



# The Urgency of Pancasila Student Profile Policy for Parents in Strengthening Character to Cultivate National Identity

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**Abstract.** The development of superior human resources (HR) is an important dimension in the midst of globalization . The government through the driving school seeks to make Indonesian students with global competence behave Pancasila. The driving school must fulfil various requirements, on the other hand, the acculturation of the Pancasila Student Profile (PPP) character to strengthen the nation's identity is inevitable. In addition to schools, parents play an important role in strengthening the nation's identity. The urgency of the Pancasila Student Profile Character Acculturation policy paper for parents in instilling character to strengthen the nation's identity towards superior human resources is an important dimension. This research design is explorative. The subjects in this study were 225 parents of students who are members of the school committee in public junior high schools in Sidoarjo Regency. The focus of this research is the Urgency of the Pancasila Student Profile Character Acculturation policy paper for parents in instilling character to strengthen national identity, examined from two things, namely the pattern of planting done by parents and the importance of the policy paper. Data collection techniques used through questionnaires. The percentage technique was chosen as the data analysis technique. The results of this study show several things, namely: (1) Parents agree to strengthen national identity for the younger generation through the formation of character values that begin in the family environment; (2) Parents in strengthening national identity try to instil character values derived from religion and norms that develop in society; (3) some parents have recognised and instilled the dimensions of the Pancasila Student Profile in the family environment; (4) Parents instil these character values through various activities, both routine and incidental, in the family and community environment; (5) there are various variants of this planting pattern because parents do not have a policy text that can be guided.

**Keywords:** Character Education, Pancasila Student Profile, National Identity.

## 1 Introduction

Globalization is a complex phenomenon that can be observed from various economic, social, political, technological and cultural dimensions that run very dynamically. Globalization is often referred to as an unavoidable process as it incorporates almost every area of life. Historically, globalization has been debated by scholars, limiting its

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A. Mustofa et al. (eds.), *Proceedings of the International Joint Conference on Arts and Humanities 2023 (IJCAH 2023)*, Advances in Social Science, Education and Humanities Research 785,

[https://doi.org/10.2991/978-2-38476-152-4\\_153](https://doi.org/10.2991/978-2-38476-152-4_153)

scope to the last four decades to understand its contemporary features and believing that the process of globalization spans thousands of years.

Globalization has the opportunity to impact on state autonomy ranging from economic, political, socio-cultural life, to education policy. Globalization can also reduce the role and power of the state including; (1) some experts believe global marketing will be developed by the state; (2) globalization can increase the efficiency of international organizations to benefit from their practices and independence; and (3) globalization is also able to change international law and create new laws in modern economic and political policy making.

Globalization also brings security risks and challenges to nationalism. It shows that through globalization, nationalism has lost its power to unite the people of one nation and draw red lines between different nations. Next, the fact that globalization and nationalism have a mixed relationship is that both influence each other. This argument emphasizes that the state system was built before globalization and each state contributed to the emergence of the global system. Later, Kellner revealed that in the late 1980s to the present day, globalization and the rise of nationalism go hand in hand as was the case in the former Soviet Union and Yugoslavia.

The complexity that occurs in the midst of globalization requires the condition of national identity to be maintained [1]. National identity includes characters that are unique to each country with a foundation from various sources, namely religious identity, ideology and language [2], cultural identity, history and self-esteem [3].

National identity in different countries has different characteristics. For example, in the UK, the measure of national identity is self-esteem. When people are treated with respect and tolerance, that is when they feel part of the UK. In contrast, in Scotland, place of residence is the key to being "Scottish", and ancestry (ethno-religious background) is also a marker of national identity. In the Netherlands, national identity is linked to the behavior of limiting consumption of foreign products. China's national identity is marked by the belief in the glorious history of ancient Chinese civilization [4].

Today, maintaining national identity is a challenge in many countries with high diversity, large immigrant populations and multicultural countries [5]. Internal problems such as the weakening of the national spirit and the fading of regional cultural values also trigger racial conflicts, injustice and national identity crises. The disconnection between generations and the openness to change has significantly shaped the youth to overlook the urgency of national identity [6].

