

Lack of Nationalism in Children: Challenges and Efforts to Strengthen National Identity in the Contemporary Era

**Maya Novita Sari¹ Asmawati² Ardita Putri Melisa Jawanti³ Desy Syafitri⁴ Dinda Annesta⁵
Afandi⁶ Jagad Aditya Dewantara⁷**

Biology Education Study Program, Faculty of Teacher Training and Education, Universitas
Tanjungpura, Pontianak City, West Kalimantan Province, Indonesia^{1,2,3,4,5,6,7}

Email: f1071221021@student.untan.ac.id¹ f1071221025@student.untan.ac.id²

f1071221023@student.untan.ac.id³ f1071221001@student.untan.ac.id⁴

f1071221031@student.untan.ac.id⁵ afandi@fkip.untan.ac.id⁶ jagad02@fkip.untan.ac.id⁷

Abstract

It is very important to teach national identity to children at a young age, especially in the contemporary era where it is difficult to build a national identity. One of the main problems we have is the lack of nationalism among children. This article aims to understand how a child's lack of awareness of nationalism affects the formation of their national identity and how to deal with the challenges of consolidating national identity in the contemporary era. This article was written using qualitative methods using literature studies, including analysis and review of books, journals, articles or other relevant sources. The results of the discussion obtained are the challenges that affect a sense of nationalism in children, the impact of a lack of a sense of nationalism on children, supporting factors for strengthening national identity in children, the role of parents and educators, government initiatives and public policies, and the implications of implementing a sense of nationalism in children. The conclusion is that in this contemporary era there are still many children who lack a sense of nationalism towards their country due to the rapid flow of technology and other environmental influences. To maintain this sense of nationalism, the role of parents, teachers and the government is very much needed in creating a generation of people who love their homeland.

Keywords: Nationalism, Children, Challenges, Efforts



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

INTRODUCTION

There are still children in modern times who do not have strong feelings of nationalism. This is caused by several things, such as a lack of awareness of national values, cultural influences from other countries, and a lack of understanding of national identity in the education system. According to research by Rizki and Kurniawan (2020), a child's lack of a sense of nationalism can have negative impacts, including a tendency to ignore local history and culture and a lack of national or national identity. In addition, children's lack of a sense of nationalism can also affect their tendency to appreciate foreign cultures more than local cultures.

Nationalism is a word that comes from the word "national", which is a view to the teachings of the nation or a conscious affiliation with the state which has the power to maintain identity, integrity and shared prosperity. Pancasila nationalism is another name for Indonesian nationalism. The third Pancasila principle reflects this nationalism namely "Indonesian Unity". The meaning of the third precept is that various forms merge into one unanimity/unity that cannot be separated (Sugiman, 2017).

Identity comes from the term "identity" in English, which means "property," "sign," and "identity." What sets us apart from others is our attachment to people or things, whether they are specific people or entire ethnic, racial, cultural, or religious groups. National identity is the

identity of a nation that is characteristic of the country itself and is the existence of the country itself so that other countries will also recognize it (Luthfia, R. A., & Dewi, 2021). National identity is a complex and diverse concept that includes the thoughts, attitudes and behavior of a person who identifies with a particular country or nation. It is very important to teach national identity to children at a young age, especially in the contemporary era where difficulties to establish national identity exist. One of the main problems we have is the lack of nationalism among children. Therefore, efforts to strengthen children's national identity are very important. In the book "National Identity and Geopolitical Visions: Maps of Pride and Pain" (2014), Bo Peterson states that national identity can be influenced by many factors such as history, culture, religion, language, and politics. In addition, national identity can also be influenced by the social and family environment. In the context of parenting, family and school influences are very important in shaping a child's national identity.

Unfortunately, in the contemporary era, the tasks and challenges that consolidate national identity for children are becoming increasingly complex. Globalization, information technology, and social media are factors that can influence a child's national identity. In the journal "The Impact of Globalization on National Identity in the Twenty-First Century" (2018), Paulina Klimas argues that globalization changes their perspective and can affect children's national identities. In addition, the lack of a sense of nationalism among children is also a problem that must be addressed. Mieczyslaw P. Woduszynski, in the journal "Nationalism and its Future in Contemporary Society" (2017), shows that a lack of a sense of nationalism can be caused by a lack of understanding of a country's history, culture and traditions. In addition, the lack of direct experience in the life of the nation can also affect children's lack of a sense of nationalism.

