



The Spirit of Nationalism in Literature: A Case Study of Students in Yogyakarta

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ABSTRACT

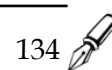
This research is an effort to investigate the understanding of prospective student teachers in the PGSD Study Program at "AS" Universities in Yogyakarta. The focus of the research is the understanding of nationalism and the implementation of literature as a medium of nationalism. This study used quantitative methods. Research data was conducted by conducting surveys and interviews. The survey was conducted using Google Forms media. Interviews were conducted with 30 students. The results showed that students at "U.S." colleges do not all understand national identity. Of the 30 respondents, there was 1 student who did not understand the identity of the nation. However, overall they have read many books on national identity. Students also agreed that the spirit of nationalism is an important factor that every citizen must have. In addition, students agree that the values of nationalism can be taught through literature. As a form of agreement about it, they have also implemented the practice of making poems with the theme of national identity as a representation of the spirit of nationalism. The novelty of this research is that there has been no previous research that investigates the understanding of nationalism for students, especially in the field of literature in the PGSD Study Program.



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INTRODUCTION

Nationalism believes in the love of the people's homeland for their country. (Armawi, 2019; Bonikowski, 2016; Koch & Perreault, 2019). Nationalism is dynamic because it is bound by the context of time and space (Kaufmann, 2017; Saarinen, 2020; Visoka, 2020). Therefore, Anderson proposed the concept of nationalism as imagined communities, communities whose nature is limited to being imagined by people who are declared equal in one sovereign territory (Anderson, 2006). The emergence of print-capitalism caused it. The impact was to make it easier for revolutionary groups to launch movements through nationalism propaganda and anti-colonialism in society. One of the popular print-capitalism products of the time was literary works (Chatterjee, 2020; Kaufmann, 2017). The use of literature as a medium that exudes nationalism is nothing new. This has been done before in some countries, as done by Rajbhandari (2019) on Nationalism and the farm novel in South Africa, 1883-2004. In addition, Borza et al. (2023) also reviewed the plot of peasants and nations in the context of distant readings from Romanian rural novels of the first half of the twentieth century. As for di Indonesia, literary works containing the message of nationalism also adorn the development of Indonesian literature. Notable works such as the poems of Chairil Anwar (Iskandar & Pratama, 2021). Names such as Wiji Thukul, Chairil Anwar, WS Rendra, Iksaka Banu, Amir Hamzah, Abdoel Moeis, to Chairil



Anwar are some of the names of nationalist literati in Indonesia Nationalism in the Frame of Social Criticism: A Socio-Pragmatic Study of Modern Indonesian Poetry (Akib et al., 2020; Faruk, 2018; Indrastuti, 2019; Sutrimah et al., 2019).

For this, nationalism is an important aspect that needs to be understood by students, especially prospective students who teach Indonesian Language and Literature. The understanding of nationalism in poetry is very important because it is to provide a theoretical and practical understanding of nationalism, which will later be taught to learners. Understanding nationalism to students is very important as an effort to instil the spirit of nationalism from an early age (Istiyani & Wibowo, 2020; Pamungkas & Sudigdo, 2022; Suarno & Suryono, 2021; Widyatiningtyas et al., 2023). This is a preventive step to overcome the problem of nationalism when they grow up. For this issue, it is important to review the understanding of nationalism for prospective teaching students.

This research is an effort to investigate the understanding of student nationalism at PGSD, "US" University on the Yogyakarta campus, especially in Indonesian literature courses. This research has never been done before, especially on the topic and location of US campuses so this research is the first of its kind. The selection of Indonesian literature courses is very important because literature has a strategic role in providing education to students. Because, literature is a subtle educational medium, with no patronizing (Chan & Lee, 2021; Mansyur & Suherman, 2020; Nario-Redmond et al., 2019; Pamungkas, 2021; Leahy, 2022). The results of this study are expected to be important information about understanding student nationalism. In addition, this research is also expected to be a reference for evaluating advanced education at the university level.

