



## **Environationalism: An Integration of Environmental Science into Nationalism Education to Transform Cognitive Knowledge into Affective Knowledge (Study Case: Tunas Muda International School)**

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### **Introduction:**

Nationalism is an abstract issue to teach, especially to teenagers in a cosmopolitan city such as Jakarta, Indonesia. There are many new upper class families in such a big city. Children born from these families, in general, do not experience any form of financial struggle. For these children it is difficult to imagine the ways in which Indonesian national heroes struggled against various colonizing nations. In addition, these children's lifestyle has been influenced intensively by globalization (Dendarwati, 2011). They are exposed to various forms of mass media which present many types of entertainment from different countries such as Korea, USA, India and many other nations. In short, the children's spirit of nationalism has been diluted by changes in lifestyle and by the nature of nationalism education itself. It is crucial for education stakeholders to seek for ways to transform cognitive knowledge in nationalism into affective knowledge that suits teenager learners. This study aims to introduce a new education model, termed Environationalism, that can increase the tangibility of issues raised within nationalism studies by integrating EE into a model for young Indonesians. It is expected that, through this process, the students will experience an elevation in nationalism.

Indonesia's education industry is currently experiencing a high demand for schools which offer international standard education. As the result of this demand, many international schools have appeared in Jakarta. These schools employ international curricula which, broadly, have not been adapted to the Indonesian national standard curriculum. There is very small amount of government supervision in international schools to ensure that nationalism studies are taught within the respective curricula. International schools in Jakarta, including Tunas Muda International School hire many expatriate teachers who, naturally, cannot fully address Indonesian nationalism issues within the curricula. Students in these schools, therefore, experience minimal exposure to nationalism knowledge. Moreover, these students are exposed to a high level of news from various mass media sources concerning corruption within the Indonesian government. These factors result in low nationalist spirit among the Indonesian youth, especially those who go to school in international schools (Bachtra, 2014).

It is crucial for Indonesian educators to understand how important it is to elevate the spirit of nationalism among the youth. They are the next generation who will be responsible for continuing the leadership of this nation. Environmental Education (EE) seeks to impart empirical knowledge that could assist students in their tangible understanding of nationalism. More than just being another form



of natural science, EE can provide an empirical element that can make nationalism studies to be more tangible. The research presented in this paper aims to formulate an education model that integrates EE to elevate tangibility of reasons for Indonesian youths to be proud of their citizenship.

Jean Piaget explains that children are capable to comprehend and solve problems according to their age. Genovese (2003) identifies 4 stages of cognitive development. The phases of development are as follows:

1. Sensorimotor Phase: During the first 2 years of age a child gains knowledge through his or her senses and through object manipulation.
2. Preoperational Phase: From age 2 to 7, children learn through pretend play. During this phase they struggle to apply logical reasoning or empathy.
3. Concrete Operational Phase: From age 7 to 11 children learn to think logically with limited understanding in abstract and hypothetic concepts.
4. Formal Operational Phase: From age 11 to adult, a person is able to absorb logical knowledge continuously and to understand deductive and abstract reasoning.

Furthermore, developmental scientists divide learning into three areas (Emporia.edu, 2014):

1. Cognitive is the learning region that determines with how a person obtains, processes, and utilize knowledge. Benjamin Bloom further divides these sections within the Bloom Taxonomy, namely: knowledge, comprehension, application, analysis, synthesis, and evaluation.
2. Affective is the learning region that relates to attitudes, values, and emotion. The 5
3. stages of affective learning are: receiving or attending, responding, valuing, organization, and characterization.
4. Psychomotor is a learning region that relates to physical skills. Scientists divide the region into 5 stages which are imitating, manipulating, precision, articulation, and naturalization.

The process of knowing begins with human experiences. These experiences can be primary, which involve one or more of the five senses, or can be secondary, which is obtained from secondary sources such as other people, books, or other sources. Because proof is readily founded in primary experience, secondary experience is more reliable and easier to comprehend (Sudarminta, 2002).