From these existing challenges, there have been several efforts to overcome and strengthen children's national identities. Simon Piechowiak in his journal "Strengthening National Identity through Education" (2019), Szymon Piechowiak argues that national education in schools helps children improve their understanding of history, culture and national values. In addition, direct experience of national life, such as participation in flag ceremonies and national celebrations, also helps strengthen a child's sense of nationality. Considering what has just been stated, the researchers are interested in writing the title "Lack of Sense of Nationalism in Children: Challenges and Efforts to Strengthen National Identity in the Contemporary Era". Writing this article aims to understand how the lack of awareness of children's nationalism affects the formation of their national identity and how to deal with the challenges of consolidating national identity in the contemporary era.

RESEARCH METHODS

This research was written using qualitative methods using literature studies, including analysis and review of books, journals, articles, or other relevant sources related to the research title.

RESEARCH RESULTS AND DISCUSSION

Challenges Affecting a Sense of Nationalism in Children

The influence of the times and technology that is not in accordance with the understanding of the culture and history of the Indonesian nation has resulted in a decrease in children's sense of nationalism in the current contemporary era. The main reason for weakening child nationalism lies in the example of the previous generation which tends to prioritize individual and group needs rather than the needs of the nation and people, as a result children will be affected even more severely than previous generations. The decreased sense of nationalism in children is caused by several internal and external factors:

Internal factors causing the decline of nationalism:

1. The government of the reform era did not meet the expectations of children.
2. The attitude of the family and the community around the child does not reflect a sense of nationalism.
3. Uncontrolled demonstrations and democratization that exceed the boundaries of ethics and manners.
4. Children who are not proud to be Indonesian, because aspects of Indonesian life are left behind from other countries.
5. The existence of ethnocentrism where a tribe sees itself as better than other tribes, this causes young people to prefer their region or tribe compared to their nation.

External factors causing the decline of nationalism:

1. Children's morale is affected by the very fast flow of globalization, so that children in this contemporary era tend to prefer the culture of other countries compared to the original culture of Indonesia itself.
2. Society is influenced by the ideology of liberalism from Western countries.
3. Many products from abroad enter Indonesia, causing the love for local products to disappear (Widiyono, 2019).

The Impact of Lack of Sense of Nationalism on Children

Various factors that influence the lack of passion for nationalism in these children will certainly have implications for various aspects, both in the political, social, cultural and economic context. The fact is that there has been a lot of information reported by various online news portals about the effects of the fading influence of a sense of nationalism in today's children. Starting from cases such as brawls, youths who were raided because of their drug parties, students who smoked and then challenged their teachers, to reports of an Indonesian teenager who openly burned the red and white flag which is already known that this action is prohibited and regulated by law. NKRI with certain sanctions. Such cases are deviations from Pancasila values caused by the absence of a nationalist sense that is formed in young people. Even recently, there have been incidents of brawls.

On September 16, 2022, to be precise in the Jalan Pekapuran area, Cimanggis District, Depok City at night. Although there were no fatalities in this incident, one junior high school student was injured due to a hard blow from a golf club to the head. this event clearly proves that there is a crisis of identity and the loss of Pancasila morality among the children of the younger generation (Adiningrum, G. K., Izzah, M. M., Yeshua, R. G. P., & Fitriyono, 2022). These oblique news are clear examples of the implications that occur from the various influences caused by the lack of a sense of nationalism in the Indonesian nation's children. In addition, these news are proof that in the soul of the child, national identity and a sense of pride for their country are weak.

