



UNIVERSITAS MUHAMMADIYAH MALANG  
**JP2SD (JURNAL PEMIKIRAN  
DAN PENGEMBANGAN SEKOLAH DASAR)**

<http://ejournal.umm.ac.id/index.php/jp2sd>  
p-ISSN: 2338-1140 e-ISSN: 2527-3043



## Behavioristic Approach Strategy Fostering a Spirit of Nationalism in the Elementary School Teacher Education Study Program

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### INFORMASI ARTIKEL

Riwayat:  
Diterima 1 Juli 2023  
Revisi 6 Oktober 2023  
Dipublikasikan 28 Maret 2024

### Kata kunci:

Nasionalisme, Pendidikan, Strategi, Pembelajaran

### ABSTRAK

Tujuan penelitian untuk mengeksplorasi dan menganalisis strategi yang dalam menumbuhkan sikap nasionalisme pada mahasiswa Program Studi Pendidikan Guru Sekolah Dasar (PGSD) melalui pendekatan behavioristik dalam pembelajaran pendidikan kewarganegaraan. Metode penelitian yang digunakan adalah penelitian kualitatif deskriptif dengan tujuan untuk mengetahui strategi behavioristik dalam menumbuhkan sikap nasionalisme dan cara menumbuhkan sikap nasionalisme melalui pendekatan behavioristik. Teknik dalam mengumpulkan data melalui wawancara dan analisis dokumen terkait dengan penggunaan pendekatan behavioristik dalam pembelajaran pendidikan kewarganegaraan. Hasil penelitian ini menunjukkan bahwa strategi yang efektif dalam menumbuhkan sikap nasionalisme pada mahasiswa Program Studi (PGSD) melalui pendekatan behavioristik. Pertama, penggunaan penguatan positif merupakan strategi yang efektif dalam memperkuat sikap nasionalisme. Dalam konteks pembelajaran, penguatan positif dapat diberikan melalui pengakuan dan penghargaan terhadap partisipasi aktif mahasiswa dalam kegiatan yang berkaitan dengan kewarganegaraan, seperti upacara bendera, peringatan hari nasional, atau proyek-proyek kewarganegaraan. Kedua, pembelajaran yang melibatkan pengalaman langsung dan aplikasi praktis juga terbukti efektif dalam menumbuhkan sikap nasionalisme. Melalui situasi nyata yang relevan dengan nilai-nilai nasional, seperti kunjungan ke tempat-tempat bersejarah atau partisipasi dalam kegiatan sosial yang berhubungan dengan masyarakat, mahasiswa dapat mengalami secara langsung nilai-nilai nasionalisme dan menginternalisasikannya. Implikasi dari penelitian ini dapat digunakan sebagai panduan bagi dosen dan pengajar



dalam merancang strategi pembelajaran yang dapat memperkuat sikap nasionalisme mahasiswa.

#### ABSTRACT

#### Keywords:

Nationalism, Education, Strategy, Learning



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*The research aimed to explore and analyze strategies for fostering nationalistic attitudes in students of the Primary School Teacher Education Study Program through a Behavioristic approach to learning Citizenship Education. The research method employed descriptive qualitative research with the aim of finding out behavioristic strategies for fostering a nationalistic attitude and how to foster a nationalistic attitude through a behavioristic approach. Techniques for collecting data through interviews and document analysis are related to the use of a Behavioristic approach in learning Citizenship Education. The findings indicated that an effective strategy for fostering nationalistic attitudes in students in the Primary School Teacher Education Study Program is through a Behavioristic approach. First, the use of positive reinforcement is an effective strategy for strengthening nationalist attitudes. In the learning context, positive reinforcement can be provided through recognition and appreciation for students' active participation in activities related to citizenship, such as flag ceremonies, national day commemorations, or citizenship projects. Second, learning that involves direct experience and practical application has also proven effective in fostering nationalistic attitudes. By presenting real situations that are relevant to national values, such as visits to historical places or participation in social activities related to society, students can directly experience nationalist values and internalize them. The implications of this research can be used as a guide for lecturers and instructors in designing learning strategies that can strengthen students' nationalist attitudes.*

