



Excellence of the diversity value and the educational environment on student nationalism

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ABSTRACT

This study aimed to determine the role of the diversity value and the educational environment on Indonesian student nationalism. A quantitative approach was used with descriptive and inferential regression methods, while the populations were all Indonesian students at public and private universities. Furthermore, the samples consisted of 916 respondents obtained through purposive sampling covering the clusters of Eastern Indonesia, namely NTB and NTT, the Central, which include Kalimantan; and the West, namely Java and Sumatra. The data were collected through a questionnaire tested for validity and reliability. At the same time, the instrument was analyzed using the EFA technique, and the hypothesis was tested through regression analysis with the SEM program. The diversity value and the educational environment had a significant role in the knowledge, attitudes, and behavior of Indonesian student nationalism, such that an increase in the educational environment also leads to the improvement of nationalism attitude. Similarly, the diversity value significantly positively affected the Indonesian student nationalism knowledge and attitude. It means that its increase results in improved knowledge of nationalism. Therefore, this study has proven that the fear of declining student nationalism is irrelevant.

Keywords: diversity value, education, nationalism, students, roles

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INTRODUCTION

Nationalism is an ideology in which individuals supremely submit to the nation-state (Hans Kohn, 1984). (Listyarini, 2014) and (Sjamsuddin, 1988) also described that "Nationalism is a concept which holds that individual loyalty is completely directed to the state". The nation is an independent living community in which each member feels the unity of race, language, religion, history, and customs (Yatim, 1999).

The nationalism and patriotism movement emerged in the early 20th century with a united spirit in youth associations, pioneered by those who are intellectual in 1908, led to the establishment of the Budi Utomo organization and other youth organizations such as Jong Java, Jong Sumatra, Jong Celebes, and others. The 1928 Youth Pledge further reaffirmed the spirit of nationalism. Although they came from different regions, their determination was one homeland, nation, and language. Furthermore, the nationalist spirit has helped to avoid disintegration to become dozens of small independent countries.

But nationalism is a dynamic that has experienced ups and downs since the New Order era, specifically after the 1998 Reformation era, as evidenced by the separatist movements such as Gerakan Aceh Merdeka, and Organisasi Papua Merdeka. These radical-fundamental groups with narrow religious ideologies are damaging and threatening the national unity and integrity of the

state. On the other hand, (Suseno, 2003) identified the plurality of the Indonesian nation in terms of culture, language, and customs is supposed to be the principal capital for building a civilized, dignified, and prosperous country.

Presently, Indonesia contains ethnic groups that exist and live at different levels of culture or civilization, containing cultural disparities and gaps. For example, some still practice the pre-agrarian culture, most are agrarians, and some are modernly industrialized, while a small part has started practicing the IT or digital culture. Indonesian youth in big cities are used to living with the cultures of various nations, while those in remote areas live in a different world from their friends.

As a nation-state, Indonesia has correctly placed Pancasila as its basis due to its diverse ethnic groups, cultures, and religions. Furthermore, diversity has been seen as wealth and strength since the Majapahit era, also known as the expression *Bhineka Tunggal Ika*. The diversity value means that they always act based on beliefs and attitudes that respect differences in each citizen's ethnicity, culture, and beliefs while still being able to live together and support each other for the nation's and state's progress. (Anderson, 2020) defined a nation as "an imagined political community that is inherently limited and sovereign." According to the study, the term "imagined" is essential because most nation members have not met, yet there is an image in their minds that they are all in a particular community unit. As stated by Alfaqi (2016), the character of nationality of each community can exist because of the similarity of fate, character, and history. While the sense of nationality can exist because it refers to awareness of their community for unity. (Adisusilo, 2009) also described nationalism as relevant when accompanied by its main principles: guaranteeing national unity and harmony, freedom, equality, personality, and achievement or excellence for the nation's future. (Sage, 1996) explained that Indonesian nationalism had based on belief in the one and only God, internationalism-oriented humanity, patriotic Indonesian unity, democracy, and social justice for all people. Therefore, Indonesia's diversity is decisive in building strong nationalist attitudes and actions.