The United States is experiencing a shift in national identity due to political influences that have implications for polarization. The dualism of national identity in Iran between nationalism and Islamism has resulted in tensions between its followers [7]. In Crimea, national identity moderates ethnic identity, ethnocentrism and economic deprivation to reduce conflict behavior. Modernization and progress in Bahrain led to disagreements among citizens in living the national identity.

Each nation-state has its own efforts to develop national identity. Russia promotes it through state-controlled media. Research explored how Scottish Chinese children faced challenges in building their identity. It was found that Scottish Chinese children (children born and living in Scotland with Chinese parents) have judgements about their identity that change with age. The strength of national identity is assessed in the context of cultural (Chinese) identity which is stronger in 8-year-olds than 14-year-olds.

Chinese in Indonesia instill national identity to the next generation through two efforts; the way and form of teaching in schools, families, and communities, as well as habituation in daily behavior.

The use of power and regulation of freedom is an attempt to neutralize the effects of information distribution that erodes national identity. Furthermore, the nationalistic rhetoric of elite officials influences the constancy of citizens' national. In recent decades, massive efforts have been made by the Chinese government to rebuild the identity of its citizens through the "great rejuvenation of the Chinese nation" campaign. For countries with diversity, the integration of multicultural values in learning has been proven to strengthen national identity [8].

The education system has been commonly used as a medium to affirm national identity through propaganda of national history, and sometimes myths that glorify past national events, both in Europe. The broader education system needs to develop a more formalized curriculum structure that guides teachers in developing an awareness of the importance of national identity. Teachers play an important role in transferring historical knowledge of a nation's past struggles to affirm national identity.

Implementing ideological content in the educational process through the school curriculum will become a source of implicit social ideas and will become a platform for ideological action, a means of instilling ideological doctrines, which in this case are national identity values. Israel resolved the conflict between the different narratives of Israeli and Palestinian citizens by developing a curriculum with the national identity of the students' country of origin. Then, national identity in Japan is built through Japanese language learning in schools. Meanwhile, the Chinese government has long made efforts to build identity with collective memory based on traditional culture. China provides traditional Chinese cultural education (TCC) to maintain culture and build the character of national identity.

In Indonesia, Civic Education has been implemented in early generations as a means of constructing national identity. Furthermore, the policy of strengthening character education has been carried out to maintain national identity [9]. Furthermore, local wisdom values that are commonly integrated in learning in Indonesia have been proven to reduce the fading of national identity.

Character education is a strategic choice in the effort to shape learners' identity. Attention to character education is growing in the school system due to the increasing trend of negative behaviors in the learners' environment. Character education can be a daily opportunity for learners' lives and an engine of social change. Previous research revealed what Ki Hajar Dewantara said about character, namely to the extent that people can become strong by improving the dimensions of thought (literacy), heart (ethics and spirituality), taste (aesthetics), and exercise (kinesthetics). The four dimensions are integrated to face various challenges of national character change.

Strengthening character education in schools through literacy activities supports learners' success in achieving learning objectives. Characters that contribute to learners' success in learning are compassion, honesty, emotional intelligence, responsibility, and respect. Teachers are actors who participate in influencing the success of students in obtaining good learning outcomes. Teachers' belief in the competence of character education is urgent for learning. Character education is embedded in the entire teaching and learning process. Strengthening character education is integrated in learning to develop learners' academic skills and abilities.

In better conditions, the character education curriculum in collaboration with educational institutions and parents shows positive results on student character development. Character education carried out with parental assistance shows significant results on the character of students. The role of instilling character values through attention, affection, and a sense of security provided by parents directly affects character education from an early age [10]. Based on the description above, a study to explore the understanding and role that parents have played in instilling character education is important to do.

