



The Principal's Strategy for Strengthening National Identity in Globalization Era

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ABSTRACT

National identity is interesting to be discussed, considering the loss of national boundaries since technological advances increasingly affect daily life. National identity is essential to be implemented from an early age, primarily through the role of education. The focus of this study is to reveal the Principal's strategy for strengthening national identities. This study was conducted using a quantitative approach through a survey of 50 elementary school principals spread over 18 subdistricts in the Sidoarjo Regency. Two things can be concluded from this study. First, national identity is essential for the young generation of mid-globalization. This study shows that every respondent realizes the importance of principal secondary schools developing straightforward policy programs about internalizing national identity. Those policy programs must integrate extracurricular activities, extracurricular activities, building school culture, and various participation activities. Second, most of the respondents agree that their schools have no clear policy as their guidance in internalizing national identity values in learning. Several teachers have integrated national identity values into learning through lesson plans or learning activities. This study recommends developing an applicable policy model to strengthen the national identity of the young generation.

INTRODUCTION

Globalism and its essence are of universal importance and are among the leading research subjects studied by many scientists worldwide. However, globalization as an ideology and process has strengthened politics, economics, and dominant culture in the last 21st century (Castañeda & Shemesh, 2020; Koopmans & Zürn, 2019; Steger, 2005). As a current phenomenon, globalization as the main subject becomes the primary debate in various countries regarding immigration, free trade, and integration between nations which has created significant conflicts for its supporters and opponents (Copelovitch & Pevehouse, 2019; De Wilde, 2019; Mariotti, 2022; Teece, 2022; Walter, 2021). Furthermore, the phenomenon of globalization leads to transnational divisions (Hooghe & Marks, 2018), pitting cosmopolitans against nationalists (Kriesi et al., 2012), or the gap between communitarian and cosmopolitan groups (Teney et al., 2013), as well as a new political ideology that treats old ideology of several nations (Steger & Wilson, 2012).

The loss of boundaries between countries as a result of globalization needs to strengthen nationalism as a response to protect culture, traditions, and national attitudes from the integration of the new world structure (Abdulsattar, 2013). In line with this, the attitude of nationalism that each country has owned can be used to promote and maintain the culture and way of life under their respective territories (Ho

& Law, 2004). The attitude of strengthening nationalism has played an important role in fortifying a nation in the face of the pressure of ideological homogenization as a whole (Ahmed, 2020; Roudometof, 2014; Yücel & Doğan, 2021).

The efforts to strengthen nationalism as a bulwark of globalization that various countries have carried out include; Cultivation of Nationalism through TV media has been made by India through broadcasting nationalism history narration (Cullity, 2002). In line with this phenomenon, Ireland has developed a nationalist attitude by consolidating culture between communities and building pride in visible ethnicity through literature, language, theater, and sport (Popovic & Bjelica, 2014). Meanwhile, in Berlin, the doctrine to affirm nationalism is carried out through several sectors. Namely, attitude in politics, prioritizing unity and setting moral and particular boundaries (Miller, 2005; Paul, 2019). Furthermore, nationalism in China is built through cultivating a proud attitude toward all origin products, including goods from their own country and written in government policy (Sinkkonen, 2013).

Undeniably, the sustainability of a country's development is determined by the level of condition of the youth population (Odoh & Innocent, 2014). It is proven that the involvement of youth in active political participation can significantly improve the country and make the democratic system healthier (Kitanova, 2019). The younger generation is a solid strategic instrument in strengthening a country because it ambivalently acts as an agent of reformation (Amaut, 2003; Donais, 2018). Furthermore, Russia understood youth as the foundation of the nation is done by making specific policies for young people to be more loyal and participate actively in advancing the country (Blum, 2006; Diemel & Hilhorst, 2019; Sweeney & Winn, 2020; Yarlykova & Yu, 2020).

As a determinant of the nation's direction, instilling a nationalist attitude in the young generation from an early age as a bulwark in the face of globalization is necessary (Sherlock, 2020; Worger, 2012). The nationalism attitude possessed by the younger generation has proven to strengthen the nation's noble values and become a driving force in making changes to be a better country's system (Huisman, 2017). Youth with a strong spirit of nationalism is proven to make a positive contribution to making a prosperous country and to keep from threats that can disrupt the nation's integrity (Casaglia et al., 2020; Mylonas & Tudor, 2021; Seitz et al., 2020; Tan et al., 2018). Furthermore, the higher attitude toward nationalism possessed by the young generation, the firmer self-identity and contribution to strengthening the country will be better (Lu & Yu, 2018).

