

RESEARCH ARTICLE

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Developing Nationalism Character among the Digital Native Generation through Formal Education in Indonesia

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ABSTRACT

Developing nationalism character among the digital native generation in Indonesia has been one of the national goals, especially to educate the nation's life through formal education. To realise these goals, teachers become the spearhead to grow this character within students. However, most teachers find it difficult to deal with since they have low teacher competencies. This study aims at revealing teachers' challenges and strategies in building the nationalism character among the digital native generation through formal education. This study employed a qualitative approach with the type of library research. The data collection technique was document studies, while the data analysis used content analysis. The study results showed that (1) Indonesian teachers still have low mastery of the teacher competencies (pedagogic, professional, social, and personal aspects). They also perform monotonous learning methods and rarely use digital-based learning media. (2) The strategies to build the nationalism character among the digital native generation era are through teacher competencies mastery, effective learning tools, varied learning methods and integration of the digital-based learning media.

Keywords: Digital native, formal education, nationalism character, teacher competencies

INTRODUCTION

Nationalism refers to a thought, attitude and behaviour as a willingness to present care and loyalty to the homeland. This character can motivate all levels of society to uphold human values or humanism and plays as an attitude of tolerance among others by ruling out different backgrounds. (Surono, 2017). Nationalism contains several matters, such as 1) pride in the nation's culture and efforts to maintain its existence, 2) patriotism and achievement orientation, 3) love for the homeland, 4) environmental care & protection and obedience to laws, 5) discipline and diversity respect (Siagian & Alia, 2020). Nationalism character is needed for the life of a nation and state, and it plays a crucial role during the history of Indonesian independence. This character is also one of the leading indicators to build a bright future of Indonesia (Komalasari, & Saripudin, 2018). Several goals of nationalism are 1) to build and strengthen the love for the homeland, 2) to maintain harmony in the nation and state life by putting different backgrounds aside, 3) to strengthen the nation's unity and integrity, 4) to eliminate primordialism, extremism, and ethnocentrism, 5) to grow an attitude of patriotism, 6) to keep the state sovereignty (Fauziah, Nadifah Nur & Dewi, 2021).

Developing the nationalism character has been one of the main goals of Indonesian education based on the body of Law no. 20 of 2003. This character must be maintained and appropriately protected in every Indonesian society. Recently, the nationalism character among the youth began to fade because of the massive development of the digital era in humanity. The current technologies make it easier to access all information from around the world, and it enables to influence

the young generation with new cultures or trends from other countries that may be inappropriate to the nation's personality. This condition is the inevitable consequence because, right now, society cannot be separated from the interaction with technology and information like the internet (Setiawan et al., 2022).

The identification of the problem in this research, namely the rapid flow of information cannot be seen as the only barrier to nationalism. Other domestic problems, such as terrorism, corruption, and social conflicts, also weaken public confidence in government performance which can affect one's nationalism. Various challenges outside and inside the country have undermined the nationalist character, especially the youth. The results of a 2019 survey conducted by LSI showed that from 2005 to 2018, the number of people who supported Pancasila decreased by only 10% of the total population. In addition, youth in formal education also experienced a decline (Setyowati, 2019). The survey indicates that Indonesia

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is facing nationalism problems because a nation with high nationalism indicators will have their society agrees and upholds the state ideology.

Learners in the 21st century are digital natives who cannot be separated from internet technology. It urges a teacher to be creative and innovative in presenting the teaching materials. (Tari & Hutapea, 2020) Digital native is a realistic generation who has a tolerant attitude and are more interested in collaboration than instruction execution. They also have a pragmatic attitude toward solving the problems they face. (Kohnen, 2002). This generation expects recognition and attention from others. It makes most of them very attractive on social media to get many followers. The digital native generation carries out this phenomenon for being a famous person and getting respect from others (Sujana et al., 2021).

This phenomenon must be anticipated by the formal education sector, known as education in schools. This type of education refers to learning series in a systematic and structured way, such as elementary schools, junior-senior high schools, and universities. Formal education focuses on building or equipping students with expertise as a guide for facing challenges in the community (Sulfasyah & Arifin, 2017) informal dan nonformal. Taman pendidickn al-quran merupakan lembaga pendidikan nonformal yang ikut serta dalam memajukan dan mencerdaskan anak bangsa terutama remaja, baik pendidikan moral maupun agama. penelitian ini bertujuan untuk mengetahui i. Schools are formal educational institutions, which in the national education system have a significant role in achieving national goals because the curriculum is organised systematically based on the research results from various parties (Haerullah & Ellihami, 2020). The role of a teacher is central in formal education, especially to build or strengthen the nationalistic character among the digital native generation.

