

# **Enculturation Model of Nationalism at Elementary Schools Based on the Character Education in Semarang City, Central Java Province, Indonesia**

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## **Abstract**

Indonesian nationalism is an ideology agreed among the Indonesian political elites. The ideology was internalized in all Indonesians through several ways, especially in education. Until the end of Suharto era, nationalism was very strong and learned by the students in all level of education. History and civics education were the main subject matter which forced the nationalism ideology from the state perspective. After the New Order outbreak (1998), civics and history were not being main subjects at school. For several times, there was degradation of nationalism among the student of Indonesia. Since 2013, the Indonesian Minister of Education and Cultural introducing the “Character Education” to increase nationalism for the students from elementary to senior high school. The problem was the method of implementation was not good. Thus, this research tried to make a new model to teach nationalism for the students at elementary schools by considering the weakness of the factual teaching models. The results showed that the character education for teaching nationalism at the elementary schools was varied and non-standard. Nationalism-based character education at elementary schools had not been managed properly as a part of school management. In addition, the research findings showed that internalization of nationalism for the students was determined by the effectiveness of the enculturation management model. Moreover, the results of this study may be applied and developed in order to create students’ nationalism in Indonesia through the enculturation process. The process would succeed after the school management was involved in applying that habituation in the school environment.

**Keywords:** enculturation, nationalism, model, elementary schools.

## **INTRODUCTION**

Nationalism is an ideology which refer to the loyalty of people which is dedicated to the country (Kohn, 1955/1976). In the case of Asian Countries, including Indonesia, this refers to an imagined community. This

was taken place in the early of twentieth century when the Indonesians colonized by the Dutch. As an imagined community, Indonesian nation was on the people's mind (Anderson, 2006).

The imagination of the Indonesian nation initially was only on Indonesian intellectual elites' minds established by the National Struggle Organization, such as Muhammad Hatta (Indonesian Unity), Ki Harjar Dewantoro (Indian Party) Sukarno (National Indonesian Party, and so on (Wasino, 2006, p. 6-7). After Indonesian Independence (17 August 1945), the conception of nationalism was spread in several areas and with several strategies as well. Education at school was the most important thing to encourage enculturation of nationalism. History and civics education were the most popular subjects to educate nationalism to the students from all level of education. During Suharto era, this was implemented in "*Pendidikan Sejarah Perjuangan Bangsa*" and "*Pendidikan Moral Pancasila*" as an indoctrination of nationalism to their country.

Since Indonesian Reformation (1998), the nationalism education decreased considerably. *Pendidikan Sejarah Perjuangan Bangsa* was abolished and *Pancasila* was not intensively learned by the students from the early stage as elementary schools. Some elders said that this could lead a nationalism decrease among the students.

The weakening nationalism of the elementary school students became a concern for most parents and teachers in the last decade. The phenomenon of a nationalism deterioration which was marked by the lack sense of nationalism was a nationalism degradation resulted in a weak development of nationalism-based national character education at elementary schools. Thus, the implementation of 13<sup>th</sup> National Curriculum of Schools in Indonesia schools had to teach the character education, especially nationalism education.

The nationalism degradation could be seen from the lack respect of the symbol and state attribute, national anthem and national ideology. The weaning nationalism development at school was such an iceberg phenomenon. For instance, a particular school was reluctant to conduct a flag ceremony, and another school prohibited its students to sing Indonesia Raya as the national anthem and also read Pancasila text. Those occurred in the Metesih Elementary School, Karanganyar and Al-Irsyad Junior HighSchool Tawangmangu, Karanganyar (Solo Post, 2011). Therefore, this showed the significance of a nationalism development at elementary schools.

Meanwhile, most elementary schools in Indonesia did not have standard guidelines in order to develop students' nationalism. After the revocation of MPR Decree number II/MPR/ 1978 on the implementation of P4 (*Pedoman Penghayatan dan Pengamalan Pancasila*), the available instrument for developing an effective nationalism at elementary schools had not been established. Consequently, there was a tendency for each elementary school to develop nationalism guidance partially and to implement them based on each different characteristic which resulted in an ineffective nationalism development for the elementary school students.

