Fostering Nationalism among University Students in Indonesia: A Communal Perspective

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ABSTRACT

This study's primary aim is to investigate globalization's impact on nationalism in Indonesia, specifically focusing on the youth population. The research seeks to understand how globalization influences nationalist sentiments, particularly in the context of the Indonesian educational system. The chosen methodology centers around implementing a Civic Education learning model, aiming to activate and enhance nationalism values among students. The research employs a structured approach, utilizing a test on nationalism knowledge administered before and after implementing the Civic Education learning model. This method allows for a comprehensive assessment of the potential impact of the learning model on students' understanding of nationalism. The analysis involves measuring the mean score difference between pre-test and post-tests, employing statistical calculations such as mean difference, the standard deviation of the difference, the standard error of the mean difference, and calculated t-values. Additionally, behavioral-scale tests are conducted to evaluate the mean score difference in students' nationalism behavior. Quantitative calculations and analyses are employed to substantiate the research hypothesis. The statistical findings indicate a significant influence of the Civic Education learning model on students' knowledge of nationalism and behavior. The mean score differences before and after the model's implementation and the calculated t-values provide robust evidence of the positive impact on students' nationalist sentiments. The study extends its contribution to pedagogy by demonstrating the efficacy of alternative teaching methods, specifically in Civic Education. The findings suggest that implementing the Civic Education learning model enhances

practical application and holds promise in strengthening Indonesia's global influence. The research aligns with established concepts of nationalism, emphasizing the actualization of patriotism through the collective development of clear national goals and objectives. The study aims to contribute meaningful insights to the ongoing discourse on nationalism in Indonesia, particularly among the youth.

1. Introduction

The spirit of nationalism among citizens plays a pivotal role in shaping a nation's growth and development trajectory. It embodies a profound love and dedication to one's country, influencing its progress or decline. Notable historical figures like Mahatma Gandhi epitomize the transformative power of nationalism. Gandhi's tireless efforts in advocating for the rights of his people and leading India's struggle for independence from British colonial rule serve as a testament to the enduring impact of nationalist fervor (Brown, 1991; Guha, 2013a, 2013b; Wolpert, 2001).

Similarly, the Indonesian people's remarkable display of nationalism was evident in their unified fight for the nation's freedom, culminating in independence in 1945 (Purwanto et al., 2023; Ricklefs, 1993). This monumental achievement was not merely a stroke of luck but rather the result of an indomitable spirit of nationalism that permeated every facet of Indonesian society, driving them to mobilize their efforts and sacrifices for the cause of liberation. Recent studies in citizenship education have highlighted the importance of learning nationalist values in increasing citizen awareness and strengthening national identity (Darwati et al., 2023; Osler, 2011). Using a citizenship learning model that focuses on real experiences and personal reflection can increase understanding and a sense of belonging to national values (Encina & Berger, 2021; Myers & Rapoport, 2021; Rapoport, 2021). These findings suggest that learning strategies that allow students to relate nationalist concepts to their own life experiences can help strengthen their national identity.

In the context of contemporary challenges posed by globalization, there is a growing imperative to enhance awareness of nationalism and national identity. This urgency stems from the recognition that the forces of globalization have the potential to impact and reshape traditional cultures and values. As the world becomes increasingly interconnected, efforts to strengthen national identity are viewed as crucial for preserving distinct cultural attributes and values that might otherwise be overshadowed or diluted by external influences. The call for heightened awareness reflects a proactive stance in response to the possible erosion of traditional elements in the face of global dynamics, emphasizing the importance of actively addressing and safeguarding national identity (Agus et al., 2021; Anoraga & Sakai, 2023; Hermawanto et al., 2023).

The formation of national identity in Indonesia is intricately intertwined with the complex interplay of social and political dynamics. These multifaceted factors collectively shape and influence how national identity evolves within the country (Drake, 2019; Windari, 2021). Recognizing this complexity underscores the need to delve into the intricate connections

between social and political forces to understand how national identity is forged and molded in the Indonesian context.

