

Strengthening nationalism and love of homeland in the global era through citizenship education as national defense education

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ABSTRACT

This study was to find out how to strengthen nationalism and love for the homeland in the global era through citizenship education as state defense education at STKIP Pasundan, Cimahi, West Java, Indonesia. This study used descriptive case study method, where data were obtained through interview, observation, and documentation studies in the field. The results showed that the strengthening of nationalism and love for the homeland in the global era through Citizenship Education as state defense education at STKIP Pasundan, Cimahi has been going well, proven by students' awareness on nationalism and love for the homeland. In addition, through citizenship education courses, students were inhibited in strengthening nationalism and love for the homeland in the global era. This study could conclude that strengthening nationalism and love for the homeland in the global era through Citizenship Education as state defense education as to minimize behavior that did not reflect love for the homeland in the global era. Besides, the process of defending the country through Citizenship Education requires continuous effort.

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Introduction

In Indonesia, strengthening nationalism and love of homeland in the global era is essential to support the ideal Indonesian human life. Malihah (2015), states that the perfect form of humans in the future is the ones who have various contributions to the state. Nationalism and love of homeland in the global era are also the highest loyal to Indonesia. Nationalism and love for the homeland are integral to every nation. In Indonesia, Article 35 Paragraph 3 of Law Number 12 of 2012 concerning Higher Education states that Citizenship Education is a subject that must include in the higher education curriculum.

Principally, the sense of leadership in a country will make its citizens loyal to the state (Peng, 2022). However, in the global era, the sense of nationalism and love of homeland decreases. In Indonesia, various phenomena about the lack of nationalism and love for the land, like the young generation's lack of nationalism, become a 'ticking time bomb' (Savitri, 2021), using a foreign language can show one's lack of nationalism (Asandi, 2022), the erosion of nationalism (Gifar, 2011) These various phenomena cause a lack of nationalism and love of homeland in the global era. In fact, as part of citizens, nationalism and love of homeland are shown through attitudes, like obeying applicable rules, obeying state laws, and preserving Indonesian culture. Besides, they also create and love domestic products, and are willing to take real action to defend the country.

Strengthening nationalism and love of homeland in the global era through civic education as national resilience education is an effort to foster it in the younger generation. As Graham (2011) said, a high-level factor that can underlie closeness is the relationship. Hidayah et al. (2021) asserted that the intelligence of citizens could determine character. Therefore, nationalism and love of homeland in the global era are to adapt to the industrial revolution that brings technological changes quickly.

Developing lifelong learning practices through a love of homeland is implementing civic education (Ali, 2020). In this case, love of homeland and nationalism is part of the development of the digitalization era in utilizing the digitalization system to strengthen national identity. Halimah et al. (2022) emphasized that the local character needs to be maintained in a globalized world. Thus, there is another perspective on patriotism for the younger generation: learning about the value of cultural diversity with high prestige.

Love of homeland in the global era through civic education as effort to foster nationalism and love for the homeland in the younger generation. Lilley et al. (2015) states that global citizen learning is identified in reflexivity, relationality, criticality, and social imagination. Thus, in this global era, there needs to be a balance to continue to build nationalism and love for the homeland. Through civic education, efforts to foster a love of homeland and nationalism are awareness about defending the country.

The sense of nationalism is strongly attached to the Indonesian people along with the development of the nation's character. Coelho et al. (2022) states that global citizenship and global citizens are responsible as agents of social change. Therefore, nationalism also leads to the preservation of noble values that reflect the character of the Indonesian nation.

Cultural heritage in nationalism is an accumulation of various aspects of life so that it has educational value, spectacle, as well as life guidance. Robinson & Levac (2018) confirm that transformative learning relates to philosophical, psychological, epistemic, and moral-ethical thinking habits. Therefore, attitudes and behaviors reflect a sense of pride, loyalty, care, and high respect for language, culture, economy, and politics.

There have been several studies concerning the reinforcement of nationalism and love for the homeland in the global era through civic education, namely a study on fostering awareness of defending the country through school culture (Widiyanto & Istiqomah, 2019), state defense education in the education curriculum in Indonesia Muhtar et al. (2021), primary education to defend country through citizenship education (Dahliyana et al., 2020), and students' attitudes reinforcement to protect the country in warding off radicalism (Suwandoko et al., 2020).

