

IMPROVING NATIONALISM AWARENESS THROUGH SELF LEARNING-BASED MULTIMEDIA SOFTWARE

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ABSTRACT

The purpose of this study is to develop multimedia developed using Lectora Inspire software based on the Self-Learning method to increase high school students' nationalism awareness. The multimedia development uses the 4D model. To see the improvements students' nationalism awareness, appropriate media are integrated into construction exposition texts learning and researched using classroom action research. The result is a Self-Learning method multimedia product built using the Lectora Inspire software feasible and inspiring student awareness to internalize the values of nationalism with an average score of 61.8 (cycle 1) and 84.5 (cycle 2).

INTRODUCTION

Nationalism grows from a shared sense of struggle that fosters the soul and spirit of loving the motherland and prioritizes the interests of the country over those of personal or group. Explicitly, the spirit of nationalism is contained in the Preamble to the 1945 Constitution that Indonesia is a sovereign, just and prosperous nation that rejects all forms of colonialism and oppression that are contrary to justice and humanity.

Nationalism plays an important role in the journey of the Indonesian people born with various races, ethnicities, cultures, religions, and languages. Nationalism is the soul of every Indonesian citizen to be able to live side by side, respect each other, be impartial, be tolerant, help each other, have a sense of solidarity, have social sensitivity, have empathy, mutual cooperation, courtesy, hard work, responsibility, and honesty. According to Smith (2001) nationalism is able to gather individuals in a large

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community to grow a sense of equality and unity, create tolerance as inherited from history, religions, language, and customs.

Over time, nationalism was confronted with (1) the problem of national disintegration resulting from socio-political interests, group interests, religious fanaticism, social inequalities, and regional development disparities and (2) moral decline and behavior change of the citizen. The disintegration of the nation during the post-reform era was the evidence from conflicts between tribes that occurred in Aceh, Poso, Sambas, Maluku and Papua. The most recent case, a riot on 22 May 2019 in Jatibaru, Tanah Abang, Central Jakarta occurred while the apparatus was struggling to disperse the protesting crowd in front of the Bawaslu building during the election period for the presidential and vice president candidates. Meanwhile, the decline in citizens' morale and behavior can be seen from the increasing verbal or physical violence among adolescents, both in real life and in social media, group fanaticism that leads to violence, not feeling guilty when lying, no sense of empathy, decreased work ethic and instant lifestyle, lack of respect for parents and teachers, dishonest behavior, selfishness, and anarchism (Masrukhi, 2017).

From the results of the researchers' observations and interviews on 16-27 April 2019 in twenty high schools in the City and Regency of Malang, there are their indications of students' moral and behavior decline. The indicators are indiscipline attitudes during the flag ceremony and lack of respect for the national flag, lack of mutual cooperation, being prouder of Korean culture than the national cultures, lack of discipline, instant lifestyle, individualism, not memorizing national anthems, lack of national heroic figure knowledge, lack of respect and courtesy to parents and teachers, anger issue that tend to solve problems by fighting, as well as discrimination against affirmation students (a government scholarship awardees) from Papua. Of the twenty schools observed, indicators of moral and behavior decline in students were mostly found in SMAN 6 Malang.

For this reason, it is the duty of the teacher as an Indonesian citizen to improve the awareness of the students' nationalism so that the sovereignty of the Indonesian people fought by the heroes does not lead to the brink of collapse. In the world of education, the government through the Ministry of Education and Culture and the Ministry of Research, Technology and Higher Education has launched a program of Character Strengthening Education (PPK) in the national curriculum. One of the focuses is to foster nationalism by fostering caring, tolerance, honesty, mutual respect, and fostering democratic values (Rokhman, Hum, Syaifudin, & Yuliati, 2014). The concrete step is to integrate nationalism in the learning activities. Through learning, students' awareness of nationalism will gradually start from knowing the indicators, reflecting, having awareness, and applying nationalism in social life (Rokhman et al., 2014).

The scope of this research is the integration of nationalism character education in Bahasa Indonesia learning subject at SMAN 6 Malang. The basic competency to research is to construct the exposition writing by paying attention to the content, structure, and language. Exposition text was chosen because of its explanation supported by arguments containing data and logical facts and ended with a conclusion or reaffirmation (Emilia, Habibi, & Bangsa, 2018). Being able to relate exposition text with nationalism is the final expectation, thus students can recognize the indicators of nationalism. Then students can give arguments and reflect on the importance of nationalism in writing and have the awareness of the importance of nationalism. The arguments presented must be supported by data and logical facts to fit the characteristics of the exposition text. To be able to provide data and logical facts, students should recognize indicators of

nationalism, reflect the importance of nationalism, have an awareness of the importance of nationalism, and implement it in daily life.

