

## **The Influence Of Citizenship Education On The Application Of Nationalism Values During The Globalization Era**

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### **Abstract**

Globalization is an interesting issue to study. This is because not directly the influence of globalization has resulted in changes in patterns and models of people's lives, from traditional societies to a more modern and open society. The emergence of globalization is marked by progress in various fields of life, both in the field of communication and information, transportation, economy, politics, socio-culture, defense and security, as well as in other fields. The presence of globalization does have a positive impact on the progress of the nation, but on the other hand globalization also has a negative influence on the Indonesian people. The development of attitudes and culture of weterнизation (westernized) is a form of negative influence of globalization which is a challenge for the Indonesian people. Therefore, to answer the challenges of the negative influence of globalization, one of the efforts can be done is through strengthening the values of nationalism for citizens, including in this case the younger generation. Strengthening the value of nationalism can be implemented through Citizenship Education.

**Keywords:** *Citizenship education: Value of Nationalism: Globalization.*

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### **Background**

Globalization is a worldwide social relationship which is then connected to each other so that the events from different places can also affect other places. Then according to Malcolm Waters, globalization made geographical and cultural boundaries vague in someone's mind because everything became one. Whereas Mansour Fakih said that the globalization era was marked by the increasingly advanced role of markets, investment and the global economic field that are interconnected with each other

It is not difficult anymore in this age to get news and news from places thousands of kilometers away from where we are at the same time. Everything is as easy as we know without the need to make a heavy effort. Unlike in the old days, let us know in other parts of the world that it happened a month ago, we will only know it today. The existence of Globalization is of course also supported by the existence of technology that is increasingly developing and facilitating human life. In the current era

of Globalization everything we do becomes easier. On the other hand globalization also has an impact, both positive and negative impacts in various fields

PPKn lessons and moral education delivered by the teacher in front of the class, have not been able to animate every movement of students in life in the community. Of course, due to the lack of learning processes desired by students, the subject matter of the PPKn lesson is considered as a lesson that must be memorized, then billed at the time of the exam. After the exam, the material was forgotten without a trace. What's more serious is that in school all this time it seems like it's a confined prison, where students are restrained by strict rules and subject matter that is so dense and not in accordance with children's needs. Almost no ideas that come from students can develop and become a concern. In fact, when students finish the final exam (National Examination), they cheerfully cross out streaks of clothes, scream on the streets and speed up. It is as if they are free and free from all restraints. This is the picture of Indonesian education so far. If this condition is ignored, then the community may become a damaged society, people who do not have cultural values that must be upheld, people who forget their own identity. People who are intelligent from the scientific side, but do not have the ability to understand and understand other people even people who do not know where and where they are going. Here the community will be seen in conditions that are very worrying, because it is far from the moral and cultural values that exist. For this reason, the role of the teacher is very large in instilling spiritual values and morality as early as possible, of course through learning that provides wider space for students to be able to understand themselves and others around them and be able to understand and inspire the doctrinal nature of PPKn properly and correctly. The teacher should be able to act as a guide to guide students to begin the learning process, lead students so that the results of the learning process are in accordance with the goals of teaching, as well as facilitators in preparing conditions that allow students to carry out learning activities.

This can be done by the teachers starting from the selection of techniques and learning methods that are in accordance with the PPKn material standards, as well as the characteristics of learning, and the selection of appropriate strategies in applying PPKn learning in the Class. There is a kind of indication that the expectations of the creative and anticipatory growth of PPKn teachers in learning practices for students' understanding today are still inadequate. This obviously happens starting from the lowest level of formal education to tertiary education. All of this is considered as one of the factors causing the low quality and quantity of PPKn learning processes and products. The quality of the PPKn learning process can be seen from the implementation of learning which is nothing more than daily learning activities, where the learning material does not touch students' awareness, but only as a condition for passing school examinations whose teaching material must be memorized according to the textbook. This learning product, obviously does not give any meaning in the formation of moral, ethics and mentality of students, especially changes in the character of students, as expected in the learning objectives. Not a few obstacles in influencing

student learning outcomes, obstacles in the process are at the core of the formal education process in the school in which there is interaction between the various components of teaching. The components can be grouped into three main categories, namely: teacher, content, and students. The reciprocal relationship between the three main elements involves facilities and infrastructure such as: models and learning methods used, media, and structuring the learning environment, so as to create teaching and learning situations that enable the achievement of previously planned goals.