Various studies about strengthening youth nationalism at an early age have interested many researchers attention in various countries, such as Qatar as an open country that maintains the citizens' nationalism by constantly campaigning to learn and understand the meaning of contemporary cultural architecture, as well as implicit cultural values in every contemporary architecture building (Ibrahim, 2016). The policy of adjusting the political system to the cultural condition in Mozambique can increase the citizens' nationalism and unite community groups that were previously divided due to differences in socioeconomic, cultural, political, and linguistic levels (Stelia & Goncalves, 2019). The brilliant achievements of the Montenegrin football team can strengthen nationalism and increase peace and tolerance between various ethnic groups in a multicultural society (Popovic & Bjelica, 2014).

Meanwhile, the fact that Indonesia, which is a multicultural society suspected have several challenges in controlling the ethnic majority and minority to maintain conflict as

a result of globalization (Brown, 2004). In the last decade, there have been many actions by certain groups that have intentionally damaged the harmony of the Indonesian nation through sensitive issues between cultures, religions, and races (Taqwim, 2018). Undeniably, a multicultural society's condition can drive it into various multidimensional crises as part of a problem, such as discrimination, injustice, suspicion, and human rights violations (Masamah & Huda, 2016).

The long-term policy implemented by the Indonesian government to minimize multicultural conflicts is to prepare the young generation to have good attitudes, behavior, character, and leadership to reach a strong national vision in 2045 (Rokhman et al., 2014). Strengthening Indonesia's youth character through generosity, tolerance, and religion is the most effective solution in dealing with moral crises such as violence, sexual harassment, and corruption (El Rizaq & Sarmini, 2020). To teach the nation's character values, the government emphasizes learning not only in the form of reading, writing, and arithmetic activities but also in the habituation of good attitudes such as politeness, honesty, discipline, and so on (Sarmini et al., 2020). The intensively instilled nationalism program that started from an early age aims to make the young generation internalize nationalism values through daily attitude (Rajilun, 2019).

The nationalist character of the young generation is not only determined by government policies, but the family also has a prominent role in strengthening nationalism by directing them to participate actively in national events (Bonikowski, 2017; Dewantara et al., 2020; Gunawan, 2009; Seitz et al., 2020; Žuk, 2018). Furthermore, domestic and family spaces determine the individual perception of love of the country (Rizaq & Sarmini, 2021). Then, the community also has a role in strengthening nationalism amid togetherness. This condition can reduce the negative impact of the condition of community diversity (Reeskens & Wright, 2013).

On the other hand, an educational curriculum that prioritizes the values of unity in diversity is proven to construct the nationalism of the younger generation (Hung, 2017). Implementing the education system is a suitable controlling instrument for strengthening the national character program. Then, the education system that considers the target of achieving nationalist character and community target is suspected of building awareness about national identity (Walton et al., 2018). The translation of the education system that prioritizes certain characters in a country into the school curriculum will become the source of ideas in social behavior and a platform for ideological action as a means to embed doctrine ideology in students (Dobrocká & Szórádová, 2018).

A perfect education system will bring multiculturalism education to schools if teachers have critical nationalism maturity in diversity (Sealy, 2018). This fact is reinforced by the teacher's demands to understand cultural diversity before implementing the values in learning activities (Aragona-Young & Sawyer, 2018). Adequate teacher knowledge about diversity and multiculturalism will positively impact all students (Tonbuloglu et al., 2016). Various studies show the importance of strengthening national identity for the young generation. The novelties of this study are to analyze the principals of secondary schools in the Sidoarjo district, while the sample was 50 principals from 18 sub-districts. In a previous study, there was no study of the principal secondary strategies for strengthening Indonesian nationalism for the young generation. Hence, the research objective of this study is to focus on principal secondary strategies for strengthening Indonesian nationalism for the young generation.

RESEARCH METHOD

This research is qualitative with a case study approach. Case study data describes a case in real life (Aliyyah et al., 2020; Realyvásquez-Vargas et al., 2018). The research flowchart is likely in Figure 1.

