

DOI: <https://doi.org/10.63332/joph.v5i5.1725>

Revitalizing National Identity and Social Harmony: A Cross-sectional Study of Nusantara Cultural Integration in Pupil Management and Stakeholder Support

Ali Imron¹, Rasdiana², Bambang Budi Wiyono³, Dedi Prestiadi⁴, Andi Wahed⁵, Sasi Maulina⁶, Dwi Sogi Sri Redjeki⁷, Ika Nova Margariena⁸, Eka Puspitasari⁹

Abstract

Preserving Indonesian cultural values amidst globalization plays a crucial role, especially in facing challenges such as symbolic degradation, declining trust in national culture, and decreasing nationalism among the younger generation. This study aims to explore the impact of integrating Archipelagic cultural values into pupil management, pupil management activities, and stakeholder support on the revitalization of national identity and social harmony in formal schools in Indonesia. This study uses a quantitative survey approach with multiple linear regression, employing IBM SPSS, AMOS for Confirmatory Factor Analysis (CFA), and Smart PLS 3 for hypothesis analysis. Data were collected from 268 respondents selected randomly from the population of school principals, vice principals, teachers, students, student organization advisors, and school staff across various provinces in Indonesia. The study results indicate that integrating Archipelagic cultural values in pupil management and culture-based pupil management activities significantly impacts the revitalization of national identity and social harmony. However, stakeholder support did not significantly affect it. The study's limitations include potential constraints in sample size, geographic focus, and the complexity of capturing interactions between global and local cultural forces. Therefore, future research could explore dominant factors in revitalizing national identity and social harmony, the impact of social media on students' views of Archipelagic values, and use comparative studies to enhance insights on integrating local values in education. Furthermore, guides educators and school principals in designing curricula integrating Archipelagic cultural values to strengthen students' national identity. It highlights the importance of training principals and mentors to address the challenges of globalization while maintaining national cultural values.

Keywords: Social Harmony, Nusantara Culture, Pupil Management, National Identity Revitalization, Cultural Values.

Introduction

The importance of preserving Indonesian cultural values amidst globalization and foreign influences is highlighted, with cultural diversity as both a strength and a potential challenge. Setyaningrum (2017) highlights numerous challenges facing Archipelagic cultural values in the global era. First, symbolic degradation is widespread, such as the loss of the spirit of struggle

¹ Education of Administration, State University of Malang, Malang, Indonesia, Indonesia, Email: ali.imron.ap.fip.um@gmail.com, (Corresponding Author)

² Education of Administration, State University of Malang, Malang, Indonesia, Indonesia

³ Education of Administration, State University of Malang, Malang, Indonesia, Indonesia.

⁴ Education of Administration, State University of Malang, Malang, Indonesia, Indonesia.

⁵ Education of Administration, State University of Malang, Malang, Indonesia, Indonesia.

⁶ Education of Administration, State University of Malang, Malang, Indonesia, Indonesia.

⁷ English Language Education, Sari Mulia University, Banjarmasin, Indonesia

⁸ Education of Administration, State University of Malang, Malang, Indonesia, Indonesia

⁹ Education Management, State University of Yogyakarta, Indonesia



associated with the city symbol of Surabaya. Second, there is a lack of trust in national culture due to the dominance of global hegemony and a preference for imported symbols. Third, modernism has become a sacred value, leading various social institutions to neglect local values while symbols of groups and organizations are prioritized more. Furthermore, other research indicates that globalization has led to a decreased love for national culture and nationalism among Indonesian youth (Yoga Agustin, 2011). In line with this, the challenges Indonesian national cultural values face in the globalization era, according to Aprianti et al. (2022), including the loss of local culture, erosion of cultural values, and declining nationalism and patriotism.

The national culture of the Archipelago possessed by the Indonesian nation will be a solution to mitigating violence (Kemenag, 2009). Archipelagic national culture manifests in peaceful, harmonious, and safe living forms. This culture aims to harmonize the relationship between humans and God and between humans and nature. If this harmony is achieved, safety, which is everyone's aspiration, will emerge. If people yearn for safety, it is hoped that they will not create violence, including socio-political violence. In this context, to maintain national unity, it is crucial to foster nationalism, tolerance, and mutual respect among diverse groups (Fitri Lintang & Ulfatun Najicha, 2022; Najib et al., 2022). The government plays a vital role in preserving traditional values, such as cooperation and hospitality, which are fundamental to Indonesian identity (Najib et al., 2022). In line with this, efforts to preserve Archipelagic culture can be pursued by promoting character education, developing local wisdom, and emphasizing archipelagic philosophy (Cahyawati, 2022).

According to Kant's ethics of enlightenment, 'we are responsible for our choices,' these choices are considered moral if they are based on absolute duty principles, such as the prohibition against stealing. Archipelagic cultural values that can be applied include teaching children not to lie, to be honest, and to have a high sense of social responsibility. From a utilitarian perspective, morality aims to achieve happiness, for example, in education policy, where investment in higher education is considered more beneficial than expensive vocational programs. Applicable wisdom values include social, spiritual, intellectual, and emotional attitudes in comprehensive education. Research by Imron (2010) shows that elementary schools rooted in urban socio-cultural contexts have intense competition among their students but exhibit lower levels of wisdom and appreciation for local culture. Meanwhile, elementary schools rooted in local socio-cultural contexts show high levels of cooperation and tend to be more welcoming to local and national Archipelagic cultures derived from cultural values.

The statements and findings above highlight the importance of integrating Archipelagic cultural values into formal education through various efforts, pupil management activities, and stakeholder support to revitalize national identity and address social harmony. This aligns with Levine and Havighurst's (1992) concept of the relationship between society and the education system, focusing on how social changes impact education and vice versa. Pupil management is crucial in educational management to achieve goals effectively and efficiently (Amrona et al., 2023). This aspect includes the development of individual and social skills, disciplinary supervision, character formation, and implementing the four pillars of learning: learning to know, learning to do, learning to live together, and learning to be (Hadiyanto, 2013). In a multicultural society, educational management supports values of tolerance, trust, communication, and national integration (Khairiah & Syarifuddin, 2020). Previous research has examined the issues and efforts to address the fading of Archipelagic cultural values among Indonesian youth. However, there has been no study investigating how the integration of

Archipelagic cultural values in the context of formal education, pupil management activities, school principals' and advisors' challenges, and educational stakeholder support affect the revitalization of national identity based on cultural values and students' ability to face social harmony.

Thus, this study aims to examine the impact of various efforts, such as the integration of Archipelagic cultural values into pupil management, culture-based pupil management activities, and stakeholder support on the integration of national Archipelagic cultural values in pupil management at schools, the revitalization of national identity and social harmony among students in the context of formal education. Theoretically, this research deepens the understanding of integrating Archipelagic cultural values in education. Practically, it guides education practitioners in implementing cultural values to enhance educational quality and student character. For future research, it may serve as a reference to explore the long-term impacts and effectiveness of culture-based strategies in various contexts.

Research Context

As an archipelagic country with more than 17,000 islands, Indonesia offers rich cultural diversity (Indonesia Development Forum, 2018). Consisting of over 300 ethnic groups and 700 local languages, each community has its traditions, arts, and customs, reflecting the cultural richness of the Indonesian Archipelago (Administrator, 2017). With its extraordinary cultural diversity, Indonesia possesses profound Archipelago cultural values that influence various aspects of life, including formal education. Each ethnic group in Indonesia brings unique traditions and philosophies that shape their character and identity. In the process of cultural acculturation, which is rich in values of mutual respect and honor, tolerance, and diversity, four national consensuses are formulated: Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia, and Bhinneka Tunggal Ika. This culture, rich in noble values that unify the nation, must be understood in the proper context.

As a nation-state, Indonesia has distinctive noble values ingrained in society, such as cooperation, helping one another, friendliness, politeness, tolerance, and concern for others. The Nusantara culture is recognized as the national identity of the Indonesian Archipelago, representing the creation, work, and aspirations of the Indonesian people to develop their dignity and status as a nation. Nusantara cultural values provide broad meaning in the journey of nationhood and statehood. Through various cultural works of the past, we are shown that values of tolerance and cooperation have been part of the lives of Indonesia's ancestors. However, there is a concern that the discourse on Nusantara culture is starting to wane among the people due to the influence of foreign cultures, both from the West and Asia. There are indications of a crisis in character, identity, and integrity among today's youth. The discourse on culture and incredibly noble values must continue to be promoted to counteract negative external influences.