RESEARCH METHOD

This research is an effort to investigate the understanding of nationalism among students of PGSD, "US" University in Yogyakarta, in the Indonesian Literature Course. The focus of the research is students' understanding of nationalism and the implementation of nationalism in literature. For this reason, this study uses a mixed-methodic research method. The selection of this method is based on the reason that the results of the study can be done more by calculating statistical numbers based on quantitative work. After that, quantitative data is then interpreted (Babones, 2016; Creswell, 2014; Kan & Gero, 2017; Lewthwaite & Nind, 2016; Yue & Xu, 2019). This research method is illustrated in Figure 1.

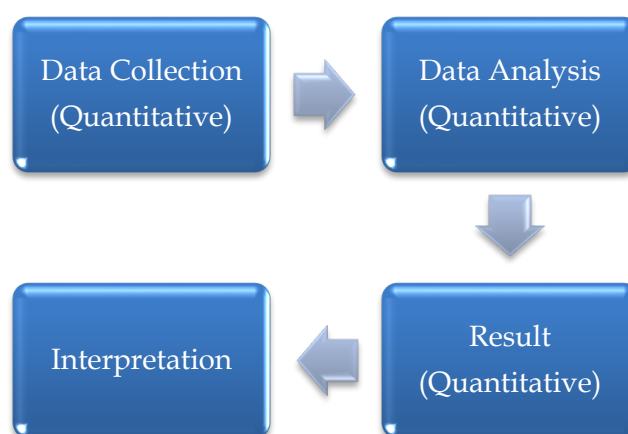


Figure 1. Research procedure
(Adapted from (Creswell, 2014))

Research data is carried out by conducting surveys and interviews. The survey was conducted with Google Forms media. In addition, researchers also conducted interviews with 30 students. After the data is obtained, the data is analyzed by interpreting the results of respondents' answers according to the questions on Google Forms. Data for which simple answers are displayed in the form of diagrams and drawings. The data in the nature of descriptive answers are analyzed by interpreting the content and intent of the speech (Babones, 2016; Hamilton & Finley, 2019; Humphreys et al., 2021; Jacobson & Mustafa, 2019; Lewthwaite & Nind,



2016; Lindgren et al., 2020). The process of data analysis is carried out by triangulation of theories and categories (Archibald, 2016; Haslam, 2020; Köster & Thünemann, 2019). The research steps are carried out inductively by means of 1) determination of the topic, 2) determination of the formulation of the problem, 3) data collection; 4) data analysis; 5) data verification; 6) Conclusion Drawing.

RESULTS AND DISCUSSION

Exposure to research results is displayed starting from the student's hometown; Student understanding of national identity, references to national identity literature; national identity indicators; student efforts to implement the cultivation of national identity through poetry. The details of the results and discussion will be displayed as follows.

Origin of Student

Information about nationalism begins with retrieving data based on the location of the students. The consideration is, based on the location of students; it will be possible to determine which students from which regions have different understandings of nationalism. Based on the data obtained, students from Yogyakarta were the largest contributors to respondents. Data about this subsection is shown in Figure 2.