Another example of the impact of weakening a sense of nationalism in children or children is not showing a sense of concern for national problems, for example a lack of sense of responsibility for the development and progress of the country. In addition, Ningsih et al in their journal (2023) stated that in the midst of today's globalized individualism there is anxiety and concern that the spirit and value of mutual cooperation will fade away. In line with his statement Nurdin, 2017 (in Abih Gumelar et al, 2023) in today's social life and globalization the spirit of gotong royong, the practice of the ethical values of national and state life, the value of tolerance, to the value of brotherhood which reflects the motto of Unity in Diversity which has been fading on the child's personality. As citizens who live in a nationalist country, the

government will not stop to continue to carry out development for the sake of the progress of our country which is still developing. In this case, it certainly needs a lot of support and concern from the community, especially for children. If neither the children nor the people of Indonesia have this sense of concern, of course achieving progress for the country will be even more difficult.

The erosion of a sense of nationalism in children will also have the potential to cause social conflicts and rifts in the life of the nation and state. As previously mentioned, the news of the brawl that was participated in by many young people is certainly no stranger to the ears of the Indonesian people. Events like that have the potential to cause rifts in the life of the nation and state. Edward Raja, 2023 stated that this event would not have occurred if a sense of nationalism had really stuck in the hearts of children and could prevent it through a strong sense of brotherhood. In line with Soetrisno, 2016 which says that there are many assessments from various groups that currently there is a decline in the sense of nationalism among youth. Thus, this sense of nationalism which is starting to fade has the potential to threaten the sense of unity among fellow Indonesians so that it can destroy the integrity of the country we love.

Supporting Factors for Strengthening National Identity in Children

According to Ginanjar Kartasasmita (in Sirais and Adi, 2019: 1069) which states that there are signs of the spirit of nationalism that seems to be fading, including: (1) materialistic traits that increase as a result of influences from outside culture; (2) an increased understanding of primordialism/ethnicity; (3) there is no screening of the influences of foreign nations entering Indonesia. If there is a growing lack of sense of nationalism in society, especially in children, it is necessary to instill nationalism more exclusively in children as an effort so that children continue to hold fast and are not indifferent to state problems and do not forget their identity as a nation of Indonesia. In addition, it is well known that the development of the times can also be a factor that causes the creation of cases of children who lack a sense of love for nationalism. The flow of globalization that is accelerating can have a positive but also negative impact on a sense of nationalism in children. Thus, globalization has become a significant influence on the erosion of a sense of nationalism in children's souls.

As for tips for instilling a sense of nationalism in the midst of the current cessation of globalization, for example, 1) providing education through technology such as giving good shows to children that contain Pancasila values in them, 2) Providing an introduction to Indonesian culture which is packaged in an attractive way on platforms social media. 3) Using technology as a medium of dissemination to increase a sense of nationalism. This method can be said to be a strategic effort because generations in the era of globalization have a strong tendency to be inseparable from technology (Wulandari, W., Furnamasari, Y. F., & Dewi, 2021). Another solution that can be sought to prevent the erosion of a sense of nationalism in children is that it requires several roles from the family, education, and also the government. Given the lack of a sense of nationalism in children in today's contemporary era.

1. Family. The family circle, especially parents, is the basic pioneer of national awareness and a child's nationalist mentality (Kusrina & Purwanto, 2021). This is also in line with the results of a case study conducted by Irma Iryanti (2022), namely a 39-year-old woman (Mrs. Kusnawati) who always involves her children in learning local cultures, for example participating in seventeen competitions, participating in traditional culture according to the area they live in. , as well as teaching children by holding traditional dances at school. In addition, he also revealed that within the family, it is very necessary to introduce the culture of the tribe itself, be it from the regional language, regional songs, typical regional traditional clothes, regional specialties, houses to folklore originating from the area of origin of

descendants or parents. According to (Widiyono, 2019) Families can make efforts by setting good examples of love and respect for the nation and national heroes who have succeeded in winning the independence of the Indonesian nation. In addition, families can also get used to using domestic products and feel proud in using them.