## **Findings and Discussion**

### **1. Globalization and Its Impact on Value of Nationalism**

Globalization is a global community order process that knows no boundaries. Globalization in essence is a process of ideas that are raised, then offered to be followed by other nations that finally arrive at a point of mutual agreement and become a joint guideline for nations throughout the world. (According to Edison A. Jamli et al. Citizenship.2005)

In the opinion of Krsna (The Influence of Globalization on Human Cultural Pluralism in Developing Countries. Internet. Public journal. September 2005). As a process, globalization takes place through two dimensions in the interaction between nations, namely the dimensions of space and time. Space is increasingly narrowed and time is increasingly shortened in interaction and communication on a world scale. Globalization takes place in all areas of life such as the fields of ideology, politics, economics, socio-culture, defense and so on. Information and communication technology are the main supporting factors in globalization. Today, the development of technology is so fast that all information in various forms and interests can be widespread throughout the world. Therefore globalization cannot be avoided.

The presence of globalization certainly has an effect on the life of a country including Indonesia. The influence includes two sides, positive and negative influences. The influence of globalization in various fields of life such as political life, economics, ideology, socio-culture and others will influence the values of nationalism towards the nation.

### **2. Positive influence of globalization on the values of nationalism**

Judging from political globalization, government is run openly and democratically. Because government is part of a country, if the government is run honestly, cleanly and dynamically, of course, it will get a positive response from the people. The positive response in the form of a sense of nationalism towards the country has increased.

From the aspect of economic globalization, the opening up of international markets, increasing employment opportunities and increasing foreign exchange. With this, it will improve the economic life of the nation which supports the national life of the nation.

From socio-cultural globalization we can emulate good thinking patterns such as high work ethic and discipline and science and technology from other nations that have advanced to improve the progress of the nation which ultimately advances the nation and will strengthen our sense of nationalism towards the nation

Negative influence of globalization on the values of nationalism Globalization is able to convince the Indonesian people that liberalism can bring progress and prosperity. So that it does not rule out the possibility of changing direction from the Pancasila ideology to the ideology of liberalism. If these things occur as a result of the nation's sense of nationalism will disappear From the economic aspect of globalization, the loss of love for domestic products due to the large number of foreign products (such as Mc Donald, Coca Cola, Pizza Hut, etc.) flooded Indonesia. With the loss of love for domestic products shows a symptom of a reduced sense of nationalism in our society towards the Indonesian people. Our society, especially many young people, forget their identity as an Indonesian, because their lifestyles tend to mimic western culture which is considered by the world as a mecca. Resulting in a sharp social gap between the rich and the poor, because of the free competition in economic globalization. This can lead to conflict between the rich and the poor which can disrupt the national life of the nation. The emergence of an individualist attitude that creates ignorance between fellow citizens' behavior. With the existence of individualism, people will not care about the life of the nation. The above influences do not directly influence nationalism. But overall it can cause a sense of nationalism towards the nation to be reduced or lost. Because globalization is able to open up horizons of the global community. What is abroad is considered good to give aspiration to our society to be applied in our country. If it happens it will cause a dilemma. If fulfilled, it is not necessarily appropriate in Indonesia. If it is not fulfilled it will be considered as not aspirational and can act anarchist so that it disturbs national stability, national security and even national unity.

