

## The Nationality Education Model: The Implementation of a *Score-A* Training Model for Youth Across Different Cultures in Indonesia

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### Abstract

This paper aimed to analyse to analyze the implementation of nationality education model for youth across different cultures through the SCORE-A model. The SCORE-A model stands for spatial awareness (SA); cultural awareness (CA); organization awareness (OA); religion awareness (RA); and economic awareness (EA). This model is probably effective to educate the youth coming from different backgrounds such as religion, race language and others. The qualitative study was conducted using document analysis, literature review, interviews, and questionnaire. The teaching model was constructed with literature review analyses and interviews with experts. In model implementation, the researchers worked with 22 youths living in DKI Jakarta over a six month period. The results revealed that The SCORE-A model or treatment during observation are appropriate for improving the nationalism in loving their own country even though the youths come from different backgrounds of religion, ethic, and language. In addition to this, the youths also developed their critical and creative thinking skills, although there are some limitations in applying the SCORE-A model such as variation in participants background. Therefore, it is suggested that the model can be implemented in other areas.

**Key words:** *nationalism education, youth, cross culture, SCORE-A training model*

### Introduction

The study of nationality education is related to three main issues of history of political nationalism, multiculturalism, and criticism of indoctrination. Several strategies are used to develop the nationalism by promoting through mass media and national training. For instance, in the United States, Poland, China and Japan, they promoted nationalism by using offline and online mass media, films and structured teaching materials (Davies, Mizuyama, & Thompson, 2010; Nucci, Narvaez, & Krettenauer, 2014; DeDominicis, 2014; Qian, Xu, & Chen, 2017; Jaskulowski

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& Surmiak, 2017). In addition to this, the nationality education is also related to the multiculturalism issue, especially in relation to countries which consist of society with different background of ethnic group, religion, language and others. Those countries which recognised as multicultural states have developed the similar model to improve their nationalism. For example, the United States, France, Finland, India, China and Hong Kong, Iraq, and Malaysia have the similar nationality education to improve the love of their countries. In addressing the issue of multi ethnicity, race, and heterogeneity, these countries designed a complex national education curriculum adapted to the context of the community.

The significance of this nationality education is designed to create the social change in some communities. It is very common that the difference can cause a tension or conflict in communities, such as different culture, race, religion, language and others. By using a socio-ethnic approach, the purpose of nationality education is to create harmonization, establish democratization and social tolerance. This nationality education is carried out through educational program, learning programs and political simulations (Jaffrelot, 2003; Utz, 2005; Levinson, Schugurensky, & González, 2007; Kennedy, 2012; Berry & Candis, 2013; Lin, 2005; Ismail, 2015; Wintersteiner, Grobbauer, & Diendorfer, 2015; Bawa & Bhatnagar, 2016; Bonikowski, 2016) (Sánchez & Noblit, 2016; Danju, 2015; Banks, 2017)

Having a closer look to the school program, the nationality education emphasized the issue of indoctrination. It probably means that this model is created to educate youths and students in school to live in harmony, reduce the tension between different ethnic groups, and discussing about the future which can improve the feeling of loving their country. Therefore, it is important for the teachers to understand clearly about diversity of race, religion, culture, language and others since it will be used for teaching students in school. As a result, teachers no longer carry their ethnic background which can be presented in the values of social tolerance, multiculturalism, and democracy (Coenders & Scheepers, 2013; Leung, 2004)

In the Indonesian context, national problems relating to the huge tension between ethnic groups have been challenging to the government since the early days of independence. Separatist issues, stability, and social conflict are still threatening that can disrupt the integrity of the nation (Morgenthau, 1997; Mufid, 2001; Setara Institute, 2008). Various efforts have been made to overcome this problem, such as the enactment of a nationality education. Meanwhile, in the reform era which stood from 1998 until now the efforts to foster nationalism education were not only