2. Education. As stated by Abu Bakar (2018) that the most strategic step in building a sense of nationalism, especially in the souls of young people, is through educational institutions. In this case, education can make various efforts to strengthen the nationalist character of the child's soul. The role of education is to provide character education. The Ministry of Education and Culture has also launched the PPK movement in school institutions, namely Strengthening Character Education since 2016. It is important to implement this in every educational institution. One of the five character values which is a priority in the PPK movement is the nationalist character. Starting from a way of thinking, behaving, to acting that places loyalty, care, and great respect for language, the environment, to placing the interests of the nation and state above self and group interests. These aspects are referred to as nationalist character which is the embodiment of the five character values in the PPK movement as previously mentioned (Siagian, N. & Alia, 2020). In a number of studies, for example through post-school extracurricular activities in schools (Febrianto & Bakhri, 2018), providing material related to defending the country is followed by giving directions to students about moral education, introduction to local culture, so as to prevent negative things from being absorbed from outside. (Widiastuti, 2021), as well as in small matters such as getting used to singing national songs before starting learning classes (Iswanti, 2023).
3. Government. The role of the government is also very influential in fostering an attitude of nationalism in children, as we know that the government is a role model for people who are under the auspices of the government itself both in terms of regulations and policies provided. By holding various forms of activities that hope to uphold attitudes of nationalism and patriotism, for example, holding seminars and cultural exhibitions, requiring civil servants (PNS) to wear batik uniforms once a week, where batik is one of the many works of Indonesian culture. various. Apart from that, the government must also listen to and respect the aspirations of children and the younger generation who will be the nation's future (Widiastuti, 2021).

The Role of Parents and Educators

Given that currently there has been a decline in the spirit of nationalism in children's daily life, several important factors to increase the sense of nationalism in children are the need for the role of parents and teachers in it. To avoid negative things, as well as to form a national identity, character education is needed which includes moral values, manners, patriotism, national insight, and defending the country to children as early as possible.

Rapid technological developments can have both positive and negative impacts. The wrong use of technology can make generations of nations lose their national identity. The challenges as parents and teachers are of course even more severe in this contemporary era. Because of the ease of obtaining and accessing information. In addition to easy access to information, what needs to be watched out for is global cultural attacks that can indirectly erode the nation's cultural values. For example, Western food, which is a food menu from Europe and Western countries, is currently very popular in Indonesia. Like burgers, pizza, steaks and others so that traditional foods are shifted and are rarely found, Indonesian culture is shifted by K-Pop culture such as clothing and language style. However, this is not an impossible factor to be able to increase the child's sense of nationalism. Parents and teachers have a major role in shaping and enhancing a sense of nationalism in children.

Some things that parents and teachers can do to revive a sense of nationalism in children are as follows:

1. Parents and teachers can start by teaching national values such as love for the motherland, respect for national symbols, and an understanding of the nation's history and culture.
2. Parents can provide positive examples of nationalism to their children through home education. For example, by honoring the national anthem, commemorating national days, and telling stories of national heroes.
3. Parents can also encourage the active participation of children in national activities, such as flag ceremonies at schools, commemorations of independence day, commemoration of the birth of Pancasila or social activities related to the nation.
4. Teachers can integrate national values into the curriculum, by teaching students history, culture, and the richness of the Indonesian language.
5. In addition, teachers can hold discussions and collaborative projects in class that promote an understanding of the unity and integrity of the nation. For example, by holding film screenings or discussions about inspiring national figures.
6. Teachers can plan visits to historic sites or national museums as part of the curriculum to strengthen students' sense of nationalism. So that it can be a valuable learning experience for children.
7. Teachers can provide opportunities for students through extracurricular activities, such as choirs, traditional dances, or discussion groups about nationality, so that students can learn more about and appreciate national culture and heritage.
8. Parents and teachers can encourage children to read relevant national literature, such as literary works, poetry or biographies of national figures by utilizing technology. This will help them to understand more deeply about national identity.
9. Organizing competitions or activities involving various schools or groups of children can also be an effective way to increase a sense of nationalism. For example, poetry, debate or drama competitions that focus on national themes.
10. Collaboration between parents and teachers is very important. Open and continuous communication between the two parties will strengthen efforts to increase a sense of nationalism in children. Parents and teachers can share ideas, experiences and resources with each other to create an environment that supports the development of children's nationalism (Adha, M. M., & Ulpa, 2021).