Through EE, students learn about the competitive and absolute advantages of Indonesian natural and social environments. Materials presented in EE seek to teach the following information: Indonesia is a maritime country that is strategically located in a junction of international trade routes. The islands of Indonesia are located between 6° North latitude and 11° South latitude and between 95° and 141° East longitude. The country is also placed between the continents of Asia and Australia and between the Pacific and Indian oceans (Sukara & Tobing, 2008). Indonesia's climate is characterized by intensive sunlight exposure and high precipitation of up to 2,500mm per year. This condition promotes very high biodiversity (Davis & Nagle, 2010). With its advantageous location, Indonesia has had contact with many visiting nations. These nations have influenced the development of Indonesian language and culture.

Indonesia is made up of more than 17,500 islands with more than 42 kinds of land ecosystem and 5 kinds of marine ecosystem. Around 50% of plant and 42% of vertebrates live endemically in biological hotspots of this biome. Indonesia's tropical rain forest includes approximately 480 species of trees while its temperate forests generally have approximately 6 species of tree (Davis & Nagle, 2010). This natural wealth gives this nation unparalleled biodiversity (Sukara & Tobing, 2008). The wealth has attracted many nations, some of which have decided to move and to settle in this land. After many years, many tribes emerged to live in this archipelago.

Indonesia is now a home to more than 950 tribes (sp2010.bps.go.id, 2010 / National Statistics Organization). The population has diverse social economic levels and various special skilled communities. The diversity of labour is a strong asset for Indonesia's economy. Almost any good or service will find its target market in this country. Many aspects of Indonesian culture have been shaped



by intercultural interaction. The Indonesian language = known locally as Bahasa Indonesia - evolved from many languages. For example: the word gereja which means church has been adopted from the Portuguese word igreja. The word lemari also comes from Portuguese word almario which means cupboard. (Nuseschool.wordpress.com, 2010). The prevalence of rice in Indonesian cuisine is an example of Indian cultural influence. All of these facts can be considered national cultural assets. The competitive and absolute advantage of the Indonesian natural and social environment should be impressed upon Indonesia's youth so that they might learn to be proud of their citizenship.

This paper proposes an education model called Envirnationalism which is a combination of traditional nationalism studies and EE. Traditional nationalism studies taught in Indonesian schools consist of Pancasila philosophy and national history. EE, conversely, focuses on the absolute and competitive advantage of the Indonesian natural and social environment. This new education model is expected to increase the level of tangibility of students in their national pride. This cognitive knowledge is expected to transform into affective knowledge, evidenced by an increased positive attitude toward nationalist issues (Johnson, 2009). The research which follows seeks to prove the model's effectiveness. The education model was applied among year 11 students in Tunas Muda International School, Jakarta.

Since nationalism involves understanding values and emotions, nationalism studies is included in affective knowledge. With EE, knowledge about nationalism can be constructed in the human mind by way of the senses. EE deals with scientific primary experience that can be empirically proven (Sudarminta, 2002, p. 34). Naturally, it is easier to understand primary experience than secondary ones.

When EE is being taught as theory in class, students tend to show an increase in cognitive knowledge. However, the aim of this research is to increase their affective knowledge which is nationalist spirit. The purpose of this research is to measure if students change from being indifferent toward nationalism to being more positive toward nationalist issues. Attitude is defined as a mental state of readiness that is generated from experiences, giving a direct impact on a person's response to all things and conditions with which it is related (Simmons, 2001).

According to "Affective-Cognitive Consistency theory", written by Rosenberg and Hovland, attitude consists of cognitive components which include viewpoints or thoughts about the issue and affective component which includes a positive or negative feeling toward the issue. When both components agree, a stable attitude is developed and furthermore, the subject will display predictable behaviour. Cognitive information that is delivered in persuasive manner will change both affective and cognitive components and at the end, will shape the student's attitude toward the teacher's aims (Simmons, 2001).

The model presented here has been developed by following constructivist philosophy. Constructivism theory was initiated by Jean Piaget, David Ausubel, and Lev Vygotsky. The theory states that human cognitive development is a process that relates to previous knowledge, including perception, persepsi, memory, and other form of knowledge (Johnson, 2009). In other words, knowledge is developed from the accumulation of experiences (Cakir, 2008).