This spirit motivates citizens to uphold and contribute to the nation's independence and development. In the post-armed-struggle era, nationalism encompasses patriotism and a deep appreciation for one's culture, heritage, and all aspects of the country. Fostering such sentiments can pave the way for positive transformations. Conversely, without a robust sense of nationalism, a nation risks deterioration, loss of identity, or susceptibility to external forces.

The crisis of nationalism represents a primary threat to a nation's existence, manifesting in various forms, including ethnic, religious, racial, and socio-economic divisions that breed discord and hinder national unity. These divisions, compounded by social, political, economic, and cultural challenges, threaten national integrity. This reality is starkly evident in Indonesia today, where many issues, from poverty and corruption to inter-ethnic and inter-religious conflicts, undermine the collective spirit of nationalism among its people (Bertrand, 2003; Bourchier, 2019; Lee, 1999). Ideally, a robust spirit of nationalism should instill a sense of patriotism and sincere love for one's nation, enabling the populace to address and overcome challenges effectively.

One contributing factor to the decline in nationalism is the pervasive influence of globalization, which permeates every aspect of national life, leading to the dilution of traditional symbols of Indonesian culture. This phenomenon shifts people's perception of nationalism and poses additional threats to national identity. Additionally, the perils of secularism, materialism, and liberalism threaten the fabric of national identity, evident in the burgeoning hedonistic, apathetic, materialistic, and consumerist behaviors prevalent in contemporary society.

The pursuit of prestige, particularly through the consumption of foreign-branded goods and indulgence in hedonistic activities, has become increasingly commonplace, undermining the intrinsic spirit of nationalism. The adoption of a hedonistic-materialistic global lifestyle fosters an attitude detached from patriotism and pride associated with one's cultural heritage, further eroding the sense of nationalism both socially and culturally.

In today's context, nationalism has evolved beyond the armed struggle for independence, encompassing a dedication to hard work and competitiveness to ensure the nation's success in the global arena. This paradigm shift represents a form of Neo-nationalism in the era of globalization, emphasizing the importance of diligence and competitiveness in national development. Indonesia risks falling behind other nations without a strong work ethic and determination.

Given the pressing issue of nationalism, particularly among university students who serve as potential catalysts for national development, conducting a comprehensive study on this subject is imperative. As future leaders and agents of change, university students play a crucial role in imparting nationalist values to the next generation. Therefore, this study aims to investigate the effectiveness of actualizing nationalism values through a civic education learning model. Specifically, it seeks to answer two pivotal questions: 1) Does this learning model effectively enhance students' knowledge of nationalism? 2) Does it contribute to improving students' sense of nationalism? Through rigorous research and analysis, this study provides insights to inform strategic interventions to foster a stronger sense of nationalism among Indonesian youth.

2. Literature Review

2.1. The Impact of Globalization on National Identity

Globalization profoundly impacts national identity, ushering in complex dynamics that intricately shape how individuals define and perceive their sense of belonging to a nation. The heightened interconnectivity on a global scale, the exchange of cultures across borders, and the seamless access to information from diverse corners collectively alter perceptions and mold national identities. Amidst the forces of globalization, traditional elements that once constituted the cornerstone of national identity encounter challenges and transform. The rapid evolution of technology and the global reach of mass media expedite this process by presenting a mosaic of thought patterns and lifestyles from various cultural realms. While globalization fosters diversity, it concurrently raises concerns about preserving the distinctive elements intrinsic to national identity.

Beyond cultural influences, the geopolitical and economic landscape at the global level also influences the shaping of a country's national identity (Dittmer & Bos, 2019; Kong, 2007). Different nations respond in varied ways to global pressures, resulting in nuanced articulations and maintenance of national identities. Consequently, thorough research and a comprehensive understanding of how globalization influences national identity are imperative to formulate pertinent responses and policies to address this multifaceted challenge.

