

Managing ICT-Based Civic Learning in Higher Education to Strengthen Students' Nationalism

Sarbaini * , Rabiatul Adawiah , Dian Agus Ruchliyadi ,
and Wardiani Hiliadi 

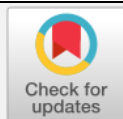
Lambung Mangkurat University, Banjarmasin, South Kalimantan 70123, Indonesia

* Corresponding Author: sarbaini@ulm.ac.id

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ABSTRACT

This study examines how ICT-based civic learning is managed in higher education to foster students' nationalism at Universitas Lambung Mangkurat (ULM), Faculty of Teacher Training and Education (FKIP), Banjarmasin. Civic learning, which includes Civic Education (Pancasila and Citizenship Education, PPKn), non-formal activities, and digital engagement, plays an important role in shaping students' national values. However, its implementation remains insufficiently integrated and coordinated at the institutional level. Using a qualitative approach with grounded research methods, data were collected from students and lecturers across three departments: Mathematics Education, English Education, and Pancasila and Civic Education. The study analyzes how civic learning is implemented and managed across formal, non-formal, and ICT-based contexts. The findings show that the management of ICT-based civic learning remains fragmented. PPKn instruction tends to emphasize memorization and formal knowledge, limiting students' critical awareness and emotional attachment to national values. Non-formal activities, particularly scouting, provide experiential learning that supports the development of discipline, leadership, collaboration, and patriotism. ICT and social media offer opportunities for interactive civic engagement; however, their use is not yet systematically managed, resulting in inconsistent learning practices and exposure to global cultural influences that may weaken national identity. In addition, institutional coordination, policy support, and evaluation mechanisms for ICT-based civic learning remain limited. The study highlights the need to strengthen the management of ICT-integrated civic learning through better alignment between curriculum, extracurricular activities, and digital engagement. A more

structured and coordinated approach enables higher education institutions to enhance students' cognitive understanding, affective attachment, and behavioral expression of nationalism in the digital era.

Keywords: Educational Management; ICT Integration; Civic Learning; Higher Education; Nationalism

1. Introduction

Nationalism remains a fundamental foundation for the sustainability of the nation-state, although its conceptualization is often complex and contested. The strength or fragility of a nation is closely linked to the vitality of its civic values and the degree to which a sense of collective identity is cultivated among its citizens. In this regard, citizenship education becomes a strategic instrument, as the success or failure of a nation (Knott, 2019) is deeply rooted in the development of national values and the nurturing of a strong nationalist spirit. Nationalism can also be understood as a dynamic and evolving construct shaped by historical processes, cultural narratives, and political institutions that continuously redefine collective identity (Gellner, 1983). Furthermore, in the context of globalization, education plays a critical role in negotiating the relationship between national identity and global citizenship, ensuring that individuals remain rooted in national values while engaging with global realities (Osler & Starkey, 2005). Within the Indonesian context, Law No. 20 of 2003 on the National Education System explicitly emphasizes the role of education in producing qualified and professional human resources (Mulyasa, 2007), who are not only globally competent but also grounded in moral integrity and national character.

However, contemporary educational practices in Indonesia reveal a persistent imbalance. Education has increasingly been oriented toward short-term, instrumental goals, prioritizing cognitive and technical competencies while marginalizing moral, affective, and civic dimensions. This tendency reflects what has been described as a shift toward a "culture of survival," rather than a "culture of liberation," where education empowers individuals toward critical awareness and social responsibility (Giroux, 2011). Such conditions also resonate with broader critiques of modern education systems that emphasize performativity and measurable outcomes at the expense of deeper human development and social values (Ball, 2012). As reported in Kompas (12 December 2008), Soedjiarto argued that the Indonesian education system has not yet succeeded in preparing a generation equipped with the intellectual capacity and cultural values necessary for sustaining a modern nation-state. This critique highlights a structural weakness in the educational paradigm, particularly the limited investment in the affective domain, which is crucial for fostering nationalism.

In principle, values education and character education are embedded within civic learning, particularly through Citizenship Education (Civic Education/PPKn). Nevertheless, its implementation remains suboptimal. Empirical observations indicate that Civic Education is often treated as a supplementary subject, with limited emphasis on meaningful internalization of values. Learning practices tend to focus on memorization and formal knowledge acquisition, rather than cultivating critical consciousness and lived civic engagement. This condition reflects a broader challenge in civic education, where the gap between knowledge and practice limits the development of active and responsible citizenship (Westheimer & Kahne, 2004). Moreover, without experiential and participatory learning approaches, civic education risks becoming merely symbolic, failing to empower students as critical and engaged members of society (Biesta,

2009). Consequently, civic education is frequently disconnected from the socio-cultural realities of students and fails to function as a transformative process that shapes national identity.

This condition is further exacerbated by the rapid development of globalization and technological advancement. The increasing flow of information, coupled with the expansion of digital communication, has significantly influenced social attitudes and cultural orientations. Anderson (2001: 215) argues that Indonesia is currently experiencing a "nationalism deficit," characterized by the weakening of national spirit, particularly among educated and privileged groups. Similarly, Supardan (2010) highlights the growing fragmentation of social cohesion due to ethnic, religious, and socio-political tensions. These dynamics are reinforced by public concerns regarding the erosion of national pride and identity, as reflected in contemporary political and social discourse.