Researches related to the nationalism development were still varied in focus. In Western Europe, such as Northern Ireland or Eastern Europe (several countries as formers of Yugoslavia), focused on a national identity and the formation of a nation (Nagle & Clancy, 2011). Then, the researches on nationalism in Germany emphasized on a national pride (Idriss & Rottenberg, 2011), and researches in Hongkong tended to emphasize the formation of political attitudes (Shan, 2010). Moreover, the former colonies such as Indonesia, Burma, and Vietnam, the nationalism was developed as a social integration and national unity (Anderson, 2006).

The problems in this study were a). how the model of enculturation management of nationalism-based character education at elementary schools in Semarang was, b) how the development of the enculturation

management of the nationalism-based character education was and c). how the effectiveness of nationalism-based character education was. The research was conducted in an informal education at elementary schools in Semarang. The result of this research is the development model to be applied at elementary schools in Indonesia.

## **Nationalism**

Allport (Gross, 2013, p. 40; Azwar, 1998, p. 8) defined attitude as a mental and neural condition through experiences which gives directive or dynamic influence to the individual responses toward all objects and situations associated with it. At the first time, nationalism conception came from an understanding of the nation. Kohn (1976, p. 11) mentioned that nationalism is a notion stating that the highest fidelity had to be given to the nation. In addition, Smith (2002, p. 10) stated that nationalism is as an ideology that regards the nation at the center of the problem and it seeks to enhance its existence. Nationalism was a condition of a person's mental readiness in answering and responding the problems in society, nation and state based on the noble values of national culture – Pancasila which is based on the Constitution of 1945 in the framework of *Bhineka Tunggal Ika* and Republic of Indonesia.

Nationalism is considered as the national character and identity marking the nation which is unified through the symbols of the national anthem, flag, and language. This creates a new feeling which does not regard the difference, or it is often referred to as "shared feeling". To do so, national identity is also considered the inherent social identity. The people will consider them intertwined with others to have the same feeling of shared-collective senses. These aspects need to be nurtured, maintained and passed from generation to generation as an effort to strengthen national foundation. The strong national identity will eventually form a national character as defined by Inkeles (1997, p. 5) as a way to see the culture and behavior of the individual patterned culture or as a way to measure the coherence of cultural values or forms of behavior.

Indonesian nationality and nationalism as a major part of national awareness do not appear instantly, but they must be enhanced, developed and given in the life of nation and state. Nationality is the most basic way to unify all community members which historically and culturally have the urge to be united without any selflessness in the nation. In a national vision, there is an embedded demand of a nation to establish its true identity as a nation. This believes the cultural values born and flourished as the embodiment of its personality (Sumarjoko as cited in Soegito, 2012, p. 4). Hence, the national development effort needs to be continuously implemented. The expected result is the birth of a solidarity sense as a nation, Indonesia (Hamuni, 2008, p. 83).

The nationalism value is a value system that must be inherited to the younger generation in order to maintain national values which include cognitive, orientation value, and affective aspects (Kartodirdjo, 1990, p. 245). The values needed to be developed are as follows.

- a. Speak Bahasa Indonesia correctly and appropriately
- b. Possess patriotism
- c. Be loyal to others
- d. Use domestic products
- e. Promote unity
- f. Preserve and develop both local and national values as well as cultures

g. Preserve and develop pillars of the nation namely Pancasila, the 1945 Constitution, the Republic of Indonesia and *Bhineka Tunggal Ika*.

The formation of nationalism cannot be separated from social interaction. Mercer and Clayton (2012, p. 10-12) stated that many researches on attitudes indicate that the attitude is socially constructed. The conditioning, imitation and cognitive-based attitude formation have an important role.

The social attitude is constructed by social interaction experienced by individuals. This is influenced by personal experience, culture, and others which are considered important, mass media, institutions or educational institutions and religious institutions as well as emotional factors within the individuals (Anwar, 1998, p. 30). Schools as formal educational institutions have an important role in the development and inheritance system of nationalism values. This is due to the role of school as a formal educational institution conceived to carry out reproduction, awareness and mediation functions simultaneously (Danim, 2006, p. 2).

## **Enculturation**

Herkovits (1964, PP. 92-93) defined enculturation as a process of conscious and unconscious habituation, and as a maintenance of cultural norms of individual's native culture such as essential values, ideas, and concepts. In a broader sense, enculturation is the process of an established culture which informs individuals with continuous norms and acceptable values from which the individuals can finally be accepted into the community for their roles.

