The role of education in the culture of four pillar poverty to establish the nationalism of young generation

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Abstract. Globalization as an international integration process brings several positive and negative impacts due to the exchange of world views, products, thoughts, and other cultural aspects that can diminish the values of national identity. Four pillars of nationality are needed as a foundation to counteract the negative effects of globalization, therefore a culturally, educative, legal and structural approach is needed so that the younger generation can truly understand and safeguard the four pillars of our nationality. So far the government has also played little role in building the four pillars into an education. This research intends to see how the role of education can build young generation of nationalism by using research design in the form of content analysis. The population in this study is the Education Office of Sidoarjo Regency, which is the level of Junior High School Education Unit. However, given the scope and breadth of the district of Sidoarjo, a representative sample is determined using FGD (Focus Group Discussion) data collection techniques and questionnaires that will be analyzed using written policy descriptions or unwritten policies. Through a series of research stages, it can be concluded that there are still many principals who have not integrated the culture of the four pillars of nationalism into a written and unwritten document covering intracurricular, extracurricular, school culture and through community participation.

1. Introduction

Globalization as an international integration process brings several positive and negative impacts due to the exchange of world views, products, thoughts, and other cultural aspects that can diminish the values of national identity. Four pillars of nationality are needed as a foundation to counteract the negative effects of globalization, therefore a culturally, educative, legal and structural approach is needed so that the younger generation can truly understand and safeguard the four pillars of our nationality. So far the government has also played little role in building the four pillars into an education.

Education actually has an important role to instill ideology as it does in the European countries, that there is a significant causal effect between education and political ideology of a country [1], in developing countries it is found that there is a consistent and significant relationship as the impact of interactive democracy with the government's ideology that who governs is as important as how they manage[2].

Research in several countries also shows the way in which the government instills ideology just as it did by the Dutch government, the socialization of ideology to build nationalism is done through participation in national day activities and all done on a patriotic basis and not due to chauvinistic attitudes [3]. The national education system in Belarus is an important component of a state machine,
that gender education is co-opted by the state to serve the interests of national security to legitimise a model of social relations and exclude others for the benefit of biopolitical government, nation-building and neoliberal ideology [4]. In France, Cultural houses are designed to integrate youth into the nation's cultural life. The home culture is useful for emphasizing the development of youth in an inclusive, plural, secular, and democratic environment based on the idea that the style of French youth fashion can be directed to a sense of nationalism as a nation's culture [5]. No less important is happening in the Palestinian refugee camp in Jordan. Hussein Camp's children are involved in a project of nationalism by presenting a discourse to them in a specific historical and space context, and offering a vision description to build their own future [6]. The Scottish government alongside ethnic minorities from different religions build a narrative of nationalism through the incorporation of literature taken from a feminist geopolitical perspective, international relations and emotional geography of children during a 12-month campaign period [7].

Slightly different from the above opinion, ideology is important to be invested in education but the development of education itself is not only the result of political and economic power but also must be reasonable for students, teachers, parents and public opinion [8]. More democratic countries spend more on social security and welfare (SSW) and not on the education sector as in developing countries because of the least developed countries, the SSW program is not proportionately worked and only benefits sector workers formal, who tend to be the decisive voters in those countries [9]. But the Canadian government and society consider nationalism a major and serious problem for long periods of time [10]. Warm nationalism is also experienced by the Jordanians by pointing out that Jordan's national identity is multiscale and is an amalgamation of Arab supranationalism with the identity of Jordan and Palestine [11]. The nationalist elite in India also interpreted citizenship and politics as an essential part of the nationalist elite's efforts to improve the urban poor living conditions [12].

Based on the above research, we can see that the culture of an ideology (four pillars of nationality) in our country has not been maximized. Actually, the culture is driven with the aim to build nationalism that is integrated into education. And therefore, this study intends to see how far the role of government and other stakeholders can cultivate the four pillars of nationality into an education and through this research also expected the government can develop the four pillars of culture into a concept and rules that are standard and applicable by all parties so that can get maximum results.

2. Methods
This research is an exploratory study. Data collection techniques used are questionnaire. Subjects respond with five categories of terms using the Likert Scale, which is: strongly agree (5), strongly agree (4), agree (3), disagree (2), and strongly disagree (1) with an answer score. Value Interval Questionnaire Development of Cultural Model Four Pillars Nationality to build the nationalism level of junior high school units in Sidoarjo to the generation of Indonesia 2025. The subject of this study is the Head of Junior High School in Sidoarjo district.