In the process of knowing, human understanding is formed through interaction between a human and his or her environment. This is the basic concept of constructivism. Knowledge is a form of construction that consists of experiences that include learning material, student's activities, and the aims of learning itself (Savery & Duffy, 2001). This process requires that a subject have the ability to remember and explain experiences, compare and make decision, and at the end, show a preference of one experience over others (Meliono, 2010).

Materials: Questionnaire set and teaching materials such as power points and text book.

Methods: The empirical research presented here used a qualitative approach with qualitative method because the research utilized qualitative variables, namely the tangibility level of reasons to be proud



of being Indonesian and level of spirit of nationalism. The aim of this research is to develop an education model that integrates EE to increase the tangible level of nationalism among students.

The research is designed to be conducted in six levels:

1. A preliminary survey to indicate the existing level of nationalism among respondents.
2. The development of an education model which integrates EE
3. The application of the Environmentalism education model at Tunas Muda International School – Meruya, Jakarta
4. A second survey to identify changes of the variables through a deep interview with education stakeholders (teachers, parents, and students).
5. An analysis of the quality of changes and its association with the Environmentalism education model
6. A conclusion

This research was conducted at Tunas Muda International School, which is located in West Jakarta, Indonesia. Tunas Muda is an international school but more than 95% of the student population are Indonesian citizens. Approximately 50% of the teaching staff are Indonesian, including the author. This condition reflects the preference among Jakarta's upper class society for international standards of education. This preference is a result of globalization and the consequent allure of a cosmopolitan lifestyle.

The teaching method used in this study agrees with constructivist theory, specifically that students gain knowledge from a variety of experiences, not merely from a teacher's point of view. In this theory, the teacher functions as a facilitator for a variety of experiences that aim to construct understanding in students' minds (Savery & Duffy, 2001). To increase empirical experience, students conducted various activities such as indoor scientific experiments, literature research, and making an artistic collage about Indonesia's environment. These experiences also agree with Bloom's taxonomy process of cognitive learning that should involve remembering, understanding, applying, analyzing, evaluating, and creating (Krathwohl, 2002).

Based on affective-cognitive consistency and constructivism theory, the model used in this paper involves a series of phases:

**Phase 1: Theory.** The purpose at this stage is to edify cognitive knowledge regarding the environmental advantages of Indonesia. Although in constructivist education theory, the teacher is regarded as the facilitator of the education process, it is important to establish a knowledge framework to that ensure students are acquiring the desired knowledge. The teacher should not only function as a person who transfers knowledge but must also appear as the motivator and facilitator of learning.

**Phase 2: Exploration.** At this step students are exposed to empirical experiences. Students will start to appreciate positive things about the Indonesian environment. Scientific exploration can be done in numerous ways; students can visit a conservation area and do measure organic pollution using Trent Biotic Index method, Simpson's biotic index or Biochemical Oxygen Demand methods, for example.

The exploration step does not merely involve scientific exploration, but should also include art or cultural exploration as well as the study of local literature. Students will learn to appreciate not only the biodiversity or other physical advantage of the environment, but also the social aspects of the environment, including the richness of Indonesian cultural diversity. The students were asked to construct an artistic project or literature review by gathering information regarding a specific region of Indonesia. For example, they may present information regarding the province of Papua. Students are expected to find out about natural assets in term of minerals, biodiversity, and the presence and nature of ethnic tribes. They may ask questions such as; are there any companies that are exploiting the area?; if so, are these foreign or local companies?; are profits distributed in a fair way to local people?; are there any economical or political conflicts taking place in the area? Students also should research



historical events and national heroes from the area. At the end of this phase students should gather all of the information in a form of booklet or artistic collage. At this stage cognitive knowledge is being confirmed through various primary experiences.