The concept of enculturation includes skills of how to behave, acknowledge of cultural standards, codes of symbols such as language and arts, motivation supported by culture habits of how to respond, ideology, and attitudes. This concept is identical to socialization. According to Gillin (1954, p. 643), socialization is a process that brings individuals to become functional members in a society and to behave according to the standards of the group, to follow the habits of the group, to apply group traditions and to adapt themselves to the circumstances faced to be accepted by others in the group.

In the educational context, the concept of enculturation is defined as an education in the broader sense which includes family education, school and community. The school is a part of the processes of this enculturation (Singleton, 1988, p. 30). Linton (Shimahara, 1970, p. 143) interpreted the concept of enculturation as a step of mechanism of how to transmit values in the cultural changing situation.

Haviland (1978, p. 16) emphasized that enculturation is as a cultural inheritance. This is a process of how culture is inherited from one generation to the next generation and from which individuals become members of their community. As a cultural process that teaches individuals about the norms and cultural values prevailed in society, the enculturation can also be seen as a process of cultural transmission (Dobbert, 1984, p. 276). In the context of education, the theory of cultural transmission contains five characteristics. First, it provides the fundamental concept of how the culture is defined. Second, it has focus as the learning plan for the community. Third, it provides guidance for the process of investigation and learning for humans. Fourth, the cultural transmission gives facts about the various modalities which include observation, knowledge, skills and conscious thought. Fifth, it provides a framework to develop comparisons and predictions of experienced cultural transmission.

Related to the concept above, Kottak (2007, p. 4) stated that enculturation is a cultural process currently setting up to teach norms and values to the individuals which are received from the culture or society where the individual lives. The individuals may become members of the community and fulfill their function and role in that community. This type of education focuses on fine art - knowledge which is based on one's culture. Hence, a child or an individual learns and adjusts his/her mind as well as attitudes, system of norms, guidelines, and regulations in the culture.

Spindler (Shimahara, 1970, p. 143) emphasized more on enculturation related to behavior - enculturation is a process of individuals' learning toward their culture through experiences, observations and instructions. Here, learning is defined as the process of how to develop knowledge, skills and attitudes needed to participate in the community, to practice cultures and to become a full-membership in the society. According to Fortes (Koentjaraningrat, 1990, p. 229-231), the process of enculturation to transmit cultural elements is practiced through some stages which include imitation, identification, internalization, and externalization.

## **METHODS**

The study was conducted in eight different elementary schools in Semarang. The approach was qualitative by employing research and development method (R&D). The procedure of the development used three phases: a preliminary study to describe the management model of nationalism-based character education at elementary schools, the development stage to develop an effective management model of enculturation, and the test stage to test the effectiveness of the management model of enculturation at elementary schools.

Data collection techniques in the preliminary study were interview, observation, documentation and reflective test. Then, in the development stage, focus group discussion, recording and documentation were used, and in the third stage, the techniques were test, interview, intent observation and focus group discussion. To analyze the data, exploration was used in the pre-elementary research and R & D was for the development stage. Meanwhile, descriptive qualitative analysis was used in the test stage.

## **FINDINGS AND DISCUSSION**

### **Findings**

The preliminary finding of this study indicates that the implementation of nationalism-based character education at elementary schools in Semarang has not been standardized and it is still varied depending on the characteristics and orientation of each elementary school. There are four schools' attitude in implementing nationalism-based character education namely (a) the schools which implement character education based on their condition, (b) the schools that implement character education based on religious values in line with their characteristics (c) the schools that implement character education with their improvisation and creativity and (d) the schools that implement character education based on the natural environment.

In the management aspect, this is found that the enculturation management of nationalism-based character education at elementary schools in Semarang has not been planned, coordinated, implemented, and

measured optimally. Most of the schools have generally implemented character education, but they have not oriented on the establishment and development of nationalism.

This study found that the model of enculturation management of nationalism-based character education is effective to improve students' nationalism at elementary schools. This model emphasizes on the importance of planning of nationalism-based character education explicitly at the school development plan (RKS), annual work plan (RKT), budget and expenditure plan (RAPBS) and the explicit learning aspects in the planning documents of learning based on the curriculum at the unit level of education in the form of syllabus and lesson plan. The enculturation of nationalism-based character education is carried out through the integration of curriculum, extracurricular or student coaching, and leadership activities coordinated by the school principle.