## 2 Method

This research design is exploratory. The subjects in this study were 225 parents of students who are members of the school committee in public junior high schools in Sidoarjo Regency. The focus of this research is the Urgency of the Pancasila Student Profile Character Acculturation policy paper for parents in character cultivation to strengthen national identity, examined from two things, namely the pattern of cultivation carried out by parents and the importance of the policy paper. Data collection techniques used through questionnaires The level of agreement referred to is a Likert scale of 1-5 options, with gradations from Strongly Agree (SS) to Strongly Disagree (STS), with the following levels: (1) Strongly Agree (SS); (2) Agree (S); (3) Undecided (RG); (4) Disagree (TS), and; (5) Strongly Disagree (STS). The percentage technique was chosen as the data analysis technique.

## 3 Results and Discussion

Parents' involvement in the cultivation of students' character is needed to make students better prepared for the future world. Parents' involvement affects children's success by up to 60%. This is undeniable considering that students interact with their parents for about 16-18 hours, while the interaction at school with teachers and friends is only about 6-8 hours. So, how do parents understand the substance of the Pancasila Learner Profile values?

According to Ki Hajar Dewantara, the family environment is the best place to conduct education and social activities so that it can be said that the family is a place of education that is more perfect, both in nature and form than other centers for conducting education towards intelligence. The presence of family in the middle of a child's life becomes something bigger and more valuable. There are several meanings of family, namely: (1) the most comfortable place to lean on; (2) the best motivator; (3) a place of sincere acceptance; (4) the first place of learning; (5) guides us in making decisions; (6) family is a reflection of self; (7) provides peace; (8) a reliable advisor; (9) a place to 'go home' when 'tired'; and (10) family is the most valuable 'treasure'.

In order to strengthen the nation's identity, parents must understand the dimensions, elements and sub-elements of the Pancasila Learner Profile, namely: (1) faith, devotion to God Almighty, and noble character, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical reasoning, and (6) creativity, so as to be able to apply in the family environment appropriately. Out of 225 subjects, 57 parents (25.3%) strongly

agreed, 17 parents (7.6%) disagreed, 56 parents (24.9%) disagreed and 95 parents (42.2%) strongly disagreed that parents should understand the profile of Pancasila learners.

They believe that the character value dimension of the Pancasila Student Profile is able to shape children's identity for the better. The Pancasila Learner Profile is part of the Merdeka Curriculum which is implemented according to themes. Parents' views on the Pancasila Student Profile Strengthening Project are a manifestation of the Merdeka Learning curriculum which is one of the means to realize identity for the younger generation with 6 main characteristics, namely a person who is faithful, devoted to God Almighty, noble, cooperative, globally diverse, independent, critical and creative reasoning. Therefore, parents must provide guidance and supervision to their children while at home and support all activities carried out by the school, both material and non-material, which are needed to realize the Pancasila Student Profile Strengthening Project (P5).

The urgency of the Pancasila Student Profile Character Acculturation policy paper for parents in character cultivation to strengthen the nation's identity is examined from two things, namely the pattern of cultivation carried out by parents and the importance of the policy paper.

### **3.1 Patterns of Cultivating the Dimensions of the Pancasila Student Profile in the family environment**

The pattern of instilling the dimensions of the Pancasila Student Profile in the family environment is examined from five components, namely: (1) The importance of character value cultivation by parents in the family environment; (2) Parents' understanding of the substance of the Pancasila Learner Profile values; (3) Patterns of character values cultivation that have been carried out by parents in the family environment; (4) The role of parents in supporting the success of schools in acculturating Pancasila Learner Profile characters to strengthen national identity.

**Cultivation of character values by parents in the family environment.** Parents teach morals, ethics, and integrity to children by emphasizing the left-brain aspect through memorization and knowledge. In fact, education is one form of informal education, namely education in the family environment, with the methodology of practice, exemplary, advice, praise, warning, and prohibition of parents that are appropriate and effective. The role of parents in shaping children's personalities as educators, facilitators, carers, companions, motivators and role models (*al-uswah al-hasanah*). The cultivation of character values in the family environment is examined in three ways: (1) The importance of parents instilling character values; (2) Sources of character values, and; (3) An overview of the success of instilling character values by parents.