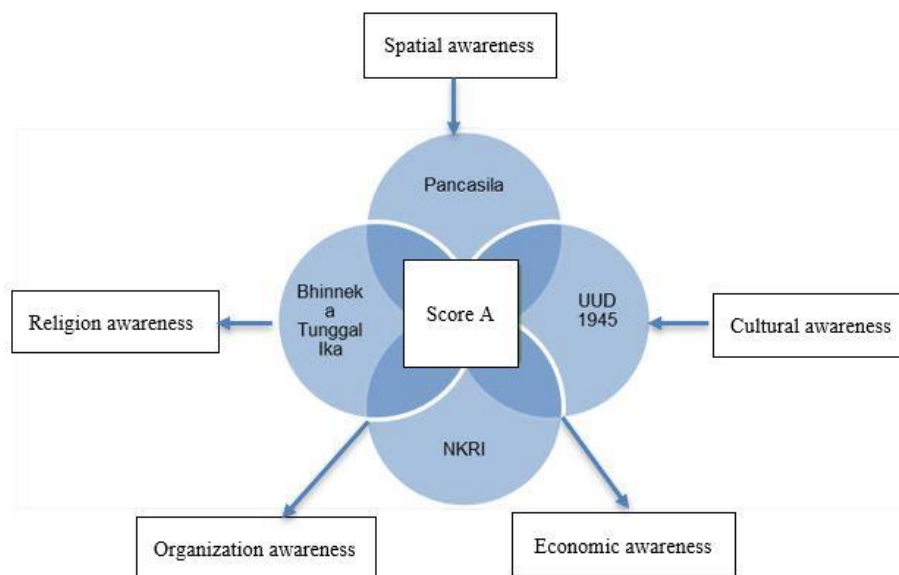
carried out by the State (Ministry of Home Affairs, 2012), but also involved the participation of civil society (Asriati, 2013; CEFIL, 2013; Triyanto, 2015; Chamami, 2015). However the nationality education model remains fragmented which is not sustainable, and not integrated. Therefore, it is necessary to look for other models that are more focused, and comprehensive. In this context, the SCORE-A nationality education model is presented as an alternative to solve the government challenge mentioned above. The implementation of the model is created to reduce the tension among ethnic groups, remove the separatist groups, and other challenge. The national SCORE-A education model rests on "five core insights"; spatial awareness (SA); cultural awareness (CA); organization awareness (OA); religion awareness (RA); economic awareness (EA).

This research was conducted in Indonesia which known as multicultural country. Therefore, it will focus on how to teach diverse youths such as different race, religion, language and other backgrounds by using SCORE-A nationality education model to make them live in harmony in country. Although there are a lot of limitations, it probably can help some group of communities which have differences among them.

## **Literature review**

### **SCORE-A Nationality Education Model**

Score-A stands for spatial awareness (SA); cultural awareness (CA); organization awareness (OA); religion awareness (RA); economic awareness (EA). The five concepts generated from SCORE-A can be the main concern of this research and it would be the core of nationality education model for youth. When teaching nationality education model using SCORE-A, it probably can produce the new insight and reflective views from youths about nationality and identity. This part would discuss about five main principles from SCORE-A nationality education model, which are spatial awareness, cultural awareness, organization awareness, religion awareness and economic awareness.



**Figure 1 Score-A Model (Komarudin, Ubedilah, & Syaifudin, 2017)**

The first concept of *Score-A* is Spatial awareness. This awareness is described that the youth is designed to analyse the object and something which can think of the world. Having a closer look to this, the spatial is a social construction in which it describes about the intensity and meaning about social friendship in society. In addition to this, the spatial create the relationship between knowledge and the God (Gardner, 2003; Giaquinto, 2007; Shearer, 2004; Zielnic , 2007).

The second concept of *Score-A* model is cultural awareness. This concept aims to introduce the youth to understand that people living in this world come from different culture. The appearance of culture in some community can create a different colour in life, so that people can teach one another. Instead of becoming the source of conflict due to diverse ways of live, it probably would be better to preserve it. Some expert argue that involving of culture especially some ways of live in culture can create better future life and it is very important (Ang & Dyne, 2008). In addition to this, the youths are also designed to join some organisation or communities, so that they can learn how to adapt and cope with new situation because organisation or community have a lot of member from different background. These sort of concept can be called as cultural awareness.

