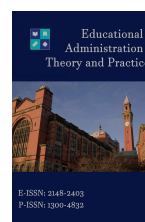




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Nationalism in Education: Redesigning the Effectiveness of Thematic E-Books in Virtual Learning to Grow Student Nationalism in Indonesia

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	Abstract
<p>Article History</p> <p>Article Submission 17 September 2022</p> <p>Revised Submission 14 October 2022</p> <p>Article Accepted 14 December 2022</p>	<p>Concerns about nationalism among students have been raised in the Indonesian curriculum, Covid-19 brings a lot of challenges to educational institutions to reform nationalism at school. As a result, the thematic nationalism curriculum, which is dependent on in-person classes, should be adapted to virtual learning processes. This study attempted to examine the effectiveness of e-books in promoting nationalist values during virtual learning. It employed a quasi-experimental design. All subjects were split into two groups: experimental and control. The study revealed that e-book usage promotes a higher result in students' understanding of nationalist values. Besides, the e-book also assists students to improve their understanding through engaging and accessible reading. Furthermore, virtual learning by e-books or hardcopy textbooks, cannot promote respect for cultural diversity since it needs more practice and a learning process. On the other hand, e-book usage follows the need to reform online learning methods during the pandemic. Furthermore, e-book helps students improve their comprehension through engaging and accessible reading.</p> <p>Keywords: Attitude; E-Book; Nationalism Value; Virtual Learning</p>

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Introduction

Since Indonesia has numerous ethnic and racial groups, discussing nationalist values and attitudes among students is one of the most pressing issues in the Indonesian education system (Arifin et al., 2015; Sariyatun et al., 2018; Naldi et al., 2020). However, due to the escalation of various inter-group conflict issues, the diverse ethnic identities that emerge pose a challenge in realizing collective nationalism values and attitudes (Ariyanto et al., 2008; Al Qurtuby & Wilson, 2016; Cheetham, 2017; Zein, 2018; Mashuri et al., 2018; Bazzi et al., 2019; Mashuri & van Leeuwen, 2021). Indonesia must therefore strengthen nationalism among its citizens, beginning with the educational system (Lenin, 1985; Brietzke, 2005; Seman, 2018; Dekel & Kark, 2019).

Since 2020, several countries have faced challenges in achieving their educational system's goals due to the Covid-19 pandemic (Pimlott, 2020; Sim, 2020). This pandemic has had a significant impact on numerous educational fields. Indonesia, especially since March 24th, 2020, Circular Letter Number 3 of 2020 concerning the Prevention of Corona Virus Disease (Covid-19) in Education Units will be issued (Chairil, 2021). In addition, the Ministry of Education and Culture of the Republic of Indonesia has released Circular Letter No. 4 of 2020 regarding implementing Educational Policies during the pandemic. The learning process from home was carried out virtually, and this condition complicates the implementation of the internalization of nationalist values (Restian, 2020; Syariful Anam & Elya Umi Hanik, 2020).

To confirm the assumption in early 2021, researchers conducted a preliminary survey of 253 high school students. According to the findings, only 16.6 % of respondents had a strong national identity and values. The remainder is moderate (31.2%), low (40.3%), and deficient (11.9%). The highest score on the indicators of nationalism identity and values assessment is for being proud to be an Indonesian (17.9%). Meanwhile, the lowest indicator is admiration for the country's history (16.0%). The latter concern needs to be addressed through education. Survey respondents believe nationalism learning needs to be strengthened because the processes are ineffective. Nationalism education is not yet optimal because this topic emphasizes historical understanding.

Meanwhile, due to limitations, historical knowledge has not yet been reached in a separate discussion. On the other hand, respondents desire creativity and innovation in education to foster national pride. Nationalism is strengthened in many ways. For example, they create thematic or historical textbooks. Darmawan (2019) suggests that historical subjects can form a noble national character and civilization, as well as national pride and love for Indonesia.

In educational discussions, textbooks play a crucial role in the learning process (Azizifar et al., 2010; Alemi et al., 2013; Forjan & Sliško, 2014; Karimnia & Jafari, 2017; Deligkaris, 2018). Because education implementers will receive clear material guidelines, learning programs can be carried out more frequently with textbooks. In terms of the significance of this textbook, Grambs stated that "textbooks are one of the main tools used by teachers for learning guides" (Grambs, 1950; Muslich, 2010). According to Kochhar (2008), textbooks serve the purpose that printed books can be relied on in lower grades to obtain important information that is organized in a way that shows sequence and continuity and is well described so that it becomes straightforward, exciting, and enjoyable. The function in higher grades includes broad and well-organized knowledge (Kochhar, 2008). Ahmad (2016) states that textbooks occupy the highest position in providing historical understanding based on a survey of history education (Ahmad, 2016).