As the native digital generation, the youth are currently pursuing formal education. Most are pragmatic and seem to take local wisdom and culture aside. It may happen because they spend their time for online games. This game addiction makes them inactive and apathetic toward social interests (Aswasulasikin et al., 2020). The digital era is also known as the era of disruption. It has diminished the nationalistic character of the youth because many students are more interested in foreign cultures that are primarily contrary to the nation's nature. Students are easily exposed to foreign cultures mushrooming in the internet without any filter (Azima et al., 2021). It is supported by the Minister of Villages, Development of Disadvantaged Regions, who explains that the amount of information that is easily and freely accessed by cellphone has a huge influence on the fading of the nationalist character of the next generation. (Galih, 2015).

The government and all levels of Indonesian society must respond to this phenomenon wisely. It is a real threat to the

future of the nation. Today's youth are the holders of the leadership relay in the future. If we want to predict the future of the country, we can see from what the youth are doing now. Based on the background and problems described above, the question of this research is how are the challenges and strategies of teachers in building the character of nationalism among the digital native generation through formal education?

METHOD

This study used a qualitative approach with the type of library research. It is bibliographic research with a scientific system by collecting various bibliographic materials related to the research objectives (Dananjaja James, 2014). The steps in this library research are 1) choosing a research topic, 2) looking for information or data related to the research topic, 3) focusing on the research topic, 4) searching for documents (reading materials) and classifying the document, 5) making research notes, 6) reviewing reading materials, 7) classifying re-reading materials and making or writing reports (Zed, 2004)

The data analysis in this study employed an interactive model analysis (Milles et al., 2014). Data analysis started with (1) data collection from observations and interviews that was outlined in a complete and detailed description of the report, (2) data reduction that was done during data collection by making a summary. The data and field reports were then reduced, summarized, and then the main things were sorted by focusing on the most important aspects, then looking for themes or patterns through the process of editing, coding, and labeling. Once selected, the data was simplified by classifying and abstracting the data. (3) Data presentation or display was done to make it easier for the researchers to see the overall picture or certain parts of the research data. The data were then sorted into groups based on similar categories aligning with the encountered problems including temporary conclusions after the data reduction. (4) Conclusions were made by interpreting the classification results of the study. The meanings that emerge from the data were tested for their validity to make sure the conclusions agreed with the empirical evidence. After concluding the theme or generalization of themes, the interpretation was made

FINDINGS AND DISCUSSION

Teacher's role in building nationalism character in the digital era of Indonesia

One of the Indonesian national goals is to educate the nation. In this case, teachers' position and role in achieving this target are central, especially in developing the nation's character. Teachers are role models, thus their attitudes and behavior must be carefully maintained in everyday life. A teacher can be considered a professional if they can carry out his duties and obligations based on the relevant procedure and regulations.

Meanwhile, professional teachers can design and implement learning processes with appropriate methods and media that follow the times. Teacher orientation in learning builds students' knowledge, skills and character .

The role of a teacher in building the character of students' nationalism cannot be replaced by any media or technology because students need guidance from a teacher. The teacher's example is the primary key to building the students' character, starting from their intention and sincerity to educate. If a teacher has the best thoughts, humans will be helpful to others, and the goal of developing the character of nationalism can be adequately achieved . In building the nationalism character, the role of teachers in formal education is significant because they are the spearhead of the future development of the Indonesian nation. A student in the future can become president, member of the council or DPR, minister, businessman, lecturer, and so on because of the teacher role.

The teacher's role in building the nationalism character through the learning process must be completed with their mastery of teacher competencies, including pedagogic, professional, social and personality aspects. Besides, they must also have technological awareness to integrate digital-based learning methods and media. What is being faced by the digital native generation cannot be separated from the rapid development of IT and the internet. The role of a teacher in the classroom is diverse, such as 1) teacher and educator, 2) manager and facilitator, 3) model and mentor, 4) role model and motivator, 5) motivator and innovator, 6) demonstrator and evaluator, and 7) learning experiences provider to students. If a teacher can implement this role, the development of the character of nationalism can run well. Furthermore, teachers in the learning process must be good at determining effective learning models and methods.

Learning objectives can be successfully achieved, especially the development of the nationalism character in the digital native generation, if the learning contains several indicators, including 1) the learning tools prepared by the teacher must be varied and digital-based, 2) students must actively work together 3) students must be brave to share their opinions, 4) students must maintain ethics or politeness in which zero-tolerance for bullying actions, especially when friends are wrong in answering questions from peers or teachers, 5) teachers can optimally use their occasion in the learning process, 6) teachers can involve students to participate in solving material problems, 7) teachers can provide reinforcement or motivation to students, and 8) teachers can create a comfortable, conducive and attractive learning atmosphere in the classroom.