**Table 1.** Urgency of character value cultivation by parents in the family environment.

Statement	Scale				
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
Parents have an absolute responsibility in instilling character values in children so that they have a strong national identity character.	85 (37,8)	14 (6,2)	11 (4,9)	20 (8,9)	95 (42,2)
The cultivation of values by parents will have a strategic role in shaping children's character.	115 (51,1)	5 (2,2)	15 (6,7)	5 (2,2)	85 (37,8)
Parents in instilling values in children are always based on religious values.	115 (51,1)	70 (31,1)	5 (2,2)	20 (8,9)	15 (6,7)
In instilling character values in my children, I always follow the way my parents do it.	79 (35,1)	6 (2,7)	25 (11,1)	15 (6,7)	100 (44,4)
Parents in instilling character values in children are always guided by the values that exist in the surrounding community.	95 (42,2)	20 (8,9)	10 (4,4)	15 (6,7)	85 (37,8)
Parents are of the view that the success of value education in the family environment will be a solid foundation for children to move forward.	97 (43,1)	85 (37,8)	19 (8,4)	11 (4,9)	13 (5,8)
Parents are of the view that failure to instil values in the family environment will tend to make children behave in ways that deviate from societal values.	115 (51,1)	21 (9,33)		4 (1,8)	85 (37,8)

Firstly, the importance of parents instilling character values. Parents have a very important role in the educational process, because it can improve student achievement, both in moral and intellectual abilities. The most basic in this involvement is to provide mutual examples (models), instil positive habits, supervision and provide appreciation in the form of *rewards* and *punishments* (Amaliah, PNS, 35 years old, S1). Parents have an absolute responsibility in instilling character values in children so that they have a strong national identity character. Related to this statement are different views. Out of 225 subjects, 85 parents ((37.8%) strongly agreed, 14 parents (6.2%) agreed, 11 parents (4.9%) doubted, 20 parents (8.9%) disagreed and 95 parents (42.2%) disagreed.

There are several reasons given by parents about the importance of instilling character values for children, namely: (1) parents have an obligation to instil discipline, togetherness, to become a well-behaved child; (2) the strongest foundation in character cultivation is the home (family), what parents do in the family environment will be imitated by children. Parents are role models (initial examples) in order to form the values, traits and personality of a child to realise an obedient, polite and independent personality. Parents are required to provide examples (models), positive habituation, and evaluate supervision. According to Francisca Harroviantin (civil servant, 35 years old, S1), asserted that:

*"...instilling character education in children is very important, it aims to enable children to apply various good things in life, develop the potential of conscience in children, get used to good behavior, develop the character of independence, encourage creativity, be able to behave in dealing with problems, character education becomes a driving force to develop various types of abilities owned, so that it is expected that children have good behavior and morals from an early age..." (Primary Data, September 2022)*

Various efforts are made by parents to make character cultivation better, including: (1) parents try to always provide guidance and examples of good behavior, provide motivation for creative ideas; (2) parents always monitor and remind children. Meanwhile, parents perceive that there are difficulties in instilling character values for their children. *First, mobile phones.* The many facilities on *mobile phones* cause children to be lazy and even forget to pray, study, and when parents call them, they often ignore them. *Second,* social media networks, such as *gadgets*, children prefer media rather than having to socialize with the surrounding environment. Parents overcome this by teaching healthy internet usage, disciplined study and sleep patterns, and making it compulsory to participate in various sports activities. *Third, the neighborhood.* Parents believe that a child's social environment will greatly influence their character development. Francisca Harroviantin (civil servant, 35 years old, bachelor's degree), said:

*"...When there are friends who behave badly, for example, saying rude words or "mesoh", it is sometimes carried over into their daily lives. It would be nice if our children were placed in a good environment. If these conditions are not possible, we must continue to accompany and guide to advise and direct our children..." (Primary Data, September 2022)*