To realize it, multimedia software is needed to help students achieve these learning goals. The multimedia in this research is developed by using *Lectora Inspire* software. This multimedia designed is a type of interactive multimedia containing (1) the concept of exposition text, (2) steps to recognize the character of nationalism by listening to two indie films made by researchers (film 1 duration is 3 minutes 5 seconds, about problems related to nationalism; and film 2 duration is 4 minutes 30 minutes, about the efforts to raise awareness of nationalism), (3) steps to provide arguments about cases of moral decline and young people behavior, (4) steps to collect data and logical facts that support the argument, (5) steps to reflect the importance nationalism, (6) steps to provide conclusions and restatements about the importance of nationalism.

The learning steps in this multimedia are arranged based on the Self-Learning method. This method guides students to make their own decisions based on the results of their understanding and reflection on learning material (Dewi, Setiawati, Budiana, Ismail, & Fatoni, 2019). This method will allow students to be actively involved in learning, independent, and responsible because they know every important part of the learning procedure that is passed and has learning targets (Black, 2018). This method is suitable when integrated with multimedia because it encourages students to learn independently and set their own learning targets (Songkram, Khlaisang, Puthaseranee, & Likhitdamrongkiat, 2015). The teacher's role is to become a facilitator by giving clear instructions and helping students set targets at each step of the learning.

Integrating multimedia with learning methods can streamline the learning process, encourage students to find their own material, be actively involved in each step of learning, conduct discussions, simulations, solve learning problems, and encourage critical and creative thinking skills (Tudor, 2013). The multimedia developed with the *Lectora Inspire* software based on the Self-Learning method is also needed, especially by students of SMAN 6 Malang because so far there has not been an interactive multimedia and learning method that guides and serves as a model for students to improve their nationalism awareness so that such cases of moral decline and behavior at the school is still happening.

In term of presentation, the multimedia has 8 major pages, each of which consists of one to five views operated by using the navigation buttons. This multimedia is featured with national anthem back sound to stimulate the spirit of the students' nationalism. The multimedia user interface is designed in the nationalism theme. Other indicators of presentation aspects that are considered by researchers include: (1) systematic consistency, (2) balance between chapters, (3) conceptual sequence, (4) conformity/accuracy of media illustrations with the themes and Self-Learning methods, (5) High school student-centered, (6) accuracy of the process, (7) stimulating students' critical, creative, and innovative thinking (8) variations in presentation.

Based on the background above, this research was conducted and aimed to develop multimedia using *Lectora Inspire* software based on the Self-Learning method, and improve nationalism awareness of high school students, especially those of SMAN 6 Malang through the multimedia developed with *Lectora Inspire* software in learning to construct exposition text.

RESEARCH METHODS

This is a qualitative research of development and classroom action research since the outcome of this research is a product in the form of interactive multimedia

developed using *Lectora Inspire* software based on the Self-Learning method. The development used is a 4D model (define, design, develop, disseminate). Classroom action research is used to find out the improvement in students' nationalism awareness through learning to construct exposition texts through interactive multimedia. The research stages, indicators of achievement, and outcomes of each stage are presented in the following table.

Table 1 Research Stages, Indicators, and Outputs

No	Research stages	Achievement Indicators	Outcomes
1	<i>Define</i>	Terms and product preparation (goals, basic competency, and learners) have been determined.	Front end data analysis, learners, assignments, concepts, and objectives
2	<i>Design</i>	The creation of product 1 that contains material and evaluations using the self-learning method	Initial product design
3	<i>Develop</i>	<ul style="list-style-type: none"> - The products are validated in terms of content, language, and presentation - Presentation of final products 	<ul style="list-style-type: none"> - Validation results of experts, practitioners, and limited and extensive user trials - Final product manufacturing
4	<i>Disseminate</i>	- The product is packed, ready to be absorbed, and used in learning	- <i>Packaging, diffusion, and adapting</i>
5	Class Action Research (planning, observation, reflection, evaluation)	Increased awareness of the student nationalism observed from the results of students constructing exposition texts	Data increased awareness of the students' nationalism from each cycle

The study was conducted at SMAN 6 Malang. The research samples are grade 10 students for nationalism problems in high schools most frequently occurs in grade 10, judging from the lack of discipline behavior, anger issue that tends to solve problems by physical fighting, as well as discrimination against affirmation students from Papua.