In a global context, the role of textbooks and nationalism has often been carried out. For example, (Blakkisrud & Nozimova, 2010) reviewed how historical writing in textbooks plays a role in building nationalism in Tajikistan (Blakkisrud & Nozimova, 2010). In Ukraine, a study of textbooks and the development of nationalism was carried out by Kuizo (2005). He wrote about the legacy of Kyiv Rus in Ukraine and its relation to nationalism (Kuzio, 2005). More recent studies on nationalism and historical textbooks are reviewed by Klimenko (2021). He saw the challenges of building nationalism in Russia after the collapse of the Soviet Union (Klimenko, 2021). Therefore, studying the development of textbooks in online learning is fascinating. In this case, the researcher intends to test digital textbooks from student nationalism.

The use of thematic textbooks can certainly assist students' learning. According to Prastowo (2013), "thematic textbooks not only encourage students to learn to know but also learn to do,

learn to be, and live together, as well as holistically and authentically, with the goal of planning and reviewing learning implementation". Learning with thematic textbooks encourages students to have cross-curricular insights relevant to their lives and develop the ability to think and act maturely. So that students can solve problems in their lives on their own (Mamat et al., 2005).

Octaviani (2017) further strengthens that thematic textbooks can improve student learning outcomes. As a part of her study, she wrote thematic textbooks incorporated into the curriculum for 2013, intending to produce more optimal results in improving learning outcomes. The process of learning is more efficient than it would generally be. Students are typically elementary to comprehend and have a comprehensive knowledge of the topics they are studying. Increasing students' interest in learning can be facilitated through textbooks, which typically include several discussions on the same topic.

So far, several studies explain a relationship between perceptions of learning history and attitudes toward nationalism (Widianto, 2007; Amboro, 2013; Prayogo, 2017). Utami & Widiadi (2016) revealed that in the 2006 curriculum, textbook narratives were in line with the concept of *Bhinneka Tunggal Ika* as the basis of Indonesian nationalism (Utami & Widiadi, 2016). However, before the reformation, the conditions for writing textbooks and nationalism were more dominated by doctrinal nuances (Hefner, 1998; Ashcroft et al., 2007). Purwanta (2012) revealed that since 1975, the authors of history textbooks have mainly discussed nationalism. However, nationalism is more inclined toward vertical integration and less toward horizontal integration processes (Purwanta, 2012). These shortcomings make the narrated discourse that national identity replaces local/racial/ethnic identity. However, efforts to foster nationalism in textbooks need to be criticized because they are more doctrinal and militaristic (Mulyana, 2013; Purwanta, 2013).

However, studies on nationalism-based themes during virtual circumstances have not been carried out. Instead, studies on offline learning have emphasized ideas, processes, and learning barriers. Several studies on this include studies on the implementation of online learning (Ameli et al., 2020; Sadikin & Hamidah, 2020; Siahaan, 2020; Ameli et al., 2020; Sadikin & Hamidah, 2020; Siahaan, 2020). In addition, the latest survey on learning during the pandemic and character education was carried out in Majene Regency. The results show a distortion of character education in virtual learning (Mithhar et al., 2021). A study on online learning during the COVID infectious period, for example, was carried out by Kurniawan (2020) about the barriers to learning history, among others. Meanwhile, there is also a study on alternative learning media during the pandemic (Zaini et al., 2021; Indrawati, 2021). This study attempted to examine the effectiveness of e-books in promoting nationalist values during virtual learning.

Literature Review

E-Books Thematic Approach in Virtual Learning

Thematic learning is a learning model that integrates a concept from multiple materials, lessons, or fields of study into a single theme or topic of discussion. It thus allows students to discover scientific concepts and principles holistically, meaningfully, and authentically (Tri et al., 2018; Pujiastuti et al., 2021). The thematic learning model is a learning model whose development begins by determining a particular topic as a central theme or topic. Once the theme is set, then the theme is used as the basis for determining the basis for sub-themes from other related fields of study. After the theme is set, then the theme is used as the basis for determining the basis for sub-themes from other related fields of study (Fauziah et al., 2020; Hafid et al., 2019; Maulyda et al., 2021; Pambudi et al., 2020; Rahmatina et al., 2019; Taufina et al., 2019). In keeping with this idea, the Ministry of National Education provided an explanation in 2007 that described "thematic learning" as "integrated learning that uses themes to link several disciplines so that they might deliver meaningful experiences to students" (Tim Pusdiklat Pegawai Kemendikbud, 2016; Saputra & Anthony, 2021).