In the context of the education curriculum, Indonesia strives to accommodate this cultural richness by teaching students about local history, customs, and arts as part of their learning. This effort aims to enhance students' cultural heritage knowledge and promote tolerance and intercultural understanding attitudes. Integrating Nusantara cultural values into formal education is expected to help students develop mutual respect and a strong national identity and prepare them to play an active role in a multicultural and dynamic society. Thus, education in Indonesia focuses on academic achievement and character development that reflects the nation's cultural wealth.

Literature Review

Revitalization of National Identity

Revitalizing national identity is crucial in ensuring that the younger generation understands, internalizes, and applies the values underlying national identity. Revitalizing national identity can be interpreted as an effort to revive and strengthen cultural values, history, and national identity that may have begun to fade or be neglected. In contrast, reaffirming national identity involves renewing and adjusting values and national identity to align with the current social, political, and cultural context. In line with this, Wilson (1996) emphasizes the importance of active learning in this process. A constructivist approach that provides students with opportunities to directly engage in learning experiences about national values, such as Pancasila, through projects, discussions, and case studies enhances their understanding and appreciation of national identity.

Specifically, Lickona (2009) states that character education should focus on three main aspects: teaching, practicing, and instilling character values as habits. This statement emphasizes that character education should include knowledge about values, attitude development, and habits in daily actions (Agus et al., 2021; Fossati, 2021). In the context of revitalization and reaffirmation based on Nusantara cultural values, revitalizing and reaffirming character education in formal education will help students understand and practice the values of Pancasila, love for the homeland, and cultural diversity in Indonesia (Madrohim et al., 2021; Shabrov et al., 2021). Research shows that character education based on Pancasila values is crucial for restoring national identity and shaping moral and responsible citizens (Iriany, 2014; Madrohim et al., 2021). The integration of global citizenship education can provide a platform for the younger generation to understand current issues, solve problems at both national and global levels, and contribute to creating a fairer world without neglecting the character of the Indonesian nation (Istianah & Komalasari, 2023; Kariadi, 2016; Sarmini et al., 2023). In line with this, to build character, the reaffirmation of Pancasila values needs to be applied through educational approaches (Mutmainah & Dewi, 2021).

Social Harmony

Social harmony is when individuals or groups live together peacefully, with mutual respect, and cooperate despite differences (Robbyanandri Pratama et al., 2023; Setiawan & Stevanus, 2023). Social harmony among students means creating a condition where they coexist peacefully, support each other, and collaborate in an inclusive learning environment that supports academic and personal development (Thayer, 1960). Wilson's theory (1996) serves as a reference for exploring social harmony among students. Differences in social, cultural, and economic backgrounds among students can lead to misunderstandings and conflicts if not managed properly. Various differing values, norms, and behaviors often trigger tensions among students. Additionally, differing opinions, bullying that affects students' emotional management, or academic competition can pose challenges and threats to social harmony within the school environment.

By creating a collaborative learning environment that values diverse perspectives and supports contextually relevant learning, a constructivist approach can address social challenges in the classroom and foster an inclusive and harmonious environment (Wilson, 1996). According to research by Johnson and Johnson (2009), cooperative learning methods can reduce conflicts and enhance positive social relationships in the classroom. Furthermore, Masyhuri (2019) states that

the diversity of tribes, races, ethnicities, and religions in Indonesia should be a unifying strength rather than a source of conflict. Therefore, the importance of a constructivist approach can be used as a reference to measure social harmony, which in this context can be divided into several specific aspects: student involvement in the learning process, application of knowledge in relevant contexts, collaboration, and social interaction, and reflection and evaluation of learning.

National Nusantara Cultural Values in Pupil Management

Integrating Nusantara cultural values into pupil management is a crucial effort to shape students' character in alignment with Indonesia's national cultural identity. Lickona (2009) emphasizes integrating character education into the school curriculum to instill student respect and responsibility. Lickona (2009) believes that educators must serve as role models and that collaboration with parents and the community is essential for supporting character education. Additionally, he highlights the need to balance academic achievement and character development to create intelligent and virtuous individuals. Furthermore, Yeager (1981) discusses the connection between administration roles and pupil management, noting that it can serve as an effort to create and reinforce school culture (especially in the context of Nusantara-based culture), develop policies and procedures based on the values held by the school community (integration of Nusantara culture), which ultimately positively impacts character formation, ethics, and morals of students according to local values. Moreover, studies in the context of Vietnam indicate that students' perceptions of national cultural identity education in higher education play a significant role as a foundation for a multicultural society, goals, and drivers of economic and social development (Nguyen, 2021). Similarly, studies on the education system in Ethiopia show that instilling cultural resources in students contributes to preserving and rebuilding national identity (Kassa, 2022).

In Indonesian education, values such as cooperation, respect for parents, and social harmony are the foundation of formal education, aiming to build academic competence and develop students' character (Kusuma, 2023). Other research shows that incorporating these values into the education curriculum can enhance students' understanding of their cultural heritage and foster attitudes of nationalism and social responsibility (Suri & Chandra, 2021). Passing down a culture with noble national values to every citizen is a strategic step to ensure that the national identity or character does not fade away. Therefore, the role of education is to transmit a culture rich in national values to future generations so that there is no misunderstanding of the nation's cultural values.

Integrating unique cultural values, such as Nusantara cultural values significantly contributes to developing managerial strategies that support a harmonious and productive learning environment in pupil management (Gaol, 2023; Mejía-Rodríguez & Kyriakides, 2023; Power et al., 2024). For example, the principle of cooperation is applied to strengthen collaboration in the classroom and create a conducive atmosphere for learning (Prabowo et al., 2023). Models of cultural value integration involving the local community have also proven effective in connecting schools with the community, enhancing the relevance of cultural values in education (Fahmi et al., 2022). Specifically, research by Imron found that integrating competitive and solidarity values into pupil management effectively enhances students' competitive character and solidarity in facing the demographic bonus era and the best economy (Imron, 2013, 2016). School principals and student mentors can use the model of integrating competitive and solidarity values and empirically contribute to improving students' competitive and social solidarity values. Several important cultural values to integrate into pupil management include

truth, honor, unity, concern, self-esteem, harmony, patience, trustworthiness, heroism, social solidarity, respect for elders, adherence to wise advice, and piety (Imron, 2010).

Pupil Management Activities Based on National Nusantara Cultural Values

Pupil management based on National Nusantara Cultural Values is a concept that emphasizes the application of unique cultural values from various ethnic groups and regions in Indonesia into the process of managing students in schools. Various pupil management activities that consider Nusantara's national cultural values are essential in shaping a generation with character and integrity. Gardner (1993) states that each person has different types of intelligence and learning styles. It emphasizes a comprehensive education that addresses all aspects of student development—cognitive, emotional, and social—and creates effective learning experiences.

Therefore, it is essential to consider these aspects in pupil management activities to achieve holistic student outcomes, emphasizing the distinctive characteristics of Nusantara's national cultural values. This aligns with research showing that a holistic approach aims to develop all aspects of students' potential, including cognitive, emotional, social, spiritual, creative, and physical dimensions (Widodo et al., 2019). This approach is crucial in addressing modern educational challenges and promoting self-actualization by emphasizing the interconnection of various developmental areas and promoting strategies such as transformative learning, flexibility, and community development in line with adopted values (Saw, 2013). In diverse societies, a cultural approach effectively creates sustainable social harmony and manages differences (Rumahuru & Gaspersz, 2021). On the other hand, introducing cultural elements to students can enhance their understanding of national identity (Amrizal & Hamdani, 2022; Gaol, 2023; Hadj et al., 2022; Moser, 2016; Petrenko, 2021). These research findings collectively indicate the importance of activities in education management, particularly pupil management, for revitalizing and reaffirming national identity and addressing social harmony. Peterlin et al. (2021) also emphasized the need for further research on culturally-based educational management to develop multiple intelligences, which is part of the holistic approach.

