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EDUCATION INNOVATION AND MENTAL
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Adolescence Opinions Regarding Nationalism in Jakarta

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Abstract

The study aims to describe adolescence' attitudes toward nationalism. The study group consisted of 102 adolescences in Jakarta, which consisted of 81 females, and 21 males participated in the study. The research used open-ended questions regarding adolescence' attitudes toward nationalism. The data were analyzed using MAXQDA software analysis for developing the thematic coding as well as quantitative frequencies. The results indicate several attitudes of adolescence toward nationalism, including proud to the nation, respect, love of the nation, maintaining unity in diversity, serving nation, protecting nation as well as implementing nation ideology. Loving and serving the nation are two noticeable dimensions of nationalism. In the female group, loving the nation takes the highest frequency, while serving the nation is the highest among the male group.

Keywords: *adolescence, nationalism, views, descriptive study*

INTRODUCTION

Among the problem in providing a good dictionary that reflects the meaning of certain words is a different value of the word within a large community. *Nationalism* and *patriotism* are among the words that have a different interpretation. Although they both have a different meaning, the ideas are connected. In many recent texts, *patriotism* is commonly collocated to words such as *bravery*, *valor*, *duty*, and *devotion*. Meanwhile, *Nationalism* is closely related to movements, such as political movement.

Social-science research on nationalism has tended to focus either on 20th-century European politics or on state-building in the post-colonial era. Ernest Gellner's classic *Nations and Nationalism* (cited in DiMaggio & Bonikowski, 2008).

The definition of *nationalism* in the Western World could be different from Indonesian. It is important to have a good understanding of nationalism based on the history and the social in the perspective of Indonesian. Anderson, K.B. (2016) in his book, *Colonial Encounter in 1850s: The European Impact on India, Indonesia, and China*. During his lifetime, Marx's writings were focused on capitalism in Western society. Though he stated that the rising of the capitalist world "draws all, even the most barbarian, nations into civilization", the non-Western societies such as Russia, India, China, Algeria, and Indonesia possessed social structure marked differently from those of Western Europe. Nationalism in the Western world is something inherited from generation to generation and evolved from capitalism, colonialism, then nationalism, but in some countries continue the kingship. Indonesian nationalism should be viewed through the youth organization in the past, such as Jong Java (Young Java), Indonesia Muda (Young Indonesia), Jong Islamientenbond (League of Young Muslims), Jong Minahasa

(Young Minahasa), and so on. The orientation of these youngsters of those days was a common project for the future to be independent of the three hundred fifty years of Dutch colonialism. These social youth group formed the early organizations that joined the independence movement that later through their representative proclaimed the country like Indonesia. They could work together regardless several historical events that occur between several regions, such as Acehnese kings had once "colonized" the coastal regions of Minangkabau, Buginese kings had enslaved Torajanese people, and that Javanese aristocrats had tried to subjugate the Sunda highlands, or Balinese overlords had successfully conquered the island of Sasak. When people in a certain physical territory begin to feel that they share a common destiny or a common future or, in other words, they feel bound by a deep horizontal comradeship. The rise of nationalism is tied to the visions and hopes for the future of the people. By the vision to be a great nation someday, they build their dreams on three important underlying Indonesian youth pledge, which is One Homeland, one Nation, one Language. The complete pledge of the Indonesian youth is: "First, We, the sons and daughters of Indonesia claiming with one bloodshed, the Indonesia Homeland; Second, We, the sons and daughters of Indonesian claim to be one nation, Indonesian; Third, We the sons and daughters of Indonesian uphold the language of unity, Indonesian" (Zakky, 2018).