Nationalism education in Indonesia has been systemically designed in the curriculum and manifested in Pancasila and Citizenship Education (PPKN) subjects for primary and secondary education. Meanwhile, it separated into higher education, namely Pancasila courses and Citizenship Education (Pendidikan Kewarganegaraan or PKn) as contained in the Decree of the Director General of Higher Education Number 84/E/KPT/2020. It concluded that the educational environment in schools and universities had equipped students with a spirit of nationalism. Furthermore, some youth organizations uphold the spirit of nationalism, while others do not pay much attention (Bahar, 1995). Lembaga Ketahanan Nasional (2012) interviewed actors considered appropriate for providing education and socialization in schools and universities to instill nationalism in Civics lessons. About 43.4% think teachers and lecturers are the most appropriate figures to provide Pancasila education and socialization. This public opinion spread across the province; the percentage is above 60% even in Gorontalo. This concept is associated with students' role in realizing the country's ideals (Habib, 2019). As change agents, students bring good changes to the state and society. It is achievable through different methods, such as conducting investigations to create products or methods that benefit society and performing critical studies of policies, regulations, current global developments, and how to respond to them.

Indonesian students have always played a role in the milestones of the nation's history from Budi Utomo until now. During the 1998 Reformation movement, where students struggled to create a New Indonesia that was more democratic and in line with the nation's founders' expectations. However, the rapidity of technology and information raises a phenomenon of nationalism, leading to the degradation of the spirit of nationalism and understanding of

Indonesian nationalism (Setiawan et al., 2020). Several factors influence nationalist attitudes, such as the diversity value or pluralism that students live and practice and the environmental factors that have shaped students' nationalist attitudes (Bulan & Hendrayani, 2019). Notably, a few of young generation has adopted other ideologies from abroad or other countries, and an example is the caliphate's view. The influence of extreme and radical ideologies has also entered students' minds. The results of the CSIS survey noted that around 10 percent of the millennial generation still agree to replace Pancasila with another ideology (Pusdatin et al., 2021). The theories and histories of nationalism on the one hand and globalization on the other hand are difficult to reconcile (Love, 2014).

Based on these considerations, study the effect of diverse values and educational environments on the nationalist attitude of Indonesian students is essential. The focus is on among Indonesian students becomes even more critical considering the farther and earlier time of independence which has now entered the age of more than 70 years.

METHOD

A quantitative approach was used in this study (Creswell, 1994). The population was all young Indonesian students in the range of 17 to 40 years. The sample was determined purposively to represent each country's regions, including East, Central, and West. The Eastern region was represented by students from Papua, the Central was represented by those from NTT and Kalimantan, and the West was the ones from Java and Sumatra. The respondents obtained were 916 students, but since the size of the population was not known with certainty, the sample was set at 900.

Table 1. Variable and Subvariable

No.	Variables	Sub variables
1.	Diversity value	Social Acceptance Behavior Respecting Ethnic Differences Tolerance Cultural Adaptation
2.	Educational Environment	Family Peers Local community School Peer Activities: Community Environmental Activities Activities on the Internet
3.	Nationalism Knowledge	Proud to be Indonesian Loyalty to the Nation and Indonesian State Discipline and Compliance with Laws: Competitiveness and productivity
4.	Nationalism Attitude	Proud to be Indonesian Loyalty to the Nation and Indonesian State Willing to sacrifice: Discipline and Obey the Law: Competitiveness and productivity

The proposed hypothesis was categorized in variables and subvariables (Table 1). There were 4 variables that play a significant role in the knowledge, attitudes, and behavior of Indonesian student nationalism. In simple terms, the hypothesis is described as follows. H1: The

diversity value plays a significant role in student nationalism; H2: The educational environment has a significant role in student nationalism.

The independent variable was the diversity value and educational environment, while the dependent was the knowledge and attitude towards nationalism of Indonesian students. Furthermore, the indicators for each variable were as follows.

The first variable is the diversity value. The diversity value has 4 sub-variables contained in it, namely social acceptance behavior, respecting ethnic differences, tolerance, and cultural adaptation. Each sub variables in diversity values contains 5 indicators. Detailed regarding the indicators on the diversity variable are illustrated in Table 2.