**How to cite:** Dahnial, I., Wanda, K., & Sagala, R. W. (2024). Behavioristic Approach Strategy Fostering a Spirit of Nationalism in the Elementary School Teacher Education Study Program. *Jurnal Pemikiran dan Pengembangan Sekolah Dasar (JP2SD)*, 12(1). doi: <https://doi.org/10.22219/jp2sd.v12i1.27539>

## INTRODUCTION

The state of nationalism in Indonesia has had a long and complex journey since its independence in 1945. As a country with a diversity of cultures, ethnicities, religions, and languages, nationalism is an important factor in maintaining national unity and integrity (Darwati, 2022). Since the early days of independence, nationalism in Indonesia has been strengthened by the fighting spirit of the heroes who fought to gain independence from colonialism (Azhari et al., 2022). This spirit of nationalism and nationalism is reflected in the country's motto "Unity in Diversity", which means "Different but still one". Indonesian nationalism is based on the principles of inclusivity and unity in diversity. Nationalism education in Indonesia has also become a major focus, through learning Civic education to become an integral part of the curriculum at all levels of education, including in elementary, middle, and high schools (Anava et al., 2023). The purpose of

civic education is to form a young generation who love the motherland, respect unity, and have social concern and the ability to actively participate in democratic life (Dahnial et al., 2021).

However, despite the efforts that have been made, there are also challenges in maintaining and increasing nationalism in Indonesia. Among them, globalization and the development of information technology have had a significant influence on culture and values in Indonesian society (Sahertian et al., 2021). The rapid flow of information, social media, and easy access to popular culture from abroad can shift national attention and identity. In addition, another challenge is the imbalance in development in various regions in Indonesia. Economic, social, and infrastructural inequality can result in social divisions and a lack of a sense of unity among people (Keane et al., 2020). Therefore, it is necessary to continue efforts to overcome this gap and build equality and unity throughout the country. On the other hand, Indonesia also has great potential to strengthen nationalism. The rich cultural and ethnic diversity is a unique and valuable resource for the country. Various efforts such as promoting local arts, culture, and traditions, and respecting minority rights, can strengthen a sense of pride and national identity (Robinson, 2020). On the other hand, the development of science and technology continues rapidly as an effort to improve people's lives in all fields, including in the field of education. Efforts to improve the quality of education are also inseparable from a learning activity (Rodríguez et al., 2020).

In learning activities, there is a teaching and learning process carried out by educators with students. This is seen in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System explains that, "learning is the process of interaction of students with educators and learning resources in a learning environment" (Ansori, 2020). In the learning process, there must be interaction between educators and students, as well as interaction between students and learning resources. Through these interactions, students can build knowledge actively and can be motivated to achieve the expected learning goals and competencies. This is not easy, the fact is that in the current globalization, the world of education is faced with various challenges that cause the eroding of the soul and spirit of nationalism in students. tolerance, and love for cultural diversity. In the era of globalization, the world is increasingly connected through the rapid development of technology and communication. This can lead to a less dominant national identity, as people are more attracted to global culture and values than local or national cultures. Young people are more likely to be influenced by international popular culture and adopt values that are less focused on nationalism (Liechty, 2022). This is because easy access to the internet and social media allows young people to connect with people from all over the world, they can easily interact with peers from other countries and engage in discussions and activities that tend to go beyond national boundaries. Meanwhile, the popularity of global content such as films, music, and video games can also distract students from an awareness of nationalism (Wijaya, 2019). The existence of behavioristic strategies in nationalist education learning practices can foster a spirit of nationalism among students in elementary school teacher education study programs. Another fact in several countries, education is often more focused on academic learning than the development of national identity, especially subjects related to history, culture, and national heritage which are given very little attention, so the younger generation does not have a strong understanding of values and history her people (Wolfe et al., 2021).