In response to these challenges, revitalizing nationalism requires a reorientation of educational strategies. Anderson (2001: 215) emphasizes the importance of fostering a form of popular nationalism that is inclusive and grounded in the lived experiences of society, rather than elitist and abstract. Nationalism, in this sense, is not merely a symbolic attachment to the nation-state, but a form of collective commitment expressed through social practice. The cultivation of nationalism can therefore be pursued through integrated approaches that combine values education, character formation, and civic engagement.

Education serves as one of the most effective pathways for instilling these values, given its capacity to reach broad segments of society, particularly the younger generation. As argued by Mulyasa (2007: 5), the quality of education is determined by systemic factors, including curriculum design, teacher quality, learning resources, infrastructure, and policy support. Within this framework, the integration of Information and Communication Technologies (ICT) emerges as a critical component in enhancing the effectiveness of civic learning.

The expansion of digital media, particularly social media, presents both opportunities and challenges for the development of civic values. On one hand, social media functions as a powerful platform for disseminating information, facilitating interaction, and encouraging participatory engagement among youth. On the other hand, it also exposes students to global cultural influences that may conflict with national values. Therefore, educational interventions that utilize social media must be carefully managed to ensure alignment with the ideological foundations of Pancasila and the 1945 Constitution.

Historically, communication media have played a significant role in shaping national consciousness, from the dissemination of independence narratives to contemporary digital interactions. In the current era, ICT has become an integral part of educational systems at all levels, including higher education. Universities, both public and private, increasingly rely on digital technologies as essential tools for effective learning. However, the use of ICT in civic education remains uneven and insufficiently coordinated.

This concern is reflected in policy and institutional contexts. Although the Indonesian government has established regulatory frameworks, such as Presidential Decree No. 20 of 2006 concerning ICT governance (Koswara, 2008), the implementation of ICT integration in education remains limited. Indonesia is still considered to have relatively underdeveloped ICT utilization in education (Hermawan, Yunita, and Deswila, 2019). While ICT has been incorporated into national curricula, including the transition from the 2004 to the 2006 curriculum and further developments in the 2013 curriculum (Kasinathan, 2017), its potential to support civic learning and nationalism development has not been fully realized.

Furthermore, public discourse underscores the urgency of strengthening digital literacy and ethical awareness. President Jokowi has repeatedly emphasized the need for critical engagement

with digital content, urging citizens, especially the younger generation, to distinguish between truth and misinformation, substance and sensationalism (CSRI, 2018). These concerns highlight the growing importance of integrating digital competence with civic responsibility.

Against this backdrop, the integration of ICT into civic learning represents not only a pedagogical innovation but also a strategic necessity. It provides an opportunity to reconstruct civic education as a more interactive, contextual, and transformative process. However, this requires effective management to ensure coherence between curriculum, extracurricular activities, and digital engagement.

Based on these considerations, this study seeks to conceptualize and analyze the management of ICT-based civic learning in higher education, particularly in relation to the development of students' nationalism. The central problem addressed in this research is how the values of nationalism can be effectively integrated and managed within Citizenship Education through the use of modern information and communication technologies at the university level.

2. Literature Review

2.1. ICT, Culture, and the Formation of Civic Values

In the contemporary era, the expansion of cyberspace has significantly reshaped the ways in which nations and communities interact, construct identity, and transmit values. As noted by Eriksen (2007), nations increasingly operate within digital environments, where the internet functions as a central technological infrastructure connecting both territorial and virtual communities. This transformation enables the diffusion of shared norms and values across geographical boundaries, including among Indonesian diaspora communities who maintain social and cultural ties through digital communication platforms. In this regard, digital environments not only facilitate communication but also serve as spaces where civic identities are continuously constructed and negotiated through interaction and participation (Isin & Ruppert, 2015).

Within this context, digital media also plays a role in the transmission of national values. For instance, the accessibility of national struggle songs through online platforms contributes to the cultivation of nationalist sentiment among students. Through repeated exposure and habituation, students internalize not only the lyrics but also the symbolic meanings embedded in these cultural artifacts. This process reflects the broader mechanism of value formation through habituation and cultural reproduction, where repeated practices reinforce attitudes such as discipline, collective identity, and national pride, as observed in ceremonial activities like flag hoisting and national commemorations. Moreover, digital platforms enable new forms of participatory civic engagement, where individuals actively produce, share, and reinterpret cultural and national narratives, thereby strengthening their sense of belonging and civic responsibility (Jenkins et al., 2016).

Beyond digital culture, the role of local wisdom remains significant in strengthening nationalism. Research by Kosasih, as cited by Budimansyah (2012: 331–332), highlights that local idiomatic expressions, particularly within Sundanese culture, encapsulate moral values that transcend ethnic boundaries. These values encompass human relationships with God, fellow humans, and broader social attitudes, thereby serving as a moral foundation for social cohesion. The study further distinguishes between material and nonmaterial culture, emphasizing that contemporary society increasingly prioritizes material culture at the expense of nonmaterial cultural values such as ethical perspectives and collective worldviews.