Table 2. Variable of Diversity Value and Indicators

No.	Sub variables	Indicators
1.	Social Acceptance Behavior	Tolerating matters that involve other religious activities. Visiting other ethnic arts and cultural activities Maintaining other ethnic sensitivities Paying attention to the views/perspectives of other ethnicities on various issues Having a good attitude and being open-minded in the association.
2.	Respecting Ethnic Differences	Acknowledging the contribution of other ethnic groups in advancing the country Feeling proud of other ethnic achievements in building the country Providing services to other ethnic groups to ensure they are successful. Communicating with other ethnicities in Indonesian. Showing pride in the success of other ethnic groups that represent the country in various fields.
3.	Tolerance	Mutual tolerance in problem-solving Giving access/permits to religious and cultural activities in the community Being honest about various issues related to other ethnicities. Practicing negotiation when conflicts and racist issues arise. Giving a positive view of the history of Indonesia's independence.
4.	Cultural Adaptation	Eating food from different ethnicities in daily life. Using nicknames, titles, and greetings from other ethnic cultures to maintain harmony. Desiring to organize events that permit other ethnicities to attend Engaging in literary, musical, and other ethnic arts activities. Wearing clothes that have other ethnic characteristics.

The second variable is educational environment variable. The educational environment discussed in this study not merely focus on formal education such as school but also outside the school. This variable has 7 sub-variables related to the scope of the environment around students which can become submerge of student learning. The sub variables in the educational environment variable are family, peers, local community, school, peer activities, community environmental activities and activities on the internet. The description regarding the indicators in this variable is attached in table 3.

Tabel 3. Variable of Educational Environment and Indicators of Instrument

No.	Subvariables	Indicators
1.	Family	Family needs to permit children to freely socialize with friends from other ethnicities. Taking their children to meet friends from other ethnicities Receiving guests from other ethnicities Gives a lot of understanding about the socio-culture of ethnicities. Educating their children to respect other ethnic socio-cultures.
2.	Peers	Freedom to make friends with other ethnicities/tribes Friendship motivation to maintain good relations with other ethnicities/tribes. Introducing new friends from other ethnicities Learning the languages of other ethnicities Visiting other friends from other ethnicities.
3.	Local community	The community needs to provide awareness about the existence of other ethnicities in order to communicate in daily life The community has to give a good impression of other ethnicities in daily communication Motivating people to interact with community leaders of different ethnicities Ready to welcome community leaders from other ethnicities Influencing the people to respect other ethnicities Inspiring people to get involved in various other ethnic programs.
4.	School	School is meant to motivate students to perform activities with other ethnic groups Instills the value of cooperation as a team from various ethnicities Creates the opportunity to visit families from other ethnicities Having good friends from other ethnicities at school Being involved in activities with other ethnicities/tribes at school.
5.	Peer Activities:	Participating in social/voluntary/recreational activities with peers from various ethnicities/tribes Organizing social activities with multi-ethnic peers Talking with peers of different ethnicities Eating together with peers of different ethnicities Collaborating with peers from other ethnicities when performance
6.	Community Environmental Activities	Participating in discussions in the community. Getting out and spending time with community members Socializing with different ethnic groups in the community. Contributing to the benefit of the community Volunteer involvement in community activities Inviting guests from other ethnicities during feast day Visiting relatives or friends' houses Partaking in arts activities in the community Communicating with fellow community members Watching various community programs and activities
7.	Activities on the Internet	Searching for information, such as pictures, music, videos, and history about the socio-culture of other ethnicities using the internet Talking or interacting with other ethnicities about various issues through Social media, such as Facebook, Twitter, WhatsApp, etc. Communicating or chatting with other ethnicities on WhatsApp Groups, Twitter, Instagram, etc Giving positive responses about other ethnic cultures on social media.

Table 4 describes the sub variables contained in national knowledge. In the national knowledge variable, there are 4 sub variables namely proud to be Indonesian, loyalty to the nation and the state of Indonesia, discipline and compliance with laws, and competitiveness and productivity. The third and fourth variables explain the knowledge and attitudes of students towards nationalist values and knowledge of the nation and state as well as the goals of the Indonesian as a form of love for the nation and national defense efforts.

Table 4. Sub variable of Nationalism Knowledge and Indicators

No.	Sub variables	Indicators
1.	Proud to be Indonesian	Knowing the foundational History of the Indonesian State Be aware of the importance of Indonesian as a language of unity and love for the homeland Employing methods and ways to maintain the good name of the country at the international level Mastering how to make decisions democratically Portraying the knowledge of how to show love for the Indonesian homeland.
2.	Loyalty to the Nation and the State of Indonesia	Knowledge of Pancasila as the Foundation and Philosophy of the Indonesian State. Knowledge of the system of government and the Indonesian state Understanding the process of forming laws and state institutions
3.	Discipline and Compliance with Laws	Responsible for maintaining national security Knowledge of values and ethics in public places Knowing the laws/regulations that all people need to obey. Understanding the consequences of violating the law Knowledge of the peculiarities of Pancasila as the basis of the state
4.	Competitiveness and Productivity	Knowledge of how to be competent at the global level Knowing how to use the latest technology Ability to search for opportunities in order to increase the success Knowledge of government/private agencies that can help increase the potential for success Knowledge of appropriate strategies for self-development and society.