Government Initiatives and Public Policy

Apart from parents and teachers, initiatives from the government and public policies also play an important role in arousing the spirit of nationalism in today's children. One of the moves the government has made is to incorporate nationalism education into the school curriculum. Through subjects such as Citizenship Education and Pancasila, by focusing on the material presented to increase understanding and love for the country, history and culture of Indonesia. The government has also held extracurricular programs that emphasize the values of nationalism, such as scouting activities. In this activity, children are taught about the spirit of mutual cooperation, environmental care, and national values through practical activities. In addition, the government has expanded children's access to art, culture and national heritage. Through funding and support to the arts and culture community, children can more easily engage in activities such as traditional dance, music and visual arts which enrich their understanding of Indonesian culture.

To overcome the challenge of a lack of a sense of nationalism in children in this contemporary era, the government has strengthened digital literacy programs by introducing content that supports nationalism. For example, creating an educational application that

combines elements of nationalism with modern technology to increase children's understanding of Indonesia's cultural and historical heritage. However, even though there have been steps taken by the government and public policies, there are still some evaluations that need to be carried out. One of them is the effectiveness of implementing the policy at various levels of education, from elementary schools to tertiary institutions. A thorough evaluation is needed to ensure that the materials and teaching methods actually achieve the desired goals. It is also permissible to assess children's responses to existing initiatives and policies. Has the material presented been able to attract their interest and inspire them to increase their sense of nationalism towards the Republic of Indonesia?

Implications of Applying a Sense of Nationalism to Children

The National Sports Week Movement (PON) held in Papua can awaken a sense of nationalism for the nation's children towards the motherland. By holding these activities, it will strengthen the sense of unity and oneness of every individual in every corner of the country. Every time the Sports Week Movement (PON) is held, there is a positive value that is firmly held by the athletes, namely upholding the value of sportsmanship which can awaken a sense of nationalism that has been hidden for a long time. A sense of nationalism will rise when athletes take part in competitions and uphold the value of sportsmanship. Then the spectators who come to watch the game will be influenced by a sense of nationalism. All of the nation's children will see many differences such as differences in black or white skin color, curly or straight hair without excluding their role.

According to the chairman of the MPR, the easiest way to awaken a sense of nationalism is by holding sports competitions at various levels, both national and international levels. It is certain that every competition that is held will create an emotional bond for athletes and spectators of the sporting event. By holding sports week like PON Papua, it will be easier to internalize the values of national character, so that possible ideological threats such as radicalism and intolerance can be limited in the country. The chairman of the MPR believes that if this sports week is carried out effectively by this government, it will have an impact on the progress of the nation and the country later when Indonesia turns 100 years old in 2045 (PON Papua Awakens Nationalism of the Nation's Children, 2021).

CONCLUSION

In this contemporary era there are still many children who lack a sense of nationalism towards their country due to the rapid flow of technology and other environmental influences. To maintain this sense of nationalism, the role of parents, teachers and the government is very much needed in creating a generation of people who love their homeland.

BIBLIOGRAPHY

- Adha, M. M., & Ulpa, E. P. (2021). Peran Orang Tua Dan Guru Dalam Mengembangkan Karakter Anak/Peserta Didik Di Era Modern. *Jurnal Global Citizen: Jurnal Ilmiah Kajian Pendidikan Kewarganegaraan*, 10(2), 90–100.
- Adiningrum, G. K., Izzah, M. M., Yeshua, R. G. P., & Fitriyono, R. A. (2022). Masih Eksistkah Pancasila di Mata Gen Z. *Jurnal Intelektiva*, 4(4), 56–60.
- Boduszyński, M. P. (2017). Nationalism and Its Future in Contemporary Society. *Journal of Nationalism, Memory & Language Politics*, 11(2), 169–184.
- Febrianto, A., & Bakhri, S. (2018). Pelaksanaan Aktivitas Ekstrakurikuler Paskibra (Pasukan Pengibar Bendera) dalam Pembentukan Karakter. *Jurnal Moral Kemasyarakatan*, 2(2), 75–93.