The cultivation of values by parents will have a strategic role in shaping children's character. This means that character value education in the family environment will be more dominant when compared to that carried out by schools. In relation to this statement, there are different views. There were 115 parents ((51.1%) strongly agreed, 5 parents (2.2%) agreed, 15 parents (6.7%) doubted, 5 parents (2.2%) disagreed and 85 parents (37.8%) disagreed. This means that character value education in the family environment will have a more dominant influence when compared to at school. The parents expressed their reasons: (1) In the family environment, parents are more intensive in teaching children than at school (Siti Aminah, housewife, 39 years old, S1 education); (2) The *golden age* period is a golden period where children have very rapid growth, this period has a very strong influence and must be understood by every parent (Mahmudah, Private, 47 years old, S3). Therefore, it is actually important to communicate between schools and parents regarding character education (Aris Setyaningsih, Factory Labourer, 39 years old, Junior High School Education). Furthermore, Arnys Trisnanti (civil servant, 43 years old, S1) said:

*"...Character education will be effective and complete if it involves three dimensions, namely family, school and community. Character education will not run well if it ignores one of the dimensions, especially the family. Informal education in the family has an important role in the process of shaping one's character. This is because the family is an environment for children to grow and develop from an early age until they become adults. It is through education in the family that a child's character is formed..." (Primary Data, September 2022)*

Second, the source of instilled character values. Parents in instilling character values in children are always sourced from religious values that are believed to deliver the truth in this world and the hereafter. There were 115 parents (51.1%) who strongly agreed, 70 parents (31.1%) who agreed, 5 parents (2.2%) who doubted, 20 parents (8.9%) who disagreed and 15 parents (6.7%) who strongly disagreed. There are 86 parents (37.8%) who instill character values in children, always following the way their parents do. They consider that the way their parents educate their children inspires them in doing character education for their children (Suniah, housewife, 40 years old, junior high school). Meanwhile, another opinion said that everyone has a different way of educating their children, must follow the development of society and be able to direct children to various better things (Yeni Purwanti, civil servant, 35 years old, S1).

Parents in instilling character values in children are always guided by the values that exist in the surrounding community, so that the child can adjust wherever they are. There were 95 parents (42.2%) who strongly agreed, 20 parents (8.9%) who agreed, 10 parents (4.4%) who doubted, 15 parents (6.7%) who disagreed and 85 parents (37.8%) who disagreed. Parents are of the opinion that children as social beings must understand the values of their social environment, so that they can become good citizens of society.

It seems that parents in instilling character in children base themselves on the source of character values, including: (1) The value of Tauhid to God (Allah SWT), this value is obtained from the Koran teacher (ustad and ustadzah); (2) Discipline, manners and morals obtained from school; (3) based on books or films; (4) character values obtained from personal experience, obtained from parents, teachers, clerics and the surrounding environment. Various character values instilled by parents include honesty, discipline, responsibility, courage, faith, noble character, mutual respect, mutual appreciation, care for others, mutual help, independence. Parents in instilling character use different ways and places, according to the characteristics of the family.

Parents teach their children about moral character, ethics, and honesty by emphasizing the left brain aspect through memorization or just knowing something. Formal education and non-formal education, namely in the family environment, of course, with the right and effective methodology, can be in the form of habituation, exemplary, wisdom, advice, ibroh, praise, warnings and commands and prohibitions carried out by parents (Ginancar, 2014). The role of parents in the formation of children's character as educators, facilitators, supervisors and companions, motivators, and role models (*al-uswah al-hasanah*) (Prabowo et al, 2020).

Third, an overview of parents' success in instilling character in the family environment. Parents think that the success of character education in the family environment will be a solid foundation for children to move forward. There were 97 parents (43.1%) who strongly agreed, 85 parents (37.8%) agreed, 19 parents (8.4%) doubted, 11 parents (4.9%) disagreed and 13 parents (5.8%) strongly disagreed. The family is the first known environment, an environment where children grow and develop children from an early age to become adults.