Consequently, the revitalization of local wisdom emerges as a strategic approach to addressing contemporary social challenges. The government is positioned as a facilitator in this

process, promoting the integration of local cultural values through both formal education (long-term strategies) and broader societal socialization. Such efforts are essential not only for reinforcing nationalism but also for preventing the rise of narrow primordialism that may threaten national unity.

2.2. The Nature of Nationalism

Citizenship Education is fundamentally oriented toward developing citizens who are intellectually capable, morally grounded, and globally engaged, while maintaining a strong national identity. In the context of globalization, nationalism continues to serve as a crucial ideological and sociopolitical force. It can be understood in multiple dimensions, including as an ideology, a form of consciousness, and a pattern of behavior. In this regard, nationalism is not only a political doctrine but also an imagined social construct that binds individuals into a shared sense of belonging, even in the absence of direct interaction (Anderson, 2001).

Kalidjihih (2010: 116) conceptualizes nationalism as an ideology that positions the nation as the central principle of political organization, encompassing a range of ideals related to identity, sovereignty, and collective purpose. As a form of consciousness, nationalism involves both potential and actualized efforts to maintain the integrity, prosperity, and continuity of the nation. Meanwhile, as a mental attitude and behavioral orientation, nationalism is expressed through loyalty, dedication, and active participation in national life.

In line with this perspective, Sugono et al. (2008: 997) define nationalism as both a doctrine of love for the nation and a political commitment to defend it. Kartodirdjo (1993) further elaborates the core principles of nationalism, including unity, freedom, equality, identity, self-esteem, and collective achievement. These principles underscore the normative and aspirational dimensions of nationalism as a driver of social cohesion and national development. Furthermore, in contemporary contexts, nationalism is increasingly shaped by global interconnections, where identities are continuously negotiated between local attachments and global influences (Smith, 2010).

In the Indonesian context, nationalism is institutionalized through the values of Pancasila, particularly the third principle of "Indonesian Unity." These values manifest in attitudes such as patriotism, pride in national identity, prioritization of collective interests, respect for diversity, and commitment to national development. Nationalism also encompasses a broader global awareness, encouraging individuals to contribute to international peace and cooperation. Thus, nationalism can be understood as a multidimensional construct that integrates ideology, values, attitudes, and practices, all of which are essential for sustaining national identity in a globalized world.

2.3. The Nature of Education and Civic Formation

Education serves as a primary vehicle for the transmission and internalization of civic and national values. In addition to formal education, non-formal educational settings play a critical role in shaping character and social responsibility. One prominent example is scouting education, which is formally recognized under Law No. 12 of 2010 as a process of developing personality, life skills, and noble character through the internalization of scouting values. In this broader perspective, education is not merely a process of knowledge transfer but a transformative practice that shapes individuals' moral consciousness and civic identity through lived experience (Dewey, 1916).

The Scout Movement, guided by principles such as Satya Pramuka and Dharma Pramuka, emphasizes the holistic development of individuals, integrating moral, social, and practical

competencies. These values function as internalized ethical frameworks that shape behavior, fostering discipline, responsibility, and national commitment. When consistently practiced, scouting activities contribute to the formation of character that reflects the ideals of Indonesian citizenship.

As an extracurricular activity, scouting represents a form of non-formal education that complements formal learning. Although participation is often mandatory, students retain the flexibility to engage based on their interests and talents. Unlike formal education, extracurricular activities are not primarily oriented toward standardized assessment, but rather toward experiential learning and character development. This aligns with contemporary perspectives on civic education, which emphasize active participation, critical engagement, and experiential learning as key processes in developing responsible and democratic citizens (Biesta, 2011).

Sudjana (2010: 122) emphasizes that extracurricular activities are grounded in the philosophical foundations of Pancasila, which serves as both the ideological and normative basis of Indonesian education. These activities are expected to reinforce values such as belief in God, humanity, unity, democracy, and social justice. Accordingly, the integration of formal, non-formal, and informal education becomes essential in ensuring a comprehensive approach to civic formation.

3. Research Methodology

This study aims to formulate a conceptual framework and strategic approach for integrating nationalist values into Civic Education through the use of information and communication technologies (ICT). To achieve this objective, the research adopts a qualitative approach using grounded research methods (Creswell, 2010), which enables the exploration of empirical realities and the generation of contextually grounded concepts.

The study is descriptive in nature, focusing on capturing and interpreting the processes through which nationalist values are taught, internalized, and practiced within educational settings. The researcher serves as the primary instrument, allowing flexibility and responsiveness to field conditions. The research process evolves dynamically without manipulation of variables and emphasizes the natural context in which educational practices occur. In this regard, the study seeks to understand how civic learning, particularly through scouting activities and ICT integration, is implemented in real educational environments.

3.1. Research Sites and Subjects

The research was conducted at the Faculty of Teacher Training and Education (FKIP), Universitas Lambung Mangkurat (ULM), located in Banjarmasin, South Kalimantan. The selection of the research site was carried out purposively based on its relevance to the study objectives, particularly its integration of Pancasila and Citizenship Education (PPKn) within multiple academic departments.