To achieve the basic attitude of students' nationalism, the teachers are supposed to guide, to teach nationalism values based on the class level, to test the competence achievement and to give appreciation. Furthermore, this needs support from parents. The parents' supports can be in the forms of assisting, confirming and monitoring the students' achievement related to the basic attitude of nationalism. In doing so, the involvement of the Primary Education Unit (UPTD) in the district and school supervisor is important to provide supervision and mentoring. Both school committee and parents become partners in order to support and to supervise the implementation of the enculturation process.

This study also found that nationalism-based character education is a result of habit acquired through learning, extracurricular, habituation and leadership in school environment. Education is not just a transfer of scientific information from a teacher to the students, but also a transformation of values to the students. The development of this model is effective to form of students' nationalism by the support and participation of parents at home. The support is important to foster the students' motivation related to nationalism achievement.

The development of nationalism-based character education for elementary school students need to be done in the early periods which is measurable and sustainable implemented. This will strengthen the attitudes through knowledge, appreciation and experience. The longer the process of learning value is, the stronger the value will be internalized in the students.

The findings of this study indicate that the effectiveness of the enculturation management is influenced by the individuals' readiness and the involvement of collective mentality. The readiness refers to individuals' psychological mentality for a learning experience, whereas the collective mentality is the individual's engagement with his/her social life. Moreover, this study also found that the students' nationalism development is influenced by the effectiveness of appreciation by the achievement of the basic nationalism. Each individual has desires and expectations, and as individual and social beings, the people need respect and appreciation from others. The individual's attitude is affected by the responses from others. Based on the educational theory, developing a positive attitude is carried out through reinforcement. Appreciation is basically a reinforcement to build nationalism for elementary school students.

## **Discussion**

Based on the findings, this study develops a discussion of enculturation management in order to build nationalism. Related to the relationship between standardization of enculturation management and the successful establishment of nationalism, the success of students' nationalism relies on the standardized

enculturation management of nationalism-based character education at elementary schools. The more standardized management is, the higher success the students' nationalism will be. The more non-standard management is, the lower success of the students' nationalism will be.

The explanation above can be explained as follows.

1. If the enculturation management of nationalism-based character education is standardized from which the success of students' nationalism is high, it can be concluded that this management is effective.
2. If the enculturation management of nationalism-based character education is not standardized from which the success of students' nationalism is high, it can be concluded that this management is stagnant.
3. If the enculturation management of nationalism-based character education is not standardized from which the success of students' nationalism is low, it can be concluded that this management is failed.
4. If the enculturation management of nationalism-based character education is standardized from which the success of students' nationalism is low, it can be concluded that this management is not effective.

The second explanation related to the development of enculturation model is the effectiveness of nationalism-based character education which depends on the availability of the development model of the planned, coordinated, implemented, and measured enculturation management. The more well-planned, coordinated, implemented, and measured the model is, the more effective a nationalism-based character education will be. The more unplanned, uncoordinated, unimplemented, and unmeasured the model is, the more ineffective nationalism-based character education will be.

It can be stated as follows.

1. If the development model of enculturation management of nationalism-based character education is planned, coordinated, implemented, and measured from which the enculturation process becomes effective, the management model of the enculturation is effective.
2. If the development model of enculturation management of nationalism-based character education is not planned, coordinated, implemented, and measured from which the enculturation process becomes effective, the management model of enculturation is stagnant.
3. If the development model of enculturation management of nationalism-based character education is planned, coordinated, implemented, and measured from which the enculturation process becomes ineffective, the management model of enculturation is failed.
4. If the development model of enculturation management of nationalism-based national character education is planned, coordinated, implemented, and measured from which the enculturation process becomes ineffective, the management model of enculturation is not effective.

Related to the effectiveness of the management model, it can be stated that the development of students' nationalism is determined by the effectiveness of the development model of nationalism-based character education. The more effective the development model of enculturation management is, the higher success of the students' nationalism will be. The more ineffective the development model of enculturation management is, the lower success of the students' nationalism will be,

The explanation above can be stated as follows.

1. If the development model of enculturation management of nationalism-based character education is high from which the students' nationalism is successful, the effectiveness of this model is effective.

2. If the development model of enculturation management of nationalism-based character education is low from which the students' nationalism is successful, the effectiveness of this model is stagnant.
3. If the development model of enculturation management of nationalism-based character education is low from which the students' nationalism is low, the effectiveness of this model is failed.
4. If the development model of enculturation management of nationalism-based character education is high from which the students' nationalism is low, the effectiveness of this model is not effective.

