

Development Strategy of Knowledge's Nationalism and Tolerance for Indonesia's Young Generation: A Case Study of Flag-Raising Troop (Paskibraka)

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Abstract. This research aims to analyze how the participation of Paskibraka members influences their attitudes towards unity and tolerance amidst Indonesia's cultural diversity. Paskibraka, as a youth organization playing a crucial role in state ceremonies, not only prepares its members for ceremonial duties but also fosters the internalization of values of nationalism and tolerance. This study employs a qualitative method with a case study approach, involving in-depth interviews with Paskibraka members and field observations during their educational and training camps. The research findings indicate that participation in Paskibraka provides profound experiences for its members, where they learn to appreciate national symbols and understand the importance of unity and diversity. Paskibraka members also engage in social activities that promote national values and tolerance, significantly strengthening their national identity. The study found that the direct experience of raising the national flag and involvement in social activities enhances members' awareness of the importance of unity and tolerance, as well as developing an inclusive attitude towards cultural differences. These findings highlight the importance of supporting extracurricular programs like Paskibraka in the national education system to shape young generations with a spirit of patriotism and a commitment to diversity.

Keywords: paskibraka, nationalism, tolerance, cultural diversity, character education, Pancasila ideology

INTRODUCTION

The Indonesia's Flag-Raising Troop or Paskibraka is a youth organization with a significant role in state ceremonies in Indonesia (Khairuddin, 2021; Maswati & Musringudin, 2022; Nungsiyati et al., 2020). Through Presidential Regulation of the Republic of Indonesia Number 13 of 2021, the Fostering of Pancasila Ideology to the Young Generation through the Flag-Raising Troop Program was initiated as a concrete effort to internalize the spirit of nationalism in young people. The regulation states that Paskibraka consists of the best male and female students who are national cadres recruited and selected progressively and hierarchically to perform the duties of raising and lowering the duplicate of the Heritage Flag. The fostering of Pancasila ideology in the formation of Paskibraka is carried out through stages: recruitment and selection; centralized education and training; and inauguration.

Survey results show the need for strong nationalism and tolerance among Indonesia's young generation. The survey revealed that most respondents consider it important to strengthen love for the homeland and appreciate existing cultural diversity (Asnur et al., 2022; Nungsiyati et al., 2020; Sanusi & Sauri, 2022). Awareness of the importance of nationalism is expressed in their desire to participate in activities that promote the

spirit of unity, such as those conducted by Paskibraka. Respondents stated that organizations like Paskibraka provide opportunities for them to learn and practice national values directly through leadership training and participation in state ceremonies that reinforce a sense of unity.

Paskibraka, as a case study in efforts to develop nationalism, has proven effective in enhancing the understanding of national values among young people. In this context, surveys show that Paskibraka members have a higher awareness of the importance of national symbols and cultural diversity (Fadilah et al., 2023; Pratama et al., 2023; Putra & Daulay, 2018). They learn to respect and celebrate cultural differences in Indonesia, while also fostering a sense of pride as part of a pluralistic nation (Kohn, 1939; Mußotter, 2022; Purnomo et al., 2024; Utomo et al., 2022). This reflects that Paskibraka not only serves as a platform for developing leadership skills but also as a means to build national solidarity and tolerance amidst diversity.

Overall, this survey indicates that building nationalism and tolerance among the younger generation is not only important but also urgent. Paskibraka, by offering direct experiences in the appreciation of national values, plays a crucial role in shaping the character and national identity of Indonesia's youth (Hasanah, 2019; Suryaningrat et

al., 2019). Through their activities, Paskibraka members not only internalize the spirit of patriotism but also become agents of change who promote unity and solidarity in the national life.

One relevant theory to this research is social identity theory in the context of social psychology (Coleman, 1986). This theory posits that individuals identify themselves within various social groups, and that this identity can be influenced by experiences and interactions with these groups. In the context of research on the development of nationalism and tolerance knowledge among the younger generation through Paskibraka, social identity theory provides an in-depth view of how Paskibraka members can internalize national and diversity values. Through active participation in this organization, members learn to identify themselves as part of a larger entity, the Indonesian nation, which advocates unity in diversity.

Additionally, social learning theory is also relevant to this research. This theory emphasizes that individuals learn from direct experience as well as through observation and imitation of models around them (Bandura & Walters, 1977). In the context of Paskibraka, members learn the values of nationalism and tolerance through direct interaction with fellow members, as well as through mentors and instructors who play a crucial role in guiding them in state ceremonies and other activities. This social learning creates an environment where national values are not only taught but also brought to life through real practice, helping to strengthen national identity and commitment to diversity among Indonesia's younger generation.