In the nationalism attitude variable, it is still related to the effort to defend the country, this variable includes concrete actions taken by students to be able to take part in efforts to defend and defend the country. In this variable, 5 variables are contained, namely proud to be Indonesian, loyalty to the nation and the state of Indonesia, willing to sacrifice, discipline and obey the law and competitiveness and productivity. In order to understand the national attitude variable, the data related to the national attitudes described as follows.

Table 5. Sub variable of Nationalism Attitude and Indicators

No.	Sub variables	Indicators
1.	Proud to be Indonesian	Respecting the Indonesia Raya anthem in the official forum Waving the red and white flag by showing pride in the independence of Indonesian state. Putting the symbol of the state's greatness, such as the flag, picture of the leader, and coat of arms in its appropriate place Identified as Indonesian, and not based on ethnicity Communicating in Indonesian daily
2.	Loyalty to the Nation and the State of Indonesia	Engaging in volunteer activities related to state safety and security Opposing anyone who hates the Pancasila democratic system. Paying attention to the political development Following the development of the Indonesian political system and government.
3.	Willing to Sacrifice	Cooperating to maintain the security and progress of the country. Practicing and maintaining safety precautions in the area. Engaging in volunteer activities during disasters. Donating in various forms of aid during times of disaster. Maintaining national sovereignty in the face of external threats and elements.
4.	Discipline and Obey the Law	Maintaining cleanliness, values, and ethics in public places. Reporting negative illegal activities that occur in the vicinity to the authorities. Being compliant with general rules including the rules on the road, place of worship, public transport, recreational parks, etc, that involve the interests of the community. Doing everyday activities ethically, such as respecting the rights of others, not parking vehicles in prohibited areas, giving seats to the elderly, dressing appropriately, etc.
5.	Competitiveness and Productivity	Improving knowledge, skills, and innovation for the sake of the nation and the state. Creating a network, such as collaboration or networking with partners from abroad. Giving concern about the program of state reform and transformation. Taking advantage of the opportunities provided by the state/private sector for the progress of the state.

These instruments used include a Likert scale questionnaire and inventory. The Likert scale questionnaire on attitude was compiled based on the indicators described above, while the

inventory was utilized to obtain data on economic background, education level, and religious beliefs. Furthermore, the data was collected by distributing questionnaires to respondents through Google forms in different Indonesian regions, such as NTT and NTB, located in the East, Kalimantan in the Central, Yogyakarta, Central Java, East Java, Jakarta, and Sumatra situated in the West.

The data analysis was performed with quantitative regression using the SEM program. Based on the convergent validity test, all variables were valid with the following indicators.

Table 6. Results of Validity Test

No.	Variables	Indicators	Results
1.	Diversity Value	Social Acceptance Behavior	0.66 - 0.84
		Respecting Ethnic Differences	0.69 - 0.86
		Tolerance	0.73 - 0.83
		Cultural Adaptation	0.80 - 0.84
2.	Educational Environment	Family	0.55 - 0.82
		Peers	0.62 - 0.84
		Surrounding Community	0.71 - 0.86
		School	0.76 - 0.85
		Peer Activities	0.87 - 0.90
		Activities on the Internet	0.79 - 0.86
3.	Nationalism Knowledge	Proud to be Indonesian people	0.75 - 0.84
		Loyalty to Nation and State	0.70 - 0.86
		Discipline and Compliance with Laws	0.60 - 0.70
		Competitive and Productive	0.78 - 0.86
4.	Nationalism Attitude	Proud to be Indonesian people	0.65 - 0.70
		Loyalty to the Nation and the State of Indonesia	0.78 - 0.91
		Willing to Sacrifice	0.76 - 0.86
		Discipline and Obey the Law	0.66 - 0.84
		Competitive and Productive	0.72 - 0.87

According to Table 6, all indicators or predictors have a loading factor value of > 0.50 . This means that the latent variable is useful to explain more than half of the indicators' variance. It was observed that among all predictors for measuring variables, there is 1 item that has a loading factor value of 0.5 to 0.6 with a reliability value of 0.70, namely the PK.5 predictor for the Family variable. The loading factor value > 0.50 was concerned as valid and accepted because the validity and reliability values are met, but there is still a need to develop new models. Peradventure the new model increases the Composite Reliability and AVE values, then the predictors $< 0.6 - 0.7$ have to be excluded from the main model.