Through a holistic approach to pupil management based on National Nusantara Cultural Values, it is hoped that students will be able to apply and consider learning outcomes from subjects such as history, art, and Citizenship Education, as well as extracurricular activities that introduce and preserve Nusantara culture from an artistic perspective (Sarmini et al., 2023). Additionally, character formation in students through cultural values such as cooperation, politeness, responsibility, honesty, and tolerance are also vital focuses. Finally, religious activities are one of the crucial foundations in maintaining the national Nusantara culture.

Stakeholder Support

Lunenburg and Ornstein (2012) state that the support of various stakeholders (government, administrators, educators, students, parents, and the community) plays a crucial role in the success of education. Their support can include resources, policies, and active participation in the educational process. The involvement of stakeholders such as the government, schools, the community, and families is vital in preserving and revitalizing national identity based on Nusantara culture. Cultural values such as cooperation and tolerance can be taught with their support in education and daily life. This helps the younger generation understand and appreciate differences, reduce conflicts, and create a more harmonious society. This statement aligns with the research by Kholis et al. (2014), which emphasizes the importance of stakeholder participation and school culture in achieving quality educational goals, especially in the current

era of global challenges. Furthermore, other research also highlights the importance of involving various stakeholders, including school leadership, educators, students, and community members, in creating a quality school culture (Kholis et al., 2014; Majir, 2018). However, some studies have found that the role of stakeholders in schools does not significantly impact the revitalization and reaffirmation of national identity and social harmony (Aichholzer et al., 2021). Therefore, while some research indicates that stakeholder support is relevant for revitalizing and reaffirming national identity based on Nusantara cultural values in addressing social harmony, other research rejects this premise, indicating a need for further examination in the context of Indonesia.

Based on the literature review above, hypotheses for this research can be developed as illustrated in Figure 1 below:

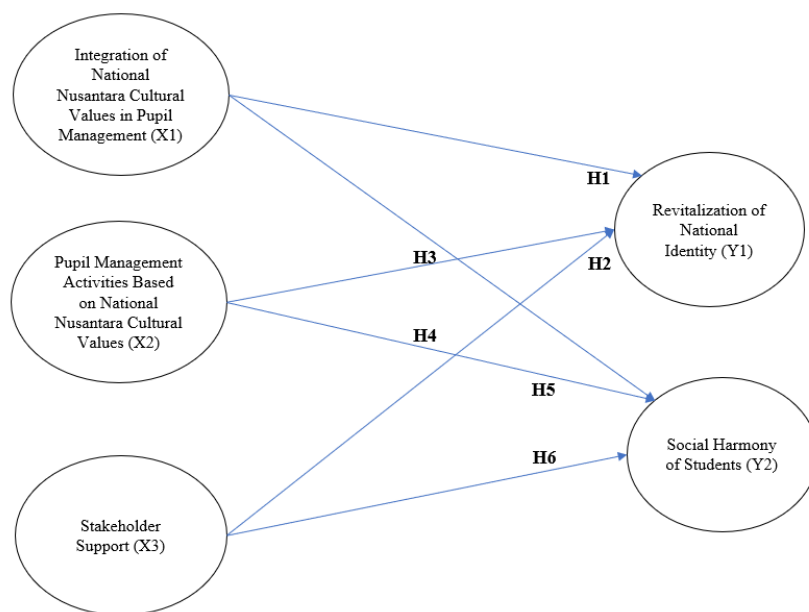


Figure 1. Theoretical Model, Concepts, and Development of Research Hypotheses

Description:

H1: The effect of X1 on Y1

H2: The effect of X1 on Y2

H3: The effect of X2 on Y1

H4: The effect of X2 on Y2

H5: The effect of X3 on Y1

H6: The effect of X3 on Y2

Method

Research Design

This research employs a quantitative approach using a survey method, where a questionnaire is used as the data collection tool (Cresswell & Clark, 2014). Additionally, the model applied is a multiple linear regression model with a systematically structured procedure. The research follows several systematic stages, starting from the identification of theories and concepts related to the studied variables, the development of research hypotheses, the preparation of instruments, data collection, and data analysis and interpretation using AMOS for Confirmatory Factor Analysis (CFA) of the research instrument and Smart PLS 3 for analysis and hypothesis testing.

The choice of Smart PLS is because the research data is not normally distributed; thus, using Smart PLS for multiple linear regression analysis on non-normally distributed data is appropriate because Smart PLS does not require the assumption of normal distribution, is more flexible, can handle multicollinearity, and is suitable for exploratory analysis (Hair, Hult, et al., 2021). The main objective of this research is to explore the impact of integrating Nusantara cultural values in pupil management, pupil management activities, and stakeholder support in integrating Nusantara cultural values towards the revitalization of national identity based on Nusantara cultural values and social harmony.

Population and Sample

The principals and vice principals, teachers, students, student council advisors, and school staff in formal education in Indonesia constitute the population for this study. Including these groups as the research population allows for a comprehensive and general assessment of the integration of Nusantara cultural values in formal education in Indonesia, as they all play central roles in forming, implementing, and accepting these values. The sampling method used in this study is random sampling, with 268 respondents. According to Krejcie and Morgan (1970), a sample size of 268 is adequate for a large population, particularly with a margin of error of about 5% and a confidence level of 95%. Additionally, these 268 respondents represent a broader population, randomly selected from various provinces across Indonesia

Instrument Measurement

This study develops five variables (as detailed in Appendix). First, "Revitalization of National Identity Based on Nusantara Cultural Values (Y1)" is based on Lickona's theory (2009), which includes character education through teaching, practice, and embedding values as habits, with 15 Likert scale items (1-5) that are valid (> 0.50) and reliable ($0.977 > 0.70$). Second, "Social Harmony (Y2)" is based on Wilson's (1996) constructivist theory, which explores social harmony among students through 17 valid items (> 0.50) and reliable ($0.945 > 0.70$). Third, "Integration of National Nusantara Cultural Values in Pupil Management (X1)" is based on Nusantara cultural values (Imron, 2010), with 15 valid items (> 0.50) and reliable ($0.940 > 0.70$). Fourth, "Development of Pupil Management Activities Based on Nusantara Cultural Values (X2)" is based on Gardner's holistic approach (1993), with ten valid items (> 0.50) and reliable ($0.926 > 0.70$). Fifth, "Stakeholder Support (X3)" is based on Lunenburg & Ornstein's theory (2012) about support from relevant parties, with five valid items (> 0.50) and reliability ($0.906 > 0.70$).

Data Collection

This study was conducted through several systematic steps. The first step was to design or

identify theories relevant to the variables to be studied. Following this, research hypotheses were formulated, and research instruments were developed into a questionnaire to be filled out by respondents. Once the instruments were ready, data was collected from July to August 2024. After respondents completed the questionnaire, the final step was to analyze the collected data to test the hypotheses or achieve the research objectives.

Data Analysis

Data were analyzed using descriptive analysis and multiple linear regression with SPSS 25 to address the research hypotheses. Before conducting inferential tests using Smart PLS 3, the validity and reliability of the instruments were tested with confirmatory factor analysis in AMOS 25 following Arbuckle (2009) method. After performing descriptive analysis in SPSS, multiple regression was carried out with Smart PLS 3, which includes latent variables such as Revitalization of National Identity Based on Nusantara Cultural Values (Y1), Social Harmony (Y2), Integration of National Nusantara Cultural Values in Pupil management (X1), Development of Pupil management Activities Based on Nusantara Cultural Values (X2), and Stakeholder Support (X3). Smart PLS uses two main types of analysis: algorithm and bootstrapping (Hair, Sarstedt, et al., 2021). The algorithm analysis includes the estimation of outer loading, AVE, discriminant validity, VIF, and CR, with AVE values ideally above 0.5 and CR values above 0.7 (Hair, Sarstedt, et al., 2021; Henseler et al., 2015). Discriminant validity is evaluated using Fornell and Larcker's criteria, ensuring that the square root of AVE is greater than the highest correlation with other variables (Fornell & Larcker, 1981). The research hypotheses are tested with bootstrapping analysis to assess the impact of exogenous variables on endogenous variables.

