most effective instrument in developing nationalism values, because it has the most compatible system. This is consistent with Dewantara's opinion (2013) which says that education is the best means of internalising one's nationalistic values. The role of education in fostering the value of nationalism of students is not doubted, because one of the goals of education is to develop student attitudes (Bloom et al., 1956; Heafford, 1967; Sumardi, Rispawati, & Ismail, 2017; Wahyudiati, et al., 2020). Campbell, Hansen, and Boostrom (Narvaez & Lapsley, 2016) said instilling values in education is intrinsic and an inseparable part of school activities. However, according to Nucci and Narvaez (2015) and Learner (2018), not all features in schools contribute to the development of nationalism, only certain positive features contribute to one's nationalism. These features are the curriculum (Bislev & Li, 2014; Rou-Lan, 2017; Gray, 2010) and organisations such as Scouts (Narvaez & Lapsley, 2016).

Regarding how to instil nationalism in schools, Narvaez & Lapsley (2016) wrote two approaches. The first views the internalisation of values as immanent in the best learning practices. According to this approach, value is the impact of effective teaching done by the teacher in the classroom. So, this approach believes that the value of nationalism is just a nurturant effect of teaching and learning. The second approach holds that 'best practice' teaching is needed, but that is not enough to effectively instil values in students. Value education must be placed in line with academic learning. Learning should not only be oriented towards the attainment of knowledge but also attitudes and visibility.

So, theoretically, inculcating nationalism in schools can be done in two ways; (1) the implication of the value of nationalism in certain subjects or in each subject, and (2) creating a good school culture that is surrounded by the values of nationalism, including through organisations. Empirically, instilling nationalism through education has been practised and declared successful in several countries. For example, in the USA the inculcation of nationalism occurs through civic education; even nationalistic material is the main theme in these subjects (Gray, 2010). Likewise in China, inculcation of nationalism was carried out through "patriotic education campaigns" (Bislev & Li, 2014). One of the instruments used in developing this value in the Chinese people is history courses. The patriotic education conducted by China is very successful in internalising nationalism in the young Chinese generation.

Method

Type of Research

This research uses a mixed-method with a sequential exploratory type. Sequential-exploratory is a way of conducting research, by doing qualitative first and then proceeding with quantitative (Creswell, 2009). The type of qualitative research used is an exploratory study, while the quantitative research used is survey research.

Informants

This research was conducted at four universities in Mataram, Indonesia, namely; University of Mataram, UIN Mataram, UNU Mataram, and UMMAT Mataram. The data sources are pre-service elementary school teachers and leaders in each department in these four institutions. The number of student informants was 37, and there were 8 official informants. The informants were selected using a purposive technique, in which each university was represented (Miles, Huberman, & Saldana, 2014).

Respondents

The study population was all pre-service elementary school teachers in four universities in Mataram, where this research was conducted. So, its respondents were people from those groups. Respondents were selected by cluster sampling technique (Creswell, 2010; Fuller, 2009). The number of samples taken in this study refers to the criteria proposed by Gay, Diehl and Ary et al. (Wagiran, 2014); i.e. a minimum of 10% to 20% of the population. Based on the techniques and criteria above, the number of samples of this study was 582 people (38%) of the total population.

Data Collection Techniques and Instruments

Data collection techniques used in the qualitative research stage were deep interviews, focus group discussions (FGDs), and documentation. Interviews were conducted directly and unstructured (Salim, 2006; Creswell, 2010). With the interview technique, the informant can freely express one's views or opinions about the problem asked. For FGD, the technique used was face to face. In-depth interviews were used to collect data from official informants, FGDs from student informants, and documentation from the curriculum. These three techniques were used to gather information about the ways in which universities develop nationalism for pre-service elementary teachers. The instrument used in deep interviews and FGDs was an unstructured interview guide (Wagiran, 2014).

As for quantitative research, the technique used was a questionnaire developed by researchers. It has been tested for validity. The questionnaire was called the "nationalism pride questionnaire". The questionnaire was made referring to the principles put forward by Likert Rensis (1932) which is called the Likert scale. The questionnaire was used to collect data about the influence of certain ways to instil the value of nationalism. The questionnaire consisted of three parts; (1) questionnaire filling instructions, (2) respondent identity, and (3) questions that measure the value of nationalism. The questionnaire consisted of four scales (1-4); very not proud, not proud, proud, and very proud.