In a multicultural society, young people have the potential to experience an identity crisis where they have difficulty determining their own identity. They can feel separated

from their national identity due to being influenced by the culture and values of other groups (Cox Jr et al., 2021). Likewise, this view was also emphasized by (Sharafutdinova, 2022) who revealed that what could lead to a reduction in the sense of nationalism among students, was added to the existence of social or political conflicts that occurred in the country which could interfere with the understanding and sense of pride in nationalism and the existence of ethnic tensions. , political differences or social injustice can lead to skepticism and dissatisfaction with the state, which in turn can weaken students' sense of nationalism. The information above illustrates that there is still no strategy offered to foster the spirit of nationalism. From these statements, it is necessary to offer an offer to foster the spirit of nationalism in primary school teacher education study programs using behavioristic strategies to foster the spirit of nationalism.

From the background that has been described, the focus of the research is the Strategy of Growing Student Nationalism through Learning Civic education in the Elementary School Teacher Education Study Program. Furthermore, the objectives of this research are (1) Can the Behavioristic Approach help in understanding Student Nationalism Attitudes in Civic Education Learning in the Elementary School Teacher Education Study Program? (2) What is the Strategy for Growing Student Nationalism through Learning Civic education in the Elementary School Teacher Education Study Program? Furthermore, the subject and object of the research were students of the elementary school teacher education study program and the object was the elementary school teacher education study program.

## METHOD

In this study, researchers used a type of descriptive qualitative research aimed at understanding social phenomena in depth and holistically. This qualitative research also focuses on understanding the meaning, interpretation, and social context of the phenomena studied. The goal of qualitative research is to explain and understand human complexity and social interaction through the collection, analysis, and interpretation of descriptive data. The approach used in this study is grounded theory which aims to give freedom to researchers to develop theories that are appropriate to the phenomenon being studied (Creswell & Poth, 2016). This approach enables the discovery of new and original theories and enables a deep understanding of complex phenomena. The stages in qualitative research with a grounded theory approach are as follows (Grasel, 2020). (1) Data Collection: The research begins with intensive data collection through observation or document analysis. Data is collected continuously while involving participants who are relevant to the phenomenon under study, the respondents were students from the elementary school teacher education study program as many as 30 people. (2) Data Analysis: After the data is collected, the analysis phase begins. Data is analyzed continuously using coding techniques. Initially, the researcher conducted open coding, namely identifying and labeling the units of analysis that emerged from the data. Then, the researcher performs focused coding, which involves developing more specific concepts. (3) Categorization and Theory: During the coding process, the researcher begins to organize the concepts into broader categories and identify relationships and patterns between the categories. In this stage, theories begin to emerge based on the relationships and patterns observed from the data. The theory that emerges is a theory based on the data collected, not a theory that was previously developed or assumed. (4) Verification: After the initial theory has been developed, the researcher verifies it by re-examining the data collected. (5) Preparation of Report: After a consistent grounded

theory has been developed, the researcher prepares a research report explaining the emerging findings, including the concepts, categories, and theories developed.

## RESULTS AND DISCUSSION

### 1. Behavioristic Approach to Understanding the Attitude of Nationalism

The behavioristic approach is an approach in psychology that focuses on understanding human behavior through observation and analysis of behavior that can be observed directly. In the context of understanding nationalism, a behavioristic approach can provide insight into how nationalism is formed and maintained in society. In the behavioristic approach, nationalism is seen as the result of learning and strengthening that occurs in social interaction. A positive attitude of nationalism is considered a behavior that is obtained through positive reinforcement, while a negative attitude of nationalism can be formed through negative reinforcement or punishment. One way to understand nationalism with a behavioristic approach is through classical conditioning. Classical conditioning is the process of forming a relationship between a neutral stimulus and a stimulus that triggers a particular emotional or behavioral response. In this context, nationalism can be associated with stimuli that trigger positive emotional responses, such as national symbols or historical events associated with national identity. Through repetition with a stimulus that can be responded to, an attitude of nationalism can be formed and maintained.