Findings

Descriptive Analysis

		X1	X2	X3	Y1	Y2
N	Valid	268	268	268	268	268
	Missing	0	0	0	0	0
Mean		69,914	44,937	22,851	68,787	76,392
Mode		75	50	25	75	85
Std. Deviation		5,756	4,454	2,366	6,592	7,640
Skewness		-0,902	-0,242	-0,472	-0,603	-0,483
Std. Error of Skewness		0,149	0,149	0,149	0,149	0,149
Kurtosis		-0,418	-1,216	-1,362	-1,104	-0,666
Std. Error of Kurtosis		0,297	0,297	0,297	0,297	0,297

Table 1. Latent Variable Descriptive Analysis

Source: Authors' Result Analysis

Table 1 shows the statistical characteristics of the latent variables X1, X2, X3, Y1, and Y2 observed from a sample of 268. The mean of each variable suggests different central values, with X1 and Y2 having the highest mean values. Some variables exhibit skewness, indicating a skewed distribution, specifically X1 and Y1, skewed to the left. Most variables show negative kurtosis, meaning the distribution is flatter, and the data is not normally distributed. The varying

standard deviations also indicate different levels of data dispersion, with Y2 exhibiting the highest variation.

Validity, Reliability, and Collinearity Testing

Item Code	β	α	C.R	AVE	VIF	Reliability Decision	Validity Decision	Collinearity Decision
X1.1	0,70	0,94	0,95	0,56	1,90	Yes	Yes	Yes
X1.10	0,70				1,96			Yes
X1.11	0,82				3,04			Yes
X1.12	0,84				3,33			Yes
X1.13	0,73				2,20			Yes
X1.14	0,76				2,72			Yes
X1.15	0,66				1,74			Yes
X1.2	0,70				2,07			Yes
X1.3	0,68				2,12			Yes
X1.4	0,82				6,94			Yes
X1.5	0,81				6,84			Yes
X1.6	0,68				2,12			Yes
X1.7	0,76				2,63			Yes
X1.8	0,79				2,80			Yes
X1.9	0,73				2,18			Yes
X2.1	0,78	0,94	0,95	0,64	3,54	Yes	Yes	Yes
X2.10	0,80				2,38			Yes
X2.2	0,84				4,80			Yes
X2.3	0,81				2,73			Yes
X2.4	0,75				2,10			Yes
X2.5	0,80				2,51			Yes
X2.6	0,80				2,61			Yes
X2.7	0,81				2,50			Yes
X2.8	0,79				5,16			Yes
X2.9	0,81				5,38			Yes
X3.1	0,89	0,92	0,94	0,77	3,94	Yes	Yes	Yes
X3.2	0,91				4,50			Yes
X3.3	0,89				3,42			Yes
X3.4	0,90				3,61			Yes
X3.5	0,80				1,93			Yes
Y1.1	0,73	0,97	0,97	0,67	2,17	Yes	Yes	Yes
Y1.10	0,82				3,24			Yes
Y1.11	0,81				2,84			Yes

Y1.12	0,85				3,84			Yes
Y1.13	0,84				3,87			Yes
Y1.14	0,85				4,37			Yes
Y1.15	0,83				3,15			Yes
Y1.2	0,81				3,42			Yes
Y1.3	0,81				3,38			Yes
Y1.4	0,79				3,23			Yes
Y1.5	0,81				3,41			Yes
Y1.6	0,83				3,23			Yes
Y1.7	0,84				4,06			Yes
Y1.8	0,82				3,02			Yes
Y1.9	0,87				4,40			Yes
Y2.1	0,75	0,96	0,96	0,60	2,27	Yes	Yes	Yes
Y2.10	0,86				4,94			Yes
Y2.11	0,83				3,41			Yes
Y2.12	0,83				3,44			Yes
Y2.13	0,74				2,30			Yes
Y2.14	0,77				2,69			Yes
Y2.15	0,77				2,61			Yes
Y2.16	0,81				3,51			Yes
Y2.17	0,74				2,63			Yes
Y2.2	0,79				2,52			Yes
Y2.3	0,79				2,62			Yes
Y2.4	0,76				2,44			Yes
Y2.5	0,67				1,90			Yes
Y2.6	0,69				2,09			Yes
Y2.7	0,67				1,92			Yes
Y2.8	0,82				3,31			Yes
Y2.9	0,83				3,55			Yes

Table 2. Convergent Validity, Composite Reliability, And Collinearity

Source: Authors' Result Analysis

Based on the test results in Table 2, all items have a loading factor (β) greater than 0.5, indicating good validity. All constructs also meet the reliability criteria with Cronbach's Alpha (α) and Composite Reliability (C.R) values above 0.7. Convergent validity is also achieved with AVE values that exceed 0.5. Additionally, although some items have VIF values slightly above 5, they are still below the maximum threshold of 10, indicating no significant collinearity issues. Overall, the constructs in this table are valid, reliable, and free from serious collinearity issues. Furthermore, Heterotrait-Monotrait (HTMT) analysis was conducted to evaluate the collinearity of latent variables, as described in Table 3.

	X1	X2	X3	X4	Y1	Y2
X1						
X2	0,6964117					
X3	0,6983265	0,83				
Y1	0,8115652	0,75	0,6754029	0,1829125		
Y2	0,807086	0,89	0,7879332	0,2002994	0,8595171	

Table 3. Heterotrait-Monotrait Test (HTMT)

Source: Authors' result analysis

The HTMT test results in Table 3 show that all constructs have good discriminant validity, as the HTMT values between constructs are below the threshold of 0.85 or 0.90. Constructs X1, X2, and X3 demonstrate adequate discriminant validity with low HTMT values. Constructs Y1 and Y2 also show good discriminant validity concerning other constructs, although the HTMT value for Y2 is close to the upper acceptable limit. Overall, there are no significant discriminant issues among the tested constructs.

Discriminant Validity Testing

	X1	X2	X3	X4	Y1	Y2
X1	0,747876					
X2	0,659031	0,80				
X3	0,654214	0,77	0,877712			
Y1	0,777552	0,71	0,639749	-0,18508	0,821549	
Y2	0,772879	0,85	0,744139	-0,20369	0,829852	0,7744232

Table 4. Fornell-Larcker Criterion

Source: Authors' result analysis

Based on the Fornell-Larcker criteria test results in Table 4, all constructs demonstrate good discriminant validity, as the square root of the AVE values for each construct is greater than the correlation with other constructs. For example, the square root of the AVE for X1 is 0.748, which is greater than its correlations with X2 (0.659), X3 (0.654), Y1 (0.778), and Y2 (0.773). Similarly, X2 has a square root of AVE value of 0.80, which is greater than its correlations with X1 (0.659), X3 (0.77), Y1 (0.71), and Y2 (0.85). Likewise, Y1 with a square root of AVE of 0.822 is more significant than its correlation with other constructs such as Y2 (0.830). Since all constructs have square root of AVE values higher than their inter-construct correlations, the discriminant validity of these constructs can be considered reasonable and meets the Fornell-Larcker standards.