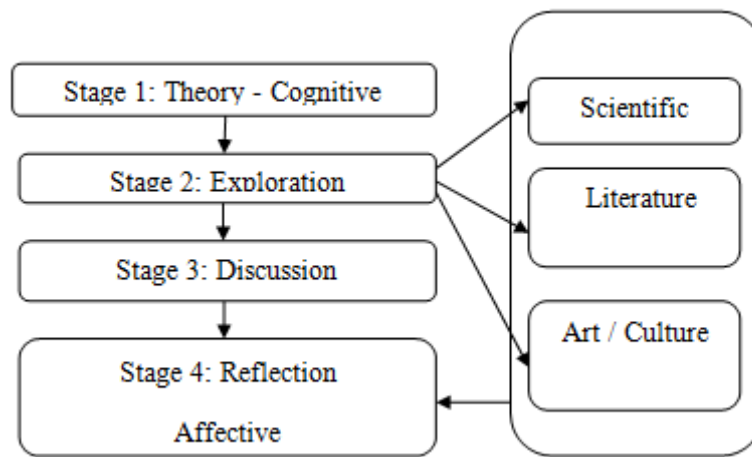
### Phase 3: Discussion

Discussion involves both cognitive and affective exercises as the subject confirms or rejects cognitive knowledge. By exploring different opinions the attitude of each group member will sharpen.

### Phase 4: Reflection

Reflection involves responding, valuing other's opinions, and organizing his or her own opinions concerning issues being discussed. All of these actions are effective exercises for a student.

In summary, these steps can be drawn in the figure below:



**Figure 1: Environmentalism Education Model**

With criterion sampling techniques, a year 11 environmental science class students were chosen to be respondents. The total population of year 11 in Tunas Muda International School is 60 students. The respondents were chosen because they fulfil the following criteria: (a) Indonesian citizenship, (b) experience in EE, (c) participation in this research would not interrupt the students in their school learning priorities. Year 10 students were not chosen because they are not exposed with environmental science in their studies. Year 12 students are currently focusing on their upcoming International Baccalaureate (IB) final exams and the many preparation activities involved in applying to universities and, as such, are also unsuitable. Those students who were selected filled in a questionnaire before and after the Environmentalism curriculum was taught.

The curriculum model was taught for 9 weeks. A change in results would be indicated by changes in the value of the variable of this experimental research. Out of the 60 year 11 students, only 37 students chose EE as their science subject. These students became the respondents of this research. The second group used in this study are teachers. There are 15 high school teachers at Tunas Muda International School, but only those with Indonesian nationality were interviewed, which amounts to only four individuals. From 77 parents of respondents, only four agreed to participate in the interview session.

The questions in the questionnaires, focus groups, and deep interviews used in this study are designed to reflect the level of nationalism of the students. Students answered all questions before the segment of Environmentalism curriculum was taught. The four Indonesian teachers that teach these students also participated in an interview to give their insights regarding students' nationalism spirit before Environmentalism education was taught. The author subsequently taught the curriculum segment for about 9 weeks. Teaching activities were done in a regular indoor classroom with power points and text



books and other learning materials. After the teaching period was finished, the four teachers were interviewed again to validate any changes in students' attitudes regarding nationalist issues.

**Hypothesis:** The integration of EE into nationalism education in an education model called Environationalism will transform cognitive knowledge into affective knowledge among students, specifically an increase in positive attitudes toward nationalism issues.

### Results

After 9 weeks of teaching Environationalism education model, the results showed the following:

For in-depth interview 3 questions was asked to 6 students, chosen randomly.

1. Has the Environationalism education model increased students' understanding regarding natural and social environment of Indonesia?
2. Has this understanding given students more tangible reasons to proud of their status as Indonesian citizens?
3. Compared to prior to Environationalism exposure, did you see any changes in your spirit of nationalism ?

Student no. 1:

1. "...Yes. Especially about explanation about Bhinneka Tunggal Ika (an ancient Indonesian motto that means unity in diversity). I studied this in primary school, but now I understand the meaning better. I also learned why we should conserve endangered species...."
2. "...Yes I have strong reasons now."
3. "I am proud to be an Indonesian. My country has high diversity both in term of biodiversity and also in cultural diversity."

Student no.2:

1. "...Yes. I learned a lot about Pancasila. I knew about all the credo of it. But now, I have started to understand about what it means in relation to daily life. I value the Indonesian biome, which is the tropical rain forest that contains significant natural wealth. It could be possible that it has some important herbs that can be turned into important medications. I understand now that so many foreign nations have taken advantage of our natural wealth. The government should have been more active in taking care of this..."
2. "Yes."
3. "...I am proud of being Indonesian. I will be more serious in developing this nation in the future. I will not let Indonesian assets be wasted..."