The research instruments include front-end analysis questionnaire and product validity test, exposition text construction test outlines, Learning Implementation Plan (RPP) which contains steps for implementing the multimedia developed using *Lectora Inspire* software based on the Self-Learning method along with the rubric of process assessment and results, and observation guidelines for observing the process of applying multimedia based on the Self-Learning method in each cycle. The data is collected by distributing questionnaires to experts, practitioners, and users to determine the feasibility of the product in terms of content, language, and presentation. The test is to find out the increase in students' nationalism awareness through the exposition writing produced. Observation is used to observe the process of applying multimedia based on the Self-Learning method in each cycle.

The types of data in this study include product feasibility test data, test result data, and observation data. The product is feasible when meeting the minimum good qualifications at percentages >80% according to the following intervals.

Table 2 Percentage of Product Eligibility Interval Scale

No.	Interval	Category
1.	81% — 100 %	Excellent
2.	61% — 80%	Good
3.	42% — 60%	Fair
4.	21% — 40%	Poor
5.	0% — 20%	Fail/very poor

According to the table, a decent product with a percentage of >80% is then applied in learning to construct exposition text. To assess the students' nationalism awareness through exposition text learning, researchers analyzed students' learning outcomes using the following table.

Table 3 Analysis of Student Learning Outcomes of SMAN 6 Malang Class X Language

No.	Score Intervals	Score Intervals	Achievement Criteria
1.	34-40	85-100	Excellent
2.	27-33	67-82	Good
3.	20-26	50-65	Fair
4.	13-19	32-47	Poor
5.	6-12	15-30	Fail/very poor

Researchers reflect and evaluate each cycle, and to -n cycle is not carried out if 75% of the students get a score of >82 ('good' category) based on the table, and show indicators of having nationalism awareness in their writing. The indicators of nationalism awareness include mutual respect, non-discrimination, tolerance, solidarity, social sensitivity, empathy, courtesy, hard work, responsibility, and honesty.

RESEARCH RESULTS AND DISCUSSION

Research Results

The results of the *define* stage obtained data that students (1) do not get the idea of what being a nationalist attitude is, and lack awareness of the importance of nationalism due to the absence of a role model, (2) need media and learning methods to make students recognize, reflect, realize the importance of nationalism, and (3) need media that help students explain arguments with factual and logical data in the form of exposition text.

In the design phase, researchers design a multimedia product using *Lectora Inspire* software based on the Self-Learning method by considering the aspects of content, language, and presentation appropriateness. The followings are parts the multimedia product user interface developed using *Lectora Inspire* software based on the Self-Learning method.





Figure 1 The Multimedia Software Product Developed using *Lectora Inspire* Software Based on Self-Learning Method

As can be seen in Figure 1, from the content eligibility aspect, the menu of the multimedia software developed is arranged based on learning steps based on the Self-Learning method and learning objectives. In addition, the product is arranged by considering (1) the area of the media, (2) the depth of the media, (3) the themes, (4) the accuracy of the concept, (5) the authenticity of the task, (6) the accuracy of the process, (7) the conformity with the development of science, (8) the up to date tasks, (9) curiosity and active learning, and (10) life skills. In the multimedia software, there are two nationalism-themed indie films created by researchers. The first film, lasting 3 minutes 5 seconds, introduces nationalism to students, reflects the importance of nationalism, and realizes the importance of nationalism. The second film, lasting 4 minutes 30 seconds, helps students give arguments, finds data and logical facts about nationalism, and provides a restatement of the importance of nationalism. There is also a guided assignment to be independent as well as a principled evaluation of the assessment for learning, an evaluation that makes students see their achievements and learning targets independently.

From the language aspect, the instructions, navigations, and explanations are arranged in simple sentences, adjusted to the level of the students' intellectual development, and motivate students to realize the importance of nationalism. From the presentation aspect, the multimedia software is developed comprehensively featuring nationalism-themed interface design, nationalism instrumental back sound. There are 8 main pages, each which consists of one to five views operated using the navigation buttons. In addition, the software is developed by taking into account such indicators as (1) systematic consistency, (2) balance between sections, (3) conceptual sequences, (4) conformity/accuracy of media illustrations with the themes and Self-Learning methods, (5) high school students centered, (6) the accuracy of the process, (7) stimulating students' critical, creative, and innovative thinking, and (8) variations in presentation.