The third concept of *Score-A* model is religious. This concept is slightly similar with spatial awareness. While spatial awareness focus on the concept of God, this religious awareness focus on how to get deep knowledge and applied it in day-to-day activities. This probably means that

the youths are not only expected to know and have the knowledge, but they also should apply these religious concepts every day. This is what is called as religious awareness in SCORE-A.

At the end, the concept of SCORE-A focus on the economic awareness. This concept is developed to create and develop financial awareness, since the youths are intended to be independent financially. These are some five principles for developing the youths through SCORE-A nationality education model.

### **Method**

The study used a qualitative methodology with document analysis, a literature review, interview and questionnaire as data collection. And also has strategy such as participant observation. Based on Miles and Huberman (1994) qualitative data analysis consists of three procedures such as data reduction, data display and conclusion. Data reduction is process whereby the mass qualitative data obtained such as observation and interview. These case study research questions are: 1. How does SCORE-A Training model increasing nationalism? 2. How does SCORE-A Training model develop critical and creative thinking skills? Based on the research questions, this case study focused on How SCORE-A Training model was being implemented and what the implications were on participants.

The model was developed through the steps of model development based on document analyses (curriculum and literature review), followed by experts' judgement. The researchers explore the experts' judgement through questionnaire and interviews. After model revisions, the model was implemented in selected group to understanding the feasibility and impacts of the model. Then followed by implementation in the extended groups to get comprehensive feedback on final model. During the training the participants was completed the questionnaire regarding their feedback and impact on the training, followed by deep interviews to understand their feelings and opinions.

This study has three procedures such pre training, substance of training, and coaching methodology. On pre training, authors asked questions about participants experience on Nationality Education training. After that, substance of training by SCORE-A training model, as follows:

#### **Part I**

##### *Introduction*

In this introduction, authors collaboration with participants for 60 minutes to introduction about SCORE-A training model. Participants knew and understood the intent and purpose of developing national insight by Games. And then the opening was done by creation of interaction, communication and atmosphere of activities that are full of collaboration through meta card. The assessment results shows by enthusiasm and participant level. Coaching activity contract was done by identified goals, expectations and follow-up of coaching activities use Pleno to agree on the rules to guide completion and the assessment results shows by willingness of participants to sign an activity contract.

### *Insight of Nationality and National Development*

In this procedure, need 480 minutes. The first subject about dynamics of Indonesian nationalism, participants must understood the dynamics of Indonesian national development based on spatial, cultural, organizational, religious and economic aspects. Analyzed the dynamics of Indonesian contemporary insights. The procedure used short film, critical analysis and cross experience. The second subject is problems of contemporary nationality. Understand the main roots of contemporary national problems used short film screening and analysis method. Identified triggers for national conflict used game star power and identified realities that support national integration used critical analysis method. The third subject is conflict management and structuring of community institutions. Map conflicts that occur in the community used critical analysis and participants are able to provide solutions to conflicts used brainstorming through tool problem tree and participants are able to manage conflicts through outbound method. The last is nationalism based social development such as determine the program's target community used cross experience, formulate a community development strategy based on five core national insights (SCORE-A) and able to design a harmonious and intensive community structure used community design simulation.

## **Part II**

### *Strengthening of Community Assessment Skills*

In this part, participants need 300 minutes to implementation. First, empower and educated the public such as translated harmonious and integral community development designs by cross experience. Able to socialize harmonious and integral community design through scriptorium method. Develop then analyze the challenges and future design harmonious by FGD method. Second, organizing the community such as carried out community organizing activities, identified

the potential role of stakeholders to realize harmonious and integrative community design by contextual learning design. Third building communication and cooperation with the community, participants able to establish intense communication with the community and able to encourage good by contextual learning method.

#### *Workshop of Nationality*

These procedures need 460 minutes. The first is cross-cultural youth engagement strategy in national development with nationality insight. Participants are able to form the type of activity as an entry point by group work. After that development of national insight by group presentation. And then formulate strategies for implementing an effective national insight development program by Pleno. The second is standard assessment of nationality insight development programs. Participants know the techniques and aspects in the assessment of national insight development program. And the third program development and national pledge. Participants are able to design and translate a variety of national insight training program and bind themselves through national pledges by moment of ceremonial.