Three departments were selected as focal points of analysis: Mathematics Education, English Education, and Pancasila and Civic Education.

Table 1. Subject Identity and Research Location

Category	Mathematics Education	English Education	Pancasila and Civic Education
Students	20 students	20 students	All first-year students
Lecturers	Included	Included	Included

Category	Mathematics Education	English Education	Pancasila and Civic Education
Institution	Universitas Lambung Mangkurat (FKIP)	Universitas Lambung Mangkurat (FKIP)	Universitas Lambung Mangkurat (FKIP)
Location	Banjarmasin	Banjarmasin	Banjarmasin
Accreditation	A	A	A
Website	www.ulm.edu	www.ulm.edu	www.ulm.edu

The study involved both students and lecturers to capture perspectives from both learners and educators. A total of 20 first-year students were selected from the Mathematics Education department and 20 from the English Education department, while all first-year students in the Pancasila and Civic Education department were included. Lecturers from each department were also involved as key informants to provide insights into pedagogical practices and ICT integration.

3.2. Data Collection Techniques

Data were collected using multiple instruments to ensure depth and triangulation. The primary instrument was the researcher, supported by audiovisual recording devices, questionnaires, and interview guides. Audiovisual recordings were used to document research activities and interactions, questionnaires captured students' experiences and perceptions, and interview guides facilitated in-depth exploration of teaching strategies, processes, and challenges.

3.3. Contextual and Institutional Considerations

All participants were drawn from a single institutional setting, Universitas Lambung Mangkurat (ULM), which ensured consistency and coherence in the research context. The research location in Banjarmasin provides a relevant socio-cultural setting where local identity and national values intersect.

All selected departments hold an "A" accreditation status, indicating high academic quality and strengthening the credibility of the research setting.

3.4. Analytical Orientation

By involving multiple departments with different disciplinary orientations, the study enables comparative analysis across academic contexts. This diversity supports the development of a more adaptable and generalizable conceptual model for ICT-based civic learning.

4. Results

The findings of this study provide a nuanced understanding of the current condition of Civic Education (Pancasila and Citizenship Education, PPKn) and its role in fostering nationalism among students at Universitas Lambung Mangkurat (ULM), Faculty of Teacher Training and Education (FKIP), Banjarmasin. By examining both formal classroom instruction and complementary learning spaces, such as scouting and extracurricular activities, the study reveals a persistent gap between curriculum design and its practical outcomes in shaping students' understanding, awareness, and internalization of national values. Furthermore, the findings highlight the increasingly significant role of information and communication technologies (ICT) in mediating students' engagement with civic values and national identity.

The results indicate that students engage with civic learning through both traditional pedagogical approaches and contemporary digital environments. Formal classroom instruction continues to serve as the primary channel for delivering foundational knowledge; however, it remains largely oriented toward memorization rather than critical reflection or experiential learning. This cognitive bias limits the depth of students' national consciousness and reduces the transformative potential of Civic Education. In contrast, structured non-formal activities, particularly scouting and symbolic civic practices, provide experiential reinforcement of patriotism, discipline, and civic responsibility. These findings suggest that nationalism education cannot rely solely on formal instruction but requires a more integrated and holistic approach that combines cognitive, affective, and behavioral dimensions.

In addition, the study demonstrates that ICT and social media have become central mediating forces in students' civic experiences. Digital platforms offer significant opportunities to enhance civic learning by enabling interactive engagement, expanding access to information, and facilitating participation in national discourse. At the same time, these platforms expose students to global cultural flows that may not always align with national values. This dual character of ICT, as both an enabling and a disruptive force, constitutes a critical dimension in understanding the dynamics of nationalism in contemporary higher education. Accordingly, the findings are further elaborated through the following analytical presentation.

Table 2. Challenges of Civic Education and ICT Integration at ULM FKIP

Theme	Findings	Implications
Civic Education Practice	Focuses on memorization and formal knowledge; limited critical awareness and values-based learning	Students perceive Civic Education as secondary, resulting in low engagement and weak national attachment
Student Engagement	Civic Education is considered less important than courses tied to graduation	Superficial learning outcomes and limited development of nationalism
ICT Opportunities	ICT provides digital spaces (social media, forums, multimedia) for civic learning	Potential for innovative nationalism education if strategically managed
ICT Risks	Exposure to global cultural influences (e.g., Korean wave) without adequate guidance	Risk of dilution of national values
Policy and Infrastructure Gaps	Outdated ICT regulations and limited institutional coordination	Weak systemic support for ICT-based civic learning

Table 2 summarizes the key challenges faced by Civic Education (PPKn) at ULM FKIP, particularly in its effectiveness in fostering students' nationalism. The first cluster of challenges is pedagogical, relating to the dominance of memorization-based learning and the limited integration of critical and value-oriented approaches. This condition contributes to students' perception of Civic Education as a secondary subject, thereby reducing their engagement and weakening the internalization of national values.

The second cluster of challenges concerns the integration of ICT in civic learning. While digital platforms offer considerable potential as spaces for interactive and participatory learning, their use remains largely unstructured. Students are exposed to global cultural influences, such as the Korean wave, without sufficient guidance, which may lead to the erosion of national identity. Moreover, structural constraints, including outdated regulatory frameworks and limited coordination among educational stakeholders, further hinder the effective utilization of ICT in Civic Education.