Data Analysis

For qualitative data, the data analysis technique used is an interactive model developed by Miles and Huberman (Salim, 2006). Analysis takes place interactively throughout the research process and after data collection. There are three stages of data analysis in an interactive model, namely; data reduction, data display, and conclusion drawing (Miles, Huberman, & Saldana, 2014). Quantitative data is analysed using ANOVA techniques. The technique was used to analyse whether there are differences in the quality of nationalism between groups. ANOVA analysis was performed using the SPSS 20 program.

Findings

The results of interviews, FGDs, and documentation show three instruments used by universities in instilling the value of nationalism in the students, i.e. curriculum (courses), student organisations, and incidental programs (discussions & seminars) initiated by the institution. The inculcation of nationalism through curriculum instruments is carried out by several courses, as illustrated in the table below;

Table 1: Instilling Nationalism Values through Curriculum

Identity	U.1	U.2	U.3	U.4
Courses	1. Pancasila 2. Civic education 3. Social edication 4. Scouting 5. Pancasila & citizenship education	1. Pancasila & citizenship education 2. Social educatin 3. Extra curriculum education 4. Moral tasauf 5. Indonesian & world history	1. Pancasila & citizenship education 2. Multycultural education 3. Social education 4. Aswaja 5. Scouting 6. Character education	1. Pancasila 2. Civic education 3. Social education 4. Character education 5. Scouting education 6. The cultural values of SASAMBO

Source: Data processed by researchers

According to officials, these subjects are the main instruments in instilling the value of student nationalism.

The inculcation of nationalism through organisational instruments is carried out by student associations, student activity units, and student organisations outside of campus. They internalise the values of nationalism through various activities such as discussion, training, and social action. Discussions conducted by each organisation are very intensive, i.e. 1-2 times each week. The students said that being active in organisations can increase their love for the nation and state. Because the inculcation of national values through organisations is very intensive, the students said that organisations have a far greater role than other instruments.

"In organisations, we discuss 1-2 times per week. That is programmed, and some are not programmed. ......inculcation of the value of nationhood is more widely available in organisations We feel like that. Because the activities in the organisation discuss a lot about the life of the nation and state "[FGD.01].

While the inculcation of the value of nationalism initiated by the institution, outside the curriculum is carried out through seminars, discussions, and studies.

"We have weekly routines such as istighosah and discussions that discuss Islamic and nationalism material" [FGD.02].

"In the department, there are monthly discussions for students. The speaker is a lecturer, we also invite speakers from outside. This is a department program in collaboration with student organisations "[W.13].

The implementation of the program by student organisations and institutions in each university is carried out in different ways. This is apparent from interviews and FGDs carried out were recorded in two ways. First, there is partial program implementation. There is no coordination between student organisations and the campus. Students conduct activities independently without direction from the institution.

"The university should not be detached from all activities carried out by students. During this time students work alone. Indeed we as students must do, but besides that, we also need support from the campus such as Chairpersons and Secretaries of Departments and other campus officials. So far there has not been any communication between the departments and faculties [FGD.01]".

On the other hand, the university does not have a routine and programmed agenda for instilling student nationalism. In incidental activities carried out by the campus, students are viewed only as objects, not as involved in the implementation of activities.

"For the time being, there are no programmed activities. ... To commemorate national holidays only lecturers are told to take apples. Students are also encouraged to participate but do not know how it happened [W.10]".

Secondly, the program is carried out in a coordinated manner by the institution. It facilitates and coordinates all activities carried out by student organisations, through financial incentives and the provision of space. The coordination is carried out by institutions starting from the planning stage to the evaluation stage of program implementation. In addition, the institution also initiates programs for student character development, including the value of nationalism, in a programmed and routine manner. In implementing these programs, the institution engages students in it.

"So far, in commemorating national holidays, the study program synergizes with the major's student associations. So far we always have activities, such as the commemoration of teacher's day, heroes' day. During this time the programs were initiated by the department. .....The university prepares funds for student activities every year, it is one form of institutional support." [W.17].

The two approaches to developing the value of student nationalism in higher education, as described above, can be described in the form of a schematic chart as follows;