The impact of globalization on the understanding and experience of national identity is undeniably transformative, bringing about profound changes in the perception of values and symbols that were historically regarded as the bedrock of a nation's identity. The era of globalization introduces significant consequences by dismantling traditional boundaries and introducing new dynamics that trigger shifts in cultural and societal values.

Within this evolving landscape, national values grapple with the pressure to adapt to global currents, ushering in a transformation in how people conceptualize and internalize their national identity. Globalization facilitates the influx of diverse cultural influences worldwide, fostering mutual interaction and integration between local and global values. This transformative shift is discernible in perspectives on values such as freedom, individualism, and justice, which change parallel to global dynamics.

National symbols, serving as visual and cultural representations of a country's identity, also undergo reinterpretation or change in the context of globalization. The pervasive influence of global mass media and information technology is pivotal in disseminating and shaping a country's image on the global stage. Understanding national symbols becomes fluid and adaptable, reflecting the shifting dynamics of a globalized world and presenting new challenges in preserving and articulating national identity amid the complexities of the contemporary era. Consequently, undertaking in-depth research and analysis of these evolving dynamics is indispensable to comprehend the intricate processes through which national identities are shaped and developed in the era of globalization.

Research related to the impact of globalization on national identity recognizes dynamic changes unfolding in various countries (Ariely, 2012, 2021; Zhuojun & Hualing, 2014). Globalization influences national identity, encompassing pivotal aspects that permeate the culture, values, and symbols shaping a nation's identity.

2.2. The Role of Students as Agents of Change in Increasing Nationalism

The role of students as agents of change in strengthening nationalism holds immense significance in navigating the intricate dynamics of modern society. Positioned as change catalysts and budding intellectuals, students are responsible for fostering academic insight and

articulating and championing nationalist values. Primarily, higher education empowers students to grasp the intricacies of history, culture, and fundamental values that constitute national identity (Schildermans, 2023; Smolentseva, 2023). They play a pivotal role in preserving and perpetuating cultural heritage, championing pride in national identity.

Moreover, students catalyze positive social change (Saaida, 2023; Shah & Khan, 2023; Sumka et al., 2023). Armed with sensitivity to social and political issues, they can take the lead in advocating for justice, equality, and democratic values that underpin nationalism. The utilization of technology and active engagement in social initiatives are pivotal aspects of students' roles in fortifying nationalism. Students can disseminate positive information regarding the nation's cultural richness and achievements through social media and online platforms while combatting disinformation that may tarnish the national image. Direct participation in national activities, such as flag ceremonies, community social initiatives, or local development projects, offers students a means to actively contribute to fortifying a sense of nationalism. By becoming integral to these initiatives, students can sense direct involvement in endeavors to construct and reinforce national identity.

In globalization, students also can act as national ambassadors, projecting a positive image of Indonesia on the international stage. Participation in student exchanges, international conferences, and cross-cultural activities fosters a profound understanding of the significance of upholding the dignity and identity of the nation globally (Indraswari & Aryani, 2019). Hence, students transcend being mere knowledge recipients; they emerge as primary agents propelling the reinforcement of nationalism. Their responsibility lies in being change agents who contribute to shaping national character and manifesting a spirit of unity in Indonesia's diverse society.

The role of students as agents of change in bolstering nationalism materializes through diverse activities, encompassing both academic and non-academic realms that actively promote national awareness (Aubrey Doublass, 2016). Engaging in academic pursuits such as seminars, conferences, and research projects allows students to highlight aspects of history, culture, and national values, enriching academic discussions. Beyond academia, students can contribute significantly through social and humanitarian initiatives like volunteer programs, donation campaigns, or local development projects. Active involvement in such activities positions students as contributors to community welfare and reinforces a sense of national unity.

Cultural activities, including art performances, traditional exhibitions, or cultural festivals, provide a platform for promoting and preserving cultural diversity at the campus level. This fosters a greater appreciation for the cultural richness and instills pride in national identity. A collaborative approach involving partnerships with government agencies, non-governmental organizations, or local communities expands the positive impact of efforts to fortify nationalism. Students can leverage technology, such as social media and online platforms, to disseminate positive information about history, culture, and national achievements while shaping positive narratives in cyberspace.