Overall, these findings indicate that the challenges of Civic Education are not solely pedagogical but also systemic. Addressing these issues requires a comprehensive approach that strengthens instructional practices, enhances student engagement, and aligns ICT integration with coherent institutional and policy frameworks.

4.1. Strategies and Contextual Factors Contributing to the Strengthening of Nationalism among Students

The findings further identify a set of strategic and contextual factors that contribute to strengthening nationalism among students at Universitas Lambung Mangkurat (ULM), Faculty of Teacher Training and Education (FKIP). In contrast to the challenges outlined previously, this section emphasizes constructive approaches, both formal and non-formal, that effectively foster national identity, civic responsibility, and a sense of collective belonging. These strategies encompass experiential learning, symbolic reinforcement, cultural preservation, family engagement, institutional support, and the integration of digital technologies. Together, they demonstrate that nationalism is not cultivated through a single channel, but through the interaction of multiple educational, social, and technological dimensions.

Table 3. Strengthening Nationalism at ULM FKIP

Strategy/Context	Findings	Contribution to Nationalism
Scouting Activities	Promote discipline, leadership, collaboration, and service	Develop experiential learning that fosters responsibility and national pride
Symbolic Rituals	Flag ceremonies, patriotic songs, national day celebrations	Reinforce habitual civic values and collective identity
Local Wisdom	Idioms, proverbs, and traditions digitized via ICT (storytelling, gamification)	Preserve cultural identity and strengthen authentic nationalism
Family Role	Families act as key agents through discussion and role modeling	Reinforce civic values beyond formal education
Political and Institutional Support	Campaigns against misinformation and ICT-civic education integration	Align educational practices with national policy objectives
Digital Integration in Civic Education	Use of social media, digital storytelling, and online civic activities	Enhance engagement and contextual relevance of civic learning

Table 3 demonstrates that the strengthening of nationalism among students at ULM FKIP is supported by a combination of experiential, cultural, institutional, and technological strategies.

Scouting activities emerge as a central mechanism, as they cultivate discipline, leadership, collaboration, and service through direct experience. This experiential dimension enables students to internalize civic values more effectively than purely classroom-based approaches, fostering a stronger sense of responsibility and attachment to the nation.

Symbolic rituals, including flag ceremonies, patriotic songs, and national commemorations, also play a significant role in reinforcing nationalism. These practices function as repeated cultural performances that embed civic values into students' everyday experiences, contributing to the formation of a shared collective identity. In this sense, nationalism is not only taught but also enacted through routine practices.

The findings further highlight the importance of local wisdom as a cultural foundation of nationalism. Traditional idioms, proverbs, and practices carry moral values that resonate across communities. When these cultural elements are integrated with ICT, through digital storytelling, gamification, and online dissemination, they become more accessible and relevant to younger generations. This approach ensures that nationalism remains rooted in authentic cultural contexts while adapting to contemporary digital environments.

In addition to educational and cultural factors, the role of the family is identified as a crucial supporting element. Families contribute to the reinforcement of civic values through daily interactions, discussions, and role modeling. This informal dimension complements formal education and helps mitigate the influence of unfiltered digital content. Without such reinforcement, students may become more susceptible to external cultural influences that weaken national identity.

Institutional and political support also play a strategic role in shaping the broader ecosystem of nationalism education. Initiatives such as campaigns against misinformation and efforts to integrate ICT into Civic Education reflect the alignment between educational practices and national policy objectives. However, the effectiveness of these initiatives depends on the extent to which they are implemented in a coordinated and sustained manner.

Finally, the integration of digital technologies into civic learning represents a critical avenue for strengthening nationalism in the contemporary era. The use of social media, digital storytelling, and online civic activities allows students to actively engage with national values in spaces that are already central to their daily lives. This not only enhances engagement but also transforms civic learning into a more interactive and meaningful experience.

Overall, these findings indicate that the cultivation of nationalism requires a holistic approach that integrates formal instruction, non-formal activities, cultural heritage, family influence, institutional support, and ICT-based learning. Such an approach enables students to develop not only cognitive understanding but also affective attachment and behavioral commitment to national values.

4.2. Findings on Strengthening Nationalism through Civic Education, Non-Formal Activities, and ICT

The findings indicate that Civic Education, as currently implemented in higher education, particularly at Universitas Lambung Mangkurat (ULM), Faculty of Teacher Training and Education (FKIP), Banjarmasin, has not fully achieved its intended role in strengthening students' nationalism. Rather than fostering critical awareness and values-based understanding, Civic Education tends to emphasize memorization and formal knowledge. This predominantly cognitive orientation limits its capacity to cultivate patriotism and emotional attachment to the nation. Consequently, students often perceive the subject as secondary to courses that directly influence graduation outcomes, resulting in low engagement and superficial learning. This

condition reflects a clear gap between curriculum design and its broader function in nation-building.