When Indonesia was established, the homeland is from Sabang to Merauke across the five big islands (Sumatera, Java, Bali, Sulawesi, and Irian Jaya) and the 17.508 archipelagos. One Nation, Indonesian with the red and white flag, though there are 489 tribes in Indonesia, they all have to learn one language, which is the Indonesian language (Bahasa Indonesia) rooted from the Melayu (Malay) language. The national anthem is "Indonesia Raya". The motto of the Indonesian country is "Bhinneka Tunggal Ika" which means Unity in Diversity. The Indonesian state philosophy is Pancasila derived from Old Javanese Sanskrit words "Panca means Five" and "Sila means Principles". Pancasila is composed of five principles, which are as follows: First, Belief in the One and Only God (in Indonesian "*Ketuhanan Yang Maha Esa*"), Second a just and civilized humanity (in Indonesian "*Kemanusiaan Yang Adil dan Beradab*"), 3. The unity of Indonesia (in Indonesian "*Persatuan Indonesia*"), 4. Democracy, led by the wisdom of the representatives of the people (in Indonesian "*Kerakyatan Yang Dipimpin oleh Hikmat Kebijaksanaan, Dalam Permusyawaratan Perwakilan*"), 5. Social justice for all Indonesians (in Indonesian "*Keadilan Sosial bagi seluruh Rakyat Indonesia*").

According to the social identity and self-categorization theory, its process of cognitive (Westle, 2014). But, nationality is a complex phenomenon. It has a deep psychological construct, which is not easy to be explored. Nationalism has been exposed since childhood, except that in reality, teen nationalism, in particular, seems to be less realized. Young children see national identity, in part, as biological in nature, a perception that diminishes as they get older, finds a new study by psychology researchers.

Adolescence also is venues for education, providing young people with valuable information about such issues as how to handle any situations (e.g., information violence prevention and mental health concerns in many others) (Papalia, Wendkos-Olds., & Duskin-Feldman, 2009). Risk-taking in adolescence is an important way that adolescence shape their identities, try out their new decision-making skills, and develop realistic assessments of themselves, other people, and the world (Ponton, cited in American Psychological Association [APA], 2002). Such exploratory behaviors are natural in adolescence (Hamburg, cited in APA, 2002), and teens need room to experiment and to experience the results of their own decision making in many different situations (Dryfoos, cited in APA, 2002).

The study of young people is essential because they will become the leaders of tomorrow as well as the policymakers. Today our youth generation is the most educated and most engaged

with the world through media and the freedom of using various high technology facilities. The dynamic change of the world and its influence through the media may influence the youth in perceiving nationalism too. In the eyes of its parents and the Indonesian State, a baby born in a natural Indonesian people is an Indonesian, but the baby himself does not yet think this way. The process whereby he will become for himself an Indonesian is a long one. He needs to learn the spirit of being an Indonesian, a committed and culturally Indonesian, and yet there is a chance of failure. According to Anderson, the "continuity" of a nation is fundamentally an open question, and also a kind of wager. The wager is that the idea "the future of Indonesia" will be sufficiently rooted in the spirit of the country's legal citizens that each new candidate-member of the nation will be ready to set aside where necessary personal ambitions and loyalties for that grand idea. Erikson (cited in Papalia, Wendkos-Olds., & Duskin-Feldman, 2009), emphasized that adolescence was a period of identity integration. Therefore, a training ground for youth to cope with many things arise in their lives either in finding the resolution of childhood crises, relationships, the onset of sexual maturation and the possibility of sexual intimacy and the social norms, philosophy of fundamental beliefs as well as the pressures that they experienced in what the society set out for them.

Despite changes in views of nationality, the work suggests the intriguing possibility that the roots of nationalist sentiments are established early in life (Devitt, 2019). Many youths still have a low level of nationalism, such as not memorizing the national anthem and the philosophical foundation of Indonesia. The current study to get a description of youth nationalism, namely the understanding and form of nationalism in daily activities.