The results of the development stage are product 1 that, according to the material expert, is categorized as excellent with a percentage of eligibility of 87.5% in terms of content eligibility, and 75% or a good category in linguistic aspects. Material experts suggest that assignments following watching the film 1 should cover words that are more motivating students to recognize, reflect, and have an awareness of nationalism. According to media experts, the product (the multimedia software) is categorized as excellent with a percentage of 97% in terms of presentation. There is one suggestion on the illustration design illustrations to be more of the Indonesia nuances than just red-white flag theme, for example, a picture of Indonesian map, batik patterns, Indonesian traditional gate design, and so forth to show more the culture or characteristics of Indonesia. Furthermore, according to practitioners, the product is said to be excellent with a percentage of 86% in terms of content eligibility and 84% in terms of presentation. Practitioners give feedbacks by giving examples of arguments, ways to find

data and logical facts, and restatements in the exposition text. The result of limited try out is presented in the following diagram.

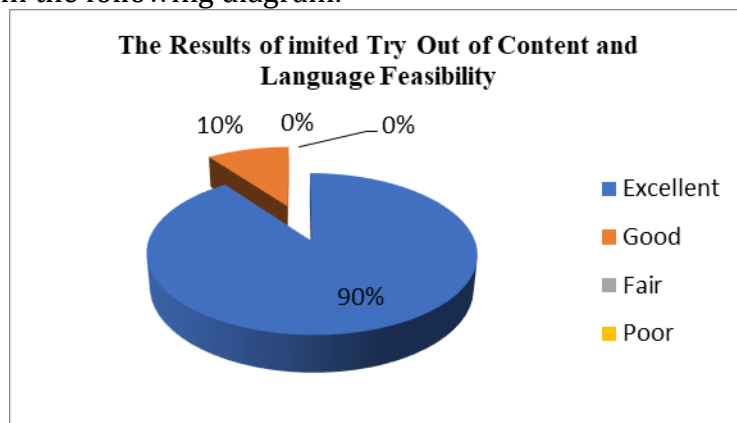


Diagram 1 The Results of Limited Try Out of Content and Language Feasibility Aspects

Based on diagram 1, 90% of students state that the software is excellent and 10% of students state good both in terms of content and language feasibility so that the multimedia is suitable to use. Furthermore, the result of limited try out of presentation aspect result can be seen in the following diagram.

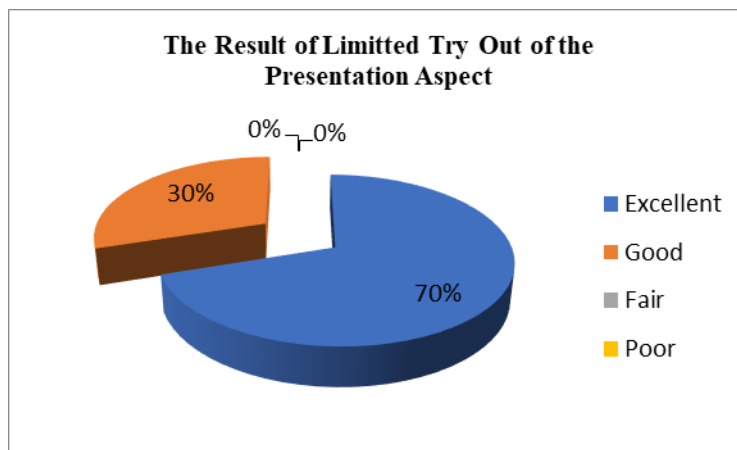


Diagram 2 The Result of Limited Try Out of the Presentation Aspect

From diagram 2, 70% of students state that the software (product) is excellent and 30% of students state it is good for the presentation so that it is suitable to use. The results of extensive product try out is presented in the following diagram.