5.4 Hypotheses Testing

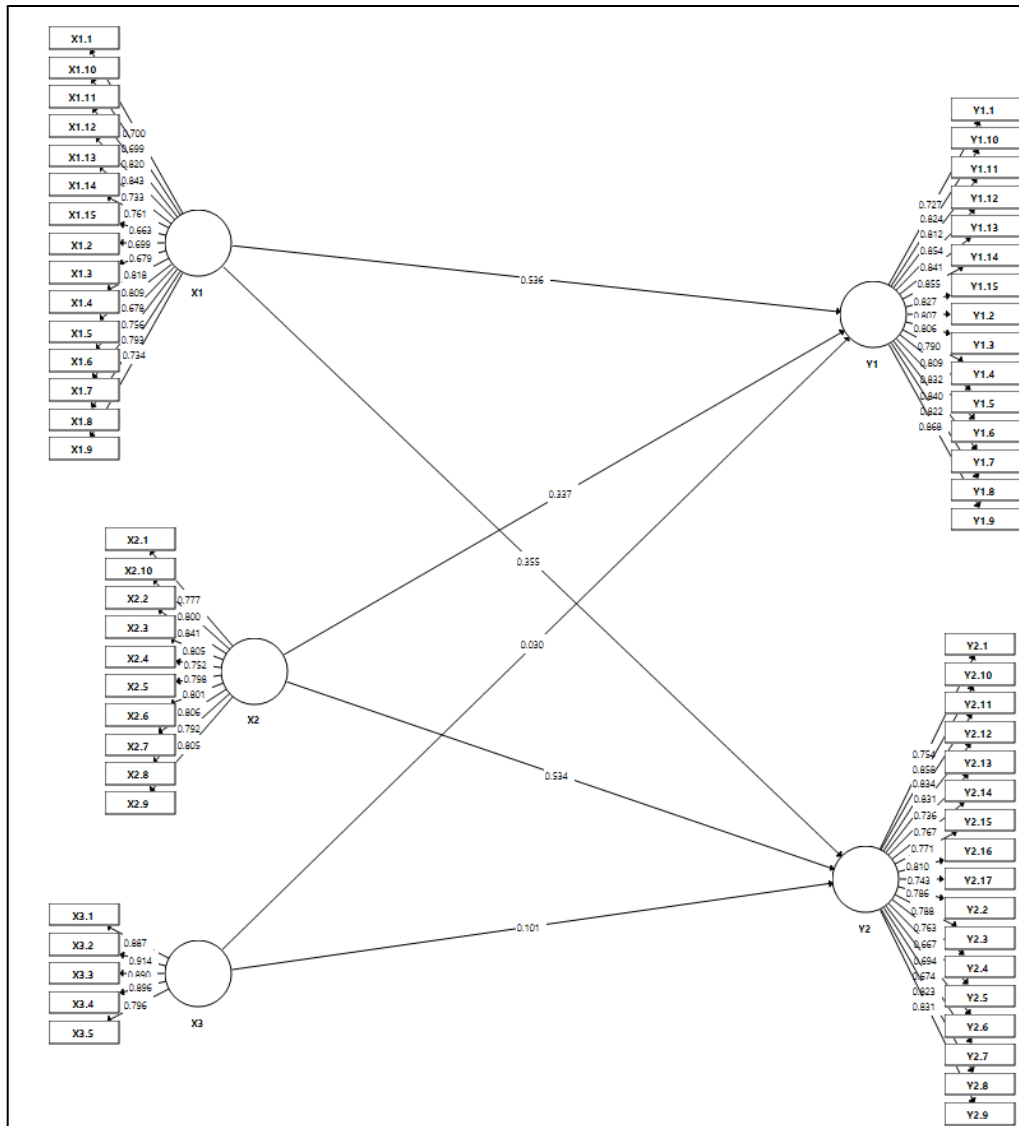


Figure 2. Analysis Model of Smart PLS 3

Path	Total Effect	T-Value	P-Value	Bias	Confident Interval Corrected		Significance Decision
					5.0%	95.0%	
X1 -> Y1	0,536	9,147	0,000	0,002	0,417	0,650	Yes
X1 -> Y2	0,355	7,521	0,000	0,003	0,264	0,442	Yes
X2 -> Y1	0,337	4,112	0,000	-0,003	0,191	0,490	Yes
X2 -> Y2	0,534	8,562	0,000	0,001	0,389	0,644	Yes
X3 -> Y1	0,029	0,369	0,712	0,001	-0,145	0,172	No

X3 -> Y2	0,100	1,641	0,101	-0,004	-0,019	0,229	No
----------	-------	-------	-------	--------	--------	-------	----

Table 5. Significance Testing

Note: (p value < 0,05; t-statistics > 1,96)

Based on the significance test results in Table 5, H0 for X1 with Y1 and Y2, as well as X2 with Y1 and Y2, are rejected because their t-statistic values are each greater than 1.96 and their p-values are less than 0.05, with positive total effects (X1 -> Y1 = 0.536, X1 -> Y2 = 0.355, X2 -> Y1 = 0.337, X2 -> Y2 = 0.534). In contrast, H0 for X3 with Y1 and Y2 is accepted because its t-statistic values are below 1.96, and its p-values are more significant than 0.05, indicating that this variable does not affect Y1 and Y2 in this model. Thus, four out of six hypotheses are accepted, while the remaining four are rejected.

R Square	
Y1	0,6761
Y2	0,8011

Table 6. R Square Value

Source: Authors' result analysis

The R Square values in Table 6 indicate that variables X1, X2, and X3 explain 67.61% of the variance in Y1 (with 32.39% influenced by other variables not examined in this study) and 80.11% of the variance in Y2 (with 19.89% influenced by other variables not examined in this study). This means the model can explain most of the variability in both dependent variables. The significant effects of X1 and X2 contribute to a higher explanation of variability in Y2 compared to Y1, while X3 and X4 do not significantly impact Y1 and Y2.

Discussion

Integration of National Cultural Values of the Archipelago in Pupil Management for the Revitalization of National Identity and Social Harmony

The research findings indicate that the integration of national cultural values of the Archipelago in pupil management has an impact on both the revitalization of national identity (H1) and social harmony (H2). Specifically, the first set of results suggests that values such as truth, honor, unity, care, self-esteem, patience, trustworthiness, heroism, social solidarity, respect for elders, adherence to wise counsel, and piety, when integrated into the educational process (pupil management) developed by Imron (2010), function not only as a moral foundation but also as crucial components in character building. This occurs because these values are taught theoretically, applied, and instilled as habits in daily life, making them an inseparable part of students' identities. This is in line with Lickona's (2009) theory, which emphasizes focusing on character education through teaching, practice, and instilling habits, meaning that this process enables students to understand and practice the values of Pancasila, patriotism, and cultural diversity in Indonesia, ultimately strengthening national character. These findings are consistent with previous research on the integration of national cultural values of the Archipelago within the context of Indonesia, based on Pancasila, in character education as a practical step for the revitalization of national identity, both nationally and globally (Istianah & Komalasari, 2023; Kusuma, 2023; Mutmainah & Dewi, 2021), as well as in a global context (Kassa, 2022; Nguyen,

2021).

Furthermore, the second set of findings indicates that the integration of national cultural values of the Archipelago in pupil management not only serves as a moral foundation but also as a critical element in fostering social harmony in schools. This is manifested in creating a collaborative learning environment where various perspectives are valued, and learning is relevant to students' lives, considering Indonesia's remarkable cultural diversity, which includes over 300 ethnic groups and languages. This aligns with previous research that underscores the impact of integrating national cultural heritage values into the education curriculum (including pupil management) on the practice of nationalism and social responsibility among students (Kusuma, 2023). In the context of social harmony, this approach mirrors the constructivist method developed by Wilson (1996), where differences in students' social, cultural, and economic backgrounds do not hinder the creation of a collaborative and cooperative learning environment. Instead, it promotes mutual respect amidst diversity and contextually relevant learning (Fahmi et al., 2022; Imron, 2016; Prabowo et al., 2023). Therefore, integrating these cultural values forms a solid foundation for shaping national identity, ensuring that national character and social harmony are maintained and developed in the face of character crises in today and future globalization challenges.

Pupil Management Activities Based on National Cultural Values of the Archipelago for the Revitalization of National Identity and Social Harmony Challenges

The subsequent research results indicate a significant effect of pupil management activities based on the national cultural values of the Archipelago on the revitalization of national identity (H3). Pupil management activities that emphasize cognitive, emotional, and social aspects, such as Gardner (1993) proposed, with an Archipelagic cultural nuance, enhances students' academic knowledge and fosters a strong character and identity rooted in national cultural values. This structured learning experience improves students' ability to understand, feel, and practice cultural values in daily life, ultimately strengthening national identity. This is realized through the cognitive aspect, reflected in students' understanding of local skills and the preservation of cultural values through traditional arts and sports. The emotional aspect is seen in the cultural awareness fostered through the arts and personal development through religious activities. Finally, the social aspect is reflected in the attitudes of care, cooperation, and discipline developed through social activities, extracurriculars, and student council activities. These various activities reinforce cultural identity, shape student character, and support revitalizing national identity within an education system rooted in Archipelagic culture.