Name of hometown

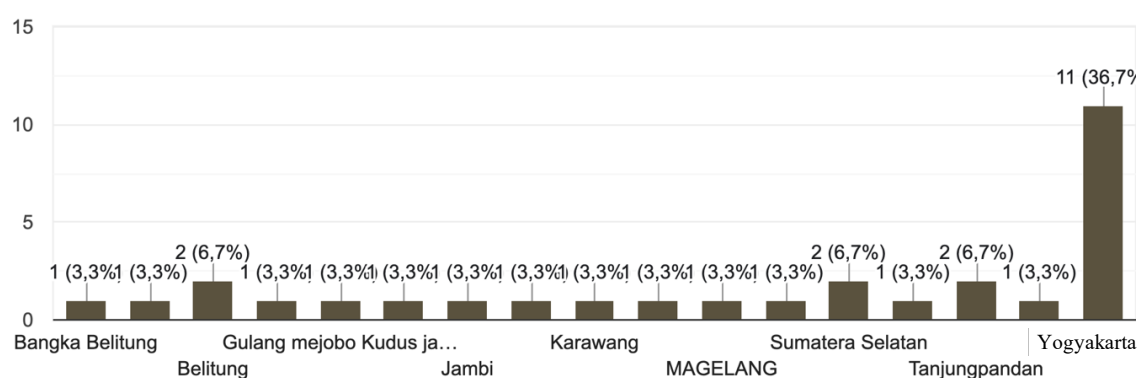


Figure 2. Origin of the city of "US" college students in Yogyakarta

Based on the results in Figure 2, it is known that the dominant respondents came from Yogyakarta. Of the 30 respondents, 11 were from Yogyakarta. Then, the other 19 are from various cities in Indonesia. For this, on one perception, it is possible that students from Yogyakarta will have a predominance of answers based on location. However, in a different perception, students who come from Yogyakarta will have a strong influence in contributing the influence of educational culture and thinking to the understanding of nationalism to students who come from regions outside Yogyakarta. This is as stated by the expert that Yogyakarta students have an influence on the academic culture of immigrant students (Mohammed et al., 2022; Oloka-Onyango, 2015; Pamungkas & Sudigdo, 2022).

Student Understanding of National Identity

An understanding of national identity is fundamentally important as an effort to measure students' basic abilities before becoming teachers. Based on the data obtained, out of 30 respondents, 96.7% (29) students stated that they knew, with the statement "Yes", about national identity. Meanwhile, 3.3% (1) of students stated that they did not know, with the statement "No".



Do you already know your national identity?

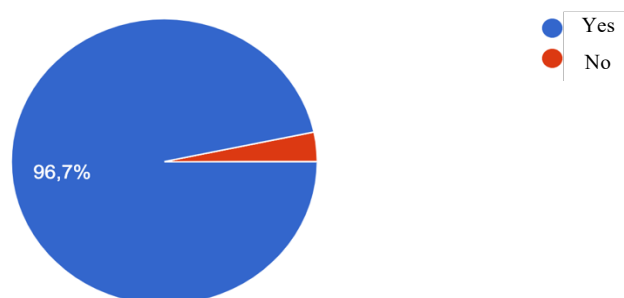


Figure 3. Data on national identity knowledge of "US" students

Based on the picture in Figure 3, students' ignorance of National Identity is very important to be a concern. Because, failing to understand National Identity will be a source of problems about national nationalism. If the student does not understand National Identity then it is likely that he may not know about the importance of the essence of the spirit of nationalism, which needs to be done by a citizen for his nation. Moreover, later students will become a teacher. Thus, it is feared that he will not be able to teach the values of nationalism to his students later. For this matter, it is certainly important to carry out further investigations on the issue of students' incomprehension about National Identity.

In this regard, based on the results of the interview, 30 students stated that national identity is an urgent issue. The urgency of national identity indicates that the urgency of national identity is a characteristic or characteristic that distinguishes the Indonesian state from other countries. The urgency of national identity aims to maintain the unity of the state, the foundation of the state, the unifying tool of the nation, and the recognition of other nations. By knowing each other's identities, mutual *understanding* will grow, and there will be no stratification in the position between nation-states (Akib et al., 2020; Castells, 2016; Faruk, 2018; Garcia & Mayorga, 2018; Indrastuti, 2019). In relations between countries, equal relations are created, because each recognizes that each sovereign state must not go beyond the sovereignty of other states. This understanding is very important as an initial provision for students to interpret nationalism before they implement it in teaching practice.

References to National Identity Literature

A reference understanding of literature as a source of National Identity is essential. This is to measure the literacy of students as prospective teachers. The understanding of National Identity obtained from various books will strengthen their knowledge about National Identity so that they will become reliable and steady teachers when instilling National Identity in their students. Based on data collection, 100 students stated that they often read books. This can be seen in the display of Figure 4.

I often read books on national identity materials

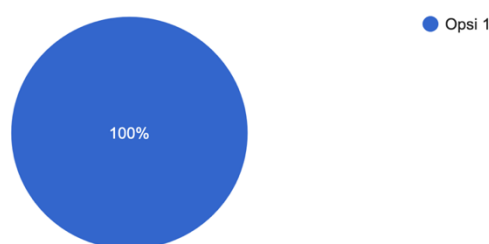


Figure 4. Data on "US" student national identity references



When compared to the survey displayed in Figure 3, the results show a discrepancy. Because, in figure 1 there are students who do not understand the National Identity, but in Figure 2 it is stated that they have all read books. Possibly, there are students who, although they have read books, do not understand the nature of National Identity.