The behavioristic approach also emphasizes the importance of environmental influences in shaping nationalism. Individuals learn from direct experience and observation of the behavior of nationalism which is strengthened in their society. For example, if individuals see others getting recognition or appreciation because of their nationalistic behavior they tend to imitate that behavior to get the same reinforcement. In the context of education, a behavioristic approach can be used to build an attitude of nationalism through positive reinforcement of behavior that follows national values. For example, giving awards or recognition to students who are active in nationalistic activities or show love for the motherland. By providing positive reinforcement for nationalist behavior, it is hoped that this attitude can be strengthened and maintained within the individual. However, it is important to remember that the behavioristic approach is unable to explain the full complexity of nationalism. This approach tends to ignore internal factors, such as thoughts, motivations, and individual interpretations of stimuli. Therefore, in understanding nationalism, a behavioristic approach needs to be combined with other psychological approaches, such as cognitive and social approaches, to gain a more comprehensive understanding. In the context of understanding nationalism, a behavioristic approach will focus on individual behavior and how this behavior is influenced by external factors. In a behavioristic approach, nationalism will be understood as a form of behavior that is learned and conditioned through experience and the environment. In the context of nationalism, stimulus can be in the form of national symbols such as flags, national anthems, or national day celebrations. Through classical conditioning, individuals can develop positive attitudes toward nationalism by associating these stimuli and responses with positive experiences or rewards.

**Operant learning:** This approach involves reinforcing or punishing desired or undesired behavior. In the context of nationalism, individuals who show behavior that supports nationalism, such as participating in flag ceremonies or participating in national activities, can be given positive reinforcement such as awards or praise. Conversely,

behavior that does not support nationalism can be punished or have negative consequences. Observational learning: This approach assumes that individuals can learn through observing and imitating the behavior of others. In the context of nationalism, individuals can develop an attitude of nationalism by observing and imitating the nationalist behavior they see, such as active participation in social activities or service to the country. Generalization: The behavioristic approach also includes generalization, namely the individual's ability to generalize nationalist behavior from one situation to another. If individuals have positive experiences with nationalism in one context, they may tend to display the same attitude in another, similar context. Likewise, the results of this study show several effective Strategies for fostering an attitude of nationalism in the younger generation. First, comprehensive and integrated nationalism education in the formal education curriculum is recognized as an important factor in shaping nationalism attitudes. A curriculum that includes history, citizenship, and national culture subjects can provide a deeper understanding of the nation's history and values to the younger generation.

Active participation in social and national activities has also proven effective in fostering an attitude of nationalism. Through activities such as gotong royong activities, flag ceremonies, and national commemoration events, the younger generation can feel a sense of solidarity and mutual support in building the nation. Participation in organizations or communities that focus on understanding and developing nationalist values can also strengthen nationalism. Media and information technology have an important role in fostering an attitude of nationalism in the younger generation. In the digital era, the use of social media, online platforms, and digital content can be used as an effective tool for spreading information, inspiring stories and nationalist values. Communities and educational institutions can use digital media to educate and motivate young people about the importance of loving the motherland and nation. The role of national role models and role models also has a significant influence in fostering an attitude of nationalism. State leaders, community leaders, and national heroes who have high dedication and devotion to the country can become inspirations for the younger generation. Through inspirational stories and appreciation for their achievements, the younger generation can be inspired and encouraged to adopt a strong attitude of nationalism.

In conclusion, the behavioristic approach can provide insight into how nationalism is formed and influenced by experience and the environment. By understanding the external factors that influence individual behavior, this approach can help identify effective Strategies for promoting positive attitudes toward nationalism in society.