3. Result and Discussion
To get a picture of the culture of the four pillars of nationality to build the nationalism of junior high school level in Sidoarjo to the Indonesian generation 2025, can be obtained from the questionnaire where the questionnaire was given to 160 Headmasters in Sidoarjo with the number of questions from the questionnaire is 26 questions. The results of questionnaires about the four pillars of culture in identifying the concepts and implementation of the four pillars of nationality in schools to build the nationalism of junior high school level consisting of several components, namely the identification of the pillar of Pancasila, the pillar of the Constitution (UUD 1945), the value of the pillar of the Unitary Republic of Indonesia (NKRI), and the value of Bhinneka Tunggal Ika (though different but still one).

3.1. Concept and implementation of the four pillars of nationality
The identification of the concept and implementation of four national pillars in this study aims to find out how many respondents support and implement the four pillars of nationality in schools either
through written documents or through unwritten documents. Analysis of the concept and implementation of the ideas of the four pillars of nationality in schools can be seen in Table 1.

Table 1. Identify the concept and implementation of the idea of four pillars of nationality in school

| No | Statement                                                                 | Scale (Percentage) |
|----|---------------------------------------------------------------------------|--------------------|
|    |                                                                           | 5      | 4      | 3      | 2      | 1      |
| 1  | The concept of 4 pillars is an important dimension in building the young generation. | 73     | 59     | 18     | 10     | 0      |
|    |                                                                           | (45.61%) | (36.88%) | (11.25%) | (6.25%) | (0%)    |
| 2  | The principal must have the idea of four pillars of nationality.           | 66     | 58     | 22     | 9      | 5      |
|    |                                                                           | (41.25%) | (36.25%) | (13.75%) | (5.625%) | (3.125%) |
| 3  | Cultural Four Pillars through intracurricular activities.                  | 64     | 59     | 28     | 9      | 0      |
|    |                                                                           | (40%)   | (36.88%) | (17.5%) | (5.625%) | (0%)    |
| 4  | Four Pillars through extracurricular activities.                          | 56     | 60     | 34     | 8      | 2      |
|    |                                                                           | (35%)   | (37.5%) | (21.25%) | (5%)   | (1.25%) |
| 5  | Culture of the Four Pillars through the school culture.                    | 51     | 65     | 33     | 11     | 0      |
|    |                                                                           | (31.88%) | (40.63%) | (20.63%) | (6.875%) | (0%)    |
| 6  | Four Pillars through community participation.                              | 56     | 53     | 31     | 16     | 4      |
|    |                                                                           | (35%)   | (33.13%) | (19.38%) | (10%)  | (2.5%)  |

Based on Table 1 it can be seen that as many as 46% stated strongly agree, it is artiny that the concept of the four pillars has an important role in building the young generation, because they assume that our country has lost its identity and lose its sense of nationalism and assume that the urgency of these four pillars if not immediately addressed it will create a split for our country. While 6% who disagree have a reason that family and religion are considered an important dimension in building a sense of nationalism for the younger generation; 2) The principal as the highest leader in a junior high school considers that the four pillar ideas are so important they have to be implemented that 41.25% of the principals are very amenable. Nevertheless there are still 5.63% who disagree because they consider that the four pillars of nationality already exist in the subjects of Civics and Social Studies; 3) Most principals consider that the culture of the four pillars of nationalism to build the generation of young generation is very important to be done through intracurricular activities that is 40% strongly agree, because the policy of culture of four pillars of nationality should be supported by the principal in a process of KBM in class, 6% consider that not only the principal has the policy, but all the components of education must support the idea of the four pillars of nationality in the KBM process; 4) Culture of the Four Pillars Nationality in building young generation nationalism can be done through extracurricular activity is considered important that is 35% stated strongly agree, because many extracurricular activities that can be selected by schools that can be integrated value of four pillars of nationality. But among them there are 5% who disagree because considers the culture of the four pillars through extracurricular activities is not significantly done through extracurricular activities; 5) The idea of culture of the four pillars of nationality through school culture is considered important by the principal of 31.9% strongly agree, 40.6% strongly agree and 20.6% agree. The reason for the importance of the culture of the four pillars through the school culture because the school is considered an effective place to civilize the four pillars. Nevertheless, there are 6.9% of school principals who disagree because they consider the effort hard enough to cultivate the four pillars of nationality through the school culture and need the support of all parties; 6) Culturing Four Pillars Nationality in building young generation nationalism is considered important involving public participation indicated by 35% detail stated strongly agree, 40.6% stated strongly agree, and 20.6% agreed. The reason is because the principal considers that community participation requires a full awareness of the community to be involved, so that 10% assume that the culture of the four pillars of nationality does not agree if it involves the community.
3.2. **Cultural value of pillar of pancasila**