### 3. The Influence of Globalization on the Value of Nationalism among the Young Generation

The current of globalization is so rapidly penetrating into society, especially among young people. The influence of globalization on young people is also very strong. The influence of globalization has made many of our youth lose their personalities as Indonesians. This is indicated by symptoms that appear in the daily lives of young people now. From how to dress, many of our teenagers dress up like celebrities who tend to Western culture. They use clothing that lacks material that shows body parts that should not be visible. In terms of how the dress is clearly not in accordance with our culture. Do not miss their hairstyles painted in various colors. In short, people prefer to be someone else by covering their identity. Not many teenagers want to preserve the nation's culture by wearing polite clothes according to the national personality. Internet technology is a technology that provides unlimited information and can be accessed by anyone. What's more for young internet children has become their daily meal. If used properly, of course we get useful benefits. But if not, we will suffer

losses. And now, many students and students are using improperly. For example, to open porn sites. Not only the internet, there is another mandatory handle, namely mobile phones. Social sense towards society is not there because they prefer to be busy using mobile phones.

Judging from the attitude, many young people whose behavior does not know manners and tend to be indifferent there is no sense of care for the environment. Because globalization embraces freedom and openness so they act as they please. The real example is the presence of young motorcycle gangs who commit acts of violence that disturb the peace and comfort of the community. If the above influences are allowed, what do you want the young gens to do? The morale of the nation's generation has been damaged, anarchic actions have arisen between the young people. His relationship with the value of nationalism will diminish because there is no love for his own national culture and a sense of caring for the community. Though the younger generation is the successor to the future of the nation. What are the consequences if the nation's future does not have a sense of nationalism?

Based on the analysis and description of the negative effects of globalization more than the positive influence. Therefore steps are needed to anticipate the negative influence of globalization on the value of nationalism

Anticipating the Negative Effects of Globalization on the Value of Nationalism

Steps to anticipate the negative impact of globalization on nationalism values include:

- a. Growing a strong spirit of nationalism, for example the spirit of loving domestic products.
- b. Instill and practice the values of Pancasila as well as possible.
- c. Instill and carry out religious teachings as well as possible.
- d. Realizing the rule of law, implementing and enforcing the law in the true and fair sense.
- e. Selective on the influence of globalization in the fields of politics, ideology, economics, national social culture. With the anticipation measures, it is expected to be able to fend off the influence of globalization that can change the value of nationalism towards the nation. So we will not lose

According to Branson (1999), that Citizenship Education is education that contains three main components that are suitable to be developed in democratic societies, namely civic knowledge, civic skills and civic disposition. Reaffirmed by Somantri (2001), interpreting PKn is selection and adaptation of cross-disciplines of social sciences, civic sciences, humanities and basic human activities which are organized and presented psychologically and scientifically to participate in achieving one of the objectives of social studies education, namely education in an integrated manner from various social sciences, humanities, state documents, especially Pancasila, the 1945 Constitution of the Republic of Indonesia, the GBHN and state legislation and educational materials which have a core of expanded political democracy with other sources of knowledge, positive influences from school education, the community and parents, all of which are processed to train students to think critically, analytically,

behave and act democratically based on Pancasila and the 1945 Constitution. So that from the explanation above, we can conclude that PKn has a broad meaning, PKn is not only only the schooling world, but it can also be done outside of school. As stated by Cogan who clarified and reinforced the notion of "Civic Education" versus "Citizenship Education" previously by Somantri (in Budimansyah and Suryadi, 2008) and Winataputra (in Budimansyah and Suryadi, 2008) were considered the same. For Cogan (1999) this "Civic Education" is a basic subject designed to prepare young citizens to be able to play an active role in society, later when they are adults. The "Citizenship Education" or "Education for Citizenship", is seen as a generic term that includes learning experiences at school and outside of school, such as happening in the family environment, in religious organizations, in community organizations and in the media. Therefore, Cogan (1999) concluded that "Education for Citizenship" is a broader concept in which "Civic Education" is an important part of it.

### **Conclusion**

First, citizenship education that is focused on material that contains the values of nationalism, and supported by the activities of students in extracurricular activities directly has developed national insight and a sense of nationalism in students. Second, the limitations of learning resources, students who are mostly still passive and inadequate facilities and infrastructure, make the formation of nationalism values in Civics learning less effective. Third, the selection of varied learning components conducted by PKn teachers, supported by flag ceremony activities, scouts, sports competitions and regional art events is a form of stimulus in shaping nationalism in students.

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