Students not only act as agents of change within the campus environment but also contribute significantly to shaping nationalist character within society at large.

2.3. Citizenship Learning Model in Strengthening National Identity

Developing various citizenship learning models is crucial in enhancing students' understanding and awareness of citizenship. These models are designed to provide interactive, relevant, and community-engaging learning experiences. One effective citizenship learning model is project-based learning, where students participate in real projects involving research,

analysis, and solutions to civic issues (Kricsfalusy et al., 2018). This approach fosters academic skills and instills a profound understanding of citizens' societal roles. Simulation-based learning models also contribute significantly to citizenship education (Lohmann, 2020). Through simulations, students assume roles as members of society or government, navigating real situations and making decisions impacting people's lives. This immersive experience helps students comprehend the intricate social and political dynamics within the context of citizenship.

Collaborative learning is another model that enhances civic understanding. Through teamwork, students discuss civic issues, exchange perspectives, and collaboratively find solutions (Malazonia et al., 2023; Zamiri et al., 2022). This process cultivates communication, negotiation, and tolerance skills for diverse viewpoints. The integration of technology-based learning is essential in the development of citizenship learning models. Online platforms and digital resources enrich the learning experience, providing access to current information and stimulating engagement through diverse media.

These various citizenship learning models aim to establish an interesting and relevant learning environment. By employing these innovative approaches, educators ensure that students not only grasp the concept of citizenship but also apply it in their daily lives, contributing positively to society. The primary objective of developing and implementing citizenship learning models is to increase understanding and a sense of belonging to national values. Several effective learning models have been identified to achieve these objectives.

One proven model is the project-based learning approach, where students engage in real projects related to civic issues, such as research projects on national history or social action projects benefiting local communities. Through practical experiences, students learn about national values and witness the positive impact they can make. Simulation-based learning fosters understanding and a sense of belonging to national values. By engaging in simulations of real-life situations like elections or parliamentary sessions, students grasp the complexity of the democratic process and experience how their active participation influences the country's direction. Collaborative learning models also contribute to enhancing understanding of national values. Through teamwork, students collectively address problems or challenges related to citizenship, fostering a sense of shared purpose reflecting national values.

The integration of technology is indispensable in citizenship learning models. Online platforms, digital resources, and educational applications offer access to up-to-date information on national values, history, and recent developments, making learning more engaging and relevant for students.

3. Research Methodology

This study adopts a mixed-methods research approach, combining elements of qualitative and quantitative methodologies, aligning with the Research and Development (R&D) method (Creswell, 2014). The research unfolds in two integral stages: 1) a preliminary study and 2) the development and implementation of the nationalism values model. The developmental phase encompasses a) formulating the initial concept of the nationalism values learning model, b) subjecting the model to expert validation, c) conducting model testing, and d) revising the model based on feedback.

The selected research design follows the experimental one-group pretest-posttest model, falling within the domain of single-group research design (Fraenkel et al., 2011). Recognizing the pivotal role of qualitative data in this research paradigm, the study employs five distinct research instruments: questionnaires, tests gauging students' knowledge of nationalism, a

behavioral scale measuring nationalism, an observation guide, and an interview guide (Gay et al., 2011).

The data analysis encompasses three key stages: descriptive analysis, t-test for comparing pre-test and post-test scores, and qualitative analysis (Leedy & Ormrod, 2014). Descriptive analysis, utilizing percentages, is applied to process and interpret questionnaire data, shedding light on students' nationalism levels preceding the implementation of the learning model. The t-test is employed to quantify the score differences in students' knowledge of nationalism before and after the model's implementation. Meanwhile, qualitative analysis involves a comprehensive examination of data obtained through interviews and observations conducted during the study.

The research is conducted at Universitas Tanjungpura (UNTAN) in West Kalimantan Province, Indonesia, with students serving as the primary subjects. Two distinct groups are delineated based on the research methodologies: the preliminary study and model testing groups. This mixed-methods approach ensures a holistic exploration of the impact of the nationalism values learning model on students' knowledge and behavior.