The research gap in this study focuses on the lack of in-depth information regarding the effectiveness of concrete strategies in developing an understanding of nationalism and tolerance among Indonesia's younger generation, particularly through organizations like Paskibraka. Although many studies have highlighted the importance of education in national values, few have specifically identified the most successful strategies for deepening this understanding among young people, as well as the concrete impact of participation in activities such as Paskibraka on the development of national identity and appreciation for diversity.

Previous research has focused on the role of Paskibraka extracurricular activities in shaping students' character, morals, and nationalism. Fibrianto and Bakhri (2017) studied the implementation of Paskibraka activities at SMA

Negeri 3 Surakarta, highlighting how these activities help develop students' character through the nurturing of national values. Their findings reveal that Paskibraka not only functions as a flag-raising team in school ceremonies but also serves as a means to strengthen students' awareness of nationalism and morality. A recent study by Widodo et al. (2024) in the journal SOKO GURU explored the implementation of Pancasila values through Paskibraka extracurricular activities to build a spirit of nationalism in the school environment. This study illustrates how Paskibraka activities can be an effective tool to support character education and teach Pancasila values to the younger generation, enabling them to understand and internalize the meaning of nationalism more deeply.

Additionally, Haryati (2018), in a case study at MAN 2 Model Mataram, examined efforts to foster nationalism among students through Paskibraka extracurricular activities. This research highlights the importance of Paskibraka's role in shaping students' national identity, including how these activities can help build a love for the homeland and a sense of responsibility towards the nation. Recent relevance is also shown in the study by Anggraeni (2023) at SMAN 6 Malang, which demonstrates that Paskibraka extracurricular activities continue to play a significant role in shaping students' character, particularly in terms of discipline and nationalism. This study emphasizes how the representation of Paskibraka in the context of school learning can help integrate national values into students' daily lives, which is essential for building unity and harmony amidst Indonesia's cultural diversity.

The main aim of this research is to fill this knowledge gap by deeply analyzing the experiences of Paskibraka members in understanding and internalizing nationalism and diversity values. Through a qualitative approach and analysis of survey data and interviews, this study aims to identify the most successful strategies in shaping a deep understanding and strong commitment to national values among the younger generation. Thus, this research has the potential to provide new insights for policymakers, educators, and youth organizations in developing more effective programs to strengthen national identity and tolerance in Indonesia.

The contribution of this research is expected to expand both academic and practical understanding of how education in national values can be enhanced through youth organizations like

Paskibraka. The research findings are anticipated to provide guidance for the development of curricula and educational programs that are more effective, as well as motivate initiatives focused on reinforcing unity and appreciation for diversity amidst cultural differences in Indonesia. Additionally, this study can lay a solid empirical foundation for further studies in the fields of social psychology and education, exploring further factors influencing the development of national identity and tolerance among the younger generation.

The purpose of this study is to explore and analyze how the experiences of Paskibraka (Paskibraka Flag Raising Troops) members in internalizing the values of nationalism and tolerance affect their identity as Indonesian citizens. This study also aims to identify effective strategies in deepening Paskibraka members' understanding of national values and tolerance, based on their experiences in the organization. In addition, this study seeks to understand how participation in Paskibraka activities affects members' attitudes toward unity and tolerance amidst Indonesia's cultural diversity.

METHODS

The research method employed in this study is an in-depth case study design focusing on Paskibraka as an organization representing nationalism and tolerance among Indonesia's youth (Gerring, 2006). This research utilizes both primary and secondary data. It involves Paskibraka members and instructors at various levels—school, district/city, and national—who provide valuable insights into strategies for developing knowledge of nationalism and tolerance. Primary data is obtained through structured in-depth interviews with Paskibraka members, observers, and relevant figures, as well as direct observations during Paskibraka activities. Secondary data includes official documents, activity reports, and relevant literature related to the research theme.

The primary data collection technique is structured in-depth interviews and participatory observation during Paskibraka activities. In-depth interviews help understand respondents' perspectives and direct experiences regarding nationalism and tolerance knowledge, while participatory observation allows researchers to gain direct insights into social dynamics and interactions among Paskibraka members. Data validity in this study is ensured through

triangulation, comparing and validating data from various sources such as interviews, observations, and document analysis. Triangulation enhances confidence in research findings. Additionally, validity is reinforced through critical reflection and reflective notes during data collection and analysis processes.