### **Part III**

#### *Coaching Evaluation*

In this part, test the results of training management assessment and training follow up. Participants are able to review the results discussed in training, obtained assessment from participants about the effectiveness of the implementation of training and re charge training and also establishing communication for 60 minutes.

Based on substance of training, the research used case study to participant and followed every part. The study was conducted in Jakarta over a period of 6 months in 2018. In this research, observation has done during training session. Authors worked together with 22 youths from 14 ethnic in Indonesia as participants and two education experts. Participants have different religion one Buddhist, one Hindu, 16 Islam, one Catholic and three protestant. Semi-structured interviewed conducted and transcribed outside of training model time. In each part, the data collected as part of the SCORE-A training model of consisted of content, deep-interview, participants experience, training methodology, observation of participants presentation and various religion and ethnic. Interview was conducted with education expert consisted originality; SCORE-A model, practicality and excellence of the model and also use of the model. Based on Yin in (Tannebaum, 2018) data for the present study was analyzed in two ways and initially, individual case reports

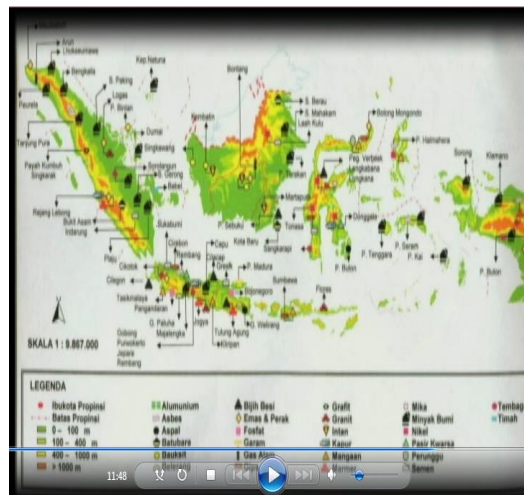
were generated for each participant. It were transcribed and analyzed by data reduction and triangulation. Interview transcripts were made of tables containing the participant labels P1-P22 and E1-E2. The authors also read articles from journals that helped in the analysis of the transcript.

## Findings

### Design Model of Nationalist Education Score-A

The SCORE-A nationality education model was developed from the thinking of social scientists (Komarudin, Ubedilah, & Syaifudin, 2017). This model prioritizes the process of internalization or processing of inner attitudes, spirituality, and the mentality participants. The model provides the opportunity for reflection, personal processing, and sharing gets an important portion in the design of the SCORE-A education model.

The SCORE-A model relies on a combination of methods such as lectures, documentary media, games, Meta cards (some cards which are used during the treatment to the respondents), critical analysis, cross experience, case studies, scriptorium, simulations, group work, and Focus Group Discussion. The approach used relies on resources-based learning, contextual learning, and work-based learning. Through these three approaches the participants are expected to be able to actively engagein each activity (Komarudin, Ubedilah, & Syaifudin, 2017).



**Picture 1. Material National Education Model Score-A**

**Source: Private Document**

Based on the picture 1, documentary media is one of training method. The material of Insight of Nationality and National Development used short film to help the participants to understand the context of the problems. Movie is one of media promoted positive characteristic



and effective (Smithikrai, 2016). The aim of the SCORE-A model as a national education curriculum is to develop national awareness and to reinforce a national commitment to the cross-cultural coaching of participants so that in their daily lives, Indonesian youth can contribute to national unity. The specific objectives of the model implementation, there are providing national knowledge and understanding, identifying and finding solutions to current national problems, changing the mindset, behavior, and awareness of participants about the importance of their involvement in the development process, and gathering ideas about the model of the development of a nation-oriented society that is a version of the young generation across cultures (Komarudin, et al 2017). These specific objectives have guided the learning process within the nationality education model.