### Table 2. Identifying the cultural value of *Pancasila* pillar in schools

| No | Statement                                                                 | Scale (Percentage) | | | |
|----|---------------------------------------------------------------------------|--------------------|---|---|---|
| 7  | The concept of *Pancasila* is an important dimension in building the young generation. | 59 (36.88%) 81 (50.63%) 18 (11.25%) 2 (1.25%) 0 (0%) | | | |
| 8  | *Pancasila* culture in school activities can be done through intracurricular activities. | 58 (36.25%) 71 (44.38%) 28 (17.5%) 2 (1.25%) 1 (0.625%) | | | |
| 9  | *Pancasila* culture in school activities can be done through extracurricular activities. | 44 (27.5%) 78 (48.75%) 33 (20.63%) 5 (3.125%) 0 (0%) | | | |
| 10 | *Pancasila* culture is implemented in various activities so as to shape the school culture. | 49 (30.63%) 66 (41.25%) 35 (21.88%) 7 (4.375%) 3 (1.875%) | | | |
| 11 | *Pancasila* culture can be done through various activities involving community participation. | 52 (32.5%) 74 (46.25%) 27 (16.88%) 6 (3.75%) 1 (0.625%) | | | |

Based on Table 2 it can be seen that the result of identification of *Pancasila* pillar values in the school culture shows that: 1) *Pancasila* as one of the pillars of nationality is very important to be implemented in school activities shows that as much as 36.88% stated strongly agree, 50.63% fully agreed and 11.25% agreed because they consider many young people who do not understand and do not practice *Pancasila* because of the flow of information and technology that invaded the younger generation so they easily lose ground and identity as the nation of Indonesia. However, there are only 1.25% who disagree because they consider that *Pancasila* has been applied in everyday life without us knowing it; 2) *Pancasila* culture in school activities is considered very important to be done through intracurricular activities with details of 36.3% stated strongly agree, 44.4% strongly agree, and 17.5 percent agreed. Nevertheless, only 1.3% disagree because they consider that *Pancasila* value has been implemented in Civics and Social Studies subjects; 3) *Pancasila* culture is considered important in extracurricular activities with 27.5% very strongly agree, 48.8% strongly agree, and 20.6% agreed because that *Pancasila* value already exist in extracurricular activities of Boy Scouts, LDKMS, Pencak Silat and others. While 3.1% consider that *Pancasila* Culture in school activities is not important to be done through extracurricular activities because it already included in intracurricular activities; 4) *Pancasila* Cultural Implementation is considered important in various activities so as to form school culture with 30.6% detail stated strongly agree, 41.3% agreed and 21.9% agreed because *Pancasila* value can be integrated into various extracurricular activities which can be chosen by the school. However, among them 4.4% disagreed because they consider the pillar of *Pancasila* through extracurricular activities is considered insignificant and 1.9% who disagree consider *Pancasila* already contained in the subjects of civic education, social studies and religion; 5) The idea of *Pancasila* culture is considered very important to be done through various activities involving community participation with 32.5% detail very agree once, 46.3% strongly agree and 16.9% agreed. The reason for the *Pancasila* culture is considered important through various activities involving the participation of the community because the activities of the students need to get support from the parents. Nevertheless, there are 3.8% of school principals who disagree because they consider the effort hard enough to cultivate the four pillars of nationality through the school culture and need the support of all parties.
3.3. **Pillar values of the constitution (UUD 1945) to build nationalism**