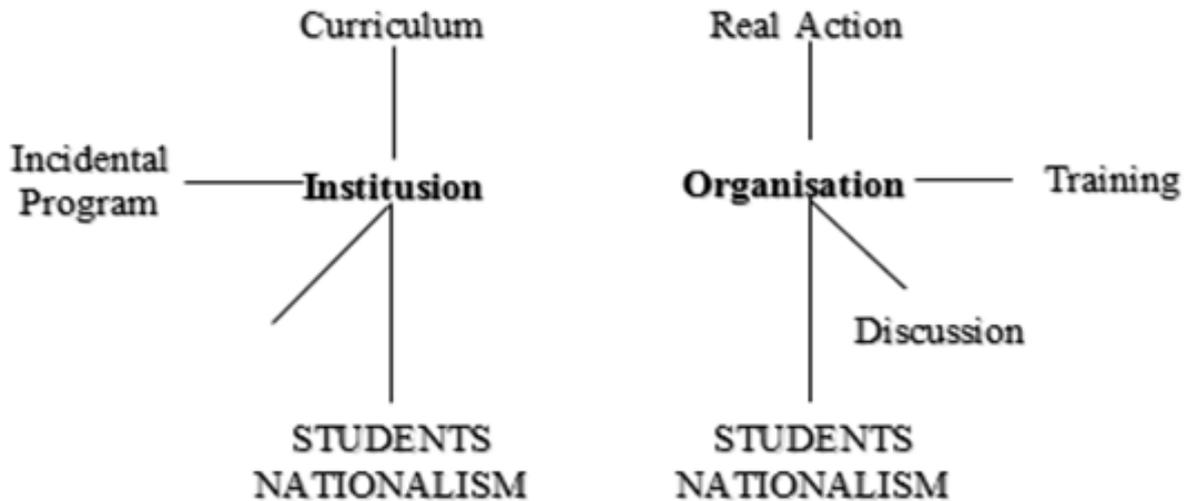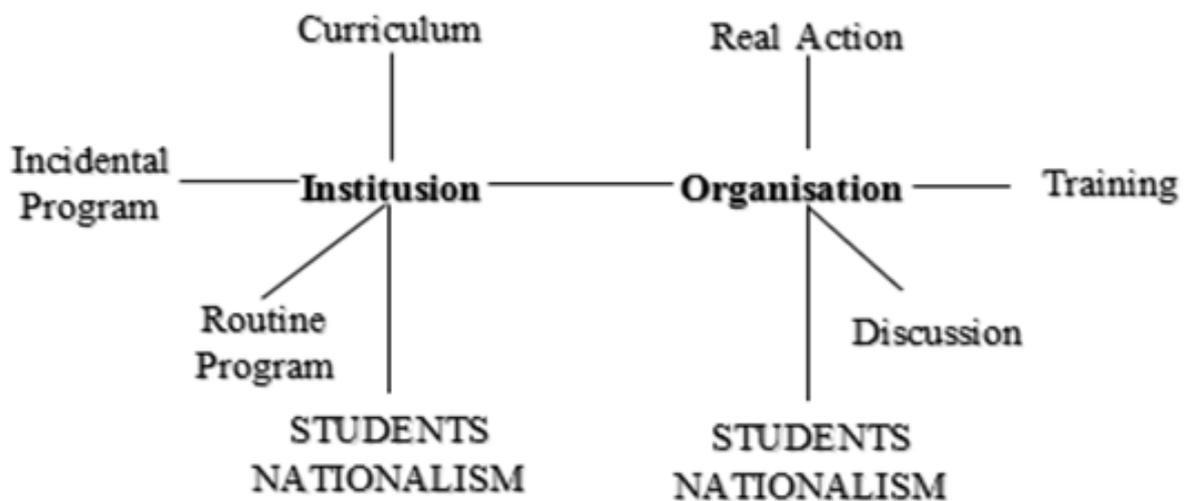**Figure 1.** Chart of How to Cultivate Nationalism Method 2

Figure 1. Chart of How to Cultivate Nationalism Method 1

Based on the chart of nationalism values inculcation methods above, it is known that there are several differences between Method 1 and Method 2, namely;

1. In Method 2 there is coordination and synergy between institutions and student organisations in implementing the program, whereas in Method 1 there is no coordination or synergy.
2. In Method 2 institutions have routine and programmed agendas to instil student nationalism, whereas in Method 1 institutions only have incidental activities.

The two ways of developing nationalism above have a different effectiveness, in instilling nationalism in students. This is known from the mean of the two samples tested as seen in the ANOVA test output below;

Table 2: Descriptive Data on Student Nationalism

Nationalism								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Pola 1	413	63,1477	6,93765	,34138	62,4766	63,8188	33,00	84,00
Pola 2	169	64,5976	7,63632	,58741	63,4380	65,7573	38,00	84,00
Total	582	63,5687	7,17122	,29726	62,9849	64,1526	33,00	84,00

Source: Data processed by researchers

From the table above, there are differences in the average of student nationalism quality, between those whose nationalism was implanted with Method 1 or Method 2. It can be seen from the minimum score, maximum score, and mean of each sample. Method 1 has a minimum score = 33, a maximum score = 84, and a mean = 63.1577. That is lower than Method 2 which has a minimum score = 38, a maximum score = 84, and a mean = 64.5976.