The results of this study indicate that the effectiveness of the students' nationalism depends on their habituation of nationalism in the education unit. The more intensified the habituation of nationalism in the education unit is, the more effective the development of the students' nationalism will be. The less intensified the habituation of nationalism in the education unit is, the less effective the development of the students' nationalism will be.

Those explanations can be stated as follows.

1. If the intensity of the habituation of nationalism-based character education is high from which the effectiveness of the students' nationalism is high, the intensity form of habituation is effective.
2. If the intensity of the habituation of nationalism-based character education is low from which the effectiveness of the students' nationalism is high, the intensity form of habituation is stagnant.
3. If the intensity of the habituation of nationalism-based character education is low from which the effectiveness of the students' nationalism is low, the intensity form of habituation is failed.
4. If the intensity of the habituation of nationalism-based character education is high from which the effectiveness of the students' nationalism is low, the intensity form of habituation is not effective.

The results of this study find the significance of support from parents to develop nationalism which is related to the goal of character education at elementary schools. Hence, it can be concluded that the effectiveness of the students' nationalism is affected by the support from parents in the process of the enculturation. The higher the level of support from parents in the enculturation process of nationalism-based character education is, the more effective the development of the students' nationalism will be. The lower the level of support from parents in the enculturation process, the less effective the development of the students' nationalism will be.

It can be stated as the followings.

1. If the support from parents related to nationalism-based character education is high from which the effectiveness of the development of the students' nationalism is high, the support of parents toward the development of the students' nationalism is effective.
2. If the support from parents related to nationalism-based character education is low from which the effectiveness of the development of the students' nationalism is high, the support of parents toward the development of the students' nationalism is stagnant
3. If the support from parents related to nationalism-based character education is low from which the effectiveness of the development of the students' nationalism is low, the support of parents toward the development of the students' nationalism is failed.
4. If the support from parents related to nationalism-based character education is high from which the effectiveness of the development of the students' nationalism is low, the support of parents toward the development of the students' nationalism is ineffective.



Based on the finding, conception, theory and developed products, the development of students' nationalism will be effective if it is done in the early periods in planned, structured, and sustainable ways. The earlier and more planned, structured, and continued the nationalism-based character education is, the more effective the formation of students' nationalism will be. The slower, unplanned, unstructured, and unsustainable of it is, the less effective the students' nationalism will be.

It can be stated as the followings.

1. If the enculturation process of nationalism-based character education is proceeded in the early periods in planned, structured and continued ways from which the effectiveness of the students' nationalism is high, the process of enculturation is effective.
2. If the enculturation process of nationalism-based character education is proceeded in the late periods in unplanned and unstructured ways from which the effectiveness of the students' nationalism is high, the process of enculturation is stagnant.
3. If the enculturation process of nationalism-based character education is proceeded in the late periods in unplanned and unstructured ways from which the effectiveness of the students' nationalism is low, the process of enculturation is failed.
4. If the enculturation process of nationalism-based character education is proceeded in the early periods in planned, structured and continued ways from which the effectiveness of the students' nationalism is low, the process of enculturation is ineffective.

The individual's mental characteristic is produced by the individual's enculturation process. It can produce a balance between individual's mentality and collective mentality. The enculturation shows a pattern or attitude expressed through activities of its members. Hence, the effectiveness of the students' nationalism is affected by the individual's optimal readiness and the involvement collective mentality. The more optimal of the students' readiness and involvement is, the more effective the students' nationalism will be. Then, the less optimal of the individual' readiness and the involvement of collective mentality, the less effective the students' nationalism will be.

The statement above can be explained as follows.

1. If the individual's readiness and the involvement of collective mentality in the nationalism-based character education is high from which the effectiveness of nationalism is high, those readiness and involvement are effective.
2. If the individual's readiness and the involvement of collective mentality in the nationalism-based character education is low from which the effectiveness of nationalism is high, those readiness and involvement are stagnant.
3. If the individual's readiness and the involvement of collective mentality in the nationalism-based character education is low from which the effectiveness of nationalism is low, those readiness and involvement are failed.
4. If the individual's readiness and the involvement of collective mentality in the nationalism-based character education is high from which the effectiveness of nationalism is low, those readiness and involvement are ineffective.