Johannessen (2008) shows that a theme-based approach can make learning more meaningful. Thematic learning provides the educator with several themes or concepts that can be initiated by presenting literary works, as students interpret and analyze those works. Due to this

learning, teachers can assign more complicated literature on the same topic. Thematic learning is also known as student-centered learning because students are expected to actively participate in understanding the concepts included in the content taught (Johannessen, 2008; Hansen et al., 2019; Yeisen et al., 2019). Theme learning has several guiding concepts (Chweya & Ibrahim, 2021). Examining a phenomenon from multiple perspectives helps students develop an intern scheme, which affects the content's meaning. Thematic learning prioritizes learning-by-doing (Yu, 2011). Teachers must organize or create meaningful learning situations for students. Experiences that reveal the link between conceptual aspects improve learning effectiveness. Students will develop a schema by forming conceptual ties between their studies to obtain complete, unified information. Theme learning in primary schools will help kids because it is suited to their stage of development when they tend to view everything as a whole (Rahmatina et al., 2019; Taufina et al., 2019; Hafid et al., 2019; Fauziah et al., 2020; Inang Pambudi et al., 2020; Maulyda et al., 2021).

Methodology

Research Design

The study used an experimental design with a post-test non-randomized control group. The experimental class had a total of 126 students. Meanwhile, 124 students made up the control group. Nationalism is the variable under investigation. Thus, nationalism was compared between experimental and control groups. In this context, being a "nationalist" means having a "national consciousness," or believing that one is part of a larger, more cohesive group whose members share a common history and values. Student nationalism is a perceptual assessment of students' national awareness as part of a unified identity formed by a shared history and shared ideals, with indicators including (1) national pride, (2) affection for the nation's history, (3) knowledge of one's rights and responsibilities as a citizen, (4) appreciation for the sacrifices of heroes, (5) appreciation of cultural diversity, and (6) concern for the nation.

Sample and Data Collection

Eleventh-graders at four Central Java public high schools were surveyed. The study was conducted between October and November of 2021. Class XI students were consulted because of their lessons on developing the nation's history. This study enlisted the help of 250 students from four different schools. The study included eight classes, with each school contributing one class for the experiment and one as the control. Table 1 the sample distribution used in the study:

Table 1. Distribution of research samples

School	Class	Man	Woman	Amount
High School 1	Experiment Class	13	19	32
	Control Class	9	23	32
High School 2	Experiment Class	8	22	30
	Control Class	17	13	30
High School 3	Experiment Class	11	21	32
	Control Class	21	9	30
High School 4	Experiment Class	7	25	32
	Control Class	15	17	32
Total		101	149	250

Data Analysis

Data analysis using the t-test for comparative interval data and the Kruskal-Wallis test for test hypothesis comparative ordinal data. The researcher made a Likert scale questionnaire of 40 items to collect data. However, the remaining 34 items are valid after being tested for validity. This research uses the Spearman-Brown formula; the instrument is reliable with an R-value of 0.840 and is included in the very high category. Kruskal-Wallis test was used because the assumption test did not fulfill the requirement, so that should convert interval data to ordinal. To make it easy analysis, the researcher used SPSS 25.

E-Books Materials

The textbook that will be tested is entitled Nationalism and the Indonesian National Movement by Darwati. The book consists of 143 pages and is divided into four chapters. Chapter I discusses What is Nationalism? Chapter II discusses "Important Events in the Period of the National Movement". Chapter III deals with "National Movement Organizations". Next, Chapter IV discusses "The Figures of the National Movement". This textbook is structured with a structural approach, where there is the same structure for each chapter, which consists of subsections (1) observing (2) asking questions (3) gathering information (4) associating and communicating. This chapter structure is the novelty aspect of this textbook, wherein each chapter uses a scientific approach, so the learning process becomes more organized and systematized according to the learning steps.

The FLIP HTML5 application was used during the construction of this online textbook. The web-based flipbook tool, FLIP HTML5 can turn PDF documents into flipbooks. As a result, the very first published book is created in PDF format. Additionally, the book will be flipped digitally to create a flipbook version. Students have a selection of textbooks that are made in digital format, making it more straightforward for them to obtain the material. In addition, students currently have access to devices, such as smartphones, tablets, and PCs, that can open digital books in the context of online education. As a result, students access to various resources will become less restricted. On the one hand, having access to a wide variety of digital books presents students with several advantages, most notably from a functional point of view. On the other hand, using digital books considers students' requirements to read the books digitally.