Teachers in the learning process must be able to shape the students' attitudes and behaviour to prioritise social interests over personal interests. They should also be taught to care about the nation's interests (not apathetic). The indicators of

students who have a nationalism character are their willingness to sacrifice for the common interest of the country, love for the homeland, law-abiding citizens, patriotic and hard-working spirit, discipline, and respect as well as the ideology of the Republic of Indonesia, unity & integrity. After participating in the learning process, every student is expected to have these attitudes implemented in their nation and state life.

Challenges of nationalism character development in the digital era

The validation The development of the nationalism character can be done in various ways, in formal, non-formal and informal education. The most crucial thing in building this character is the strategy to adopt or keep up with the times. Today is a digital era, and the internet must be optimally used to build the nationalism character. Millennial children have a high dependence on smartphones since they always play or addict to a smartphone. When they go to sleep or wake up, the first thing in their mind is looking for their smartphone. It urges teachers or lecturers to be creative and innovative in utilising the internet, media social and other supported platforms during their learning process.

Data from Hootsuite shows that Indonesian internet users in 2021 will reach up to 195.3 million out of the total Indonesian population of 274.9 million. Most Indonesians access social media and watch videos on Youtube, Viu, Netflix and so on (Kompas.com, 2021). Data from the Central Statistics Agency reveals that 85.62 % of youth are internet users, and 65.7% are social media users. The average youth internet user is 18 to 34 years old. The above data shows that most internet users are still in formal education in elementary, middle and tertiary schools. Hence, the role of teachers and lecturers, in this case, is central to building the character of nationalism. Students are currently experiencing a crisis of nationalism character and leaving local culture because they are easily exposed to foreign cultures that may contradict the nation's personality. Meanwhile, other research results show that students are experiencing a character crisis in the era of globalisation. Many conflicting values from outside are going through via the internet.

Nationalism character building in schools or formal education can be done in various ways, including in the classroom (learning process), extracurricular (scouting, theatre arts, dance, music, sports activities, etc.), social services, cleaning activities or environmental care, the flag ceremony, and so on . The teacher's role in the learning process is central and vital to building the character of nationalism because teachers or lecturers are one of the determinants of character building. However, the current obstacle is that only a few can maximise their competence, especially pedagogy-related ones. There are still many teachers and lecturers using monotonous learning methods, primarily lecturing that makes

students bored and lack interest during the learning process. When the learning interest is low, it will automatically intrude on developing the nationalism character. Many studies have revealed that many teachers in Indonesia perform slight variations in their learning process, this causes students' learning motivation to decline, and the process of character building can not be realised.

This phenomenon is a 'slap in the face' to the education quality in Indonesia. Many teachers have not been able to master the teachers' competencies as mandated by Law No. 14 of 2005 concerning Teachers and Lecturers. The research by Rhtya Afkar from the World Bank shows that the teachers' quality in Indonesia in 2020 is still far from expectations, especially the competency mastery. (CNN Indonesia, 2021). Referring to the data, it is undeniable that the development of the nationalism character in formal education needs more attention. Foreign cultures or values easily influence students from outside that are contrary to the state personality and make the character development process face many difficulties.

Based on the results of the study, it shows that teachers in building character, especially students nationalism, face many challenges, especially from the internal aspects where teachers fail to understand the students' characteristics as the digital native generations related to 1) students' moral and emotional aspects, 2) students' socio-cultural aspects, 3) students' physical aspects, 4) students' intellectual aspects and 5) low teachers' reading interest that impact to students' knowledge level. Teachers often make several mistakes in building the students' character during the learning process, such as 1) taking shortcuts during the learning process, 2) waiting for students to take negative actions, 3) performing indiscipline behaviour, 4) ignoring students' background differences, 5) having an overconfident feeling, 6) conducting discrimination towards students, and 7) carry out coercion over the students' rights.

The development of nationalist character in the digital native generation has various challenges, considering that the times are constantly evolving and today's students quickly adapt to the current changes. Even they sometimes ignore the nation's personality. The quality of teachers in Indonesia is still in doubt, especially in keeping up with the present era and the education curriculum in Indonesia in responding to these developments is relatively slow, so it is undeniable that the digital native generation is starting to experience a crisis of nationalism character. On the other hand, many teachers are more interested in online learning than offline mode without deep consideration of resources, facilities and infrastructure, and learning methods.. This phenomenon makes the development of the nationalism character experience many constraints because to facilitate online learning, teachers do not prepare learning tools optimally, and their methods are less varied.