Parents are of the view that failure to instil values in the family environment will tend to make children behave defiantly from the values of society. 115 parents (51.1%) strongly agreed, 21 parents (9.33%) agreed, 4 parents (1.8%) disagreed and 85 parents (37.8%) disagreed. Parents perceived that most of the mistakes made by children came from mistakes in parenting and early education instilled by parents. Parents' views on success related to religious values generally said it was successful. Meanwhile, other



values such as: (a) Honesty; (b) Behavior (polite to parents, teachers, and fellow friends); (c) Faith and piety as shown in the five daily prayers); (d) Discipline, and; (e) Responsibility, were stated as not yet optimal.

**Cultivation of character values by parents in the family environment.** Realizing an effective legal system requires rearrangement of legal institutions supported by the quality of human resources, culture and legal awareness of the community that continues to increase and is accompanied by renewal of legal material that is structured in accordance with the development of community needs (Senastri & Suryani, 2018). The presence of a policy paper in acculturating the character of the Pancasila Student Profile is considered important. Policy papers are needed as the basis on which the proposed draft regulations are not based on momentary interests, sudden needs, or because of in-depth thinking, but must have clear goals and objectives (Muhsin, 2021).

The Policy Paper is prepared in accordance with the Academic Paper Framework. According to the Appendix of Law of the Republic of Indonesia Number 12 of 2011 on the Formation of Legislation, an Academic Paper is a manuscript of the results of research or legal studies and other research results on a particular problem that can be scientifically accounted for regarding the regulation of the problem in a Draft Regency / City Regional Regulation, as a solution to the problems and legal needs of the Sidoarjo Education and Culture Office on Cultivating Pancasila Student Profile Character based on school and parent collaboration to strengthen national identity towards superior human resources at the junior high school level in Sidoarjo. This policy paper is prepared in the form of a book containing the substance of the content in accordance with the provisions of the academic paper systematics in accordance with Law Number 12 of 2011 concerning the Formation of Legislation.

The character of Indonesian students to become competent characters throughout life while implementing the values of Pancasila. This also provides an opportunity for students to explore a process of seeking knowledge in the process of strengthening character. To strengthen the achievement of the Pancasila Learner Profile, the application of project-based learning in the Merdeka Curriculum is considered effective and can provide significant changes. Project Based Learning is a learning model that focuses on students to jointly create real projects and activities which aim to make students more active in learning activities. This learning model in its implementation provides opportunities for learners to experience several obstacles both contextual and others. This condition requires learners to carry out the process of investigation as well as problem solving so that it is resolved in an appropriate way. In this context, parents must understand well the various Pancasila Learner Profile projects in the form of project-based learning applications that their children must complete. Therefore parents see the importance of the policy paper. Parents' views on the policy text can be observed in the following table.

**Table 2.** Urgency of character value cultivation by parents in the family environment.

Statement	Scale				
	1	2	3	4	5
In order to ensure a common step and strengthen understanding and policy alternatives on the dimensions of the Pancasila Student Profile, it is deemed important to compile a policy paper on acculturation of the Pancasila Student Profile Character to form the nation's identity for junior high school students.	205 (91%)	20 (9%)			
The Pancasila Student Profile Character Acculturation Policy Script must be prepared based on the base-line of character value cultivation that has been carried out in the family environment.	115 (51%)	110 (49%)			

#### 4 Conclusion

There are several things that can be concluded, namely: (1) Parents agree to strengthen national identity for the younger generation through the formation of character values that begin in the family environment; (2) Parents in strengthening national identity seek to instill character values derived from religion and norms that develop in society; (3) some parents have recognized and instilled the dimensions of the Pancasila Student Profile in the family environment; (4) Parents instill these character values through various activities both routine and incidental, in the family and community environment; (5) there are various variants of this planting pattern because parents do not have a policy text that can be guided.

#### Authors' Contributions

Sarmini as the leader in this research. Agus Suprijono as data collector in this research. Indri Fogar Susilowati as data analyst in this research. Sulaksono as proof reader in this research. And Agung Dwi Bahtiar El Rizaq as translator in this research.

#### Acknowledgements

Thanks to the Directorate General of Higher Education, Research and Technology of the Ministry of Education, Culture, Research and Technology for funding this study.

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