Previous research by Schwartz et al. (2012), when developing the measurement of his state identity as an American citizen, it aims, first, if he wants to understand the psychological consequences (such as welfare or difficulties), then he must have a valid and reliable identity measure. Second, because ethnic identity factors and national identity are dimensions related to aspects of collective identity and culture (Spinner-Halev & Theiss-Morse, cited in Schwartz et al., 2012), it is important to ensure that these two types of identification are parallel in structure. Such parallel measurements can be used to investigate the extent to which individuals are bicultural; that is, they are identified simultaneously with other ethnic groups (Berry, Phinney, Sam, & Vedder; Hornsey & Hogg, cited in Schwartz et al., 2012). Like ethnic identity, nationalism is both an individual construction and a collective identification (individuals identifying with a social group (Ashmore, Deaux, & McLaughlin-Volpe; Spinner-Halev & Theiss; Theiss-Morse, cited in Schwartz, 2012). The theoretical model on which most ethnic identity measures are based is a blend of Erikson's, that psychosocial theory, which states that individuals consider various ideas or alternatives before committing to one or more of these, and social identity theory (Spears; Tajfel & Turner, cited in Schwartz, 2012).

Nationalism and perhaps in other terms referring to national identity, is one of the collective identities. This collective identity includes gender identity, religious identity, social class identity, ethnic identity, cultural identity, and national identity, etc. (Smith cited in Tian, 2017). In the current study, to explore the attributes and components of a particular national identity as Tian (2017) had done in China, start with the general concept of national identity, as well as its components, and then apply it as a specific reference to national identity in China. National identity is a multidimensional concept (Schlesinger; Smith; Sasaki quoted in Tian, 2017) which includes structural elements including ethnic, cultural, territorial space, economic, legal and political systems (Sasaki, cited in Tian, 2017), and moreover, certain languages, sentiments, and symbolism (Smith, cited in Tian, 2017).

According to Roberts (2015), throughout the twentieth century, young people were significant agents of social protest leading to social and political transformation in Indonesia. Therefore,

the researchers decide that research on nationalism among the adolescences is an important issue because this group of youngsters psychologically seeking their identity should be guided towards a firm foundation of the country ideology and law.

The formulation of the problem in this study seeks to determine the variation of events experienced by adolescents that can trigger teen nationalism related to self-perception of nationalism. For this reason, the research problem formulation is:

1. What is the picture of nationalism according to adolescence?.
2. What events show the most about the realization of nationalism in everyday life?.

METHOD

The studies aiming to define a situation, which already exists or existed in the past, are studies designed according to the scanning model (Karasar, 2003). In this study, an existing situation was analyzed since the study aims to determine the views of adolescence on nationalism. Therefore, this study is a patterned research designed according to the scanning model. We leveraged theory and evidence to define nationalism operationally, and establish a hypothesized nationalism framework. This research is qualitative survey research that seeks to explain and find variations in research variables in the population studied.

Participants

The study participants' adolescence in DKI Jakarta. Participants are chosen purposively. Based on these criteria, as many as 99 participants consisting of 80 women and 19 men who were in the adolescence stage, and age range of 19 to 21 years were involved in this study. In this study, it is aimed to determine the views of adolescent regarding nationalism. The number of female students participating in the study was 81 (79,4%), and the number of male students participating in the study was 21 (20,6%).

Research Instrument

"Adolescence Views Regarding Nationalism" was developed to determine the views of adolescent nationalism. These forms consist of two open-ended questions to determine their views about nationalism. The open-ended questions on the form provide contextual information and guidance on how to interpret the perspective taken by adolescents regarding nationalism, which can be anonymous or not anonymous, depending on the needs of the researcher/instructor.