These findings align with previous research emphasizing the importance of a holistic approach (cognitive, emotional, and social) in student activities to strengthen national character according to embraced values (Saw, 2013; Widodo et al., 2019) and to sharpen students' understanding of national identity (Amrizal & Hamdani, 2022; Hadj et al., 2022). Consistent with previous research findings, pupil management activities based on the national cultural values of the Archipelago have a significant effect on students' social harmony (H4). This study indicates that through holistic approaches to activities, students strengthen their cultural identity and contribute significantly to fostering social harmony. Students' involvement in various activities that instil Archipelagic cultural values helps create a collaborative learning environment, appreciate differences, and support harmonious social relationships at school and in the community, as Wilson (1996) emphasized. This aligns with research by Rumahuru and Gaspersz (2021) and Peterlin et al. (2021), which suggests that in diverse societies, such as Indonesia, a cultural

approach is an effective strategy for fostering multiple intelligences, including cognitive, emotional, and social aspects, thereby creating sustainable social harmony and managing diversity. Therefore, pupil management activities integrating Archipelagic cultural nuances become crucial for maintaining and developing national identity and social harmony amidst diversity and global challenges.

Stakeholder Support for the Revitalization of National Identity and Social Harmony

In contrast to previous research, data analysis from the field indicates that stakeholder support does not significantly impact the revitalization of national identity (H5) and social harmony (H6). Although studies by Lunenburg and Ornstein (2012), Kholis et al. (2014), and Majir (2018) emphasize the importance of stakeholder roles in educational success, particularly in maintaining Archipelagic cultural values, in practice, such support does not always produce the expected effects on national identity revitalization and social harmony creation. This suggests a gap between theory and implementation, where stakeholder support may not yet be fully realized effectively in Archipelagic culture-based education, or other dominant factors might influence these aspects that were not examined in this study. However, these findings align with other research that found no significant impact of school stakeholder roles on the revitalization of national identity and social harmony (Aichholzer et al., 2021).

Conclusion

This study highlights the critical importance of integrating Archipelagic national cultural values in pupil management for revitalizing national identity and fostering social harmony. Four of six hypotheses were supported, demonstrating that values like truth, honor, unity, patience, and social solidarity—when incorporated into educational processes through Lickona's approach of teaching, practice, and habit formation—serve as both moral foundations and essential components of character building. Pupil management activities embracing these values significantly impact national identity and social harmony through Gardner's holistic approach addressing cognitive (traditional arts/sports), emotional (cultural/religious activities), and social aspects (extracurriculars/student council). However, contrary to established theories by Lunenburg and Ornstein, stakeholder support showed no significant impact on either outcome, suggesting either implementation gaps or the presence of more influential factors not examined in this study, such as effective leadership or institutional policies—a finding consistent with Aichholzer's research indicating limited stakeholder influence on national identity and social harmony in educational settings.

Limitations

This study contains several notable constraints that affect the interpretation and application of its findings. The sample size, though adequate for initial analysis, may not fully represent Indonesia's extraordinarily diverse educational landscape spanning over 17,000 islands and 300+ ethnic groups, potentially limiting generalizability across regions with varying socioeconomic conditions and cultural traditions. The geographical focus on specific Indonesian areas may not capture the educational dynamics in regions with different cultural histories, religious compositions, or urbanization levels, where pupil management practices might substantially differ. Additionally, the cross-sectional design provides only a momentary snapshot without revealing longitudinal patterns of cultural value integration or its enduring impacts on student development. The research framework might insufficiently address the complex tensions between traditional Archipelagic values and contemporary global influences—particularly

digital connectivity and social media—which affect urban and rural students differently. Methodologically, reliance on self-reported data introduces potential response biases toward socially desirable answers, while the inherent challenge of measuring abstract concepts like national identity and social harmony across diverse cultural contexts further complicates accurate assessment. Finally, while identifying stakeholder support's limited impact, the study doesn't comprehensively explore alternative factors that might better explain variations in the key educational outcomes studied.

Implications

This research enriches pupil management theory by demonstrating how Archipelagic cultural values form effective foundations for character building, national identity formation, and social harmony—offering a culturally responsive alternative to standardized educational approaches. The surprising finding regarding stakeholder support's limited impact challenges us to reimagine stakeholder engagement models specific to Indonesia's cultural context and explore more influential factors affecting educational outcomes. For practitioners, these results provide practical frameworks for designing holistic educational experiences that integrate traditional values across cognitive, emotional, and social dimensions through activities like traditional arts, religious practices, and collaborative projects. School leaders should invest in specialized training that equips educators to balance global competencies with cultural preservation while developing more meaningful community engagement strategies. Future research should investigate leadership styles, institutional cultures, and digital influences on cultural perceptions and conduct comparative studies across Indonesia's diverse regions to strengthen educational policy that honors heritage while preparing students for an interconnected world—ultimately contributing to social cohesion in Indonesia's remarkably diverse society of over 300 ethnic groups.

Funding

Thanks are extended to the Head of the Research and Community Service Institute of Universitas Negeri Malang, Prof. Dr. Markus Diantoro, M. Si, for permitting this research to be conducted with Non-State Budget (Non-APBN) funding.

Acknowledgement

The authors sincerely would like to thank Universitas Sari Mulia, Indonesian Education Scholarship (BPI), Center for Higher Education Funding and Assessment (PPAPT), and Indonesian Endowment Fund for Education (LPDP) from the Ministry of Finance Republic Indonesia for granting the scholarship and supporting this research and all the participants involved in this study.

Conflicts of Interest

We want to confirm that we have no financial interests or affiliations with any organization that may have a direct or indirect interest in the subject matter discussed in the manuscript.

Appendix.

Variable	Statement
Integration of National Cultural Values of	• Values of Honesty

the Archipelago in Pupil Management	<ul style="list-style-type: none"> • Compliance with Teacher's Instructions and Orders • Respect for Teachers • Concern for the Environment and Others • Responsibility for the Trust Given to Them • Respect for Elders • Value of Independence • Value of Discipline • Ability to Differentiate Between Good and Bad Actions • Value of Courage • Value of Compliance with Applicable Rules • Adherence to Learning • Students Possess Trustworthiness • Students Can Apply and Understand Messages from Parents • Students Have a Sense of Affection for Others
Revitalization of National Identity	<ul style="list-style-type: none"> • Students Can Understand the Meaning of National Identity • Students Can Practice the Values of Pancasila • Students Have a Love for Their Country • Students Have a Love for the Nation's Cultural Diversity • Students Are Capable of Preserving National Culture • Students Can Foster Harmony Amongst Peers • Students Have a Respectful Attitude Towards Differences • Students Exhibit a Spirit of Mutual Cooperation • Students Can Appreciate Cultural Diversity • Students Can Apply the Motto "Unity in Diversity" • Students Have a Willingness to Sacrifice for the Nation and State • Students Are Capable of Engaging in Deliberation

	<ul style="list-style-type: none"> • Students Can Respect Different Opinions • Students Uphold the Spirit of Family Kinship • Students Have a Strong Sense of Justice
Social Harmony	<ul style="list-style-type: none"> • Students Understand the Meaning of Social Harmony Well • The School Actively Promotes Social Harmony Values to Students • National Cultural Values of the Archipelago Harmonize Relationships Between Humans, God, and Nature • Extracurricular Programs at School Help Enhance Cooperation Among Students Without Discriminating Based on Race, Ethnicity, or Religion • National Cultural Values of the Archipelago Educate Children to Avoid Lying and to Be Honest • Cultural Background Differences Among Students Are Not a Source of Problems • Students Can Respond to Foreign Cultures That Enter • Students Have a Love for National Cultural Values of the Archipelago • Students Can Demonstrate Respect and Appreciation as Part of the Cultural Acculturation Process in the Archipelago • Students Can Uphold National Cultural Values of the Archipelago • Students Can Maintain Awareness of Humanity, Such as Sympathy Towards Others • Students Can Preserve Archipelagic Cultural Values Rich in Noble National Values for Future Generations • Noble Values Such as Mutual Assistance, Helpfulness, and Tolerance Are Still Cultivated in the School Environment • Students Feel Safe and Accepted in the School Environment