### **Nationalism Development**

Training is one of a systematic process to foster attitudes. (Milkovich & Boudreay, 1994). The model of national education score-A represented five core intelligence that can lead to national understanding and awareness. There are curriculum, teaching materials, and evaluation models that are presented in a systemic, integrated, and contextual manner; we are delivered to alternative methods of implementing national insights. "...In this training, I felt different experience like previous training" (Participant 1, 2018). "...I thought the training was done with academic"(Participant 2, 2018). "...After I followed the training, I knew how to keep culture diverse and unity"(Participant 3, 2018). "...I felt the training reminded us of national insights and fosters a sense of love for homeland of Indonesia"(Participant 4, 2018). "...Previous training just only focused on four pillars of nationality but in this SCORE-A training model my nationalism was increased by leadership training" (Participant 5, 2018). "The different thing about this SCORE-A training model is presented participants from different ethnic, it helped us to increased nationalism with know each other ethnic and have a communication"(Participant 6, 2018). Based on that interview, most participants agree that SCORE-A training model helped them to increasing nationalism. That is can be strengthen the spirit of nationalism by revitalizing it for improving the nation competitiveness of globalization era (Sulistiyono, 2018). "...I felt SCORE-A training model made participants increasing their nationalism because even though we are different in language and tradition but we have one purpose."( Participant 7, 2018). "SCORE-A training model is one of the innovation to united Indonesian youth"(Expert 1, 2018). "Most of training only focused on trainer center. But in this training, the subject that we got about problems of

contemporary nationality made me understood how to increasing our nationalism” (Participant 8, 2018). Because nationalism is typically linked to structure of feeling and emotion more than to the world of rationality (Aspinall, 2015). According to data participants through interview, the advantage of SCORE-A training model are making their self-aware of the importance unity in diversity and exercise their mindset and nationality with different perspective.

### **Critical and creative thinking skills development**

According to Greenstein (2012) human resources in order to compete nationally and internationally in the 21<sup>st</sup> century include critical thinking. The implementation of the SCORE-A national education model was carried out in 3 stages; planning, implementation, and evaluation. The planning phase included three activities; the fixation of coaching devices, improvement of materials, and analysis of criteria for coaching participants. In order to improve the quality of instruments such some materials, the researchers have contributed to revise and provide some materials based on their education background. “...I felt the development my critical thinking because SCORE-A training model.”(Participant 9, 2018). “...This training encourages me to creative thinking about identify triggers for national conflict and also realities that support national integration. ” (Participant 10, 2018). “This national education training was develop my critical thinking through created a community social development proposal” (Participant 11, 2018). “As a participant, I ever followed the training about national education. Previous training only prioritized four national pillars without making a proposal so I felt SCORE-A training model helped me to developed critical thinking.”(Participant 12, 2018). “I felt this training very educative and the training used varies of method such as video and games and also critical analysed. That is made me as a participant can develop critical and creative thinking.”(Participant 13, 2018). “Material of SCORE-A training model really interesting. Created proposal to build our region make me challenged and gave experience to built critical and creative thinking.”(Participant 14, 2018). “SCORE-A training model is the formulation to find solutions to existing national problems and effective to develop critical analysed participant”(Expert 2, 2018). Collaboration in group work can improve the critical thinking skills and developing their thinking process (Valdez, 2015). According to Bleedorn in (Alghafri & Ismail, 2014) the critical and creative thinking are important for the individuals. According to respondents the coaching of the SCORE-A model brings benefits, both in perspective and feeling of nationalism or loving their own country However, for improvements to more comprehensive coaching in all regions of Indonesia, participants provided

feedback that the coaching engaged them in the nationality education, however, all province in Indonesia need to be represented. The participants engaged in critical and creative thinking processes as they were challenged by complex issues which helped them explore their values.

### **Discussion and Implications**

The finding of the study about SCORE-A nationality education has improved nationalism among youths and develop critical and creative thinking skills. As seen on the figure 1 with regard to the SCORE-A model, the main basic of this nationality education is Pancasila (the Indonesian five principles), NKRI (The Republic of Indonesia), Bhineka Tunggal Ika (unity in diversity), and UUD 1945 (Indonesian basic constitution 1945) (Komarudin, Ubedilah, & Syaifudin, 2017). These four basic SCORE-A nationality education teaching model was implemented towards the youths. Based on the previous concept of nationality education, the main purpose of this model is to change youth's attitude and perspective to have the feeling of nationalism or loving their country, as well as developing critical and creative thinking skills.