The Analysis of The Data

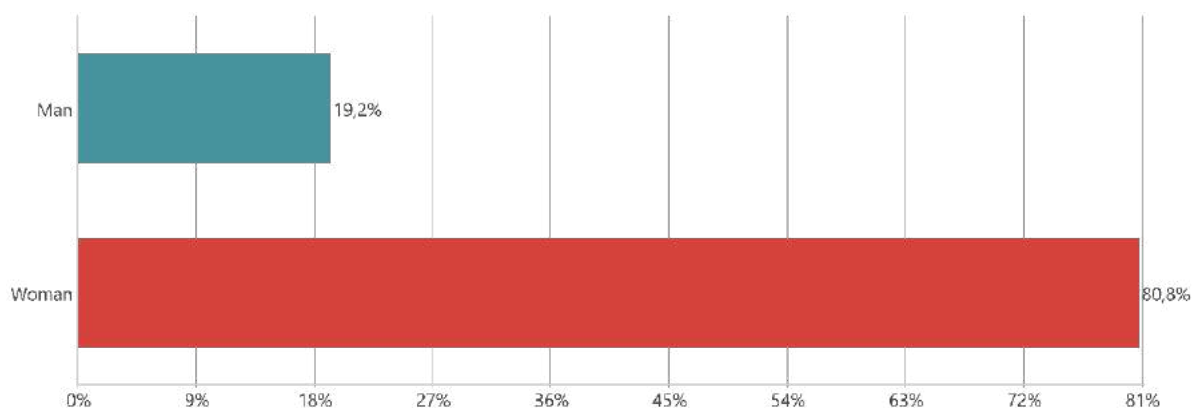
The answers given to the two open-ended questions in the form were combined and gathered under common headings. The analysis used the MAXQDA program for the formation of thematic coding and descriptive statistical delivery. Further analysis by testing the structure of nationalism views by adolescents was using the FACTOR program. This research was conducted from January to March 2019 in Jakarta. Research instruments include informed consent, a measurement scale that is part of the assessment views of adolescents on nationalism.

Data was collected through a questionnaire with two open questions and supplemented with gender and age demographic data. Research questions include: "What is the perception or views of nationalism according to adolescents?, and What events show the most about the realization of nationalism in everyday life?". After all the questionnaires were collected, participants' responses were inputted into the spreadsheet and then read by the MAXQDA program for analysis. The analysis was done by coding the participant's answers. The first step

is to see the frequency of meaningful words that most often appear in all participant responses with the help of WordCloud in the MAXQDA menu. Identification of keywords and meaningful through WordCloud is an open coding process. Data analysis was carried out by analyzing the relationship between patterns of categories/ themes identified from the answers to the questions in the survey. This step is axial coding. After finding thematic themes based on axial coding, the next step is to do selective coding. Selective coding is the process of integrating and filtering categories so that all categories are related to core categories. MAXQDA helps researchers collect, organize, analyze, visualize, and publish research data.

The research participants in this study involved more women (80.8%), than men as can be seen in the following table.

Figure 1. An Overview of The Study Participants' Demographic Data by Sex



This section begins with a brief description from the participant's perspective regarding nationalism followed by the manifestation or form of application of nationalism in daily activities. Based on WordCloud detection on the first question, the word "love the homeland" was obtained quite a lot. After that, the analysis is carried out at the sentence level and the context of the event. The response sample from the questions in the form of application of nationalism in everyday life, including "using domestic products", after analysis, coding is categorized into the theme group "love the nation". Participant's response with the statement "participating in defending the country" is coded as "serving the nation". Samples of events with this theme include daring to fight, being pro-state. Participant responses are also excluded by events perceived by the subject as the next theme, namely protecting the nation.

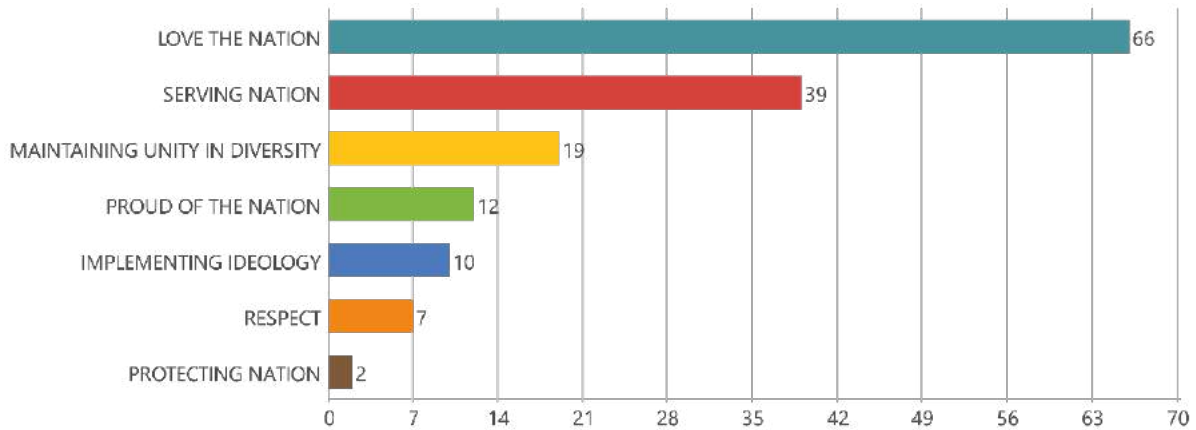
With the help of WordCloud, the keyword "respect" is a concern of researchers who then form the third coding of the so-called "respect". Samples of events with the theme of respect include respecting the differences among people, respecting different cultures and religions. Respect is also excluded by events perceived by the subject as the next theme, namely maintaining unity in diversity. Finally, the participant's response grouped in coding implementing ideology.