However, despite the problem, according to the confession of the majority of students, they read the literature sources on National Identity because it is very important to them. Because, an understanding of national identity will greatly help a person in implementing the spirit of nationalism (Chatterjee, 2020; Faruk, 2018; Garcia & Mayorga, 2018; Istiyani & Wibowo, 2020). Also, it will help students by providing strong character reinforcement to their students after they become teachers in the future. Data on the importance of understanding National Identity is shown in Figure 5.

Is an understanding of national identity very important to learn?

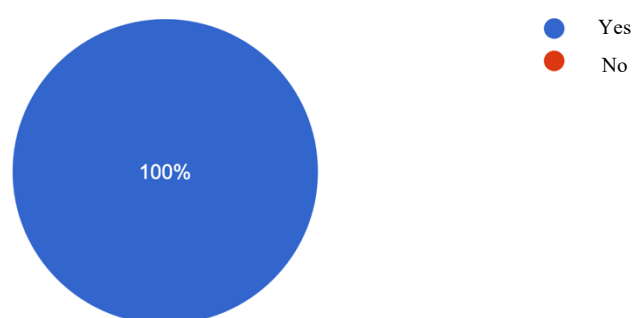


Figure 5. data on the understanding of the National Identity of "US" students

Based on the results obtained, information was obtained that students fully consider the understanding of National Identity to be very important to learn. This basic understanding is a strong personality provision for students as prospective teachers. Because, instilling the importance of instilling the values of National Identity as the basis for the formation of nationalist character must be seriously instilled in students through learning in schools (Pamungkas & Sudigdo, 2022; Rosyad et al., 2022). Therefore, the more they consider important, the more likely they are to succeed in instilling the value of nationalism in their students.

National Identity Indicators Student Perspective

Based on the reference sources obtained, students are asked to explain the National Identity indicator according to their understanding. The survey results showed that 30 students had determined seven National Identity indicators. It is displayed in Table 1.

Table 1. Indicator of national identity understood by the respondent

No	Indicator	Total
1	Red and White Flag	16
2	Indonesian National Language	20
3	Garuda Pancasila State Emblem	15
4	National Anthem of Indonesia Raya	14
5	Tribes in Indonesia	3
6	Indonesian Culture	8
7	Customs	3

Based on the table, shows that out of 30 respondents do not fully understand the indicators of national identity. The first national identity indoctrinator, namely the Red and White Flag, was understood by 16 respondents, the Indonesian National Language indicator was understood by 20 respondents, the Garuda Pancasila State Emblem indicator was understood by 15 respondents,

14 respondents understood the National Anthem indicator for Indonesia Raya, the Tribal indicator in Indonesia was understood by 3 respondents, the Indonesian Culture indicator was understood by 8 respondents, and the Customs indicator was understood by 3 respondents.

Student Efforts to Implement the Cultivation of National Identity through Poetry

The implementation of the cultivation of national identity is very important. This is clear evidence that they have a good understanding of National Identity. In this case, data collection on implementation is focused on Indonesian literature courses, especially children's literature material, and writing children's poetry. Therefore, to test students on the potential of literature as a medium for planting nationalism, they are asked to give answers about it. The results of the student's answers are shown in Figure 6.

Can strengthening national identity be done through children's poetry?

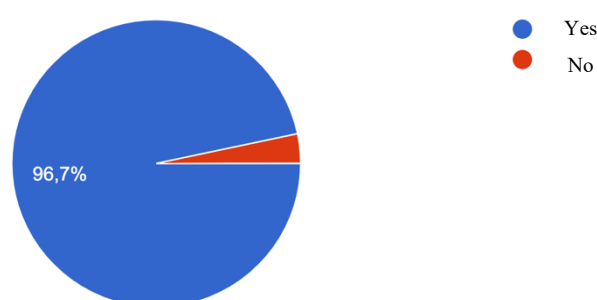


Figure 6. Data on strengthening National Identity through poetry

Based on the data from 30 respondents, 96.7% (29) students stated that they knew, with the statement "Yes". Meanwhile, 3.3% (1) of students stated that they did not know, with the statement "no". This means that students' understanding of the potential of literature for the cultivation of nationalistic values through the cultivation of national identity has not been thoroughly understood by all students (Grever & van der Vlies, 2017; Steć & Kulik, 2021). Although, this needs to be done with a more in-depth exploration of the factors that cause student indifference. However, they have largely argued that literature plays an important role in educating students.