The data analysis technique used is thematic analysis. Data from interviews, observations, and documents are organized, coded, and analyzed to identify thematic patterns related to strategies for developing nationalism and tolerance knowledge among Indonesia's youth through participation in Paskibraka. This analysis yields a deep understanding of how Paskibraka contributes to shaping national identity and tolerance knowledge in Indonesia.

RESULTS AND DISCUSSION

Paskibraka, or the Flag Hoisting Troop of the National Emblem, is a youth organization with a crucial role in state ceremonies in Indonesia (Anam et al., 2018; Wibowo et al., 2023). Comprising the finest male and female students recruited and intensively prepared for the solemn duty of hoisting and lowering the replica of the National Emblem, a significant symbol of Indonesian nationhood. Through a rigorous recruitment process, centralized education and training, and formal induction, Paskibraka members are not only groomed for ceremonial duties but also ideologically nurtured to internalize the values of nationalism and tolerance, essential in shaping their character as responsible Indonesian youth.

The indoctrination of Pancasila ideology among the youth through Paskibraka occurs progressively and hierarchically. The process begins with strict recruitment and selection, where prospective Paskibraka members are assessed based on their personality qualities, commitment to the nation, and ability to embody nationalistic spirit (Astuti et al., 2020; Maswati & Musringudin, 2022). Once selected, they undergo intensive centralized education and training, where they are not only instructed in ceremonial protocols but also provided with deep insights into national history, Pancasila values, and the importance of tolerance in national and civic life.

During the centralized education and training, Paskibraka members are not merely taught flag-raising techniques or ceremonial protocols but also gain firsthand experience in deepening their understanding of the significance of national

symbols. They are given the opportunity to comprehend the meaning and value of the National Emblem as a symbol of unity and pride for the Indonesian nation. Through these activities, they begin to internalize a sense of patriotism that is not merely ceremonial but holds profound meaning regarding national identity and unity.

Paskibraka also plays an active role in promoting nationalism and tolerance amidst Indonesia's cultural diversity (Bramantiyo & Amelasasih, 2022; Suryaningrat et al., 2019). Through their participation in various national ceremonies and social activities, they become agents of change who strengthen unity among the diverse ethnic, religious, and cultural groups in Indonesia. Paskibraka members learn to appreciate and celebrate differences while upholding the national values that unite them as a diverse nation.

The experience of Paskibraka members in internalizing the values of nationalism and tolerance has a significant impact on their identity as Indonesian citizens. Their national identity is reinforced not only through understanding national history and symbols but also through direct participation in national ceremonies that embody these values (Putra & Daulay, 2018; Widodo et al., 2024). By engaging in activities that promote unity and respect for diversity, they not only emerge as future leaders committed to upholding national values but also serve as concrete examples of how Indonesian youth can unite amidst diversity.

Interviews with several Paskibraka members reveal that the recruitment and selection process marks the beginning of their journey in the organization. One member, Budi, emphasized that the selection process is rigorous, assessing various aspects including personality quality, discipline, and commitment to Pancasila and the nation. "We were evaluated not only on our physical ability to hoist the flag but also on our willingness to learn and internalize national values."

Field observations during centralized education and training demonstrate that Paskibraka members are not only imparted with knowledge of national history and Pancasila values but also engage in profound discussions about the significance of the National Emblem as a national symbol. They are encouraged to understand the meaning behind each movement when hoisting and lowering the flag and the importance of collective effort in fulfilling their national duties.

During interviews, several Paskibraka members expressed that one of the most memorable experiences for them was their initial participation in official national ceremonies. "Hoisting the National Emblem in front of national leaders and the community is an honor that cannot be replaced with anything else." Field observations indicate that their presence in ceremonies such as Independence Day or other commemorations is not just ceremonial but a tangible demonstration of their commitment to the nation and its people.

Furthermore, Paskibraka members are involved in various community social activities. They often visit schools or communities to impart understanding of national values and tolerance to younger generations. These observations demonstrate that they not only serve as physical symbols of nationalism but also as active agents of change in promoting unity and appreciating diversity within society.

The experiences gained by Paskibraka members in hoisting the National Emblem and participating in national activities have significantly impacted their understanding of national identity and tolerance. Through these direct experiences, they learn not only to respect national symbols but also to internalize fundamental national values (Pratama et al., 2023; Putra & Daulay, 2018). Interviews with several members indicate that they feel a heightened responsibility as Indonesian citizens who play a crucial role in maintaining national unity and integrity.