4. Results and Discussion
4.1. Results
4.1.1. The Complex Nexus of Globalization and Nationalism in Indonesia

The multifaceted impact of globalization on Indonesia encompasses both favorable and detrimental facets. Positively, the rapid dissemination of information worldwide, facilitated by just a click or two of the mouse, empowers the Indonesian populace with a vast pool of knowledge. However, within this era of global interconnectedness, an undercurrent of adverse effects emerges, notably marked by the waning tide of nationalism. The deluge of information exposes Indonesians to diverse cultures, fostering a perception that other nations' cultures and technological advancements outshine their own. Consequently, this phenomenon cascades into a looming crisis of nationalism, particularly poignant among the youth who symbolize the future custodians of the nation.

The contemporary crisis of nationalism among Indonesian youth unfolds as a complex tapestry woven from varied threads, primarily fueled by the twin engines of globalization and a hedonic lifestyle. The populace, embracing a burgeoning confidence, gravitates toward adorning themselves with or utilizing imported products. During holiday seasons, a prevalent inclination to travel abroad prevails, underpinned by the belief that tourist destinations in other countries eclipse those nestled within the Indonesian archipelago. Should this trend persist unchecked, the potential outcome looms as a gradual dissipation of national pride, ultimately culminating in the erosion of nationalism.

This study embarks on a noble quest to reignite the dwindling spirit and values of nationalism within Indonesian society. The chosen methodology seeks to actuate nationalistic values within the framework of Civic Education subjects, envisioning the gradual nurturing and development of students' nationalist sentiments. A nuanced examination of various stages in the study unfolds a panorama of outcomes, offering valuable insights into the intricate interplay of globalization and nationalism within the Indonesian context.

4.1.2. Investigating the Impact of Learning Model Implementation on Students' Nationalism Knowledge

This study examines the potential effects of implementing a learning model on students' knowledge of nationalism. The researcher conducts a test on nationalism knowledge,

administered both before and after the model's implementation. The ensuing analysis measures the mean score difference between pre-test and post-tests to gauge the potential impact. The central hypothesis posits that a significant difference exists in students' knowledge of nationalism before and after the learning model's implementation.

A comprehensive analysis of the mean score difference (variable X before implementation and variable Y after implementation) is conducted and presented in **Table 1** to substantiate the hypothesis.

Table 1. Students' Knowledge of Nationalism Values in Mean Score Before and After the Implementation of the Learning Model

Number of Respondents	Mean Score		D (x – y)	D² (x – y)²
	Before Implementation (x)	After Implementation (y)		
N = 40	51	70	-760	17260

Formulas and Calculations:
- Mean Difference (MD) = (∑D) / N = (-760) / 40 = -19
- Standard Deviation of the Difference (SDD) = √((∑D^2) / N - [((∑D) / N)^2]) = √(17260/40 - [(-760)/40]^2) = √431.5 = 20.76
- Standard Error of the Mean Difference (SEMD) = SD_D / √(N-1) = 20.76 / √39 = 3.32
- Calculated t-value (t-calc) = MD / SEMD = (-19) / 3.32 = -5.72

With 95% to 99% degrees of reliability, the critical t-values (t-table) are 2.71 < 5.72 > 2.70.

The calculated t-value (t-calc) of -5.72 significantly deviates from the critical t-values, providing strong evidence of the learning model's impact on students' knowledge of nationalism. With a 95% to 99% degree of reliability, where the critical t-values are 2.71 < 5.72 > 2.70, the study's results underscore the statistical significance of the observed changes. Therefore, actualizing nationalism values through the civic education learning model demonstrates a substantial and meaningful influence over students' knowledge of nationalism.