As a form of implementation, her students stated that they often make poems on the theme of National Identity. Of the 30 respondents, they stated that they often compose poems on the theme of National Identity. Data on this is shown in Figure 7.

I often compose poems with the theme of national identity

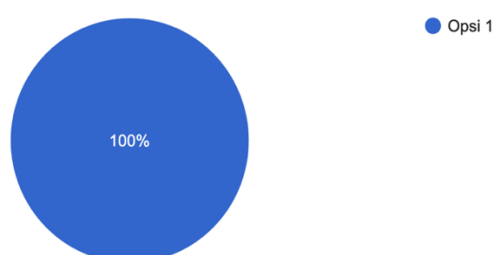


Figure 7. Data on the creation of on the theme of National Identity

Implementing poetry-making practices in literature learning is very important because it can provide concrete evidence that students not only understand literary theory, but can also apply



the theory in the form of literary works. In addition, the practice of making poems also helps students in enhancing their creativity and imagination. Thus, this practice has very important benefits in shaping students' abilities in literature. In addition, the practice of making poems is also very important for teachers who teach literature to students (Cremin & Oliver, 2017; Habibi et al., 2019; Höglund, 2021; Petersen et al., 2020). By setting a good example in making poems, teachers can build students' confidence in themselves. This will make it easier for teachers to teach literary material more effectively, especially in instilling national values and nationalism.

In addition to the practice of making poetry, children's literature also has an important role in providing children with an understanding of national identity. According to interviews with 30 respondents, children's literature functions as a medium of education and entertainment, shapes children's personalities, and contains mandates to shape children's characters and develop children's imagination, and creativity. In this regard, children's literature can be an effective tool in providing children with an understanding of national identity. Through children's literature, children can get to know more about the culture, history, and national values that exist in Indonesia. Thus, children's literature has a very important role in shaping the character and identity of the nation in the younger generation. Overall, the implementation of poetry-making practices and the use of children's literature in literature learning have very important benefits in shaping national character and identity in the younger generation. Therefore, these two things should be made an integral part of the education curriculum in the Indonesia (Akib et al., 2020; Castells, 2016; Faruk, 2018; Indrastuti, 2019).

CONCLUSION

Understanding the value of nationalism, through the representation of National Identity, is an important factor in measuring student competence and the readiness of prospective teacher students before they practice directly in school. Based on the research conducted, it was found that students at "US" colleges do not all understand national identity. Of the 30 respondents, there was 1 student who did not understand national identity. However, overall they have read many books on national identity. Students also agreed that the spirit of nationalism is an important factor every citizen must have. This is a fundamental aspect that prospective teachers must have to have stability as a teacher. In addition, students agree that the values of nationalism can be taught through literature. As a form of agreement, they have also implemented the practice of making poems on the theme of national identity as a representation of the spirit of nationalism. An important implication of this study is that investigating the understanding and implementation of the spirit of nationalism through the representation of National Identity for students is important to measure student readiness before they practice directly in academia. In this context, it is important to measure students' readiness before they enter the academic world and put into practice the knowledge they have learned. However, this study still has limitations in terms of respondents and research methods used. Therefore, further studies are needed with the development of different perspectives so that the results of this research can be more representative and accountable. Further studies may involve the use of different research methods, such as case studies or broader surveys, and involve more diverse respondents. In addition, perspective development can also be carried out through a multidisciplinary approach or by involving other related experts, such as psychologists or sociologists. Thus, this further study is expected to provide a deeper understanding of the implementation of the spirit of nationalism through the representation of National Identity for students and help improve student readiness before they enter the academic world and practice the knowledge they have learned.

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