Based on these previous studies, no one has specifically discussed the reinforcement of nationalism and love for the homeland in the global era through Citizenship Education as state defense education, so it was essential to know how to strengthen nationalism and love for the land worldwide through Citizenship Education.

Method

This study focused on strengthening nationalism and love for the homeland in the global era through Citizenship Education as a state defense education that studies it as a case. This study was a qualitative case study. Arikunto (2006) argues that qualitative research methods addressed data collection activity obtained from in-depth observation. On the other hand, the case study can be obtained from all parties concerned (Martini & Nawawi, 2003),

This research object is STKIP Pasundan, Cimahi, Indonesia. The data were obtained from interviews and direct observation of the field. Data analysis used was qualitative data analysis techniques and methods starting from the stages of data collection, data selection, and data analysis to concluding.

Results and Discussion

The study's result indicated that it has been going well, marked by the student awareness of nationalism and love of homeland.

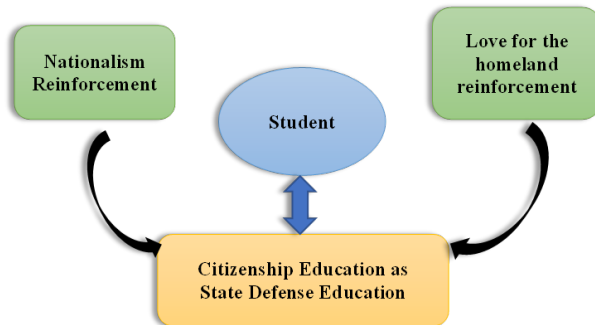


Figure 1. Strengthening Nationalism and Love for the Homeland in the Global Era at STKIP Pasundan, Cimahi

In Figure 1, Citizenship Education reinforces strengthening nationalism and love for the homeland in the global era. The opinion of Bloemraad & Sheares (2017), that cultural citizenship confirms national identity. Thus, our study indicated that the strengthening of nationalism and love for the homeland in the global era was reflected in the feeling of being part of the Indonesian.

Nationalism presupposes uniting the nation-state (Olasupo et al., 2017). An attitude of nationalism and love for the homeland in the global era is a person's tendency to defend and protect his homeland. Based on an interview with the informants, it was found that the attitude of nationalism and love of homeland in the study site was also reflected in the behavior of loving the territory of Indonesia.

The behavior of loving the homeland provides benefits in protecting the sovereignty of the country. Moyo (2010) asserted that theoretically, as a global corporate citizen, a citizen has a building of knowledge that is not only an ideological construction but is also involved in solving it in society. Therefore, nationalism and love for the homeland, it will relate well to the interests of the nation and state. Muetterties (2022) added that citizenship development aims to develop a society that can participate in civic life. Therefore, if this attitude of love for the homeland can grow, it can be ascertained that the next generation will become leaders who can change and advance the world nation.

To make sense of nationalism and love of homeland being good, a sense of love and defend the country must grow in the hearts and souls of citizens. Muetterties(2022) stated that love for the homeland is significant and must be instilled in the younger generation of the nation's successors. Therefore, the civic education learning that is held is expected to form an attitude that has the character of citizens. It should be realized that showing love for the homeland is related to the feelings in citizens' hearts. So, through this love for the homeland, souls will arise to serve, defend, maintain, and protect the land. The love of homeland is a feeling that arises from the heart of a citizen to serve, maintain, and protect his homeland from all threats and disturbances. Therefore, the attitude of love of homeland can be owned by every individual where they live, which can be reflected in the behavior of defending and protecting the homeland

Love for the homeland also needs to be cultivated in the soul of everyone from an early age who becomes a citizen of a country or nation to achieve the goal of living together. Love for the homeland is reflected in maintaining and protecting the homeland. Within the scope of the Indonesian nation, feelings of pride and self-sacrifice are significant social capital.

The Indonesian nation's character who loves the homeland is an attitude to defend the country. Icaza (2010) emphasized that the character of a nation can be defined as an effort to develop a noble character. However, the character of love for the homeland has several characteristics or indicators as a benchmark for that sense of love of the homeland.

The concept of a global citizen turns his attention to critical internationalization (Jooste & Heleta, 2017) In terms of love for the homeland, there will be a battle between cultures that are not native to the Indonesian nation, which will test young people and the next generation of the nation for their love for this country. The attitude of nationalism and love for the homeland through Citizenship Education is associated with loyalty, which is identical to the obedience of the state community. In line with this, Li (2015) states that nationalism is the most active social segment of the rise of a nation. Therefore, Citizenship Education ought to provide material intake so that students at STKIP Pasundan, Cimahi, can maintain and protect their homeland.