The individual as individual and social human beings need respect from others. The elementary school students have a tendency to repeat an act in which they consider that the act gets a positive reaction and response

from others. It can be concluded that the success of the nationalism development is determined by the effectiveness of appreciation and motivation to the students. The more effective the appreciation is, the higher the success of students' nationalism will be. The more ineffective the appreciation to the students is, the less success of the nationalism will be.

The statement above can be explained as the followings.

1. If the effectiveness of the achievement of basic nationalism is high from which the success of nationalism attitude is high, the appreciation toward nationalism development is effective.
2. If the effectiveness of the achievement of basic nationalism is low from which the success of nationalism attitude is high, the appreciation toward nationalism development is stagnant.
3. If the effectiveness of the achievement of basic nationalism is low from which the success of nationalism attitude is low, the appreciation toward nationalism development is failed.
4. If the effectiveness of the achievement of basic nationalism is high from which the success of nationalism attitude is low, the appreciation toward nationalism development is ineffective.

From the discussion above, it can be concluded that the success of the students' nationalism development depends on the following factors: 1). a standard enculturation management of nationalism-based character education in the education unit, 2). the effectiveness of the enculturation management model in developing the students' nationalism, 3). the support from parents and assisting teacher in accordance to nationalism-based character education, 4). the implementation of enculturation process of nationalism-based character education in planned, structured and continuous ways, 5). the individual's readiness and collective mentality involvement, 6). the appreciation given to the students in achieving the basic nationalism.

The development of enculturation management of nationalism-based character education in order to establish nationalism is called '*Hari Wul*' theory. This theory emphasizes the importance of enculturation management in developing nationalism through six factors. The basic principle of this theory is that the effectiveness of the enculturation management of nationalism-based character education is the key to develop the elementary school students' nationalism. The higher the effectiveness of enculturation management is, the higher the success of the nationalism will be, and the lower the effectiveness of the enculturation management is, the lower the success of the students' nationalism will be. The eight factors are the keys to the success of the students' nationalism at elementary schools through the process of enculturation.

This concept can be seen from the following figure 1 (see appendix). The concept in figure 1 is described as follows.

1. If the effectiveness of enculturation management of nationalism-based character education is high from which the success of nationalism development is high, this form of enculturation management is effective.
2. If the effectiveness of enculturation management of nationalism-based character education is low from which the success of nationalism development is high, this form of enculturation management is stagnant.
3. If the effectiveness of enculturation management of nationalism-based character education is low from which the success of nationalism development is low, this form of enculturation management is failed.
4. If the effectiveness of enculturation management of nationalism-based character education is high from which the success of nationalism development is low, this form of enculturation management is ineffective.

The enculturation management of nationalism-based character education at elementary schools which is conducted by optimizing the eight factors is effective to develop the basic attitude of nationalism. The consistency of the students' within a certain period strengthens the students' nationalistic behavior.

## **CLOSING**

### **Conclusions**

Based on the research findings and discussion, the conclusion can be stated as follows.

The implementation of nationalism-based character education at elementary schools in Semarang is varied, and it has not been standardized. The more standardized the enculturation management of nationalism-based character education at elementary schools is, the more effective the development of the students' nationalism will be.

The model of enculturation management of nationalism-based character education at elementary schools in Semarang has not been planned, coordinated, implemented, and measured. The more well-planned, coordinated, implemented, and measured of the enculturation management is, the more effective the enculturation process of nationalism-based character education at elementary schools will be.

The development model of enculturation management of nationalism-based character education is effectively applied in developing the students' nationalism. The more effective management model of nationalism-based character education is, the higher the success of the students' nationalism will be.

### **Suggestions**

1. The results of this study are expected to be implemented by the Ministry of Education and Culture for the establishment and development of the elementary students' nationalism in Indonesia through enculturation process as the material for the Defense and National Security Council in order to develop national defense through education.
2. The products produced by this study are expected to be used as the standard establishment and development of nationalism-based character education at elementary schools in Indonesia as a form of appreciation and practices of Pancasila. In addition, this also strengthens the ideology of nation.
3. The study is expected to be developed later in junior high schools, senior high schools and higher educations in order to establish and to develop nationalism. Furthermore, the implementation of which is adapted to the characteristics and the psychological development level.

**APPENDIX**

Figure 1. The correlationship between the effectiveness of enculturation management and the success of nationalism

The success of Nationalism  
Development (Y)

X Low Y High	X High Y High
X Low Y Low	X High Y Low

The effectiveness of  
Enculturatioan Management  
(X)

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