At the first glance when teachers gave the content about case-based in classroom, the participants do not have any idea and they think that this training could be similar with other workshop that they attended. However, as the purpose of nationality education is to develop the feeling of loving their country or nationalism, they interested to follow the process and know deep knowledge about their own country. The meta cards and the movie are the most powerful weapon to teach youth during developing their nationalism. It is similar with the work by researchers in which he said that movie provide new imagination for students to develop their soft-skills (Smithikrai, 2016).

In Indonesian context, nationalism is considered to be very important. It is probably the country is very diverse in terms of ethnic, race and religion (Raihani, 2014). While diversity provides some colorful life and brings a wide range of idea, it also creates negative impact if the country never treat or educate their people to love their country and live in harmony. What is more, in other part of the world, nationalism is imperative especially in the place where the people come from different background. In Africa for example, nationalism is very crucial because some countries in African continent should fight with other nations (Olasupo, Oladeji, & Ijeoma, 2017). This feeling of nationalism cannot appear or emerge by themselves, but it needs the process by using education context. As seen on the interview results, the SCORE-A nationality education

training can increase the love of their homeland country. Other respondents said that they increased the insight that the country is diverse.

Having a closer look to the nationalism, it seems that in Indonesian context, it is important and schools or other educational institutions needs to provide and develop it. For example in SCORE-A nationality education in which the treatment is developed towards movie and meta cards. However, it does not mean that nationalism has always positive development. To some extent, it has some limitation towards the society, especially in the political party context. The nationalist argue that nationalism should always focus on their group only, apart from other political groups (Yazici, 2018).

In the second benefits, after the treatment of SCORE-A Nationality education training model, the youths were expected to develop their critical and collaborative thinking skills. These two skills are being promoted by the United Nations, since it is considered to be 21<sup>st</sup> century skill (Ridwan, Rahmawati, & Hadinugrahaningsih, 2017). Critical thinking is the skill which create youths to read and get a deep analysis before they decide what would they do and share information towards others (Longmore, Grant, & Golnaraghi, 2017). Other experts also argue that the critical thinking skills should be implemented and applied towards youths in schools (Papadourakis, 2016).

In this study, during the respondents were given some national conflict and they are required to give their opinion about the case. The general interview report seen that SCORE-A nationality education model can develop their critical thinking skills, as well as the collaborative skill. The youths were asked to discuss and communicate and collaborate with other group of people to give some solution. It is similar with the results by some expert, in which they said that academic collaboration can increase and develop collaborative and critical thinking skills (Spies & Xu, 1-9).

Since collaborative and creative thinking skill are of important skills which should be taught towards students. SCORE-A nationality education model have provided it towards the youths. In addition to the participants need to be encouraged to engage the learning experiences in order to reflect on their values and beliefs. The development of critical and contextual issues and time allocation are important to engage the participants.

## **Conclusion**

The nationality education model, Score-A, represents "five core nationalism insights"; spatial awareness (SA); cultural awareness (CA); organization awareness (OA); religion awareness (RA); economic awareness (EA). Judging from the design, the SCORE-A model is focused, elaborative and comprehensive, and can be an alternative to existing models. An important aspect of the Score-A model is that, during implementation, various media such as lectures, documentary film media, games Meta cards, critical analysis, cross experience, case studies, scriptorium, simulations, group work, and FGD, can be used.

Based on the results of expert validation, the national model of SCORE-A education was declared to be a feasible tool to apply to cross-cultural youth as an alternative to the existing model, with a score of 82.82%. This result is in line with the results of the implementation of the model with the 22 research participants, of which 91% rated the SCORE-A model substance very appropriate for fostering the nationality of cross-cultural youth. For this reason, given the importance of implementing this model to a broader scope, the correctional of the SCORE-A model also needs to be carried out by government institutions, civil society, and especially educational institutions as an important model for national development.

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