Results

Nationalism Value and Attitudes Comparison

During the same period, the experimental group's average level of nationalism was (88.29) (Table 2). What this indicates is that nationalism is included in the very high category. In the meantime, the average level of nationalism in the control group is (75.80), which places it in the high category.

Table 2. Simultaneous descriptive analysis of experimental and control classes in four high schools

Description	Experiment Class	Control Class
Man	39	62
Woman	87	62
Maximum Value	99.24	97.73
Minimum Value	72.73	47.73
Standard Deviation	4.90	9.88
Average	88.29	75.80
Category	Very high	Tall

When viewed from the category, the comparison between the experimental and control classes is as Figure 1 shown.

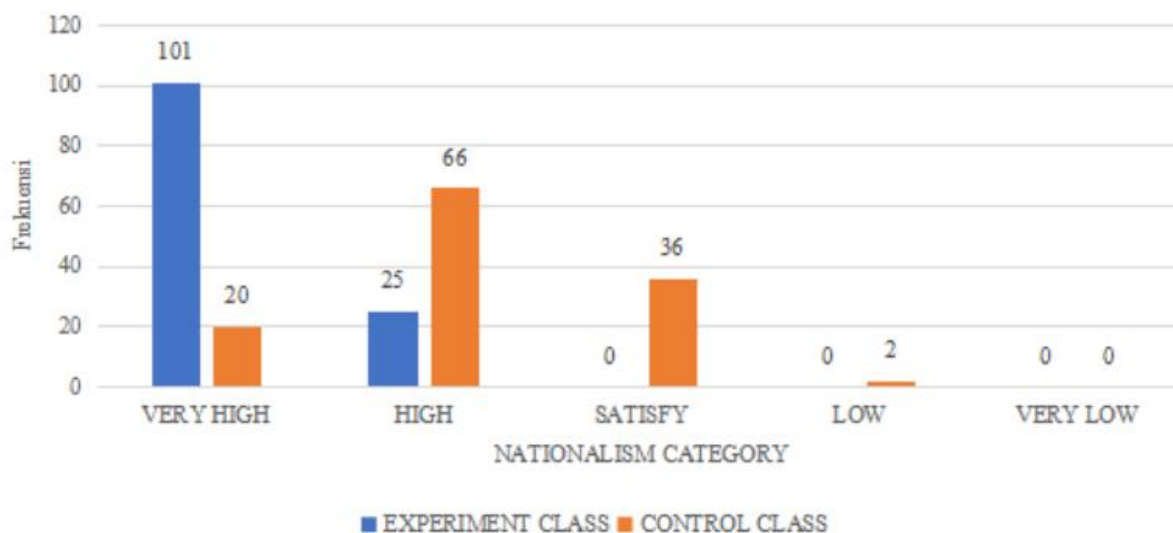


Figure 1. Comparison of the frequency category of student nationalism scores

Figure 1 shows that the experimental class has 101 students in the very high category and (25) in the high category. Meanwhile, in the control group, there are (20) students in the very high category, (66) in the high category, (36) in the medium category, and two in the low category. There are no students in either class who are considered deficient.

Table 3. Comparison of aspects of nationalism between the experimental and control classes

Indicator	Experiment Class		Control Class	
	Mark	Category	Mark	Category
Proud to be Indonesian	89.13	Very high	79.76	High
Love the history of the nation	87.50	Very high	75.17	High
Understanding the rights and obligations as a citizen	94.01	Very high	76.41	High
Appreciating the services of the National hero Figure	88.99	Very high	78.16	High
Respect diversity and cultural diversity	83.43	High	71.24	High
Caring for the sustainability of the nation	87.70	Very high	74.64	High

From Table 3, in the experimental class, the highest indicator is "Understanding the rights and obligations as citizens". Meanwhile, the lowest indicator is "Respect cultural diversity and diversity". Meanwhile, in the control class, the highest indicator is "Proud as a nation of Indonesia". Meanwhile, the lowest indicator was "Respect cultural diversity and diversity".

The differences in nationalism in the four high schools showed the same results. There was a significant difference in the nationalism of students in the experimental class who used digital textbooks with the nationalism of students in the control class who did not use digital textbooks. The summary of the results of the partial comparison is as Table 4 shown.