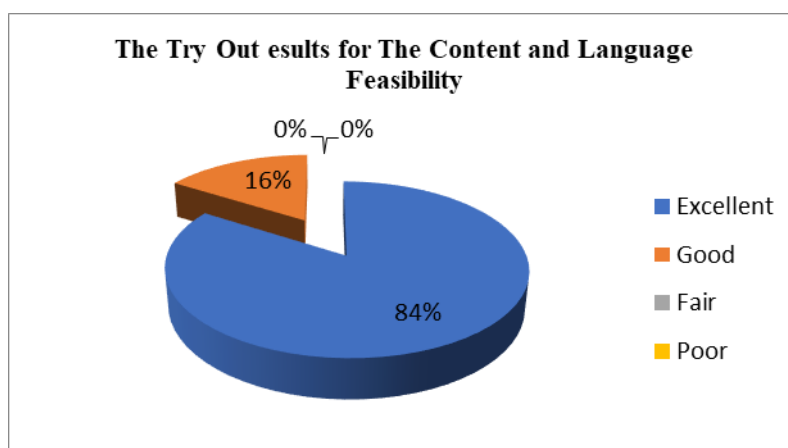


Diagram 3 The Try Out Results for the Content and Language Feasibility

From diagram 3, It can be seen that 84% of students state that the product is excellent and 16% state that it is good so it is suitable to use. In terms of presentation, the result is presented in the following diagram.

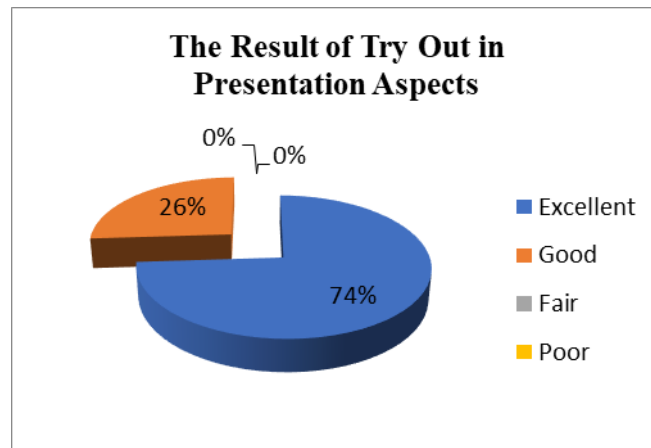


Diagram 4 The Result of Try out in Presentation Aspects

It can be seen from diagram 4 that 74% of students state that the product is excellent and 26% of the students state that it is good. Thus, the product is suitable for use.

At the dissemination stage, the researchers print the multimedia learning product consisting of CDs and manuals, then conduct workshops on how to apply the instructional media to teachers and supervisors at SMAN 6 Malang and disseminate these products to teachers and students to be understood and used in Bahasa Indonesia learning.

To find out the increased awareness on student nationalism through the application of the products in learning to construct exposition texts a class action research was conducted. The result is presented in the following diagram.

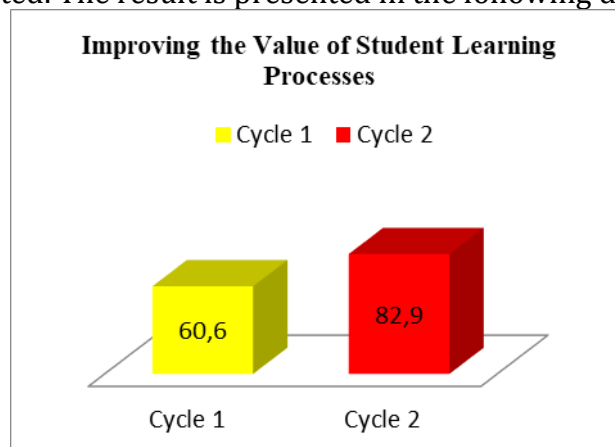


Diagram 5 Improving the Value of Student Learning Processes

Diagram 5 shows that there is an increase in the students' average academic score. In cycle 1, the students' average score is 60,6 with 32% of the students achieve the passing grade. In cycle 2, the average score is 82,9 with 95% of the students achieve the passing grade. It means that in pre-writing the theme of nationalism supported by data and facts in the form of two short films in multimedia becomes a stimulus for students to recognize, reflect, and develop data and facts when making exposures, arguments, and reaffirmation in the exposition texts. In the writing process, the multimedia system

arranged based on the Self-Learning method enables students to recognize, reflect on important values, and realize the importance of nationalism; arrange statements, arguments, and reaffirmations according to the characteristics of the exposition text. The progress in the students' learning achievement is presented in the following diagram.