The younger generation has a reforming spirit (Guidance, 2020). Based on the interview results, it was stated that strengthening nationalism and love for the homeland was the implementation of civic knowledge shown by an active attitude toward nationalism and love for the homeland. Thus, strengthening nationalism and love for the homeland in the global era is also in the behavior of citizens who are inspired by their love for the Unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution.

In line with this, the attitude of nationalism and love for the homeland in the global era obtained through the Citizenship Education course strengthens the determination, attitude, and behavior of citizens that reflect nationalism and love for the homeland. Wahab & Sapriya (2011) state that in Indonesia, Citizenship Education is a reference in making Indonesian wholly complete. Thus, Citizenship Education has a strategic position in strengthening attitudes of nationalism and love for the homeland in the global era at the study site.

In a democracy, ethics is essential. In terms of the attitude of nationalism and love for the homeland, it becomes ethical for citizens to obey the rules of good democracy. Defending the country can train critical thinking and eliminates negative attitudes to become superior citizens.

Furthermore, unity among people is important. The attitude of nationalism and love for the homeland in the global era at the study site was also supported by the alignment between civic knowledge, civic skills, and civic disposition. In implementing the attitude of nationalism and love for the homeland, all Indonesian must base themselves on essential values, including love for the homeland, awareness of the nation, defending the country, and self-sacrifice.

The results showed that habituation, in terms of state defense education through Citizenship Education, is a way for students to strengthen nationalism and love for the homeland in the global era. Thus, the habituation of state defense education has a goal, and by that, student can defend the country from various threats.

State defense education through Citizenship Education realizes five aspects: Ideology, Politics and Law, Economics, Social Culture, and Defense and Security. Based on the interview, it was known that STKIP Pasundan, Cimahi had implemented an appropriate method, because there was an internalization process in it.

The study's results also showed that in habituation, there were intrinsic values about defending the country. At the study site, there were elements of state defense, include having a love for the homeland, willing to sacrifice for the welfare of the nation and state, having the belief that Pancasila is the state ideology, and having an awareness in the nation state.

Habituation is obedience whereby a person obeys the rules consciously and without coercion. Dharmawan (2022) said that the importance of defending the state in the life of the nation and state cannot be doubted. Thus, in habituation, students at STKIP Pasundan experienced a socialization process about defending the country that could strengthen nationalism and love for the homeland.

State defense is an important function of national defense and security (Shafi et al., 2018). With the habituation of defending the country through Citizenship Education, it becomes a habit to comply with applicable rules, especially defending the country. A habit becomes a form and a way of expressing a spirit of courage to sacrifice for the sake of the homeland, whether property or even life is willing to be sacrificed for the sake of the integrity of the unitary state of the Republic of Indonesia. Citizenship Education at STKIP Pasundan, Cimahi, became one of the literacy skills for defending the country for students.

State defense is the center of the nation's progress (Jiang et al., 2019). Based on the results of the interview, it was found that defending the country through Citizenship Education guarantees the survival of the nation and state, following Law number 3 of 2002 that the manifestation of the state defense effort is the readiness and willingness of every citizen to sacrifice to defend the independence and maritime affairs of the country, the unity and integrity of the nation, territorial integrity and national jurisdiction, and the values of Pancasila and the 1945 Constitution.

Conclusion

Strengthening nationalism and love for the homeland in the global era through Citizenship Education as state defense education at STKIP Pasundan, Cimahi, has been going well; it was proven by the students' awareness of nationalism and love for the homeland. To love the homeland in the global era, students at STKIP Pasundan tend to show a good attitude, namely by obeying the rules in the campus environment and maintaining the country's good name both within the campus and outside the campus.

Strengthening nationalism and love for the homeland in the global era through Citizenship Education could be a habituation of students. Regarding nationalism and love for the homeland in the global era, the course materials were sufficient to provide knowledge about nationalism and love for the homeland.

Furthermore, the process of strengthening nationalism and love for the homeland was also to minimize behavior that did not reflect love for the homeland in the global era. Besides, this required continuous effort, and required to be accompanied by application (implementation) to encourage student activity in applying the learning outcomes of Citizenship Education, especially in nationalism and love for the homeland in the global era.

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