Furthermore, the variable reliability test showed good results as the Composite Reliability values of all constructs were above 0.7 or > 0.7 . This means that the constructs meet the criteria of discriminant validity and have a fairly high internal consistency. The reliability test was strengthened by Cronbach's Alpha test where the output produced on all constructs was above 0.6, hence, it was declared valid and reliable.

As mentioned earlier, when the AVE value of most of the variables is > 0.5 , the latent variable is useful to explain more than half of the indicators. However, the AVE value for the Proud as Indonesian People variable is still < 0.5 , indicating that the convergent validity is inadequate or invalid. In other words, the latent variable was unable to properly explain each indicator's average. After testing the reliability and validity constructs of the variables completely, table 7 is the description of the results obtained.

Table 7. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Adaptation	0.880	0.882	0.912	0.675
Activities on the internet	0.851	0.853	0.899	0.691
Community environmental activities	0.950	0.951	0.957	0.691
Peer activities	0.937	0.937	0.952	0.799
Proud	0.861	0.864	0.900	0.643
Discipline	0.877	0.879	0.916	0.732
F.proud	0.791	0.798	0.852	0.491
F.discipline	0.793	0.789	0.866	0.620
F.sacrifice	0.879	0.882	0.912	0.675
F.productive	0.829	0.834	0.887	0.665
F.loyal	0.813	0.816	0.878	0.645
Family	0.750	0.783	0.832	0.503
Community	0.890	0.896	0.917	0.648
Respecting	0.858	0.864	0.899	0.641
Social acceptance	0.822	0.832	0.876	0.588
Productive	0.906	0.909	0.930	0.728
School	0.855	0.862	0.896	0.634
Loyal	0.885	0.887	0.921	0.746
Peers	0.810	0.834	0.868	0.572
Tolerance	0.844	0.848	0.889	0.616

According to the Model Fit test, the results are obtained as shown in Table 4.

Table 8. Model Fit Test

	Saturated Model	Estimated Model
SRMR	0.078	0.094
d_ULS	125.505	182.795
d_G	n/a	n/a
Chi-Square	infinite	infinite
NFI	n/a	n/a

Based on Table 8, the SRMR value of 0.078 being < 0.10 is interpreted as a model that is considered fit, but d_ULS and d_G were not used as a benchmark for normality tests. The unknown NFI value in the table above (n/a) shows that it is not possible to know the suitability of the model built when viewed from the NFI output.

FINDING AND DISCUSSION

Finding

The results showed that the feasibility of the measurement model is from the t-statistic value at the 0.1 significance level below.

Table 9. T-statistic Result

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Educational Environment --> Nationalism Knowledge	0.098	0.100	0.042	2.353	0.019
Educational Environment --> Nationalism Attitude	0.123	0.126	0.039	3.131	0.002
Diversity Value --> Nationalism Knowledge	0.467	0.464	0.046	10.048	0.000
Diversity Value --> Nationalism Attitude	0.618	0.614	0.042	14.866	0.000

According to Table 9, the measurement model of each latent variable is quite good. The t-statistics value of the relationship between the educational environment and nationalism knowledge is 2.353, which is > 1.65 with a significance of 0.1 and p-value $< \alpha = 0.1$. Furthermore, the original sample estimate value is positive, which is 0.098, indicating a positive direction for the relationship. It means that the educational environment has a positive effect on nationalism knowledge, such that an increase in the educational environment also leads to an increase in nationalism knowledge.

The t-statistics value of the relationship between the educational environment and the nationalism attitude is 3.131, and it is > 1.65 with a significance of 0.1 and p-value $< \alpha = 0.1$. Also, the original sample estimate value is positive, which is 0.123, indicating a positive direction for the relationship. Therefore, the educational environment positively affects and can improve nationalism attitude.

The t-statistic result of the relationship between diversity values and nationalism knowledge is 10.048, which is > 1.65 with a significance of 0.1 and p-value $< \alpha = 0.1$. In addition, the original sample estimate value is 0.467, indicating a positive direction for the relationship. It means that the diversity value positively affects nationalism knowledge, which means that an increase in the diversity value leads to improved knowledge of nationalism.