## 2. Civics Learning Strategy in the Elementary School Teacher Education Study Program

Civics Learning Strategy in the Elementary School Teacher Education Study Program involves various approaches and methods designed to develop students' understanding, skills, and attitudes regarding citizenship, democracy, and Pancasila values. The following is a detailed explanation of some of the learning Strategies that can be applied:

- a. Active Learning Approach: This approach involves students actively in the Civics learning process. Teachers can use methods such as group discussions, role simulations, or problem-based projects. For example, students can be given the task of solving social problems in their surroundings or acting as government officials in a simulation of democratic activities. This approach encourages student participation and builds critical thinking skills and collaboration.

- b. **Problem-Based Learning:** Problem-based learning engages students in problem-solving or analysis of actual citizenship issues. Teachers can choose issues that are relevant to students' lives, such as environmental hygiene, discrimination, or human rights. Students will be encouraged to identify problems, gather information, analyze, and find solutions. This approach develops students' problem-solving and critical-thinking skills.
- c. **Collaborative Learning:** This strategy encourages students to work together in groups or teams in learning Civics. Through cooperation, students can discuss, share ideas, and solve problems collectively. Teachers can give group assignments that require students to collaborate to achieve common goals. This approach develops students' social, communication, and leadership skills.
- d. **Use of a variety of learning resources:** Using a variety of appropriate learning resources to enrich student learning experiences. Learning resources can be in the form of textbooks, audiovisual materials, online media, articles, or other learning resources that are interesting and follow the level of understanding of students. This approach makes learning more varied, and interesting and accommodates different learning styles.
- e. **Experience-Based Learning:** This strategy integrates Civics learning with activities outside the classroom, such as visits to government institutions, participation in social activities, or interviews with resource persons related to citizenship issues. With this real experience, students can understand and relate the concept of Civics to real situations in society.
- f. **Application of the Discussion Method:** This approach engages students in open discussions about Civics issues. Teachers can ask questions that encourage students to think critically, respect the opinions of others, and consider different points of view. These discussions can increase students' understanding of citizenship issues, practice speaking and listening skills, and strengthen cooperation in achieving a better understanding.
- g. **Use of Technology in Learning:** Utilizing information and communication technology to present Civics material interestingly and interactively. Teachers can use multimedia, videos, digital presentations, or online learning platforms to convey information and enable student participation. Technology may also be used to facilitate discussions, interactive quizzes, or data collection.
- h. **Modeling Citizenship Behavior:** Teachers serve as good examples of civic behavior. Teachers can model the attitudes, behaviors, and values expected of students, such as respecting differences, acting fairly, or participating in social activities. This modeling provides direct examples and influences students' attitudes and behavior in understanding and internalizing citizenship.
- i. **Formative and Summative Evaluation:** Evaluation plays an important role in the Civics Learning Strategy. Teachers can use formative evaluation, such as structured assignments, observations, or reflective discussions to provide feedback and help students understand their progress. Summative evaluations, such as exams or final projects, are used to measure a student's overall understanding and achievement.
- j. **Building Interdisciplinary Linkages:** Civics can be integrated with other subjects in the school curriculum. For example, by linking Civics with Indonesian language subjects, students can learn about Pancasila values through Indonesian literature. This helps students understand the interrelationships between Civics and other subjects, as well as increase their understanding and appreciation of Civics holistically.

k. This Civics learning strategy is designed to create an active, interesting, and meaningful learning experience for students in the Elementary School Teacher Education Study Program. By using a variety of appropriate approaches and methods, students are expected to be able to develop a deep understanding, relevant skills, and positive attitudes regarding citizenship and Pancasila values.