4.1.3. The Effect of Learning Model Implementation on Students' Nationalism

By implementing this learning model, the researcher aims to investigate whether the model significantly affects students' nationalism. To assess their nationalism, the researcher administers a nationalism behavioral-scale test to the students, both before and after the implementation of the model (pre- and post-tests). Subsequently, the results of these tests are analyzed by calculating the mean score difference. Regarding this aspect, the researcher postulates the following hypothesis: "There is a significant difference between students' nationalism before and after the implementation of the learning model."

The proposed hypothesis needs validation through an analysis of the mean score difference between students' nationalism behavioral scale before (variable X) and after (variable Y) the implementation of the learning model. The mean score difference analysis results are displayed in the following table.

Table 2. Results of Analysis of Students' Behavior on Actualization of Nationalism Values Before and After the Implementation of the Learning Model

Number of Respondents	Mean Score		D (x – y)	D² (x – y)²
	Before Implementation (x)	After Implementation (y)		
N = 40	251	260	-810	32810

Formulas and Calculations:

- Mean Difference (MD) = SD_D / √(N-1) = 12.81 / √39 = 2.06
- Standard Deviation of the Difference (SDD) = √((∑D^2) / N - [((∑D) / N)^2]) = √(17240/40 - [(-860)/40]^2) = √431 - 18.44
- Standard Error of the Mean Difference (SEMD) = SD_D / √(N-1) = 18.44 / √39 = 2.95
- Calculated t-value (t-calc) = MD / SEMD = (-21.5) / 2.95 = -7.29

With a degree of reliability of 95% to 99% and N-1=39, the critical t-values (t-table) are 2.70 < 7.29 > 2.70.

Based on the calculation of score analysis of variables X and Y, it is found that tcalc is -7.29. The number is then checked and compared to a t-table with a 95% degree of reliability with N-1=39, resulting in a t-table of 2.70. Meanwhile, comparing the t-table with a 99% degree of reliability, with N-1=39, results in a t-table of 2.70. The result of this analysis, -7.29 t-table (95%) < -7.29 t-calc > -7.29 t-table (99%), indicates a significant effect.

The quantitative calculation and analysis support the hypothesis that "there is a significant difference between students' knowledge of nationalism values before and after the implementation of the learning model." Therefore, implementing the Actualization of Nationalism Values through the Civic Education Learning Model effectively and significantly influences students' nationalistic behavior before and after implementation. This is evidenced by the result of quantitative analysis showing a score difference between the X and the Y variables of -7.29 (t-table 95%) < -7.29 (t-calc) > -7.29 (t-table 99%), with a degree of freedom (N-1) of 39.

4.2. Discussion

Upon thoroughly analyzing the results, the researcher delves into the implications and significance of actualizing nationalism values through the Civic Education model. The data illustrates the effectiveness of this implementation in achieving the intended learning objectives. This effectiveness is underscored by a meticulous comparison of students' scores on nationalism knowledge before and after the model's integration, revealing a noteworthy enhancement in their understanding. Thus, the Civic Education model significantly contributes to an enriched comprehension of nationalism among students, spanning various facets such as the definition and actualization of nationalism, the diverse types of nationalism in Indonesia, moments of Nationalism Resurgence, the importance of nationalism, and the underlying values associated with nationalism.

Furthermore, the aftermath of the learning model's implementation manifests in a tangible shift in students' behavior and attitudes toward nationalism. This positive transformation is

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discernible in the disparity between students' pre-test and post-test scores on the behavioral scale, affirming a substantial and meaningful impact.

University students, often recognized as catalysts for change, wield the potential to steer the nation's trajectory. Historical instances, such as their pivotal role in toppling the New Order Regime in 1998, underscore their capacity to positively influence Indonesia's national life. In the contemporary context, university students continue to possess a similar capability, offering an opportunity to foster and fortify nationalistic values within society. The positive behavioral changes instilled through the actualization of nationalistic values in the Civic Education classroom emerge as valuable assets, shaping students into potential pioneers of the nationalism movement in Indonesia. Armed with a resilient and positive attitude towards nationalism, university students can actively shape society, cultivating a robust sense of nationalism that remains impervious to the adverse effects of globalization.