| No | Statement                                                                 | Scale (Percentage) |
|----|---------------------------------------------------------------------------|--------------------|
|    |                                                                           | 5  | 4   | 3  | 2  | 1  |
| 12 | Cultural values of the constitution (UUD 1945) can be implemented through school activities. | 61 | 79  | 19 | 1  | 0  |
|    |                                                                           | (38,13%)           | (49,38%)          | (11,88%)| (0,625%)| (0%) |
| 13 | Cultural values of the constitution (UUD 1945) can be implemented through intracurricular activities. | 58 | 74  | 26 | 1  | 1  |
|    |                                                                           | (36,25%)           | (46,25%)          | (16,25%)| (0,625%)| (0,625%) |
| 14 | Cultural values of the constitution (UUD 1945) can be implemented through extracurricular activities. | 40 | 82  | 35 | 3  | 0  |
|    |                                                                           | (25%)              | (51,25%)          | (21,88%)| (1,875%)| (0%) |
| 15 | Cultural values of the constitution (UUD 1945) can be implemented through various activities so as to build a school culture. | 54 | 67  | 33 | 3  | 3  |
|    |                                                                           | (33,75%)           | (41,88%)          | (20,63%)| (1,875%)| (1,875%) |
| 16 | Cultural values of the constitution (UUD 1945) can be implemented through various activities involving community participation. | 60 | 74  | 22 | 4  | 0  |
|    |                                                                           | (37,5%)            | (46,25%)          | (13,75%)| (2,5%) | (0%) |

Based on Table 3 it can be seen that the results of the identification of the pillars of the 1945 Constitution in schools: 1) The 1945 Constitution as one of the pillars of nationality is very important to be implemented in school activities with the details that 38.13% stated strongly agree, 49.38% and 11.88% agreed because they consider many young people who do not know and do not memorize the contents of the 1945 Constitution because of lack of socialization and consider it very important if the 1945 Constitution is cultivated in various school activities. There are only 0.63% who do not agree because it considers the 1945 Constitution has been included in the Pancasila and has been applied in everyday life without us knowing it; 2) Cultural values of the 1945 Constitution are considered important to be implemented through intracurricular activities with 36.3% detail stated strongly agree, 46.3% strongly agree, and 16.3% agreed. There are only 0.6% who disagree because they consider that the value of the 1945 Constitution has been implemented in the subjects of Civics and Social Studies and no longer need to be cultivated; 3) Cultural values of the 1945 Constitution are considered important to be implemented through extracurricular activities with 25% very strongly agreed, 51.3% strongly agree, and 21.9% agreed because that the 1945 Constitution has been amended several times and it is necessary to introduced and cultivated. While 1.9% consider that the 1945 Constitution of Culture in school activities is not important to be done through extracurricular activities because it already include in intracurricular activities; 4) The 1945 Constitution is considered important to be cultivated in various activities so as to form a school culture with 33.8% detail stated strongly agree, 41.9% agreed and 20.6% agreed because the value of the 1945 Constitution can be integrated into various activities extracurricular which can be selected by schools such as scouts and LDKMS. However, there were 1.9% who disagreed because they considered that the pillars of the 1945 Constitution through extracurricular activities were considered insignificant and 1.9% strongly disagreed that Pancasila was already contained in the subjects of Civics, Social Studies and religion; 5) The idea of the culture of the 1945 Constitution is considered very important to be done through various activities involving the participation of the community with 37.5 detail very agree once, 46.3% strongly agree and 13.8% agreed, this is because the activities of learners need to get support from parents. Nevertheless, there are 2.8% of school principals who disagree because they consider
the effort hard enough to civilize the 1945 Constitution through the school culture and need the support of all parties.

3.4. *Value of unitary republic of Indonesia (NKRI) pillar to build nationalism*

**Table 4.** Identification of the pillar values of the unitary state of the republic of Indonesia (NKRI) to build nationalism in schools