The study further reveals that scouting education remains one of the few structured non-formal learning activities that consistently embed nationalist values among students at FKIP ULM. Through its emphasis on discipline, collaboration, leadership, and service, scouting provides experiential learning that directly shapes students' attitudes and behavior. Unlike classroom-based instruction, these activities foster a lived experience of nationalism, nurturing pride, responsibility, and a sense of belonging to the nation. This finding underscores the critical role of non-formal education in complementing formal Civic Education for more effective character and identity formation.

In addition, information and communication technologies (ICT) emerge as a strategic factor in shaping students' national identity. Social media platforms, online forums, and digital resources create spaces for the dissemination and engagement of civic values. However, without adequate guidance, these platforms also expose students to global cultural influences that may weaken national identity. The findings suggest that ICT should not be viewed merely as a neutral tool but must be intentionally designed and managed as a medium for strengthening nationalism. This includes the use of digital campaigns, online civic discussions, and creative multimedia content that promote national awareness and pride.

Despite its potential, the study identifies significant structural constraints that limit the effective integration of ICT in nationalism education. ICT utilization in education remains uneven, characterized by outdated regulatory frameworks and limited coordination among institutions. These conditions restrict the innovative use of digital platforms within formal learning environments. Without systematic investment and policy modernization, the potential of ICT as a tool for civic education and nationalism development remains underutilized, highlighting the need for stronger political commitment and strategic planning.

The findings also confirm that social media has become a central medium in students' daily communication, significantly influencing their values and behavior. While it provides opportunities for disseminating national narratives and cultural content, it is simultaneously saturated with global influences, such as the Korean wave, that may shift attention away from local values. Students often struggle to distinguish between meaningful and superficial content, leading to a weakening of national awareness. This indicates that the role of educators and institutions is not to restrict digital engagement but to guide and shape it in constructive ways.

Furthermore, nationalism among students is shown to develop not solely through formal instruction but through repeated practices and symbolic reinforcement. Activities such as singing patriotic songs, participating in flag ceremonies, and commemorating national days contribute to the internalization of civic values. When these practices are extended into digital spaces, through the sharing of patriotic content or participation in online cultural movements, their impact is amplified. This process of habituation, both offline and online, is essential in building durable nationalist attitudes.

Local wisdom and cultural expressions also emerge as vital resources in strengthening nationalism. Traditional idioms, proverbs, and practices contain moral values that resonate across diverse communities. However, these cultural elements face the risk of marginalization in the face of dominant global digital culture. The findings suggest that revitalizing and digitizing local wisdom, through storytelling, gamification, and creative digital content, can ensure its relevance and accessibility for younger generations. This approach allows nationalism to remain grounded in authentic cultural identity while adapting to contemporary contexts.

Another important finding is that nationalism cannot be cultivated exclusively within formal educational institutions. Families play a crucial role in shaping students' values through everyday interactions, discussions, and role modeling. However, the study indicates that in many cases, particularly among urban and educated families, limited parental engagement results in increased exposure to unfiltered digital content. This creates a gap where external cultural influences dominate. Therefore, strengthening family involvement, supported by ICT-based tools such as educational applications and supervised digital communities, is essential for reinforcing national values.

The study also highlights the broader political dimension of nationalism education in the digital era. Government initiatives, including campaigns against misinformation and digital slander, reflect growing awareness of the importance of regulating online content. However, these efforts tend to be reactive rather than strategic. The findings emphasize the need for a comprehensive ICT policy that is explicitly aligned with civic education objectives. Such a policy would enable the transformation of digital spaces into constructive environments for the development of nationalism, requiring synergy among policymakers, educators, and technology stakeholders.

Finally, the study suggests that the integration of ICT into Civic Education should be positioned not as a supplementary component but as a core strategy for national identity development. By leveraging digital platforms, such as social media, digital storytelling, and interactive learning environments, universities can transform civic education into a more engaging, participatory, and meaningful process. Students should not only acquire knowledge about nationalism but also actively practice and negotiate it within digital spaces. This integrated approach, combining formal instruction, non-formal learning, family involvement, and digital innovation, offers a sustainable model for strengthening nationalism in contemporary higher education.

5. Discussion

The findings of this study confirm that Civic Education (Pancasila and Citizenship Education, PPKn) at Universitas Lambung Mangkurat (ULM), Faculty of Teacher Training and Education (FKIP), has not yet fully functioned as an effective instrument for fostering nationalism. This condition aligns with earlier critiques presented in the Introduction, which highlight the dominance of cognitive-oriented education and the marginalization of affective and civic dimensions (Mulyasa, 2007; Kompas, 2008). The empirical evidence from this study reinforces this argument: Civic Education remains largely focused on memorization and formal knowledge, limiting its capacity to cultivate critical awareness and emotional attachment to national values.

This finding is also consistent with the broader theoretical perspective that nationalism is not merely an abstract ideology but must be internalized as a form of consciousness and behavior (Kalidjihih, 2010; Sugono et al., 2008). When Civic Education is reduced to cognitive transmission, it fails to activate the affective and behavioral dimensions necessary for nationalism to be meaningfully experienced. In this sense, the gap identified in this study reflects a disconnect between the conceptual goals of Civic Education and its pedagogical implementation.