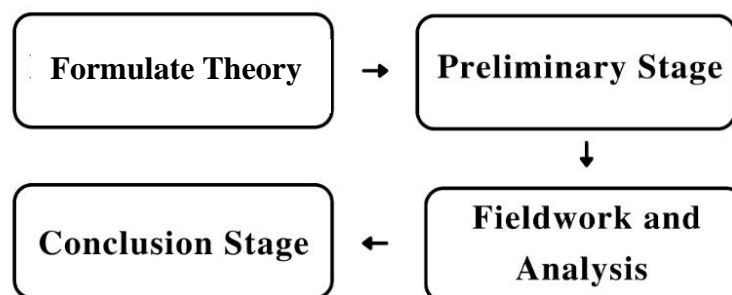


Figure 1. Research flowchart.

The population in this study were the principals of secondary schools in the Sidoarjo district, while the sample was 50 principals from 18 sub-districts. This research focuses on the principal strategies for strengthening Indonesian nationalism for the young generation. The substance of this research is divided into several indicators, namely: (1) the value of the Indonesian identity that has been internalized; (2) Efforts that have been made; (3) Implementation through extracurricular activities; (4) Implementation through intracurricular activities; (5) Implementation activities in strengthening school culture and Community Participation.

RESULTS AND DISCUSSION

The construction of secondary school principals in strengthening an Indonesian identity is understood through intracurricular activities, extracurricular activities, building school culture, and various participation activities. Public. Based on 50 respondent responses in this study, the details can be observed in table 1 using questionnaires and data analysis using percentage analysis techniques.

Table 1. Recapitulation of principal strategy in strengthening national identity.

No.	Rated aspect	Scale/Percentage				
		1	2	3	4	5
The internalized national identity value						
1	There is no related official policy for internalizing specific values in strengthening Indonesian identity	15 (30%)	5 (10%)	5 (10%)	10 (20%)	15 (30%)
2	The Principal is allowed to choose the character values that will be internalized	11 (22%)	6 (12%)	4 (8%)	7 (14%)	22 (44%)
3	The Education Officer gives authority to school principals to choose character values	22 (44%)	8 (16%)		10 (20%)	10 (20%)
4	The Education Officer should provide provisions for values that will be internalized.				5 (10%)	45 (90%)
Efforts that have been made						
5	The school has a program for internalizing	40 (80%)	3 (6%)	7 (14%)		

No.	Rated aspect	Scale/Percentage				
		1	2	3	4	5
6	Although not clearly stated in the policy, schools have internalized values.			1 (2%)	7 (14%)	42 (84%)
7	The school has conducted various competitions for students as a media to strengthen national identity.		21 (42%)	3 (6%)	4 (8%)	22 (44%)
Implementation through intracurricular activities						
8	In addition to social competence, principals ask teachers to internalize national identity values into lesson planning	20 (40%)	10 (20%)		5 (10%)	15 (30%)
9	The Principal asked teachers to internalize national identity values in the learning syntax (initial, core, and final activities)	20 (40%)	5 (10%)		5 (10%)	20 (40%)
10	Schools set success indicators in internalization values to strengthen Indonesian identity	26 (51%)	9 (18%)		5 (10%)	10 (20%)
11	Schools have an assessment model for internalizing values in strengthening an Indonesian identity	23 (46%)	7 (14%)		11 (22%)	9 (18%)
Implementation of extracurricular activities						
12	The Principal has the policy to internalize values in extracurricular activities, planning	19 (38%)	11 (22%)		5 (10%)	15 (30%)
13	Extracurricular coaches have internalized the values through their activities	27 (52%)	3 (6%)		8 (16%)	12 (24%)
14	Extracurricular coaches have assessed the implementation program regarding strengthening national identity	24 (48%)	6 (12%)		10 (20%)	10 (20%)
Implementation Activities in Strengthening School Culture And Community Participation						
15	The Principal has designed the internalization values program in the daily school activity	21 (42%)	9 (18%)		3 (6%)	17 (34%)
16	The principal conducts monitoring and evaluation to maintain that program runs well	23 (46%)	7 (14%)		5 (10%)	15 (30%)
17	Principals have indicators of successful implementation	24 (48%)	6 (12%)		3 (6%)	17 (34%)
18	The principal arranges the implementation of internalizing national identity program through community participation activities	29 (58%)	11 (22%)			10 (20%)
19	Principals use values to strengthen national identity as a filter for various activities involving community participation	25 (50%)	5 (10%)		7 (14%)	13 (26%)
20	The principal and community participation cooperate for the success of internalizing national identity values.	37 (74%)	10 (20%)	3 (6%)		