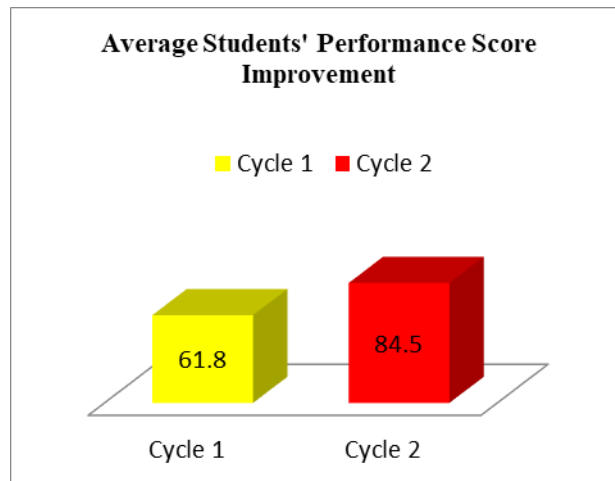


Diagram 6 Improvement in Students Nationalism Awareness seen from the Students' Exposition writing

Diagram 6 indicates that the amelioration in the students' nationalism awareness can be seen from the students' exposition writing. This can be perceived from the average score of the class in cycle 1 (61,8) with students achieving passing grade reaching 32%, detailed as follows: 32% (good category) having scores ranging from 75 to 82,47% (fair category) having scores ranging from 50 to 65, 21% (poor category) having score ranging from 32 to 47. In cycle 2, the students nationalism awareness can be seen from the students' increased performance score of their exposition writings (84,5), detailed as follows: 63% (excellent category) having the scores from 85 to 100, 32% (good category) having the score from 75 to 82, and 5% (fair category) having the score from 50 to 65. The indicator of an excellent category is the students' exposition writings that contain complete statements, arguments, data, facts, reaffirmation of nationalism that shows the reflection and awareness of students of the importance of nationalism. As many as 32% of students achieving good category show these indicators, yet there is no reaffirmation that shows awareness of the importance of nationalism. As many as 5% of students achieve fair category because they contain little data and facts that show their awareness of the importance of nationalism. Based on these results, in cycle 2, 95% of students achieved a passing grade, leaving only 1 student who does not reach it makes cycle 3 not necessarily proceeded.

Discussion

Based on product development data, the results show that in terms of content eligibility, the multimedia software developed using *Lectora Inspire* is in the excellent category with a percentage of 87.5% according to material experts and 86% according to practitioners. The user test results obtained that 84% of students stated the product in a very good qualification. In terms of language, the multimedia software is in the good category with the percentage of 75% according to material experts, whilst, as many as 84% of users state the product is in the excellent category. This multimedia product qualifies very well because it meets the following indicators: (1) the area of the media, (2) the depth of the media, (3) the selection of themes, (4) the accuracy of the concept,

(5) the authenticity of the task, (6) the accuracy of the process, (7) the suitability with the development of science, (8) the up to date tasks, (9) curiosity and active learning, and (10) life skills. Especially the short films and assignment forms in the multimedia have made students have a model in recognizing nationalism, reflecting, and having an awareness of the importance of nationalism.

As shown from the observations and interviews of SMAN 6 Malang students prior to using the multimedia, the students lack awareness of nationalism due to the absence of examples, models, or role models of what nationalism is and what against it. This further impacts on the students' unawareness of the importance of nationalism. As a matter of fact, awareness about nationalism can be obtained by knowing, feeling, and reflecting on the importance of nationalism (Rokhman et al., 2014). After having the awareness, the next level will be to internalize the character of nationalism and implement it in their everyday lives. With this multimedia, students feel invited to, not only watch the film and complete the forms of assignment in it, but be stimulated to think critically, use cognitive knowledge to reflect on the importance of nationalism, provide arguments about the importance of nationalism, collect data about what behaviors are perceived as nationalism and what is not, as well as realizing the importance of nationalism. Thus, the multimedia software developed using *Lectora Inspire* becomes a tool in introducing the importance of nationalism, building awareness of students' nationalism comprehensively, creating an environment that provides a real example of the importance of nationalism, and providing opportunities for students to give arguments about the importance of nationalism.