Table 4. A partial summary of comparative results in each Senior High School (SMA)

Aspect	Regency. Kendal	Regency. Demak	Semarang city	Salatiga City
Hypothesis testing	Mann-Whitney Test	Mann-Whitney Test	Mann-Whitney Test	Independent t-test
Calculated value	91,500	64,500	45,500	4.787
Sig.	0.0001	0.0001	0.0001	0.0001
Conclusion	There is a difference in nationalism ranking between the experimental class and the control class			There is a difference in the average nationalism between the experimental class and the control class

The researcher first conducted a normality test to find out the difference simultaneously. The analysis results using SPSS show that the phase 1 normality test results are as follows. From the calculation, it can be concluded that the data is not normally distributed in all schools because of $\text{sig.} < = 0.000$. Therefore, nonparametric statistical analysis was used using the Kruskal-Wallis test to determine the differences simultaneously in four cities. Using the SPSS 25 application, the data shows that the mean ranking of the experimental class is 171.88. Meanwhile, the mean ranking of the control class is 78.37.

Discussion

E-Books Effectivity

According to the findings, the position, function, and role of e-books are highly strategic because they engage the cognitive (attitudes) and affective (appreciation, values) elements of all students at all educational levels. In addition, the study of national history, which is part of the curriculum, has didactic-educational significance for building national identity and unification based on state and national experience.

According to the data, digital textbooks are now more critical than ever in the classroom. Not only do textbooks provide students with a means of expression, but they also serve as valuable educational resources. Therefore, textbooks have a critical position both as a source of information and a medium for imparting that information. In addition to the information presented in the textbook, there are a variety of other forms of media that teachers can use to determine the learning outcomes of their students. Some examples of these forms of media include historical pictures, photographs of historical figures, maps, concept maps, and various evaluation tools.

There are discernible disparities in the levels of nationalism demonstrated by students who use E-Books as opposed to Hardcopy books, as indicated by a quasi-experimental study (Suyatna et al., 2018). Student nationalism is susceptible to being influenced by digital textbooks in various ways, depending on the level to which they are used in the field, which can range from extremely limited to highly extensive. It is evident from research carried out on a fundamental as well as an advanced level, and on a relatively small as well as a relatively big size. The findings of this investigation are consistent with the findings of research carried out by Chen (2013) in Taiwan that textbooks are significant as a resource in learning, like a teacher teaching students in class. Chen proved that textbooks could provide scientific explanations of science and technology. It is, of course, supported by preparing textbooks that can support these achievements. Chen's research results show that well-structured textbooks can provide maximum results in the learning process (Chen, 2013). On the one hand, this book has also accommodated the importance of heroism in learning. The value of heroism becomes very relevant to be used as a reinforcement of nationalism (Pramono et al., 2019; Pramono et al., 2021).

Promoting Value and Attitudes toward Virtual Learning.

In addition, this study also corroborates the findings of Altbach, et al. (1991), Komalasari and

Saripudin (2016), Komalasari and Saripudin (2018), Chambliss and Calfee (1998), and Peterson and Seligman (2004). According to the findings of a study that employed a quasi-experimental approach, there are differences in the levels of nationalism demonstrated by students who use E-Books as opposed to Hardcopy books. The study was conducted in the United States. Student nationalism can be influenced in a variety of ways by digital textbooks (Lerch et al., 2017). The level to which they are used in the field can range from very little to very much, and this usage can significantly impact student nationalism. Research carried out at elementary, intermediate, and advanced levels, and on scales ranging from very tiny to very large, has made this abundantly evident. This research is consistent with the findings of research that Chen has done in the past (Altbach et al., 1991; Chambliss & Calfee, 1998; Peterson & Seligman, 2004; Saripudin & Komalasari, 2016; Komalasari & Saripudin, 2018).

Thus, this study also confirms the research of Rokhman (2010), Wuryani (2018), Abadi, et al. (2017), and Azmy et al. (2018), which state that textbooks are essential and functional books for students. Textbooks provide detailed and precise descriptions of subjects according to the field of study. Through this textbook, students can obtain knowledge information other than a teacher. Furthermore, even textbooks can provide well-organized study materials and questions as evaluation material for students. In addition, textbooks can motivate students to learn (Rokhman, 2010; Abadi et al., 2017; Azmy et al., 2018; Wuryani, 2018). The outcomes of this study validate earlier research regarding the value of e-books for Generation z. E-books are more popular among students of generation Z. This research is in line with the learning style of Generation Z, which places a greater emphasis on images and hands-on experiences than it does on reading text. As a result, the production of e-books needs to incorporate various educational materials, such as concise audio and video explanations, animations, and infographics (Saripudin et al., 2022).

