

NATIONALISM APPLYING IN LEARNING CIVIC EDUCATION AS MORAL LEARNING MEDIA IN UNIVERSITY

Rini Setyowati¹⁾

¹⁾STKIP Singkawang, Singkawang, Indonesia
Email: rini1989setyowati@gmail.com

Abstract. This research will review about nationalism in university. The first part of this research will introduce the meaning of nationalism and relation with civic education in university. Nationalism is defined as a love of their country and most citizens feel a sense of nationalism. Civic education in the university is required to strengthen the students in shaping the attitude of nationalism. Students are spearheading the future of a country that they have to love their country because the science which is accepted must be applied in their social life. The main mission of civic education is to help students establish the values of their personality, in order to be able to realize the basic values of Pancasila consistently, also their sense of nationalism in developing science, technology and art with morality. The obstacle of applying nationalism in Civic Education is because of too theoretical and not oriented to the practice of students in community. Inculcation of nationalism should not use indoctrination. We need a civic education in students moral fortify until finally embedded as strong nationalism. This paper using library research. Secondary data was collected by identifying the relevant papers, books, and journal. The data was interpreted and analyzed descriptively. The second part: this research will give solution about method to inculcation of nationalism toward higher educational education. The final part : will give conclusion the best method to inculcation of nationalism in higher educational education and give suggestion to further research about inculcation of nationalism.

Keywords: Rasch model, quality assurance, evaluation

I. INTRODUCTION

Civic education in the university is required to strengthen the students in shaping the attitude of nationalism. Students are spearheading the future of a country that they have to love their country because the science which is accepted must be applied in their social life. The main mission of civic education is to help students establish the values of their personality, in order to be able to realize the basic values of Pancasila consistently, also their sense of nationalism in developing science, technology and art with morality. Civic responsibility is the responsibility of citizens in a society to participation in society and democratic government.

Civic as a democracy education, is all about government, constitution, rule and law, citizenship education [2]. Civic in Indonesia as a result between civic education/ democracy education and citizenship education based on Pancasila Ideology. Student have to solve problem about government, democracy, rule and law and participate active being an intellectual citizen.

The obstacle of applying nationalism in civic education is because too theoretical and not oriented to the practice of students in community. We need a civic education in student moral fortify as strong nationalism because inculcation of nationalism should not use indoctrination. This research will give solution about method to inculcation of nationalism toward higher education and give conclusion the best

method to inculcation of nationalism in university and give suggestion to further research about nationalism.

II. METHOD

This paper using library research. Secondary data was collected by identifying the relevant papers, books, and journal. The data was interpreted and analyzed descriptively.

III. DISCUSSION

According to our review evaluation of quality assurance was very important to improve quality assurance of higher educational institution. Quality assurance will determine reputation of higher educational institution. Some aspects which we found about reputation related quality assurance which are (1) It is built upon the competitive elements of quality, reliability, delivery, history and price. (2) Once a higher education institution acquires a poor reputation for quality, it takes a very long time to change it. (3) Higher education reputations can quickly become national reputations. And (4) the management of the competitive weapons, such as quality, can be

learned like any other skill, and used to turn round a poor reputation, in time.

Citizenship education in the university is required to strengthen the students in shaping the attitude of nationalism. Students are spearheading the future of a country that they have to love his country because the science is accepted in school should be applied in social life. In accordance with the mission of Civic Education is to help students establish his personality in order to consistently be able to realize the basic values of Pancasila, a sense of pride and love the country, apply and develop science, technology and art with a sense of responsibility. The subject matter not maximal strengthening of nationalism in university because civic education too theoretical and not practice-oriented students in community.

The case of Hong Kong [4] civic education has been assigned the mission of preparing critical thinking, used to sense the function of instilling a sense of national identity, loyalty to the nation state, and patriotism. Indeed civic education in many Asian country is little more than a combination of moral and nationalistic education. In Hong Kong case, a curriculum framework with equal emphasis human right education, education for democracy, education for rule of law, nationalistic education, global education for critical thinking was proposed.

The purpose of this curriculum was to help students to understand the homeland, the nation, the “one country, two systems” policy and to cultivate the sense of belonging to China and the sense of pride of being a Chinese. Civic education in Hongkong include education for cosmopolitan nationalism, civic nationalism, cultural nationalism, cuturel nationalism, anti colonial nationalism, and totaliran nationalism. Cosmopolitan nationalist refers to individuals who on one hand believe that all human beings are created equal and show great beings are created equal and show great respect for basic human rights, have deep concern and love for all mankind, disregarding to race, gender, nationality, religion, and responsibility to partipate for the betterment of mankind. Civic nationalism, this conception of nationalism emphasizes the equal right of individuals, regardless of race, colour, creed,

gender, language or ethnicity, and also participate in the governing of their lives. Cultural nationalism, emphasizes both cognitive and affective domains which refers to the knowing of common historic territory, ancestors, language, share myths, memories, unity of the nation, kind of culture and national conciousness of nation. The term of nationalistic in context in Hong Kong are education for civic nationalism and cosmopolitan nationalism which establish bridges between nationalism and democracy, human rights, and global citizenship. And also cultural nationalism important in Hong Kong because the understanding at China and nation in Hong Kong were taken as cultural conceps rather than the political conceps.