Student no. 3:

1. "...I did not learn many new things... Most of this material, I already knew..."
2. "No."
3. "...I am not proud at this moment. Indonesia has not done many activities that are meaningful enough to guard its own interests. However, to begin with... I myself am very aware of the environment."

Student no. 4:

1. "...Indonesia owns a lot of natural resources. Many foreign nations take advantage of these natural resources."
2. "Yes."
3. "I want to maximize what we can get from tropical rain forests. I will do that when I grow up ..."

Student no. 5:

1. "...now I realize that Indonesia has plenty of natural resources. There is a high potential to develop this nation..."



2. "Yes, now I have a concrete reason to be proud of being Indonesian".
3. "...When I become grown up, after I finished my university education abroad, I will come back to work in Indonesia. I am very sure that if I work hard, I will make a fortune here, because Indonesia has so many natural resources. I will do my best to protect Indonesian assets..."

Student no. 6:

1. "...I am annoyed with characters of corrupt Indonesian government officials that always takes advantage in the middle of suffering.....I do not understand why they are so egoistical. They take advantage for themselves."
2. "No."
3. "No I am not proud..."

The level of changes in answer of the each questions are compared from before and after the Environmentalism is taught to respondents. Changes in answers can be observed through changes of values in questionnaire result.

To validate the results, further interviews were carried out with education stakeholders such as teachers of Indonesian nationality that teach year 11 students and parents of students in the same year level. These interviews were carried out at separate times. Subjects were asked if the noticed any changes in students' attitude toward nationalist issues. Their answers were as follows:

#### **Answers from Teachers:**

Teacher 1:

"Yes...I saw few changes. In the flag ceremony on October 1, students seemed to be better behaved than usual. I did not see many jokes among them during the ceremony as before. I also heard a conversation among few students who declared their attention to buy Indonesian-made clothing rather than imported items..."

Teacher 2:

"...at Indonesian literature discussion time, it seemed that students more enthusiastic in the subject than before. A student stated that he admires Indonesian literary works, especially poetry. He appreciates Indonesian poetry even more when he compared it to poetry from other countries.."

Teacher 3:

"The kids looked more enthusiastic in making art work with Indonesia ethnic art inspiration. Some students were inspired by batik and other Indonesian cultural art, although, overall, I have not seen big changes yet..."

Teacher 4

"I agreed with Mr.....(teacher no.1). Students looks more disciplined during the flag ceremony, although there were few mistakes in the ceremony, they did not giggle. Students also wore the uniform more tidily compared to before..."

#### **Answer form parents:**

Parents no. 1

"...I don't really pay attention to such a things. Basically, my daughter is a quiet person. She did not say much about what happened at school. In terms of her behaviour, she now pays attention to saving paper. Every time she needs to print, she will make sure to use both sides of each page..."

Parents no. 2

"...I did not see a definite change in my daughter. Probably, I did not pay attention either... And myself, I am not a nationalistic person. I am disappointed with how this nation treats its minorities. I



am also pessimistic with how this nation can take care of its own natural wealth. In fact, other nations can easily take advantage of our natural wealth,... One thing I see in my daughter... whenever I say something about skin color..., she always said 'Mom, you are so racist'... As a matter of fact, I simply notice the color differences... but she is definitely not racist..."

Parents no. 3

"My son chose to continue university education in Indonesia, although we (my husband and I) has offered to send him to Australia, Japan or Korea for university... He even bothered to try a live-in program at 'pesantren' (moslem religious education long term camp), that is really a surprise. Lately, he also refused to wear things that looks too western. He has become very Indonesian. He used to be fond of Japanese animation, and sometime followed the clothing style they wear. For music, he still listens to Japanese animation music, Bruno Mars, and Maroon Five. However, he refused to listen to any music with foul language lyrics, he has avoided attending to any concert with that kind of music. One time, I had a free invitation for Lady Gaga concert, but he refused,... too satanic he said. My son also started pay attention to saving electricity, he said 'if it is not really necessary, don't use the air conditioner in my bedroom'..."