The study further supports Anderson's (2001) argument regarding the emergence of a "nationalism deficit," particularly among educated groups. Students at ULM FKIP, especially in non-PPKn departments, tend to perceive Civic Education as secondary, resulting in low engagement and weak internalization of national values. This confirms that nationalism cannot be sustained through formal instruction alone, but requires deeper integration into students' lived experiences. The findings therefore extend Anderson's thesis by demonstrating how this

deficit is reproduced within higher education through pedagogical practices that fail to engage students meaningfully.

At the same time, the findings highlight the significant role of non-formal education, particularly scouting, in addressing this gap. This supports the argument presented in the Literature Review that character formation is more effectively achieved through experiential and value-based learning environments (Sudjana, 2010). Scouting activities, which emphasize discipline, leadership, collaboration, and service, provide concrete contexts in which civic values are practiced rather than merely understood. This finding strengthens the theoretical proposition that nationalism must be enacted through social practice, not only taught as abstract knowledge.

Furthermore, the importance of habituation observed in this study aligns with Eriksen's (2007) perspective on the role of cultural reproduction in shaping collective identity. Symbolic practices, such as flag ceremonies and patriotic rituals, function as repeated social actions that embed civic values into everyday life. When these practices are consistently reinforced, they contribute to the formation of what can be understood as "lived nationalism," where identity is sustained through routine cultural engagement rather than formal instruction alone.

The study also provides empirical support for the role of local wisdom as a foundational element of nationalism, as discussed in the Literature Review (Budimansyah, 2012). The integration of idioms, proverbs, and cultural traditions into learning processes demonstrates that nationalism is most effective when rooted in culturally meaningful contexts. However, the findings extend this perspective by showing that local wisdom must be adapted to contemporary digital environments to remain relevant. The digitization of cultural content through storytelling and gamification represents a critical innovation in bridging traditional values with modern learning practices.

In relation to ICT, the findings confirm the dual role identified in the Introduction: as both an enabling and a disruptive force in civic education. Consistent with Eriksen's (2007) argument on the transformative impact of digital environments, ICT provides new spaces for interaction, participation, and identity construction. Students, particularly those in English Education, demonstrate the capacity to engage with civic discourse through digital platforms. However, this also exposes them to global cultural influences that may weaken national identity, supporting concerns raised by Supardan (2010) regarding social fragmentation in the era of globalization.

This duality highlights that ICT is not value-neutral; rather, it operates as a contested space where national and global identities interact. The findings therefore extend previous literature by emphasizing that the effectiveness of ICT in civic education depends on how it is managed and guided. Without structured intervention, digital platforms may reinforce what Anderson (2001) describes as the weakening of national consciousness. Conversely, when strategically integrated, ICT can enhance civic engagement and support the development of nationalism in forms that are relevant to contemporary students.

The study also underscores the importance of systemic and institutional factors, confirming Mulyasa's (2007) argument that educational quality is shaped by broader structural conditions. The limited coordination, outdated policies, and insufficient institutional support identified in this research indicate that the challenges of Civic Education are not merely pedagogical but also structural. This finding suggests that improving nationalism education requires not only curricular reform but also policy alignment and institutional capacity-building.

In addition, the role of the family identified in this study complements existing theoretical perspectives on informal education. While formal and non-formal education provide structured learning environments, family interactions play a critical role in reinforcing civic values in everyday contexts. However, the findings reveal that reduced parental engagement, particularly

in modern urban settings, creates a gap that is increasingly filled by digital media. This suggests that the relationship between family, education, and ICT must be reconfigured to ensure consistent value transmission.

Overall, the findings of this study demonstrate that nationalism in higher education is produced through the interaction of multiple domains: formal instruction, experiential learning, cultural practice, digital engagement, and social environment. This supports a holistic understanding of nationalism as a multidimensional construct, as outlined in the Literature Review. However, the study advances this perspective by showing that these domains are currently fragmented in practice. The lack of integration among curriculum, extracurricular activities, ICT, and social contexts limits the effectiveness of Civic Education in achieving its intended goals.

A key implication of this study is the need to reposition ICT as a central component of Civic Education rather than a supplementary tool. As students increasingly construct their identities within digital environments, civic learning must also be embedded within these spaces. This requires a shift from traditional, classroom-centered approaches toward more interactive, participatory, and digitally mediated forms of learning.

In conclusion, this study contributes to the literature by demonstrating that the challenge of fostering nationalism in higher education is not solely a matter of content, but of integration. Effective nationalism education requires the alignment of pedagogical approaches, cultural practices, technological tools, and institutional frameworks. Without such integration, Civic Education risks remaining symbolic and ineffective. Conversely, when these elements are systematically connected, higher education institutions can play a transformative role in developing students who are not only knowledgeable about national values but also actively embody them in both offline and digital contexts.

6. Conclusion

This study demonstrates that the management of ICT-based civic learning in higher education, particularly at Universitas Lambung Mangkurat (ULM), Faculty of Teacher Training and Education (FKIP), remains fragmented and insufficiently integrated, thereby limiting its effectiveness in fostering students' nationalism. Civic Education (Pancasila and Citizenship Education, PPKn), which is normatively designed to cultivate national values, is still predominantly implemented through memorization-oriented and cognitively driven approaches. As a consequence, students' understanding of nationalism tends to remain abstract, with limited translation into affective attachment and behavioral commitment.