	<ul style="list-style-type: none"> • Students Feel That Their School Values and Respects Diversity • Character and Identity Crises Among Students (Youth) Need to Be Addressed by Strengthening the Noble Values of Archipelagic Culture • Discourse on National Cultural Values of the Archipelago Must Continue to Counteract Negative External Influences
Pupil Management Activities Based on National Cultural Values of the Archipelago	<ul style="list-style-type: none"> • Students Can Instill Awareness of National Archipelagic Culture Through the Arts • Students Can Preserve National Archipelagic Cultural Values Through the Arts • Students Can Preserve Traditional Sports Rich in National Archipelagic Cultural Values • Students Can Become Better and More Compliant Individuals Through Religious Activities • Students Can Develop Their Talents and Potential Through Extracurricular Activities • Students Can Apply a Caring Attitude in the School and Community Through Social Activities • Students Can Understand and Apply Local Skills • Students Can Become Responsible and Disciplined Individuals Through Student Council Activities
Stakeholder Support	<ul style="list-style-type: none"> • Students Demonstrate a High Degree of Mutual Cooperation and Appreciation for Differences Through Student Council Activities • Students Can Develop Healthy and Independent Behaviors Through Health Services • The Principal Provides Support in Integrating National Archipelagic Cultural Values into Pupil management • The Vice Principal Provides Support in Integrating National Archipelagic Cultural Values into Pupil

	management <ul style="list-style-type: none"> • The Student Council Advisor Provides Support in Integrating National Archipelagic Cultural Values into Pupil management • Teachers Provide Support in Integrating National Archipelagic Cultural Values into Pupil management • Parents Provide Support in Integrating National Archipelagic Cultural Values into Pupil management
--	---

Table 7. Development of Instrument Items

References

- Administrator. (2017). Suku Bangsa. Portal Informasi Indoensia. <https://indonesia.go.id/profil/suku-bangsa/kebudayaan/suku-bangsa>
- Agus, C., Saktimulya, S. R., Dwiwarso, P., Widodo, B., Rochmiyati, S., & Darmowiyono, M. (2021). Revitalization of Local Traditional Culture for Sustainable Development of National Character Building in Indonesia BT - Innovations and Traditions for Sustainable Development (W. Leal Filho, E. V Krasnov, & D. V Gaeva (eds.); pp. 347–369). Springer International Publishing. https://doi.org/10.1007/978-3-030-78825-4_21
- Aichholzer, J., Kritzing, S., & Plescia, C. (2021). National identity profiles and support for the European Union. *European Union Politics*, 22(2), 293–315. <https://doi.org/10.1177/1465116520980068>
- Amrizal, A., & Hamdani, Z. (2022). A Brief Introduction of Indonesian Culture and Its National Identity to College Students in the University of Nueva Caceres. *Mattawang: Jurnal Pengabdian Masyarakat*, 3(2), 178–182. <https://doi.org/10.35877/454ri.mattawang944>
- Amrona, Y. L., Nurhuda, A., Assajad, A., Putri, A. A., & Anastasia, A. (2023). Manajemen Peserta Didik sebagai Sarana dalam Mencapai Keberhasilan Tujuan Pendidikan. *Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan)*, 5(3), 93–103. <https://doi.org/10.52005/belaindika.v5i3.124>
- Aprianti, M., Dewi, D. A., & Furnamasari, Y. F. (2022). Kebudayaan Indonesia di Era Globalisasi Terhadap Identitas Nasional Indonesia. *Edumaspul: Jurnal Pendidikan*, 6(1), 996–998. <https://doi.org/10.33487/edumaspul.v6i1.2294>
- Arbuckle, J. L. (2009). *Amos 18 User's Guide*. SPSS Inc.
- Budi Setyaningrum, N. D. (2017). Tantangan Budaya Nusantara Dalam Kehidupan Masyarakat Di Era Globalisasi. *Jurnal Sitakara*, 2(2). <https://doi.org/10.31851/sitakara.v2i2.1197>
- Cahyawati, P. N. (2022). Quo Vadis Kebudayaan Nusantara. *WICAKSANA: Jurnal Lingkungan Dan Pembangunan*, 6(1), 39–46. <https://doi.org/10.22225/wicaksana.6.1.2022.39-46>
- Cresswell, J. W., & Clark, V. P. . (2014). *Research Design, Qualitatif and Mixed Methods Approaches*. In Sage Publications Ltd. (Issue 8).
- Fahmi, R., Sundawa, D., & Ramdhani, H. (2022). Integrasi Nilai-Nilai Budaya Dan Karakter Bangsa Dalam Kurikulum Pendidikan Pancasila Dan Kewarganegaraan. *Bhineka Tunggal Ika: Kajian Teori Dan Praktik Pendidikan PKn*, 9(2), 218–231. <https://doi.org/10.36706/jbti.v9i2.19413>
- Fitri Lintang, F. L., & Ulfatun Najicha, F. (2022). Nilai-Nilai Sila Persatuan Indonesia Dalam Keberagaman Kebudayaan Indonesia. *Jurnal Global Citizen: Jurnal Ilmiah Kajian Pendidikan Kewarganegaraan*, 11(1), 79–85. <https://doi.org/10.33061/jgz.v11i1.7469>
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and

- measurement error. *Journal of Marketing Research*, 18(1), 39–50.
- Fossati, D. (2021). National Identity and Public Support for Economic Globalisation in Indonesia. *Bulletin of Indonesian Economic Studies*, 57(1), 61–84. <https://doi.org/10.1080/00074918.2020.1747594>
- Gaol, N. T. L. (2023). School leadership in Indonesia: A systematic literature review. *Educational Management Administration & Leadership*, 51(4), 831–848. <https://doi.org/10.1177/17411432211010811>
- Gardner, H. E. (1993). *Multiple Intelligences: The Theory In Practice*. Basic Books.
- Hadiyanto. (2013). *Manajemen Peserta Didik Bernuansa Pendidikan Karakter* (D. H. AR (ed.)). AI-Wasath.
- Hadj, B. K., Hayat, T., Mokrani, D., & Guezgouz, M. (2022). Identification of National Identity Through Sports and Cultural Activities. *Sport Scientific And Practical Aspects: International Scientific Journal of Kinesiology*, 19(2), 11–17. <https://doi.org/10.51558/1840-4561.2022.19.2.11>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2021). *A primer on partial least squares structural equation modeling (PLS-SEM)* (N. Tiwari & G. Mahindra (eds.); 3rd ed.). Sage Publications, Inc.
- Hair, J. F., Sarstedt, M., Ringle, C. M., & Gudergan, S. P. (2021). Advanced issues in partial least squares structural equation modeling (PLS-SEM). In *วารสารวิชาการมหาวิทยาลัยศรีนครินทรวิโรฒ (Vol. 4, Issue 1)*. Handbok of Mafket Reseach.
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135. <https://doi.org/10.1007/s11747-014-0403-8>
- Imron, A. (2010). Profil manajemen sekolah unggulan pada satuan pendidikan sekolah dasar. *Jurnal Manajemen Pendidikan*, 1(1), 1–14.
- Imron, A. (2013). Integrasi Karakter Positif dan Reduksi Karakter Negatif dalam Supervisi Pembelajaran. *Seminar Nasional Program Pascasarjana Universitas Negeri Malang*.
- Imron, A. (2016). Empirical model pupil management integrating with balancing competitive-solidarity value for the preparation of character generation competitive and social- solidarity to be ready demographic bonus and the best economic era. *Journal of Social Sciences (COES&RJ-JSS)*, 6(1), 1–13. <https://doi.org/10.25255/jss.2017.6.1.1.13>
- Indonesia Development Forum. (2018). *Penguatan Konektivitas Indonesia Sebagai Negara Kepulauan*. <https://indonesiadevelopmentforum.com/2018/call-for-papers/theme/5-penguatan-konektivitas-indonesia-sebagai-negara-kepulauan>
- Iriany, I. S. (2014). Pendidikan Karakter sebagai Upaya Revitalisasi Jati Diri Bangsa. *Jurnal Pendidikan Universitas Garut*, 8(1), 54–85. <https://journal.uniga.ac.id/index.php/JP/article/view/71/72>
- Istianah, A., & Komalasari, K. (2023). Dampak Isu Global Terhadap Jati Diri Bangsa Dan Karakter Ke Indonesiaan Melalui Pendidikan Kewarganegaraan. *ASANKA: Journal of Social Science and Education*, 4(1), 97–107. <https://doi.org/10.21154/asanka.v4i1.5576>
- Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 38(5), 365–379. <https://doi.org/10.3102/0013189X09339057>
- Kariadi, D. (2016). Revitalisasi Nilai-Nilai Edukatif Pendidikan Kewarganegaraan Untuk Membangun Masyarakat Berwawasan Global Berjiwa Nasionalis. *Jurnal PIPSI (Jurnal Pendidikan IPS Indonesia)*, 1(1), 14. <https://doi.org/10.26737/jpipsi.v1i1.112>
- Kassa, T. (2022). Preserving national values: Reproduction of national identity in a school of Qenie. *Children and Society*, 37(5), 1503–1516. <https://doi.org/10.1111/chso.12671>
- Kemenag. (2009). *Pengamat: Kearifan Lokal Bisa Redam Kekerasan Politik*. Website Resmi Kementerian Agama Republik Indonesia. <https://kemenag.go.id/nasional/pengamat-kearifan-lokal-bisa-redam-kekerasan-politik-fzrkfz>