- Gumelar, A., Maftuh, B., Hakam, K. A., & Budimansyah, D. (2023). Penerapan Pembelajaran Pendidikan Kewarganegaraan Berbasis Project Citizen untuk Penguatan Karakter Gotong Royong. *Jurnal Moral Kemasyarakatan*, 8(1), 37–45.
- Irayanti, I., Yasin, U., Afrilistiani, M., & Indraswari, R. N. (2022). Peran Keluarga dalam Menumbuhkan Jiwa Nasionalisme Generasi Muda. *Jurnal Pendidikan Kewarganegaraan*, 12(1), 21–25.
- Iswanti, L. K. E. (2023). Pembiasaan Menyanyikan Lagu-Lagu Nasional Sebelum Pelajaran untuk Meningkatkan Semangat Nasionalisme. *Jurnal Dewantara Seminar Nasional Pendidikan*, 2(1).
- Klimas, P. (2018). The Impact of Globalization on National Identity in the Twenty-First Century. *Journal of International Studies*, 11(1), 36–50.
- Kusrina, T. & Purwanto, B. E. (n.d.). Menumbuhkan Sikap Karakter untuk Membangun Semangat Generasi Muda Berkelanjutan di Kota Tegal.
- Luthfia, R. A., & Dewi, D. A. (2021). Kajian deskriptif tentang identitas nasional untuk integrasi bangsa Indonesia. *De Cive: Jurnal Penelitian Pendidikan Pancasila Dan Kewarganegaraan*, 1(11), 1–7.
- Ningsih, P. W., Tinambunan, D. R., Azzahra, A., & Yunita, S. (2023). Pelaksanaan Gotong Royong di Era Globalisasi (Studi Kasus di Desa Bah Tobu Kecamatan Dolok Batu Nanggar Kabupaten Simalungun). *Jurnal On Education*, 5(4), 15559–15568.
- Petersson, B. (2014). *National identity and Geopolitical Visions: Maps of Pain*. Routledge.
- Piechowiak, S. (2019). Strengthening National Identity through Education. *Journal of Education, Culture and Society*, 10(2), 139–150.
- PON Papua Bangkitkan Nasionalisme Anak Bangsa, (2021). https://www.kominfo.go.id/content/detail/36931/pon-papuabangkitkannasionalisme-anakbangsa/0/pon_2021_papua
- Raja, E. A. L., Raja, J. G. L., & Raja, T. H. L. (2023). Menumbuh Kembangkan Rasa Nasionalisme dalam Menjunjung Patriotik Kebangsaan Bagi Masyarakat Indonesia. *Mitra Pengabdian Farmasi*, 2(2), 43–47.
- Siagian, N. & Alia, N. (2020). Strategi Penguatan Karakter Nasionalisme di Kalangan Siswa. *Jurnal Konferensi Pendidikan Nasional*, 2(1), 190–197.
- Sirais, E. S. H. & Adi, A. S. (2019). Peran Orang Tua dalam Menanamkan Sikap Nasionalisme pada Anak di Kampung Lawas Maspati Surabaya. *Jurnal Kajian Moral Dan Kewarganegaraan*, 7(2), 1068–1085.
- Sugiman, A. M. R. (2017). Penanaman Nilai-Nilai Nasionalisme dan Patriotisme melalui Materi Sikap Semangat Kebangsaan dan Patriotisme dalam Kehidupan Bermasyarakat , Berbangsa dan Bernegara pada Pembelajaran Pkn di SMAN 1 Pundong. *Academy of Journal*, 8(2), 174–199.
- Widiyono, S. (2019). Pengembangan nasionalisme generasi muda di Era Globalisasi. *Populika*, 7(1), 12–21.
- Wulandari, W., Furnamasari, Y. F., & Dewi, D. A. (2021). Urgensi Rasa Nasionalisme pada Generasi Z di Tengah Era Globalisasi. *Jurnal Pendidikan Tambusai*, 5(3), 7255– 7260.