Parent no. 4

"...My daughter likes batik, she has some batik clothing. She got a batik dress along with other kind of clothes made with batik... Lately, she cares about paper usage, she will make sure both sides of a piece of papers are used. When we were on vacation in Raja Ampat (Papua), we were at dinner, eating seafood, she said....'don't eat the stingray that is being protected...' so, she cares about conservation..."

## Discussion

We retain clearer understanding from primary experience since it involves first hand experience that can be captured by our senses. Most of this kind of experience can be empirically proven (Sudarminta, 2002). EE has been utilized in formulating this model to give primary experience for students so that they can develop pride in being Indonesian citizens. The results have shown that as understanding of absolute and competitive advantage of environment increased the reason for being a proud Indonesian also became more tangible. This leads to an increase in nationalism among students. Nationalism studies in Indonesia have traditionally been imparted by giving an explanation of the national philosophy, namely Pancasila and national history. Historical studies, along with myths, values, rituals and traditions were collectively called upon as ethnic symbols that have important meaning in the formation of social structure and culture (Smith, 2009, p.24). McCrone (1998) also stated that nationalism involves commonality of symbols. Human knowledge, history and philosophy were classified as secondary experiences. These materials appeared to be too intangible for them to conceive.

The Environmentalism education model was created to counteract this problem. The model was based on constructivist theory which accepts a universal standard that requires knowledge to be supported by empirical data (Kukla, 2000, p. 5). In different studies, nationalism was related to the environmental asset of nations. Since 2001, the rate of food consumption had exceeded the rate of food production. Wheat reservations have been decreasing every year. Furthermore, demand for bio-fuel has shifted the function of agricultural soil from food production to bio-fuel production. These facts indicate that problems of hunger have been slowly neglected. Conflict of land usage has intensified since MEDC and LEDC have different agenda for their land usage (Ziegler, 2008). Constructivism explains that knowledge is a product of human construction which involves remembering and uttering experiences, comparing and taking decisions based on these experiences, and giving preference to one experience over the others (Meliono, 2010, p. 81). Facts regarding environmental studies, both natural and social were classified as empirical data.

Furthermore, ethnic diversity is also a valuable social asset for Indonesia in its path to socio-economic stability. According to the population census in 2010, Indonesia has more than 950 ethnic tribes





(sp2010.bps.go.id, 2010). These groups represent Indonesia's competitive and absolute advantage to develop further as a successful nation. These are empirical facts that can be observed with learner senses, therefore these are categorized as primary experience to be observed as human knowledge (Sudarminta, 2002).

Through the Environmentalism model, students are gradually led from an increase in cognitive understanding from theory lectures. This cognitive insight is confirmed through various primary experiences in scientific, literary, and cultural exploration. The confirmed knowledge is further tested through the voicing of numerous opinions within the format of a group discussion. In this step, cognitive knowledge is being transformed into affective knowledge, and finally, personal attitude is expected to develop in the reflection step.

When the result of this research was validated through deep interviews with teachers and parents responses suggest that although there is no dramatic change in attitude, some behavioural changes can be confirmed. Permanent changes cannot be expected after just 9 weeks. Consistent positive primary experiences are required for students to experience permanent and more meaningful dramatic changes in both attitude and behaviour.

#### Literature Review:

##### A. Education Theories

1. **Name of Writer & Year of printing:** Emporia State University (2014).

**Title:** Learning Domains

**Findings or Concept:**

Human learning domain is categorized into 3 domains:

- a. Cognitive domain involves in how we acquire, process, and use knowledge.
- b. Affective domain involves in our attitudes, values, and emotions.
- c. Psychomotor domain involves in manual or physical skills.

**Scope of Research:** Cognitive development of human being

**Source:** <http://www.emporia.edu/studentlife/learning-and-assessment/guide/domains.html>

**Type of Source:** Learning Guide Website

2. **Name of Writer & Year of printing:** David R. Krathwohl (2002).

**Title:** A Revision of Bloom's Taxonomy: An Overview

**Findings or Concept:** According to Bloom's taxonomy, the process of cognitive learning involves these following steps: to remember, to understand, to apply, to analyze, to evaluate and to create.