As for knowing whether both samples have the same mean, it can be seen from the F test output below;

Table 3: F Test Data (ANOVA)

Nationalism					
	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	252,121	1	252,121	4,936	,027
Within Groups	29626,629	580	51,080		
Total	29878,751	581			

Source: Data processed by researchers

The table above illustrates the calculated F value = 4.936 at the significance level (α) of 5%, and the table's F value = 3.857. So, from the calculated F value and the F table, it can be ascertained that the calculated F value, 4.936 > F table, 3.857. Based on this comparison it is clear that the mean of the two populations is not identical. In addition, the mean of the two samples can also be seen from the probability value. From the ANOVA table above it is known that the calculated F value = 4.936, while the probability value = 0.027. The mean probability value, 0.027 < 0.05. The principle is that if the probability value is smaller than 0.05, the mean of the two samples is declared not identical.

So, based on the calculated F value and the probability value as stated above it can be ascertained that the average nationalism of the two populations is significantly different. Student nationalism instilled with Method 2 is better than student nationalism instilled with Method 1.

Discussion

From the research findings, there are two ways to instil nationalism in higher education. First, in Method 1 (Figure 1), the inculcation of nationalism in students is predominantly carried out through two features; i.e. curriculum and student organisations. Universities in this way take very little in the process of developing student nationalism. Outside the curriculum, universities only take a role through incidental activities and the provision of financial incentives for activities undertaken by students. Because of their characteristics, pattern 1 is called a "partial approach".

Second, Method 2 (Figure 2) is a more holistic than partial approach to instilling the value of nationalism. In manner 2, inculcation of nationalism, in addition to being done through the curriculum and student organisations, universities are also actively involved in every process. The university takes an important role in the process of program planning, program funding, and program implementation. So, in Method 2 the institution not only plays a role in incidental activities but is actively involved in all activities of inculcating student nationalism. Because of the characteristics of method 2 above, the method of developing nationalism is called the "integral approach".

Based on the research findings, the two approaches have different effects on student nationalism. From the statistical tests conducted it is evident that there are real differences in the quality of nationalism, between students whose nationalism is developed using a partial approach compared to the integral approach. Statistical test results (Tables 2 and 3) show that internalised student nationalism using an integral approach is better than students whose nationalism was developed using a partial approach. In other words, the integral approach is better in instilling the value of student nationalism than the partial approach. The different effect between the partial approach and the integral approach is very logical and reasonable, because the integral approach makes the process of inculcating nationalism more intensive than the partial approach. Therefore, they get more knowledge and value. These findings are in line with the results of a study conducted by Sumardi et al. (2019) and Rispawati and Sumardi (2020), who found that abundant information about the life of the nation and state obtained by a person greatly determines the quality of one's nationalism. In view of the theory of symbolic interactionism, the intensity of instilling a high value of nationalism will also create high interaction and communication. In this intensive interaction and

communication students obtain many positive symbols about the life of the nation and state which they interpret and interpret positively (Ritzer & Smart, 2012; Jones, 2010; Sumardi & Hanum, 2019). These positive symbols, meanings, and interpretations cause their nationalism to grow positively and better.

In addition, the inculcation of values through an integrated approach is carried out in an integrated and coordinated way between universities and student organisations. Therefore, all matters relating to the material and the process of internalisation of values are carried out in a more planned, more orderly, more optimal, and more controlled manner. The organisation and control of the university according to Sergiovanni (2005) is the key to the success of schools/colleges in realising planned programs, including when instilling the value of student nationalism. This is in line with the results of research conducted by Rocher (2002), Beland & Lecours (2006), Bislev & Li (2015), and Rau-Lan (2017) which shows that the development of nationalism which is carried out in a programmed, organised, and highly controlled manner is effective in improving the quality of one's nationalism. In addition, the findings are also in accordance with the general opinion which says that limited resources, if organised properly, will have a far greater influence than many resources that are not organised. Through organisation and control, the program's information, communication, roles and experience gained by students are far more qualified. They all have an impact on the level of quality of student nationalism.

Conclusion

Based on the findings and discussion above it can be concluded that there are two approaches to the cultivation of nationalism in higher education in Mataram, namely; a partial approach and an integral approach. Each has a marked difference in influence on student nationalism, in which the integral pattern is more effective in instilling the value of nationalism, compared to the partial approach. The inculcation of nationalistic values, carried out in an organised and controlled manner by the university, has a better impact on the quality of student nationalism. Therefore, it is recommended to schools/universities that the inculcation of nationalism in students be carried out with an integral approach.

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