Furthermore, in terms of presentation, multimedia is categorized as excellent with the percentage of 97% according to media experts and 84% according to practitioners. The user test result reveals that 74% of students regard that the software is excellent. This multimedia product is regarded as excellent because it meets such indicators as (1) the systematic consistency, (2) the balance between chapters, (3) the conceptual sequence, (4) the conformity/accuracy of the illustrations and the instrument back sound with the nationalism theme and Self Learning methods, (5) high school student-centered, (6) the accuracy of the process, (7) stimulating the students' critical, creative, and innovative thinking, and (8) variations in presentation.

In addition, the presentation of multimedia with the Self-Learning method makes students feel encouraged to learn to determine the importance of each stage of learning, know the achievements of each stage, and determine learning targets independently. The application of multimedia not supported by the right method may not be able to achieve the expected objectives (Tudor, 2013). This method is applicable to improve nationalism awareness among the SMA 6 Malang students. In fact, high school students are the nation's young generation who do not acquire nationalism awareness since childhood. As a matter of fact, today's younger generation never experienced the struggle of the hero fighting for national sovereignty and fostering the spirit of nationalism. So, nationalism awareness needs to be taught as early as possible to the nation's young generation that they have a strong foundation in preserving national sovereignty. The teachers' role is to facilitate students with the proper media and methods of teaching nationalism awareness. Without the two elements, it is worried that the younger generation does not have a strong nationalism character that leads them to actions that show moral decline and behavior contradicting to nationalism (Rokhman et al., 2014). Furthermore, the character of the nation will be strong if the nationalism character of its citizens individually is also strong (Koellhoffer in Rokhman et al., 2014).

At the application stage, the multimedia developed with *Lectora Inspire* based on the Self Learning method can increase the students' nationalism awareness. It is evidenced by the results of cycle 1 the average score the students is 61.8 with 32% of students achieving a passing grade. In cycle 2, the nationalism awareness of students, judging from their exposition writing increased with an average score of 84.5 with the following details: 63% excellent and 32% good category. Nationalism awareness is judged from the students' writing in expressing arguments, providing exposure to data and logical facts, as well as affirming nationalism. Arguments, data, logical facts, and reaffirmations that are able to be given by students correlate with their ability to recognize, reflect, and realize the importance of nationalism.

The results of the two cycles are also supported by the learning steps in multimedia using Self-Learning method. In this method, first, students are assigned to see film 1 about the nationalism problem. The problem discussed is the attitude of the younger generation who do not have respect toward the national flag, anger issue, and likely solve problems anarchistically. In the next stage, students are asked to identify any students' behavior against nationalism. Then, they are assigned to make arguments and reaffirmation about the importance of nationalism and the negative impact of non-nationalist behavior. Next, students are asked to watch film 2 about discrimination against Eastern-Indonesian students by students from Javanese ethnic groups. In this second film, students are asked to write arguments, data and facts about nationalist and non-nationalist behavior, identify the importance of nationalism in relation to maintaining national sovereignty, and provide a restatement of the importance of nationalism. Furthermore, students are asked to write down arguments, data and logical facts, and reaffirmation related to the results of reflection on the film that is listened to in the form of exposition text.

From the learning process, the steps of the Self-Learning method not only encourage students to write the target text, but at the same time guide students to think critically about problems. These critical thinking skills have a positive impact on students to develop their ability to argue (Darland & Carmichael, 2012). Finally, students can reflect the importance of nationalism in their exposition writings.

CONCLUSIONS AND SUGGESTIONS

The multimedia products developed with *Lectora Inspire* based on Self Learning method according to the results of the validation test and user trials are regarded to be feasible to apply in learning to construct exposition text. The content, language, and presentation of interactive multimedia supported with the learning steps based on Self Learning method help students recognize, reflect, and realize the importance of nationalism. In addition, the multimedia learning procedure is developed with Self-Learning method allowing students to independently understand the importance of each stage of learning and measure their own learning targets.

According to the process analysis results and learning outcomes in each cycle, there is an improvement in the students' nationalism awareness thanks to the multimedia developed with *Lectora Inspire* software based on Self-Learning method. The students' nationalism awareness is reflected from the students' argumentative skills, logical data and facts presented, and reaffirmations in their exposition writing. Increased awareness of student nationalism in each cycle is correlated with the understanding and results of the student reflection on their great nationalism behavior. Thus, there is a relationship between their understanding and a good reflection on the

importance of nationalism, subsequently impacts their arguments, facts, logical data, and reaffirmation which they convey through their exposition writing.

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