**Scope of Research:** Cognitive process according to Bloom's Taxonomy

**Source:** [www.unco.edu](http://www.unco.edu)

**Type of Source:** Academic Website

3. **Name of Writer & Year of printing:** J. Sudarminta (2002).

**Title:** Filsafat Ilmu Pengetahuan (Phylosophy of Knowledge)

**Findings or Concept:** Primary experience is more readily proven as a truth because it is supported with empirical data.

**Scope of Research:** Philosophy of human knowledge

**Source:** Kanisius Printing

**Type of Source:** Reference Book.

4. **Name of Writer & Year of printing:** Anita L. Wenden (2004).

**Title:** Integrating Education for Social and Ecological Peace

**Findings or Concept:** Environmental Education teaches people to be responsible to manage his or her local and global environment and to develop harmonious relationships between a human community and its environment.



**Source:** Sunnypress.edu

**Type of Source:** Reference Book.

5. **Name of Writer & Year of printing:** Aca Sugandhy (1998).

**Title:** Kebijakan dan Strategi Nasional Pengelolaan Lingkungan Hidup (National Policy and Strategy of Environmental Management).

**Findings or Concept:** Indonesia is the habitat of thousands of species. The extreme abundance of biodiversity is a valuable asset of which Indonesians can be proud.

**Source:** Department of Environment for the Republic of Indonesia

**Type of Source:** National Policy Guide Book for Environmental Management.

6. **Name of Writer & Year of printing:** Ernest Gellner (1997).

**Title:** Nationalism

**Findings or Concept:** Every human is genetically capable of developing a culture. Nationalism is defined as the common political principal that unifies similarity of culture.

**Scope of Research:** Study of nationalism

**Source:** [http://ww3.fl.ul.pt/pessoais/alvaro\\_pina/textos/gellner.pdf](http://ww3.fl.ul.pt/pessoais/alvaro_pina/textos/gellner.pdf)

**Type of Source:** e-book

7. **Name of Writer & Year of printing:** Anthony D. Smith, (2009).

**Title:** Ethno-Symbolism And Nationalism.

**Findings or Concept:** Ethno-symbolists consider the cultural elements of symbol, myth, memory, value, ritual, and tradition.

**Scope of Research:** Relation of symbolism and nationalism

**Source:** Routledge

**Type of Source:** Reference Book

### **Current Research Position:**

Currently, nationalist education refers to philosophies and histories which are very abstract for teenagers. EE is a type of education that uses empirical facts to present knowledge while nationalism is an abstract concept that involves the understanding of symbols, myths, memory, values, rituals, and traditions. Nationalism is also an affective issue since it deals with values and emotions. In order to teach nationalism to teenagers, it is important to formulate a curriculum model that can more readily be understood. Environationalism is a curriculum model that integrates EE to make the concept of nationalism more empirical and thus easier to understand. Knowledge is constructed through various activities such as scientific experiments, literature studies, and the construction of works of art.

### **Conclusion**

This study has shown that 9 weeks exposure to Environationalism studies has elevated the level of understanding among students concerning the absolute and competitive advantage of Indonesia. This has lead to an increase in the tangibility of reasons to be proud of being Indonesian. Finally, an increase in the tangibility of reasons to be patriotic lead to increase in nationalism. Changes that can be observed are in the form of attitude. The observation period was not long enough to see changes in behavior. These following attitude change were observed:

1. Increased awareness of the need to ensure that both sides of a piece of paper are used before it is thrown away.
2. Increased awareness of the need to segregate solid domestic waste.
3. Increased interest in memorizing the 5 tenets of "Pancasila".
4. Increased desire to wear Indonesian-made clothing.
5. Increased appreciation of Batik as a national cultural heritage of Indonesia.
6. Increased desire to recognize and appreciate some national heroes.
7. Increased desire to maintain cleanliness in a school environment.



8. Increased awareness of the need to use water efficiently.
9. Decreased use of racist words including in humorous social conversation.
10. Increased desire to appreciate and learn more about tropical rain forest biodiversity, especially in regard to endangered species.

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