Information: (1) Strongly disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) agree

First, internalized national identity value is essential to ensuring the national identity strengthening program is doing well. The respondent gave various responses about official policies for internalized national identity in learning (Huddy & Ponte, 2019;

Lindstam et al., 2021). Then, most respondents give various opinions about the Principal right in choosing national identity values that internalize learning. Most education officers should have given authority to the Principal to choose national identity values (44%). The last, most respondents agree that the education officer provides provisions for values that will be internalized (45%). This section shows that most respondents align with internalized national identity values through learning. Even some of them still need clarification about several values that can be internalized in learning. So, they need an appropriate policy to guide internalizing national identity values (Fitzsimmons et al., 2017; Guan et al., 2020; Rashidi & Meihami, 2017; Rohava, 2018).

Second, the principal effort has been internalizing national identity through learning. Most respondents did not implement internalizing national identity values because the school needed the program (80%). Although the school has no clear policy, several respondents state that their school has impalement and internalized national identity values (84%). Most respondents realize that they have internalized several national identity values in learning, even though the school did not have a school policy. This condition is suitable for principals because they can maintain their program, especially in strengthening national identity.

Third, intracurricular activities are the primary step in the learning process. The teacher directly gets in touch with the students. In this step, several teachers said that the principal school asked them to internalize national identity into a lesson plan (30%). Nevertheless, on the other hand, another respondent said that their Principal did not ask them to internalize national identity into a lesson plan (40%). This internalizing action is primarily put in learning syntax, but the others said they did not know how to internalize those values in learning. Those evaluation programs need indicators as guidance to reach the success plan. Around 51% of respondents said schools did not set success indicators as guidance. Only 20% of respondents have the Principal set of success indicators as the guidance to internalize national identity values. Then, the assessment model has developed to evaluate the strengthening program (Agha et al., 2019; Estes et al., 2018; Harvey et al., 2018; Holt et al., 2017; Weinstein et al., 2021).

Fourth, the implementation of strengthening national identity through extracurricular activities is an essential step in the school atmosphere. The data shows two different responses due to the principal policy of internalizing value through extracurricular learning. 35% of respondents did not have a school policy that drives extracurricular internalized national identity. Then, another 40% said their school has a clear policy about internalizing national identity through extracurricular activities. , if we see the extracurricular coaches, most respondents said they did not internalize national identity values during extracurricular activities. 58% of respondents needed to learn when the extracurricular coach internalized national identity values. Then, for the extracurricular assessment, there is 60% of respondent did not sure that the extracurricular program assessed the extracurricular activities that related to national identity.

Fifth, implementing national identity values through activities to build school culture and community participation. Related to this, the Principal (60%) has yet to design and monitor and has no indicators of success (60%) in internalizing values that build Indonesian identity in every school cultural activity. Meanwhile, through community participation activities, the Principal has not prepared an implementation plan (80%), a design as a filter for various activities (60%), or indicators in assessing the success (70%)

of implementing values to build an Indonesian identity. In various activities. They (94%) hope that they will place community participation as a buffer for the success of internalizing values to build Indonesian identity.

CONCLUSION

Two things can be concluded from this study. First, national identity is essential for the young generation of mid-globalization. This study shows that every respondent realizes the importance of principal secondary schools developing straightforward policy programs about internalizing national identity. That policy program must integrate intracurricular activities, extracurricular activities, building school culture, and various participation activities. Second, most of the respondents agree that their schools have no clear policy as their guidance in internalizing national identity values in learning. Several teachers have integrated national identity values into learning through lesson plans or learning activities. Then, the education officer needs to have a clear policy about strengthening national identity. So, this study recommends that education officers have to develop a clear policy about internalizing national identity in learning as the principal guidance in arranging a straightforward program in schools related to strengthening national identity. However, this study is limited to the Sidoarjo regency districts. Hence, further research can conduct the study in other districts.

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