The Case of Indonesia, In a pluralistic society have a many values. So often a confusion and perversion of the meaning of real value. Moral education is aimed at helping learners to explore values and puts integrally in the overall context of his life [2]. Moral education includes and involves those teaching; that type of teaching methode; those student activities in the democratic way. Moral value of the Indonesian nation based on the values of Pancasila as the basis country. Due to instill the values of Pancasila, student can act and behave as God’s creatures as well as part of a community of a country. Nationalism is love of the Nation Indonesia, crossed love of tribes. Nationalism is a manifestation of the love of the nation

Indonesia against the state and homeland based on Pancasila. Patriotism and nationalism is based on Pancasila lead students to have an attitude up holding the values of sincerity or the spirit of sacrifice, humanity, tolerance, and feel that Indonesia is a part of all mankind [6]. in moral education emerging awareness of comprehensive approach that is expected to produce graduates capable of making moral decisions and also has a commendable behavior due to habituation continuously in education [7]. Comprehenship approach are inculcation, modelling, faccilitation, and skill building. The obstacle of applying nationalism in Civic Education is because of too theoretical and not oriented to the practice of students in community. Inculcation of nationalism should not use indoctrination. Teacher must respect to all student, appreciate. Student can express opinion in the classroom and teacher give experience to all student. Second, Modelling, Teacher as a role modell for student. Teacher give experience to solve problem. Third, Facilititation, Teacher support and motivate students develop personality for example nationalism. Teacher listen the student in activity. Final, skill building, teacher motivate student for critical thinking, and solve a problem.

Further, I argued that inculcation of nationalism can be integrated between comprehenship method and PBL method.

In PBL, students can solve a problem. Problem-based learning (PBL) can be considered as both an idea as well as a model for approaching learning. PBL is supported in many ways by theories in the learning sciences ranging from constructivism and cognition to problem solving. As an interventionist model, it has also been substantiated by research that demonstrates its effectiveness in promoting higher-order thinking, knowledge construction, collaborative learning, and independent learning [5].

Problem-based learning (PBL) provides students with the opportunity not only to explore but also to immerse themselves in real-world issues. Creating a prototype using the engineering design process or determining how to effectively control a damaging invasive species and presenting that plan to a city council are real-world problems that students can and should be attacking in their day to day student lives. While student-generated questions are the pinnacle of PBL, teachers can provide students with an ill-structured problem as an entry into the PBL arena. *Student steps, question, gather data, conclude, communicate, evaluate, evaluation of final project conference. Teacher tasks are specify or approve a real world problems, identify the progression of tasks within problem, specify knowledge and skill for each tasks, teach necessary skills, and observation of students; feedback* [1].

The importance of unity as the cornerstone of a nation and state is not just resting on the hardware alone but need nationalism as a cultural existence. Associated with the definition of the nation, the nation is culture conception of a political community that is limited and sovereign [3]. Indonesia as a nation, united on the principle of wisdom. Nationalism needs to be imparted to the students because the foundation of the Indonesian state as a melting pot of various tribes into a nation is nothing but a political future goals to bring the country to bring values, personality and ideals together. Indonesia put state political nationalism as a unifier. The conception of nationality Indonesia also contain elements of cultural nationalism to defend the will of the historical heritage and cultural traditions of the previous power from a variety of ethnic diversity, culture. In this case, Indonesia has the conception of nationality distinctive modernist fusion with primordialism and perennialism. Indonesia has the conception of nationality distinctive blend of modernist with primordialism and perennialism. Modernists are the nation is the fruit of modernization or rationalization. Experts modernists tend to reject interconnectedness nation with ethno-religious communities and traditions of the past are seen as a pre-political period. Perspective primordialism [3] argued that the nation is a historical provision which is present in human history and inherent strength in the past and the present generation. Perspective perennialism nation are found in various time before the modern period. Indonesia is multicultural obsessed with uniformity.

Therefore, it is necessary to facilitate the learning of citizenship values of peace between the

clash of cultures and tribes in a pluralistic Indonesian society.

VI. CONCLUSIONS

Strengthening of nationalism in civic education in this article is not centered on the methods of learning because in essence the value of nationalism must be implanted through any method used lecturers. Students are expected to be more aware of the importance of nationalism in social activities shown by self-sacrifice in the social activity. Therefore, civic education in university must relevant in society are not limited to campus activities. Cultivation of nationalism in university through civic education must realize the importance of using a variety of teaching methods.

Further, I argued that inculcation of nationalism can be integrated between comprehension method and PBL method. In PBL, students can solve a problem. Problem-based learning (PBL) can be considered as both an idea as well as a model for approaching learning. PBL is supported in many ways by theories in the learning sciences ranging from constructivism and cognition to problem solving. Discussion and debate classes helpful for the success of moral teaching for the cultivation of nationalism in Higher Education. Students should be given the opportunity to argue as long as it does not come out of the material covered in class. Learning with the discussion can allow feedback. The results of the discussion class is that students can communicate skillfully to show nationalism as citizens. In addition, teaching with discussions allow students to develop an understanding of the issues that can diminish nationalism on topics such as conflict and disintegrative. In addition, faculty enthusiasm and creativity as a way to boost nationalism. Nationalism is reflected in the application of student life to make decisions in civic life.

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