Field observations also highlight how their participation in Paskibraka has shaped their perspectives on cultural diversity in Indonesia. They learn to appreciate the diversity of ethnicity, religion, and culture as a wealth that must be preserved in nation-building. "We learn that diversity is not divisive but rather a strength that makes Indonesia stronger."

The experience of Paskibraka members in internalizing the values of nationalism and tolerance not only influences their personal perspectives on nationhood but also shapes their identity as responsible and committed Indonesian citizens. Through a holistic approach to Pancasila education and practical experiences in national ceremonies, they learn to appreciate and celebrate cultural diversity while upholding national unity and integrity. Thus, the role of Paskibraka extends beyond ceremonial aspects to being a crucial agent in shaping the character and national identity of Indonesia's youth.

One of the primary strategies to deepen Paskibraka members' understanding of national values is through comprehensive historical education. Members are not only taught about Indonesia's national history in general but also about key events that have shaped national identity. They learn about the struggles of heroes in achieving independence (Astuti et al., 2020; Diaz & Sulindawaty, 2020; Sanusi & Sauri, 2022), the values upheld in Pancasila, and the role of national symbols such as the National Emblem. This historical understanding is not merely academic but is integrated with moral and ethical values. Through this education, Paskibraka members can connect the meaning of history with their responsibility as Indonesian youth to uphold and develop the nation.

In addition to theoretical understanding, it is crucial for Paskibraka members to receive practical skills training in hoisting the National Emblem and executing protocol duties in state ceremonies. This training includes technical aspects such as positions, movements, and proper procedures during flag hoisting and lowering, coupled with an understanding of the symbolism involved. In this context, Paskibraka members learn not only about their duties as flag bearers but also about the significance of each action they perform. This helps them internalize the spirit of patriotism and a deep sense of responsibility towards national symbols.

Another effective strategy to deepen understanding of national values and tolerance is to involve Paskibraka members in social and community activities. They often participate in visits to schools, orphanages, or community groups to directly impart the importance of unity and appreciation for cultural diversity in Indonesia to younger generations (Fadilah et al., 2023; Fibrianto & Bakhri, 2017). Through these direct interactions, Paskibraka members can become active agents of change in promoting national values. They not only teach about history and national symbols but also provide tangible examples of how cultural diversity can be a unifying strength for the nation.

Creating an environment where Paskibraka members can engage in open discussions and debates on national and tolerance issues is also crucial. These discussions not only broaden their perspectives on various viewpoints but also teach them critical thinking skills and how to respectfully defend their opinions (Hasanah, 2019; Khairuddin, 2021). Through these discussions, Paskibraka members learn to appreciate others'

opinions, understand the complexity of national issues, and seek constructive solutions to the challenges faced by the nation. Such discussions and debates also help strengthen their understanding of tolerance values within Indonesia's cultural diversity context.

Direct participation in national ceremonies and official events is also a highly effective strategy in deepening Paskibraka members' understanding of national values. When they hoist the National Emblem in front of national leaders and the public, it becomes not just a ceremonial moment but an opportunity to reaffirm their commitment to the nation (Fibrianto & Bakhri, 2017; Widodo et al., 2024). Field observations show that their presence in ceremonies such as Independence Day or other commemorations is not just routine but a form of deep dedication to nationalism. Through these experiences, they learn to respect national symbols and directly experience the pride of being part of national ceremonies that embody national values.

In order to deepen Paskibraka members' understanding of national values and tolerance, a holistic and integrated approach is necessary (Asnur et al., 2022; Fakrudin & Listyaningsih, 2023). Through a combination of comprehensive historical education, practical skills training, participation in social activities, open discussions, direct experiences in national ceremonies, and mentorship by senior generations, Paskibraka members can develop a deeper understanding and the necessary skills to become positive agents of change in building a diverse and harmonious Indonesia.

The involvement of Paskibraka members begins with a rigorous recruitment process and intensive education and training. During these stages, they are not only taught protocol duties but also the importance of understanding and internalizing national values as outlined in Pancasila. This education includes a deep understanding of national history, the role of national symbols such as the National Emblem, and the high values in building national unity. Field observations show that Paskibraka members learn to appreciate national symbols through direct experience in hoisting the National Emblem during national ceremonies. They view their duty as flag bearers not only as a routine but also as a deep honor to represent the spirit of nationalism before the public.