A psychological approach that focuses on observable and measurable behavior. This approach emphasizes the importance of environmental influences in shaping individual behavior. The essence of the Behavioristic approach involves several aspects that need to be understood in depth. The results of research conducted by (De Keere & Spruyt, 2019) revealed that like the Behavioristic Approach in the Behavioristic approach, behavior is considered as the result of stimuli received from the external environment. According to (Isroani & Huda, 2022) reveals that individuals react to stimuli provided by the environment and produce certain behaviors in response to these stimuli. Therefore, behavior can be predicted and controlled by manipulating the stimuli around the individual. The same thing was conveyed by (Chu, 2022) who said that the Behavioristic approach assumes that individuals can learn through an association process between stimulus and response. The main learning principle in this approach is the form of reinforcement, which refers to the concept of providing positive or negative consequences for behavior so that the behavior can be strengthened or stopped, positive reinforcement increases the likelihood that the behavior will occur again in the future, while negative reinforcement reduces the likelihood that the behavior will occur again. come up again.

Then further Mendus (2021) reveals that the Behavioristic approach emphasizes the importance of objective observation and measurement of behavior. This approach assumes that behavior can be directly observed and measured, so it is important to use systematic and objective scientific methods to collect behavioral data. Examples of measurement methods that are often used are direct observation, tests, and the use of measurement scales. Likewise what was conveyed by (Zajda, 2021) emphasizes that in a Behavioristic approach, cognitive processes and internal factors are considered less important. The main attention is paid to behavior that can be observed in real terms, while cognitive processes such as thoughts, beliefs, and motivation are considered as factors that are difficult to observe and measure. Therefore, this approach focuses more on visible changes in behavior than on understanding the mental processes that occur within individuals.

However, although the Behavioristic approach has advantages in understanding and controlling concrete behavior, it also has limitations. This view was expressed by (Jowers et al., 2021) that the Behavioristic approach tends to ignore internal factors that influence behavior, such as previous experience, motivation, and cognitive aspects. In addition (Peters et al., 2022) also revealed that this approach also tends to regard individuals as objects that can be manipulated by external stimuli without regard to the complexity and uniqueness of the individual. Based on the description above, it can be concluded that the Behavioristic approach emphasizes the importance of environmental and learning influences on individual behavior. Even though it has limitations in understanding individual internal aspects, this approach still makes a significant contribution to understanding and controlling human behavior. A deep understanding of the nature of the Behavioristic approach can assist in designing effective learning interventions and Strategies in a variety of educational and social contexts.



## 1. History of Nationalism

The history of nationalism can be traced back to the modern period, especially since the 18th century. Although the concept of ethnic or cultural identity has existed since ancient times, the idea of nationalism as a political movement that emphasizes the interests of and loyalty to the nation-state only emerged in the modern era. The Age of Enlightenment (18th century) The Age of Enlightenment in Europe played an important role in the formation of the idea of nationalism. Thinkers such as Jean-Jacques Rousseau and Johann Gottfried Herder advanced ideas about the importance of language, culture, and collective consciousness as the basis of national identity. This concept emphasizes unity and pride in certain ethnic or cultural groups. American Revolution (1775-1783): The American Revolution was one of the earliest events that reflected the spirit of nationalism. The American colonies struggling against British colonial rule formed a national consciousness as a separate entity (Kohn, 2022). Thoughts such as "independence" and "human rights" became national symbols in their struggle. French Revolution (1789-1799): The French Revolution was a milestone in the history of nationalism. The concept of nationalism was born with a revolutionary spirit, emphasizing the sovereignty of the people and a strong French national identity. The introduction of the song "La Marseillaise" as the French national anthem and the spread of revolutionary ideas throughout Europe also influenced the development of nationalism in many countries (Haley et al ., 2021).

Formation of Nation-States in Europe (19th Century): The 19th century saw a wave of formation of nation-states in Europe. Nationalist movements emerged in various regions intending to gain independence or political autonomy. An example is the unification of Italy under the leadership of Giuseppe Garibaldi and the emergence of Germany as a unified nation-state under the leadership of Otto von Bismarck. Decolonization and Global Nationalism (20th Century): The 20th century saw a surge in nationalism in many countries that were struggling to gain independence from colonial powers. The process of decolonization in Africa, Asia, and Latin America saw the rise of nationalist movements against colonialism and demanding political and economic independence. Post-World War II Era: After World War II, nationalism continued to grow in various parts of the world. The post-war recovery and the creation of new political blocs such as the Commonwealth of Independent States (Commonwealth) and the European Union presented new challenges to national identities and relations between countries. Over the past decades, globalization and advances in information technology have influenced the concept and practice of nationalism. On the one hand, globalization allows for broader cultural exchanges and migration, which can result in transnational or multicultural identities. On the other hand, there are also strong nationalist movements that emerged as a reaction to global social, economic, and political changes (Calzada, 2020).