Frequencies and percentages calculated. Results regarding adolescent's perception of nationalism find that the opinions of adolescents regarding nationalism included the following: proud to the nation, respect, love of the nation, maintaining unity in diversity, serving nation, protecting the nation as well as implementing nation ideology.

Based on the seven themes of events that gave rise to nationalism in the research subjects, information was obtained that the most perceived nationalism of adolescents was the feeling

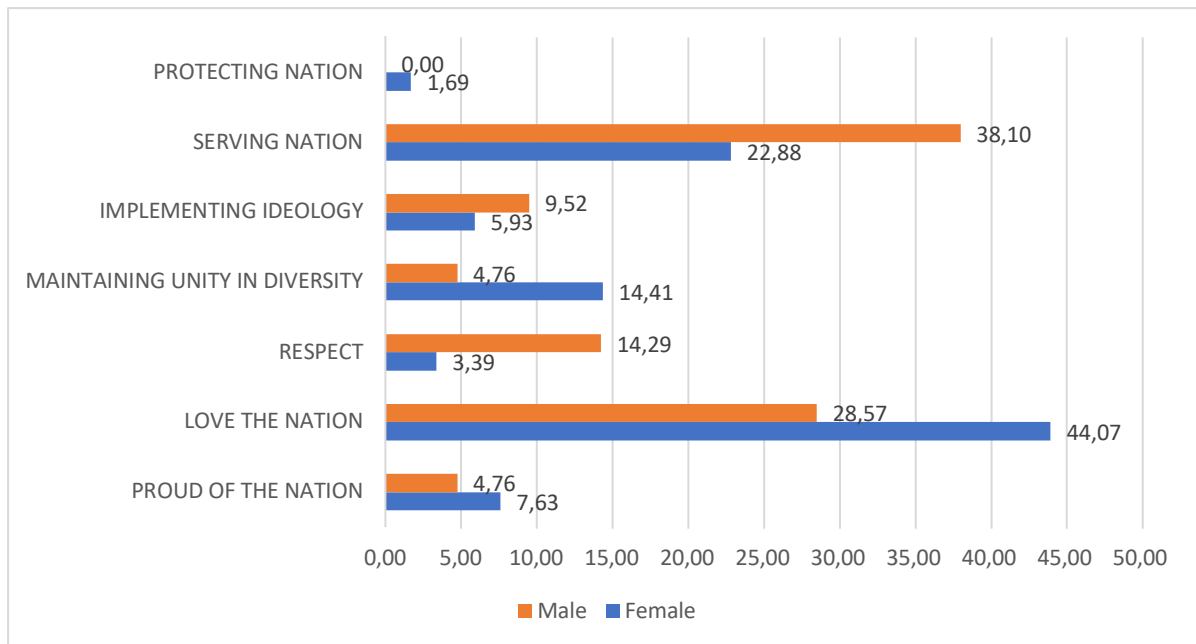
of love for the homeland. The following chart summarizes the frequency of events that describe teenagers' perceptions of the concept of nationalism.