It also shows that the t-statistic score of the relationship between diversity values and nationalism attitude is 14.866, which is > 1.65 with a significance of 0.1 and p-value $< \alpha = 0.1$. The original sample estimate value is positive with a value of 0.618, showing a positive relationship direction. Therefore, the diversity value positively affects the nationalism attitude. When the diversity value increases, the nationalism attitude also improves.

Discussion

The results showed that the hypothesis is significant since the educational environment and the diversity value affect nationalism knowledge and attitude positively. The educational environment in the aspect of the family has a lesser influence compared to those in the

community and the internet. Meanwhile, the diversity value significantly affected nationalism knowledge and attitude, indicating that the findings are exciting and promising. Therefore, education obtained empirical evidence of the values of national life in creating good citizens and strengthening Indonesian nationalism. The result shows that nationalism education in Indonesia was systemically designed in the curriculum and manifested in Pancasila and Citizenship Education subjects for primary and secondary education, as well as in higher education courses. It must be continued in different curricular programs, such as intra-, extra-, or co-curricular activities.

In addition, the educational environments and the internet have played a positive role in fostering student nationalism. This result is in line with (Hanum et al., 2021) the youth's patriotism and tolerance in Indonesia are in the high category or good condition. Social, economic, political, legal, and defense conditions do not affect them. This concept is associated with students' role in realizing the country's ideals. Hence, they are considered a group of young people with an identity that allows them to convey and defend their views. It means they must be aware of their roles and tasks in nation-building. In other words, students expect to have a high nationalist spirit for the state's development and progress because students have roles, such as Agents of Change, Social Control, Moral Force, and Iron Stock (Habib, 2019).

The result of the research in line with numerous experts who studied diversity or pluralism include (Magnis Suseno, 2003), stating that the plurality of the Indonesian nation in terms of culture, language, and customs served as the principal capital for building a civilized, dignified, and prosperous country. This statement is consistent with the opinion of the Proclaimer of Indonesia's Independence, Sukarno, which affirmed that the nation and state are a unitary, pluralist community in which various kinds of complementary elements are arranged in a system to achieve mutually agreed goals.

Furthermore, nationalism is not limited to ethnicity, language, religion, region, and social strata, but it also provides a place for everything necessary for life (Sukarno, 1964). Social plurality is not a barrier to realizing goals and ideals in state life when nationalism is the foundation. A pluralist society can unite in the framework of equal rights and democratization with nationalism. (Sage, 1996) explained that Indonesian nationalism had based on belief in the one and only God, internationalism-oriented humanity, patriotic Indonesian unity, democracy, and social justice for all people. Therefore, Indonesia's diversity is decisive in building strong nationalist attitudes and actions. (Listyarini, 2014) stated that there is a possibility to learn the development of Indonesian nationalism from the colonial powers that suppressed nationalism and the nationalist movement against the colonialists. Furthermore, (Triyanto et al., 2016) found that understanding Pancasila ideology had an impact on the nationalism of the Indonesians.

Another investigation that was relevant to the issue of nationalism was conducted by (Djunaidi, 2019), with the focus being the younger generation. Furthermore, Djunaidi performed a qualitative study on the Indonesian millennial generation and discovered that they had different characteristics due to the country's socio-political changes, even education. This millennial generation, who were teenagers and young adults when the reformation began, played an active role in various organizations, such as actively reviewing and criticizing government policies. The leaders of the democracy movement emerged from the youth during group discussions and organizational dynamism. They memorized the formulation of Pancasila as was taught at the elementary school to university levels, such as P4 upgrading, Guidelines for the appreciation, and practice of Pancasila. They are generally proud to be Indonesian citizens because they live in the archipelago, rich in nature and culture with various ethnic groups.

The spirit of the archipelago is evident in its efforts to democratize and liberate the nation from the shackles of a corrupt and authoritarian government. However, the 'millennials' generation, born during the turbulent Reformation era or the collapse of Suharto's authoritarian New Order regime, did not accept the teachings of Pancasila as a state ideology. They abandoned Pancasila because it had become a trauma from the New Order's treatment as a perpetrator of power to the extent that there are no more specific lessons about Pancasila in schools (Djunaidi, 2019). Consequently, this generation has almost lost its national orientation and identity as citizens with a sense of belonging to Indonesia, stretching from Sabang to Merauke. Therefore, it is important to reiterate that nationalism education in the community or youth movement is diverse.