## 2. The Nature of Nationalism

Nationalism is a concept and ideology that emphasizes identity, pride, and loyalty to a country or nation. It involves a sense of solidarity and unity among the members of a country, as well as the belief that the country has common interests and goals to strive for. Nationalism involves love for the motherland, culture, history, and national symbols. One important element in nationalism is a sense of pride in national identity. This includes pride in the history, traditions, language, and culture of a nation. Nationalism teaches individuals to respect and protect their cultural heritage and to maintain their national identity through language, art, music, and other traditions (Bourchier, 2019). In addition,

nationalism is also related to unity and solidarity among citizens. This means viewing each other as members of the larger national community and acting in the common interest. Nationalism creates a sense of unity that overcomes individual differences such as ethnicity, religion, or socio-economic background. It is hoped that this will encourage cooperation and mutual support among citizens, thereby creating stability and progress for the country (Cichočka & Cislak, 2020).

According to Bryan (2019), nationalism also has a political dimension, in a political context, nationalism encourages the active participation of citizens in political life and state development. Likewise, the same view from Keynes (2019) says that individuals who uphold nationalism tend to participate in elections, political activities, and civil society organizations that contribute to policy formation and decision-making. However, it is important to understand that nationalism can have complex and varied implications, while nationalism can strengthen national unity and identity, it can also trigger conflict between different ethnic, religious, or political groups, hence excessive or extreme nationalism. It can also trigger intolerance, discrimination, or even acts of violence against minority groups or those deemed "foreign" (Schilde, 2023). In addition, globalization and advances in information technology have also influenced the concept and practice of nationalism. In this global era, people are becoming more connected and interdependent with each other through international trade, migration, and cultural exchange. This has challenged the boundaries of traditional nationalism and presents new challenges in maintaining national identity amid the complexity of global relations (Egry, 2019).

Based on the description above, it can be concluded that nationalism is an ideology that emphasizes identity, pride, and loyalty to a country or nation. This involves a sense of solidarity and unity among citizens, as well as efforts to maintain national identity and interests. While nationalism can provide advantages in terms of unity and stability, we must also face the challenge of managing differences and avoiding negative impacts such as intolerance or conflict.

## CONCLUSION

Based on the research and studies conducted, it can be concluded that the Behavioristic approach can provide a better understanding of the factors that influence and shape nationalism in individuals. In the context of nationalism, the Behavioristic approach assumes that this attitude can be developed through the influence of the external environment and learning that occurs through the process of association between stimulus and response. By manipulating the stimuli around the individual and providing appropriate reinforcement, nationalist attitudes can be strengthened and internalized within the individual. The Behavioristic Approach also emphasizes the importance of observing and measuring behavior objectively to understand changes that occur in nationalist attitudes.

The Behavioristic Approach provides an important understanding of the external factors that play a role in shaping nationalism, but it is important to remember that this approach tends to ignore internal factors that also influence these attitudes, such as individual understandings, values, and beliefs. Therefore, the Behavioristic approach needs to be used in a complementary manner with other approaches that can enrich our understanding of nationalism as a whole. It can be concluded that the Behavioristic approach makes a valuable contribution to understanding nationalism by focusing on behavior that can be observed and measured. However, this approach needs to be used in conjunction with other approaches to gain a more comprehensive understanding of the

factors that influence nationalism in individuals. Thus, the Behavioristic approach can be an important basis in efforts to understand and strengthen nationalism in society.

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