The findings confirm that nationalism cannot be effectively developed through formal instruction alone. Non-formal educational practices, especially scouting and symbolic civic rituals, play a critical role in embedding national values through experiential learning and habituation. These practices enable students to internalize discipline, responsibility, and collective identity in ways that are more tangible and meaningful than classroom-based instruction. In parallel, local wisdom emerges as an important cultural foundation for nationalism, particularly when it is adapted and transmitted through digital media to maintain relevance in contemporary contexts.

The study also reveals that information and communication technologies (ICT) function as a double-edged instrument in civic learning. On one hand, digital platforms provide opportunities for interactive engagement, participatory learning, and the dissemination of civic values. On the other hand, they expose students to global cultural influences that may weaken national identity if not critically mediated. This finding underscores that ICT is not neutral, but requires intentional

pedagogical design and institutional governance to ensure alignment with civic and national objectives.

Furthermore, the research highlights the importance of systemic and contextual factors in shaping nationalism education. Institutional limitations, including weak coordination, outdated policies, and insufficient ICT integration, constrain the effectiveness of civic learning. At the same time, family involvement and socio-cultural environments play a complementary role in reinforcing or, in some cases, weakening the internalization of national values. These findings indicate that nationalism is produced through the interaction of multiple domains, educational, technological, cultural, and social, rather than through a single institutional mechanism.

Based on these findings, this study offers three key contributions. First, it provides empirical evidence that the current model of Civic Education in higher education is insufficiently aligned with its transformative goals, particularly in the digital era. Second, it advances a conceptual understanding of nationalism as a multidimensional construct that must be developed through the integration of cognitive, affective, and behavioral learning across formal, non-formal, and digital contexts. Third, it highlights the strategic role of ICT as a central component of civic learning, rather than a supplementary tool, in shaping contemporary national identity.

In terms of practical implications, the study suggests the need for a more integrated and coordinated model of ICT-based civic learning. Universities should align curriculum design, extracurricular activities, and digital engagement strategies to create a coherent learning ecosystem. Pedagogical approaches must shift from memorization toward critical, experiential, and participatory learning. ICT should be systematically incorporated into civic education through guided digital activities, civic-oriented social media engagement, and the digitization of cultural content. In addition, stronger institutional policies and cross-sector collaboration are required to support sustainable implementation.

Finally, this study concludes that fostering nationalism in higher education requires a holistic, adaptive, and context-sensitive approach. By integrating formal instruction, experiential learning, cultural heritage, family engagement, and ICT-based innovation, universities can cultivate students who are not only cognitively informed but also emotionally connected and behaviorally committed to national values. Such an approach is essential to ensure that nationalism remains relevant, resilient, and meaningful in the face of ongoing globalization and digital transformation.

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8. Declaration of Conflicting Interests

The authors declare that there is no conflict of interest regarding the research, authorship, and publication of this article.

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About the Authors

- 1) **Sarbaini** is a Professor in the Study Program of Social Studies Education at Lambung Mangkurat University, Indonesia. He obtained his Doctoral degree from Indonesia University of Education in 2011, his Master's degree in Education from Indonesia University of Education in 1996, and his undergraduate degree from Lambung Mangkurat University in 1984. His academic interests include social studies education, civic education, multicultural education, multicultural education, environmental citizenship, moral education, Pancasila education, and citizenship studies.
Email: sarbaini@ulm.ac.id
- 2) **Rabiatul Adawiah** is a Lecturer in the Study Program of Pancasila and Civic Education at Lambung Mangkurat University, Indonesia. She obtained her Doctoral degree from Jakarta State University in 2016, her Master of Science degree from Brawijaya University in 2001, and her undergraduate degree from Lambung Mangkurat University in 1990. Her academic interests include Pancasila education, civic education, constitutional studies, human rights, customary law, educational assessment, character education, and wetland-based civic learning.
Email: rabiatul.adawiah@ulm.ac.id
- 3) **Dian Agus Ruchliyadi** is a Lecturer in the Study Program of Pancasila and Civic Education at Lambung Mangkurat University, Indonesia. He obtained his Doctoral degree from Indonesia University of Education in 2021, his Master's degree in Education from Indonesia University of Education in 2009, and his undergraduate degree in Education from Lambung Mangkurat University in 1999. His academic interests include civic education, Pancasila education, Indonesian political systems, constitutional studies, human rights, educational technology, character education, and wetland-based civic learning.
Email: dianagus@ulm.ac.id
- 4) **Wardiani Hiliadi** is a Lecturer in the Study Program of Pancasila and Civic Education at Lambung Mangkurat University, Indonesia. He obtained his Master's degree in Education from Indonesia University of Education in 2017 and his undergraduate degree in Education from Lambung Mangkurat University in 2014. His academic interests include Pancasila education, civic education, legal sociology, customary law, Islamic law, environmental citizenship, entrepreneurship, and wetland-based civic learning.
Email: wardiani.hiliadi@ulm.ac.id