- Khairiah, K., & Syarifuddin, S. (2020). Peran Manajemen Pendidikan dalam Masyarakat Multikultural. *Nuansa : Jurnal Studi Islam Dan Kemasyarakatan*, 13(1), 63–75. <https://ejournal.iainbengkulu.ac.id/index.php/nuansa/article/view/3337>
- Kholis, N., Zamroni, Z., & Sumarno, S. (2014). Mutu Sekolah Dan Budaya Partisipasi Stakeholders. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 2(2), 130–142. <https://doi.org/10.21831/jppfa.v2i2.2639>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.
- Kusuma, W. J. (2023). Meningkatkan Sikap Nasionalis Siswa Melalui Mata Pelajaran Pendidikan Kewarganegaraan Di Mts Muhammadiyah Wanasari Brebes. *Jurnal Pendidikan Kewarganegaraan*, 7(1), 46–58. <https://doi.org/10.31571/jpkn.v7i1.5411>
- Levine, D. U., & Havighurst, R. J. (1992). *Society and education* (8th ed.). Allyn & Bacon.
- Lunenburg, F. C., & Ornstein, A. C. (2012). *Educational Administration: Concepts and Practices* (6th ed.). Wadsworth Publishing Company.
- Madrohim, M., Prakoso, L. Y., & Risman, H. (2021). Pancasila Revitalization Strategy in the Era of Globalization to Face the Threat of National Disintegration. *Journal of Social and Political Sciences*, 4(2), 155–164. <https://doi.org/10.31014/aior.1991.04.02.284>
- Majir, A. (2018). Rekonstruksi Hubungan Komite Sekolah Dan Sekolah Upaya Meningkatkan Mutu Pendidikan Era Pendidikan Abad Ke-21. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, 14(26), 105–119. <https://doi.org/10.36456/bp.vol14.no26.a1675>
- Masyhuri, A. ary. (2019). Masa Depan Jalan Harmoni Sosial Keberagamaan Dalam Menjaga Indonesia. *Harmonisasi Keberagaman Dan Kebangsaan Bagi Generasi Milenial*, 151--157.
- Mejía-Rodríguez, A. M., & Kyriakides, L. (2023). Searching for the impact of national culture dimensions on student achievement: implications for educational effectiveness research. *School Effectiveness and School Improvement*, 34(2), 226–246. <https://doi.org/10.1080/09243453.2023.2171068>
- Moser, S. (2016). Educating the nation: shaping student-citizens in Indonesian schools. *Children's Geographies*, 14(3), 247–262. <https://doi.org/10.1080/14733285.2015.1033614>
- Mutmainah, S. U., & Dewi, D. A. (2021). Reaktualisasi Nilai Pancasila dan Implementasinya Sebagai Upaya Pembangunan Karakter Bangsa. *Edukatif: Jurnal Ilmu Pendidikan*, 3(2), 611–618. <https://doi.org/10.31004/edukatif.v3i2.396>
- Najib, M., Imtiyaz, A., & Najicha, F. U. (2022). Indonesia Dalam Menangkal Budaya Asing Di Era Globalisasi. *Journal Unnes*, 7(2), 140–144.
- Nguyen, C. H. (2021). Educating National Cultural Identity for Vietnamese Students: A Case Study at an Giang University. *Universal Journal of Educational Research*, 9(10), 1773–1784. <https://doi.org/10.13189/ujer.2021.091006>
- Peterlin, J., Dimovski, V., Meško, M., & Roblek, V. (2021). Cultivating Management Education Based on the Awareness of Students' Multiple Intelligences. *SAGE Open*, 11(1), 1–12. <https://doi.org/10.1177/2158244020988277>
- Petrenko, O. (2021). Formation of national self-consciousness of student youth in the course of public activity (From the experience of work of the regional complex scientific and methodical center of innovative technologies of the educational process of RSUH). *Social Work and Social Education*, 4(1(6)), 112–118. [https://doi.org/10.31499/2618-0715.1\(6\).2021.234147](https://doi.org/10.31499/2618-0715.1(6).2021.234147)
- Power, M. E., Kelley, M. H., Selders, K. J., & Green, A. L. (2024). Culturally Responsive Evidence-Based Practices for Black Males With Emotional Behavioral Disorders. *Intervention in School and Clinic*, 59(5), 331–338. <https://doi.org/10.1177/10534512231182381>
- Prabowo, M. A., Hanifah, M. N., Abduh, M., Kalsum, U., & Jefriyanto, J. (2023). Internalisasi Nilai

- Kearifan Lokal Budaya Jawa dalam Kode Etik Akuntan. *Wahana Riset Akuntansi*, 11(2), 89. <https://doi.org/10.24036/wra.v11i2.124175>
- Robbyanandri Pratama, Siswo Hadi Sumantri, & Pujo Widodo. (2023). The Role Of Teachers In Implementing Multicultural Education At Taruna Nusantara High School To Enhance Social Resilience. *International Journal Of Humanities Education and Social Sciences (IJHESS)*, 3(1), 167–176. <https://doi.org/10.55227/ijhess.v3i1.580>
- Rumahuru, Y. Z., & Gaspersz, A. C. W. (2021). Community Based Diversity Management: Analysis of Community Activities Building Post-Conflict Social Harmony in Tual, Maluku Province, Indonesia. *Jurnal Humaniora*, 33(1), 39. <https://doi.org/10.22146/jh.56933>
- Sarmini, S., Suprijono, A., Susilowati, I. F., Achmadi, C., & Rizaq, A. D. B. El. (2023). The Principal's Strategy for Strengthening National Identity in Globalization Era. *IJORER : International Journal of Recent Educational Research*, 4(1), 104–115. <https://doi.org/10.46245/ijorer.v4i1.284>
- Saw, G. P. (2013). A frame Work Of Holistic Education. *International Journal of Innovative Research & Development*, 2(8), 69–74.
- Setiawan, D. E., & Stevanus, K. (2023). Significance of Islam Nusantara Values in an Indonesian Multicultural Society. *Journal of Al-Tamaddun*, 18(1), 203–214. <https://doi.org/10.22452/JAT.vol18no1.17>
- Shabrov, O. F., Sashchenko, N. P., & Hayat, M. (2021). Education as an institution of national identity formation. *SHS Web of Conferences*, 103, 01001. <https://doi.org/10.1051/shsconf/202110301001>
- Suri, D., & Chandra, D. (2021). Teacher's strategy for implementing multiculturalism education based on local cultural values and character building for early childhood education. *Journal of Ethnic and Cultural Studies*, 8(4), 271–285. <https://doi.org/10.29333/ejecs/937>
- Thayer, V. T. (1960). School and Society: The Role of The School in American Society. *Journal of Teacher Education*, 11(2), 319–319. <https://doi.org/10.1177/002248716001100227>
- Thomas Lickona. (2009). *Educating For Character - How Our Schools Can Teach Respect And Responsibility*. Macmillan. <https://books.google.co.id/books?id=Cx0nJf7KZAcC>
- Widodo, H., Sutrisno, S., & Hanum, F. (2019). The Urgency of Holistic Education in Muhammadiyah Schools. *Al-Ta Lim Journal*, 26(2), 160–174. <https://doi.org/10.15548/jt.v26i2.549>
- Wilson, B. G. (1996). *Constructivist Learning Environments: Case Studies in Instructional Design*. Educational Technology Publications.
- Yeager, W. A. (1981). *Administration and The Pupil*. Harper and Brother.
- Yoga Agustin, D. S. (2011). Penurunan Rasa Cinta Budaya Dan Nasionalisme Generasi Muda Akibat Globalisasi. *Jurnal Sosial Humaniora*, 4(2), 177–185. <https://doi.org/10.12962/j24433527.v4i2.632>