The Limit of Respecting Cultural Diversity Attitudes

According to the research presented above, nationalism is an upward tendency among Experiment classes. However, the high category does not encompass all facets of nationalism. Some of the more minor ones are. Aspects such as rising concern for the nation's sustainability and maintaining respect for the country's cultural variety need to undergo further reinforcement. This component is still not functioning as well as it should, and the reason for this is that history is still Java-centric.

This outcome is consistent with a study published during the Covid-19 Pandemic Era named *Online Learning and Distortion of Character Education*. Character education has suffered due to the rise of online distance learning, which has led to a blurring of traditional boundaries. Students' religious beliefs, sense of nationality, independence, willingness to cooperate and character integrity have all been damaged due to the introduction of online distance education. Therefore, it is vital to engage in mixed learning to prevent the distortion of character education that can result from engaging in online learning (Mithhar et al., 2021).

One alternative to strengthen aspects of cultural pluralism and diversity and increase awareness of the nation's sustainability is to integrate the issue of multiculturalism into the curriculum. Hasan (2012) explains that there are reasons why multicultural education is needed. (1) the occurrence of social inequality in Indonesian society, (2) community mobility and cultural encounters that are increasingly intensive, (3) the more open regions in Indonesia, (4) the variety of conflicts that often occur due to cultural misunderstandings, and (5) eliminating myths and interpretations that threaten national unity (Hasan, 2012b, 2012a).

The presentation of various narratives about the participation of all of the nation's children in creating Indonesia aims to promote multicultural education. To put it another way, understanding nationalism needs to take into account the many roles that different regions and individuals from those regions have played throughout Indonesian history. When studying nationalism, students need to discuss historical events that took place in their cultural environment, as well as in other cultural surroundings and nationwide. The topics discussed are not restricted to political issues but also encompass other aspects of human life (Hasan, 2012a).

Through multicultural education, students are expected to acquire specific social skills. According to Jarolimek, these social skills are (1) Living and working together, taking turns, respecting the rights of others, being socially sensitive, (2) earning self-control and self-direction,

(3) Sharing ideas and experiences with others (Kurniawati, 2010). These social skills are relevant to fostering concern for the nation's sustainability in the midst of learning in the highly individualistic Era of the pandemic. Because of that, development book text to the front is also necessary to notice aspects of social skills so that aspects of social nationalism could come true optimally. One of them is with method development stages reflection and problem-solving on problem what is happening now collaborative. With so, hope book texts are capable of strengthening nationalism students by more whole.

Conclusion

The study results show that using e-books in virtual learning has significantly contributed to the development of a nationalism attitude among students. Students can better learn the basics about the significance of nationalism when they have access to textbooks, especially in distance learning. The distribution of free textbooks also contributes to the teaching of national pride. To maximize the effectiveness of online education, it is important to use high-quality, easily accessible virtual learning resources entirely with digital textbooks, students can easily access the material anytime, anywhere. Students enrolled in online programs easily access digital book-reading devices like smartphones, tablets, and laptops. These days, students have easier access than ever to a wealth of resources. On the one hand, students benefit practically and academically from having access to a wide selection of digital books. On the other hand, however, there has been a change in when and where students learn best.

Students' national pride can be enhanced by incorporating various ethical principles in e-books. Students who used digital textbooks showed less nationalism than those who did not, according to a study with a quasi-experimental design. Micro and macro-scale scientific studies have proven this to be true. An electronic book needs to be written immediately because it will cause an immediate crisis in the educational system. The need for a digital learning resource that promotes student autonomy within online education has only increased since the onset of the pandemic crisis.

Limitation

This research has resulted in the production of digital textbooks employing visual learning elements. However, it has not yet incorporated audio, video, or multimedia sources and media. Consequently, the creation of learning tools and learning media to supplement this textbook is not yet complete. This study was undertaken during a pandemic; therefore, education is conducted online. This study does not, however, compare nationalism before the epidemic with nationalism during the pandemic. Therefore, a comparative examination of the situation of nationalism throughout the pandemic and post-pandemic periods would be fascinating.

Future Recommendation

According to the findings, this study recommends the provision of (1) thematic textbooks for nationalism from other historical periods to assist students to seek inspiration about the significance of nationalism throughout history; and (2) learning tools that integrate the use of digital textbooks that have been developed to enrich learning resources to foster nationalism values and attitudes.

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