The alignment of positive behavior and attitudes towards nationalism with an increased knowledge base is pivotal. Both these aspects act as guiding principles, empowering students to apply their skills in actualizing nationalistic values within society, thereby contributing to realizing Indonesia's national goals. This correlation resonates that nationalism involves actualizing patriotism, which encompasses ideas and rational thinking, collectively developing clear and rational national goals and objectives (Qomariah & Hidayati, 2023; Trisila et al., 2023).

The study, which focuses on implementing nationalism values through the Civic Education learning model, echoes the concept of nationalism, encompassing cognitive, value-oriented, objective, and affective aspects (Nurdin, 2017). Data analysis in the study underscores that students' nationalism transcends the cognitive aspect, indicating a profound understanding of the significance of shared vision or objectives and the requisite steps to preserve the national existence of the Indonesian people.

The study's contribution extends to pedagogy by offering evidence that Civic Education yields superior results through non-traditional methods. Civic Education, often perceived as monotonous, especially given the overlap with content from Junior and Senior High Schools, benefits significantly from alternative teaching methods. The actualization of nationalism values through the Civic Education learning model, as implemented in this study, statistically enhances students' practical application of nationalism values. This improvement holds promise in augmenting Indonesia's influence on the global stage.

Moreover, the implemented learning model successfully realizes the stipulated learning objectives. General learning objectives are validated for 'making a complete man' (Amlani, 2016). This perspective centers on developing a holistic individual equipped with a balanced amalgamation of knowledge, cognitive skills, affective skills, awareness, and capabilities. The study's findings indicate that changes in students' nationalism extend beyond the cognitive aspect, with evidence pointing to the internalization of nationalism values in their daily lives. This comprehensive impact underscores the holistic development facilitated by the Civic Education learning model, contributing to the cultivation of well-rounded individuals aligned with the broader goals of national development.

5. Conclusion

The exploration of the intricate interplay between globalization and nationalism in Indonesia has unveiled a nuanced landscape with both positive and detrimental facets. While the global surge in information dissemination empowers Indonesians with knowledge, it concurrently presents challenges, particularly in the form of diminishing nationalism, notably among the youth—a matter of concern as they represent the future custodians of the nation. In

response to this contemporary crisis, the study aimed to rekindle the waning spirit of nationalism by implementing the Civic Education learning model. The investigation honed in on the impact of this learning model on students' knowledge of nationalism and behavior. The results underscore the model's effectiveness in achieving the intended learning objectives, significantly enhancing students' understanding of nationalism. The statistical analysis reveals substantial mean score differences before and after the model's implementation, indicating a statistically significant effect. The calculated t-values, -5.72 and -7.29 for knowledge and behavior, respectively, significantly deviate from the critical t-values, providing robust evidence of the model's influence on students' nationalism. These positive changes transcend knowledge alone, encompassing observable shifts in students' behavior and attitudes toward nationalism. This transformative impact positions university students as potential pioneers of the nationalism movement, armed with a resilient and positive attitude to counteract the adverse effects of globalization. The alignment of increased knowledge with positive behavior is a guiding force, enabling students to apply their skills in actualizing nationalistic values within society. The study's findings resonate with established concepts of nationalism, emphasizing the actualization of patriotism through the collective development of clear national goals and objectives.

Furthermore, the study contributes to pedagogy by showcasing the efficacy of alternative teaching methods, particularly in Civic Education. The actualization of nationalism values through this learning model enhances practical application and holds promise in bolstering Indonesia's global influence. Implementing the Civic Education learning model has proven to be a potent catalyst in revitalizing nationalism values among university students. This research enriches academic discourse and carries practical implications for fostering a stronger sense of nationalism among future leaders and change agents. The holistic impact of the learning model aligns with broader national development goals, emphasizing the cultivation of well-rounded individuals equipped to contribute meaningfully to society.

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7. Declaration of Conflicting Interests

The authors have declared no potential conflicts of interest concerning this article's research, authorship, and/or publication.

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