| No | Statement                                                                 | Scale (Percentage) |
|----|---------------------------------------------------------------------------|--------------------|
| 17 | The values contained in the Unitary State of the Republic of Indonesia (NKRI) as one of the pillars of nationality, can be implemented in school activities on the younger generation. | 74 70 15 1 0 (46,25%) (43,75%) (9,375%) (0,625%) (0%) |
| 18 | The values contained in the Unitary State of the Republic of Indonesia (NKRI) as one of the pillars of nationality, can be implemented in intra activities. | 71 71 17 1 0 (44,38%) (44,38%) (10,63%) (0,625%) (0%) |
| 19 | The values contained in the Unitary State of the Republic of Indonesia (NKRI) as one of the pillars of nationality, can be implemented in extracurricular activities. | 56 75 27 2 0 (35%) (46,88%) (16,88%) (1,25%) (0%) |
| 20 | The values contained in the Unitary State of the Republic of Indonesia (NKRI) as one of the pillars of nationality, can be implemented in various activities, so as to build a school culture. | 69 62 25 2 2 (43,13%) (38,75%) (15,63%) (1,25%) (1,25%) |
| 21 | Cultural values within the Unitary State of the Republic of Indonesia (NKRI) through community participation. | 73 67 15 5 0 (45,625%) (41,88%) (9,375%) (3,125%) (0%) |

Based on Table 4 it can be seen that the result of identification of pillar culture of NKRI in school:

1) NKRI as one of the pillars of nationality very important to be implemented in school activity known that as much 46,25% stated very agree once, 43,75% stated strongly agree and 9,38% agreed because they consider many young people who do not know and do not understand the concept of NKRI because of lack of socialization and consider it very important if the concept of NKRI cultivated in various school activities. There are only 0.63% who disagree because they consider the concept of NKRI has been included in the *Pancasila* and has been applied in everyday life without us knowing it;

2) The culture of pillar values of NKRI is considered very important to be implemented through intracurricular activities with details of 44.4% stated strongly agree, 44.4% strongly agree, and 10.6% agreed. There are only 0.6% who disagree because they consider that the value of NKRI has been implemented in the subjects of Civics and Social Studies and no longer need to be cultivated; 3) Cultural values of pillars of the Republic of Indonesia are considered very important to be implemented through extracurricular activities with 35% detail very agree, 46.9% strongly agree, and 16.9% agreed because that the concept of NKRI value has not been known and understood, 3% consider that the culture of NKRI pillars in school activities is not important to be done through extracurricular activities because it already include in intracurricular activities; 4) Cultural values of NKRI pillars are considered very important to be cultivated in various activities so as to form a culture with details of 43.1% stated strongly agree, 38.8% agreed and 15.6% agreed because the value of the pillars of NKRI can be integrated into various extracurricular activities that can be chosen by schools such as Boy Scouts and LDKMS. However, 1.3% of them disagreed because they considered that the value of NKRI through extracurricular activities was considered insignificant and 1.9% strongly
disagreed that the value of NKRI was contained in the subjects of PPKn and IPS; 5) The idea of cultural values of NKRI is considered very important to be done through various activities involving the participation of the community with 45.6% detail very agree once, 41.5% strongly agree and 9.4% agreed. The reason for the culture of NKRI is considered very important to be done through various activities involving the participation of the community because the activities of the students need to get support from the parents. Nevertheless, there are 3.1% of school principals who disagree because they consider the effort hard enough to cultivate the value of NKRI through the school culture and need the support of all parties.

3.5. Value of unity in diversity pillar for building nationalism

**Table 5.** Identify the values of unity in diversity pillars for building nationalism in schools

| No | Statement                                                                 | Scale (Percentage) |
|----|---------------------------------------------------------------------------|--------------------|
| Bhinneka Tunggal Ika (Unity in Diversity)                              |                    |
| 22 | The values contained in Bhinneka Tunggal Ika as one of the national pillars can be implemented in various activities in school. | 73 69 18 0 0       |
|    | (45.63%)(43,13%)(11,25%) (0%) (0%)                                       |
| 23 | The values contained in Bhinneka Tunggal Ika as one of the national pillars can be implemented in intrakurikuler. | 67 75 21 1 0      |
|    | (41.88%)(46,88%)(11,25%) (0%) (0%)                                       |
| 24 | The values contained in Bhinneka Tunggal Ika as one of the national pillars can be implemented in extracurricular activities. | 58 76 25 1 0     |
|    | (36,25%)(47,5%) (15,63%)(0,625%) (0%)                                    |
| 25 | Bhinneka Tunggal Ika culture through the school culture.                | 69 66 24 1 0      |
|    | (43,13%)(41,25%) (15%) (0,625%) (0%)                                     |
| 26 | Cultural value of Bhinneka Tunggal Ika through community participation. | 69 67 21 3 0      |
|    | (43,13%)(41,88%)(1,313%)(1,875%) (0%)                                   |