The development of nationalism can be done through formal, informal and non-formal education. Still, in this case, the focus is on building the nationalism character among the digital native generation through formal education in elementary, secondary and higher education. The nationalism character becomes essential in the life of the nation and state because of the negative impact of the digital era, mainly on social media, which is usually used to insult and raise the SARA issue-ethnicity, religion, and race (Izhar, 2019). This circumstance may lead to national disintegration in Indonesia as a multicultural country (Ginting et al., 2020; Rahadian, 2018).). The development of nationalism character will always be the front line to building the quality of human resources in various parts of the world (Alexander & Pono, 2019).

Nationalism character development among the digital native generation should focus on building an appropriate school culture by upholding patriotism and prioritising the public interest over social interests (Anggraeni & Amaliah, 2017; Abdullah, 2016). . The school environment dramatically influences the students' development, so the school culture must support teachers in facilitating the media for students to shape their character, especially nationalism. (Pinjai & Damrongpanit, 2020) 286 students from 80 classrooms. The research instruments included 1. A conducive learning process is part of the school culture that needs to be designed to support the development of the nationalist character among students.

The Citizenship Education course can be used as one of the beneficial foundations for building character (Silva Sprock et al., 2014; Hasna et al., 2021). This course always tries to grow nationalism among students by cultivating the spirit of patriotism and love for the homeland. The Citizenship Education teacher will be a role model for students and are expected to inspire students to be intelligent and law-abiding citizens. A teacher must also be good at using digital-based learning because they deal with students who are digital native generations. It can be done, for example, through video-based learning, or problem-solving activities by utilising social media (Dahlan, 2007).

Video-based learning as digital-based learning is proven can enhance students' learning motivation in the Civic Education learning of the package C class in Enrekang Regency, South Sulawesi Province. The students can also apply caring attitudes and behaviours towards the social interests in the community. These activities positively indicate nationalism development (Syaparuddin & Elihami, 2019). A study from Yudianto in 2017 shows that video-based learning help students in understanding the material, especially in Indonesia, a multicultural country. It also raises students' motivation to have peer collaboration (Yudianto, 2017). Developing the nationalism character can also be done through the learning process, especially in the Citizenship Education course, because the purpose of this course is to grow the

spirit of love for the homeland and nationalism (Zulfikar & Dewi, 2021).

A teacher can build the nationalism character among the digital native generation. To make it real, teachers must prepare all the learning tools needed, and the most important thing is to use digital-based learning methods and media. A teacher's principal assets are mastery of pedagogic, professional, social and personality competencies as mandated by Law Number 14 of 2005 concerning Teachers and Lecturers. The learning methods and media should be varied, and digital-based media is a must since their students are the digital native generation (Azima et al., 2021; Nahak, 2019; Sofuroh, 2021). The application of the learner-centred model should dominate during the learning process so that the teacher observes students' attitudes and behaviour. They also function as a motivator to make sure the students implement the nationalism character in the classroom and their daily life.

A teacher's preparation in building the nationalism character is another primary key. The teacher's patience is also one of the strengths in educating students, especially in making the nationalism character (Nurhamidah, 2018; Khauser, 2014; Yustiani, 2018). Today's students are more active in using their smartphones to access the virtual world than social interactions in the real world, so the teacher is demanded to guide the students to be well-rounded individuals patiently (Widiatmaka, 2016; (Mulyasa, 2015; Aboraya, 2022). If each process can be done well, developing the nationalism character among the digital native generation, especially at every level of formal education, can be optimally achieved.

CONCLUSION

Based on the findings of the study, it is concluded that Building the students' nationalistic character has been the main goal of every nation. The digital era is a challenge for a teacher because today's students are the digital native generations with a high dependence on the internet. The teachers' quantity in Indonesia is relatively sufficient, but the teacher's quality is not evenly distributed. The tough challenge for teachers to build the nationalism character among the digital native generation is their low mastery on teachers' competencies, namely professional, pedagogic, personality and social aspects. Moreover, the monotonous learning method and conventional learning media become other problems. An effective strategy to build the nationalism character in the digital native generation, including 1) teachers' competencies mastery (professional, pedagogic, personality and social), 2) effective learning tools, and 3) varied learning methods by utilising digital-based learning media. Based on these results, it is strongly recommended to apply digital-based learning, for example, video-based learning and problem-solving activities, by utilising social media because the teachers face today's students who belong to digital native generations.

SUGGESTION

For further researchers are expected to this model as and on subjects whose concepts relate to daily life and can enhance teachers professionalism and engagement.

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