Figure 2. Distribution of Frequencies of Adolescent Opinions Regarding the Perception of Nationalism



Next, to facilitate understanding of the embodiment of nationalism in the daily lives of adolescents, in this section begins with a brief description of the perspective of research subjects distinguished by sex. The findings in this study can be seen in the following chart. Loving and serving the nation are two prominent dimensions of nationalism, as expressed by the adolescents. In the female group, loving the nation takes the highest frequency, while within man, serving the nation is the most prominent one.

Figure 3. Distribution of Percentages of Male and Female Adolescent Opinions Regarding the Meaning of Nationalism



DISCUSSION

Previous research has been carried out, namely "The American Identity Measure: Development and Validation across Ethnic Groups and Immigrant Generation", which is designed to validate the size of American identity for use with diverse ethnic groups. American Identity Measures (AIM) was created to adapt the Multi-Group Ethnic Identity Measure (MEIM) to refer to the exploration and confirmation of individual identification from the United States (Schwartz et al., 2012). Meanwhile, in this research is an initial study in examining perspectives on nationalism as part of national identity in adolescence.

From the result of this research, serving the nation are two prominent dimensions of nationalism, as expressed by the adolescence. In the female group, loving the nation takes the highest frequency, while within man, serving the nation is the most prominent one.

The results of this research are in line with previous research from Davidov (2009). Previous research has been carried out, namely "The American Identity Measure: Development and Validation across Ethnic Groups and Immigrant Generation", which is designed to validate the size of American identity for use with diverse ethnic groups. American Identity Measures (AIM) was created to adapt the Multi-Group Ethnic Identity Measure (MEIM) to refer to the exploration and confirmation of individual identification from the United States (Schwartz et al., 2012). Meanwhile, in this research is an initial study in examining perspectives on nationalism as part of national identity in adolescents.

The national identity is considered a central concept of group attachment in the modern world (Davidov, 2009). The national identity reflects different aspects of an individual's relationship toward his or her nation. In general, what it describes is the intensity of feelings and closeness toward one's nation (Blank, Schmidt, & Westle cited in Davidov, 2009). Nationalism is the social construction of legitimate national membership, and the emergence of political movements that use national symbols as rallying points (DiMaggio cited in Bonikowski, 2008).

The result shows adolescents' views on nationalism relate to the concept of love for the state and the act of defending the country. It is following the study of Bonikowski (2008) that nationalism refers to and associated with concepts like patriotism and national pride, which can be classified into three broad approaches: political, psychological, and cultural. The first deals primarily with nationalism at the level of the collectivity and its elites, the second at the level of the individual, and the third at the level of individuals embedded in structures of social relations that pattern the cultural resources to which the individuals have access. These distinctions bear partial resemblance to Calhoun's (cited in Bonikowski, 2008) tripartite typology of nationalism as a political project, an ethical imperative (though Calhoun is less interested in individuals than are political and social psychologists), and a discourse.

Implications for Theory, Application

Measurement constraints nationalism is worth surmounting, such as the limited number of research samples, demographic settings that can still be explored, and variations in using research methods. However, because research on nationalism may contribute to core theoretical questions about the identity itself, affect or emotion, and respect. The analytic approaches were the constant comparative technique, rank order comparison, and visual representation of coding, using MAXQDA, maybe in the future, could use triangulation methods. This study explores national identity, whereas substantial heterogeneity. Although our findings do not defy the common practice of using ethnicity as an 'objective' indicator of ideology, they do remind us that national identity is multidimensional and deserves more careful study.

CONCLUSIONS

This article presented ways to measure opinions. The results of this research study, namely those who have a variety of perspectives in interpreting nationalism include pride in the nation, respect, love for the nation, maintaining unity in diversity, serving the nation, protecting the nation and implementing the nation's ideology. Loving and serving the nation are the two main dimensions that get the highest frequency associated with nationalism, as expressed by teenagers. In the group of young women participants, loving the nation took the highest frequency, while in men, serving the nation was the most prominent.

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