Nationalism education can uphold some youth organizations highly uphold the spirit of nationalism, while others do not pay much attention. Many socio-religious organizations in Indonesia pay close attention to the existence and sustainability of the state. According to the results, the youth movement in peer settings positively fosters a sense and behavior of student nationalism. Even though there were recent indications of certain groups of extreme or "radical" organizations, the respondents have no indications in this direction. The result in line with study conducted (Asmorojati, 2018), students understand that nationalism emerges when citizens have a sense of love for their homeland, uphold national sovereignty, understand diversity, and understand the rule of law. These results are the initial capital in formulating the next steps regarding applying this knowledge in various fields of student life, both individually and socially. However, (Djunaidi, 2019) concluded that the character of nationalism decreased among youth born after the 1998 Reformation. (Ruyadi & Dahliyana, 2022) stated Indonesian citizens are influenced by neoliberalist ideologies such as individualism, materialism, secularism, hedonism, rationalism, and even consumerism due to the influence of market culture on capitalist values.

The results also showed that peer education plays a role in students' understanding and implementation of nationalist values. It further proved the thesis of (Dewantara, 1977) that there is an independent education in the youth movement environment. Consequently, students study together to strengthen their personalities and intellectual levels, including critical thinking and discussing issues of the state.

The environmental aspect has a substantial impact on promoting nationalism among the citizens and also helps to strengthen national unity. According to Bronfenbrenner's theory of the Social-Ecological System (Zhou, 2017) that has an impact on society. It was observed that five layer types of the social environment affected the perspective and life of individuals, namely: microsystems, mesosystems, ecosystems, macrosystems, and chronosystems. The aspects that are basically reviewed in the microsystem layer include the family environment, peers, and school. Meanwhile, mesosystem involves interactions between institutions such as schools and extracurricular institutions. The macrosystem covers more comprehensive aspects, which include laws and regulations. The chronosystem refers to the time dimension, which involves the perspective of several layer generations. The environmental aspect has a strong impact on promoting nationalism among the citizens and also helps to strengthen national unity. As earlier mentioned, microsystem refers to children and adolescents' closest environment, such as direct interactions with parents, teachers at school, and peers influencing their attitudes, perspectives, and thinking patterns. This means that parents, peers, and teachers become models that influence individual perceptions of the relationship between groups in society and encourage nationalistic attitudes. It means that parents, peers, and teachers become models that influence individual perceptions of the relationship between groups in society and encourage nationalistic attitudes. In line with Bronfenbrenner (Dewantara, 1977) highlighted three

educational environments or Tricenters of Education, which include family, schools, and youth/community association. These three environments are influential in shaping insights, attitudes, and actions for the manifestation of nationalism. The education in a harmonious family, which involves love for the homeland and the nation, is undoubtedly different from that of an exclusive family that seems they are not part of or are indifferent to the existence of the nation and state.

The Educational Environment is synonymous with the learning environment, of which (Prayitno, 2009) explained that it broadly includes various substances useful as learning materials, tools, and methods. Environmental elements, such as those closest to the learners and the ones that are distant but still affordable, often serve as the scope of the learning. Specifically, the learning environment is the atmosphere perceived where learning activities occur, such as study rooms in schools and homes, school and home environments, and other places used for learning. Based on people's intelligence and sharpness to analyze a problem, the current student movement needs to focus on scientific studies because one manifestation of the three higher education pillars is education and study. The second was the trend/model of the congregation or cadre movement. In this scenario, the trend is not concerned with a movement when it cannot perform the cadre process because making a change requires collective work. Also, the third is the trend or model of the entrepreneurial student movement. It shows that the student movement as a path of political participation has a vital function for stability and change in this country. History has also shown that students struggle when expressing their aspirations through a movement by paying sacrifices, both morally and materially.

These results also showed that the diversity value supports Indonesian nationalism. It empirically proved that nationalism is motivated by ethics but not by ethnic similarities, such as the desire to unite into an independent and sovereign nation that youths have advocated since the days of the Indonesian movement. The diversity of religions, cultures, customs, and languages has hindered nationalism since the beginning of the independence movement to the present day. In addition, the *Bhinneka Tunggal Ika* concept has proven to be implemented in this study since Indonesian nationalism is such as a broken glass of various colors and shapes, embodied in beautiful paintings of the archipelago. It is also similar to a garden with different kinds and colors of beautiful flowers spread on the earth of the archipelago.