Participation in organizational activities also involves fostering a spirit of unity amidst Indonesia's cultural diversity. Paskibraka

members come from diverse ethnic, religious, and cultural backgrounds and learn to appreciate and celebrate these differences as national assets (Fadilah et al., 2023; Fibrianto & Bakhri, 2017; Hasanah, 2019). Through their interactions in training, discussions, and social activities, they learn to collaborate regardless of background differences, thereby reinforcing inclusive attitudes and mutual respect among them. Interviews with some Paskibraka members indicate that their participation in these organizational activities has broadened their perspective on cultural diversity in Indonesia. For example, Budi stated, "Through Paskibraka, I learned that unity is not about uniformity, but about appreciating each individual's uniqueness in building a strong and united nation."

Paskibraka members also have the opportunity to interact directly with the wider community in various national and social events (Hardianto et al., 2021; Nungsiyati et al., 2020). They often serve as honorary representatives in events involving diverse ethnic, religious, and cultural representations in Indonesia. These experiences not only enhance their awareness of cultural diversity but also deepen their sense of responsibility in maintaining harmony among diverse societal groups. Field observations indicate that participating in events such as school visits or orphanages also provides Paskibraka members with opportunities to interact with Indonesia's younger generation. Through these interactions, they not only teach about national values and tolerance but also serve as role models in how to appreciate cultural differences and maintain unity within a diverse society.

In addition to formal education and field experiences, mentoring by senior generations or Paskibraka alumni also plays a significant role in influencing members' attitudes towards unity and tolerance. Senior generations serve not only as mentors in technical aspects but also as role models in maintaining the spirit of nationalism and preserving unity amidst evolving challenges. Interviews with some senior generations of Paskibraka indicate their commitment to transferring national values to new members through stories, experiences, and direct involvement in their mentoring. This helps new members not only to understand but also to feel the importance of solidarity in maintaining the integrity of the Indonesian nation.

The participation of Paskibraka members in organizational activities significantly influences their attitudes towards unity and tolerance amidst

Indonesia's cultural diversity. Through education and training in national values, fostering a spirit of unity, direct experiences in enhancing multicultural awareness, opportunities to contribute to promoting unity, and mentoring by senior generations, Paskibraka members can develop inclusive attitudes, appreciate differences, and maintain unity as part of their responsibility as responsible and committed Indonesian youth.

This discussion illustrates that the presence of Paskibraka in schools serves not only as a ceremonial activity but also as a significant platform for moral and national ethics education. Through active participation in Paskibraka activities, students are not only taught to appreciate national symbols but also to understand and internalize national values reflected in every aspect of their lives. This mentoring process involves not only physical training in flag-raising techniques but also in-depth teaching about national history, national spirit, and the importance of maintaining unity within Indonesia's cultural diversity.

The practical experiences gained by students during their time as Paskibraka members also play a role in shaping their attitudes towards unity and tolerance (Anam et al., 2018; Bramantiyo & Amelasasih, 2022; Kinasih & Sri Arfiah, 2018; Nungsiyati et al., 2020). Field observations indicate that students actively involved in these extracurricular activities tend to appreciate cultural and religious differences and exhibit inclusive attitudes towards all elements of society. They learn to work together as a team across ethnic, religious, and cultural lines in carrying out national duties, reflecting their commitment to national values that appreciate diversity as a national asset. This demonstrates that participation in Paskibraka activities impacts not only students' technical skills but also their profound understanding of national identity and their role in maintaining national unity.

The relevance of previous and recent research findings underscores that Paskibraka extracurricular activities have broad implications for character education and shaping national identity among students in Indonesia. Implementing Pancasila values, national history, and respect for diversity through these activities not only strengthens students' individual identities but also their commitment to maintaining unity and peace. Thus, national education can harness the significant potential of Paskibraka activities to address increasingly complex challenges, producing a younger generation that is not only

technically competent but also mature in moral attitudes and nationalism.

CONCLUSION

Extracurricular activities such as Paskibraka play a very significant role in shaping students' character, morals, and nationalism. Previous research indicates that through participation in Paskibraka, students not only learn about the technical aspects of flag-raising but also internalize national values and tolerance. Practical experiences and the ideological mentoring of Pancasila applied in these activities are effective in instilling patriotism and appreciation for cultural diversity in Indonesia. Research results show that students involved in Paskibraka tend to have more inclusive and tolerant attitudes, as well as a strong commitment to national unity.

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