Based on Table 5 it can be seen that the result of the identification of the pillar of Unity in Diversity in the school: 1) *Bhinneka Tunggal Ika* as one of the pillars of nationality is very important to be implemented in school activities that as many as 45.63% stated strongly agree, 43,13% agreed and 11.25% agreed because they consider the young generation who do not know and do not understand the concept of *Bhinneka Tunggal Ika* because of the lack of socialization and consider it very important if the concept of *Bhinneka Tunggal Ika* is cultivated in various school activities; 2) Cultural values of Unity in Diversity pillars are considered very important to be implemented through intracurricular activities with details of 41.9% stated strongly agree, 46.9% strongly agree, and 11.3% agreed; 3) Cultural values of Unity in Diversity pillar are considered very important to be implemented through extracurricular activities with 36.3% detail very agree once, 47.5% strongly agree, and 15.6% agreed because that the concept of Unity in Diversity value not yet known and understood, while 0.6% considers that the culture of Unity in Diversity pillar in school activities is not important to be done through extracurricular activities because it already include in intracurricular activity; 4) Cultural values of Unity in Diversity pillar are considered very important to be cultivated in various activities so as to form a culture with details of 43.1% stated strongly agree, 41.38% agreed and 15% agreed because the value of Unity in Diversity pillar can be integrated into a variety of extracurricular activities that schools like scouts and LDKMS can choose. However, among others, 0.6% did not agree because it considers the culture of *Bhinneka Tunggal Ika* s value through extracurricular activities is considered insignificant and assumes that it has been found in the subjects of PPKn and IPS; 5) The idea of cultural diversity of *Bhinneka Tunggal Ika* is considered very important to be done through various activities involving the participation of the community which is
shown with the result of statement of 85.25% with details of 43.1% strongly agree, 41.9% strongly agree and 13.1% states agree. The reason for the Culture of Unity in Diversity Values is considered very important to be done through various activities that involve community participation because the activities of learners need to get support from parents. Nevertheless, there are only 1.9% of school principals who disagree because they consider the effort hard enough to cultivate the value of Bhinneka Tunggal Ika through the school culture and need the support of all parties.

4. Conclusion

Based on the content analysis through questionnaires and questionnaires given to the headmaster as the policy-making party to civilize the four pillars of nationality, it is concluded that the idea of four pillars of nationality is considered very important to build a young generation of nationalism that can be poured into school activities include intracurricular activities, extracurricular activities, school culture and through community participation. However, most of these principals do not have written or unwritten documents to pour ideas on the culture of the four pillars of nationality through school activities, only partially written in Social Studies and PPKn, Scouting activities while others are still unwritten and unplanned. Cultural values of Pancasila pillars are considered very important to build the nationalism of the young generation that can be poured into school activities include intracurricular activities, extracurricular activities, through school culture and through community participation. Most of these principals in writing have only a few written documents but many have unwritten documents to cultivate the value of Pancasila but still require a clear structure to implement the value of these four pillars in various school activities. The cultivation of the pillars of the 1945 Constitution is considered very important to build the nationalism of the young generation that can be poured into school activities including intracurricular activities, extracurricular activities, through school culture and through community participation. Most of these principals have no written or unwritten documents to cultivate the value of the 1945 Constitution so it is necessary to require a clear structure to implement the pillars of the Constitution into various school activities. The culture of pillar values of NKRI is considered very important to build the nationalism of the young generation that can be poured into school activities include intracurricular activities, extracurricular activities, through school culture and through community participation. Most of these principals do not have written or unwritten documents to cultivate the value of NKRI so it is necessary to require a clear structure to implement the pillars of NKRI into various school activities. Cultural values of Bhinneka Tunggal Ika pillar are considered very important to build the nationalism of the young generation that can be poured into school activities include intracurricular activities, extracurricular activities, through school culture and through community participation. Most of these principals do not have written or unwritten documents to cultivate the value of Bhinneka Tunggal Ika so it is necessary to require a clear structure to implement the value of this Unity in Diversity pillar into various school activities.

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