Bhinneka Tunggal Ika, as the diversity values support nationalism, requires Indonesia to respect differences and not recognize discrimination. The diversity value is natural, meaning that everyone is different by nature but should not be differentiated. Indonesian nationalism is an attitude that respects the nation by promoting diversity. It is like an orchestra, or a gamelan set with different types and colors, but the rhythm and tones of the music are harmonious and beautiful to the hearing.

Furthermore, this result also showed that the knowledge, attitudes, and behaviors of diversity that support nationalism are dynamic. For example, the diversity during the struggle for independence among youths in the past is undoubtedly different from the present. The factors responsible for these differences are the various advances in science and technology, globalization, and changes in the life of the nation, state, and society. However, the diversity value of today remains significant in support of nationalism in a new era. As stated (Evers, 2012), social and cultural diversity is valuable for producing new knowledge, innovations, and sustainable economic development. It is in line with what (Xin, 2016) stated there is significant diversity within a culture. Culture affects perception and communication and strongly influences our subjective reality, and there are direct links between culture, perception, and behavior. Behavior is a result of our learning and cultural conditioning.

This study also showed that the educational environment significantly supports nationalism despite significant changes in science and technology. It proves that the goals of education, materials, learning processes, facilities, infrastructure, and even the school climate and culture still support nationalism. Educational centers like the family, community, and schools also support student nationalism. Therefore, the educational environment still plays an essential role in fostering nationalism among students. However, it is necessary to strive for nationalist learning methods that apply critical thinking learning strategies based on diverse Indonesian culture. Critical thinking is one of the constituent elements of the character Pancasila Student Profile (Rosmalah et al., 2022). This character needs to be cultivated by each student to enhance nationalism.

The character of critical reasoning really needs to be cultivated for each student to develop attitudes and values of nationalism within him/herself. In addition, Adisusilo (2009) argued that the understanding of nationalism in an ideological framework contains three aspects, such as (1) cognitive, (2) goal or value orientation, and (3) strategic. The cognitive aspect presupposes the need to know or understand concrete social, economic, political, and cultural situations. The goal refers to the existence of common ideals, goals, or standards in the future, which are strived for in society. It is necessary to know that the Indonesian nation-state is a typical home that ensures diversity of ethnicity, culture, religion, and tradition. Hence, it enabled all citizens to live in peace, prosperity, and freedom. (Azra, 2019) suggested to re-strengthen or revitalize national insight through the following "four pillars", namely Pancasila, the Unitary State of Indonesia, the 1945 Constitution, and *Bhinneka Tunggal Ika*, which involves strengthening identity amid the reality of ethnic diversity, religion, race, gender, customs, and social traditions.

In addition, the young generations are the future of the nation and it lies in the hands of those who will lead and develop this nation later on. They should be prepared to participate well in the community. Thus, the nurturing process to be smart and good citizens is the main key (Yo et al., 2019). In the Indonesia National Education System law in 2003, it is stated that the national education aims to develop the students' potentials to be become citizens who have faith in God and good morals, as well as those who are healthy, knowledgeable, creative, independent, democratic, and responsible. In other words, nationalism becomes essential to instill in the young generation to maintain the country.

CONCLUSION

The educational environment plays a significant role in growing Indonesian students' nationalism knowledge and attitude. It means that the increase in the educational environment also leads to an improving nationalist attitude. Furthermore, the diversity value has a significant positive effect on nationalism knowledge and attitude, indicating that its increase helps to improve nationalism knowledge. Moreover, the positive role of the educational environment and the diversity value on student nationalism must be used as a starting point to ensure that Indonesia's youth, specifically students, are still on the right path when discussing the nation's fate. In conclusion, this study has shown that there is no need to worry about the nationalism of students. However, a new strategy is needed to be implemented in schools or universities to improve the attitudes and behavior of student nationalism by implementing a critical thinking strategy. Nationalism education in the family, community, and school environment needs to be developed using various digital media that the students are familiar with to realize positive knowledge, attitudes, and behavior of Indonesian nationalism. Furthermore, there is a need for other relevant

studies on the aspect of nationalism among youth instead of students, such as young professionals who have worked in various fields of life, in order to compare the results.

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