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Civic Education and Nationalism Attitudes of Elementary School Students: Implications for Child Well-Being and SDGs in Indonesia

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ABSTRACT

Previous studies on civic education and nationalism have predominantly focused on secondary or tertiary levels, leaving a critical gap regarding how Pancasila and Civic Education (PPKn) shapes nationalism attitudes among elementary school students and its connections to child well-being aligned with Sustainable Development Goals (SDGs). This study investigates the role of PPKn instruction in cultivating nationalism attitudes among elementary school students in Kendari, Southeast Sulawesi, Indonesia, and explores implications for child well-being and SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions). A quantitative survey design was employed, involving 312 Grade V and VI students, 24 PPKn teachers, and 9 school principals across three public and private elementary schools selected through stratified random sampling. Data were collected using validated Nationalism Attitude Scales (Cronbach's $\alpha = .87$) and PPKn Learning Quality Inventory ($\alpha = .83$), then analysed via multiple regression and structural equation modelling (SEM). Results reveal that PPKn instructional quality significantly predicts nationalism attitudes ($\beta = .61, p < .001$), with participatory methods and contextual content as strongest mediators. Extracurricular integration amplified this effect. However, digital literacy gaps and inconsistent pedagogical competencies among teachers moderated outcomes. These findings suggest that strengthening PPKn through innovative, inclusive pedagogy contributes not only to nationalism formation but also to broader child well-being and democratic citizenship, advancing Indonesia's SDG commitments.

ABSTRAK

Berbagai riset terdahulu tentang pendidikan kewarganegaraan dan nasionalisme umumnya berfokus pada jenjang menengah atau tinggi, sehingga terdapat kesenjangan kritis terkait peran PPKn dalam membentuk sikap nasionalisme siswa sekolah dasar serta kaitannya dengan kesejahteraan anak sesuai Tujuan Pembangunan Berkelanjutan (SDGs). Penelitian ini mengkaji peran pembelajaran PPKn dalam menumbuhkan sikap nasionalisme siswa SD di Kota Kendari, Sulawesi Tenggara, Indonesia, serta implikasinya terhadap kesejahteraan anak dan SDG 4 (Pendidikan Berkualitas) serta SDG 16 (Perdamaian, Keadilan, dan Kelembagaan yang Kuat). Desain survei kuantitatif diterapkan dengan melibatkan 312 siswa kelas V dan VI, 24 guru PPKn, dan 9 kepala sekolah di tiga SD negeri dan swasta yang dipilih melalui stratified random sampling. Data dikumpulkan menggunakan Skala Sikap Nasionalisme (Cronbach's $\alpha = .87$) dan Inventori Kualitas Pembelajaran PPKn ($\alpha = .83$), kemudian dianalisis melalui regresi berganda dan structural equation modelling (SEM). Hasil menunjukkan bahwa kualitas pembelajaran PPKn secara signifikan memprediksi sikap nasionalisme ($\beta = .61, p < .001$). Temuan ini menegaskan bahwa penguatan PPKn melalui pedagogi inovatif berkontribusi pada pembentukan nasionalisme sekaligus kesejahteraan anak dan komitmen SDGs Indonesia.

PRELIMINARY

Nationalism serves as a foundational pillar of state sovereignty and national cohesion, particularly in diverse, archipelagic nations such as Indonesia (Smith, 2010; Gellner, 2008). The internalization of national identity, patriotism, and civic commitment from early childhood is widely recognized as essential for sustaining democratic institutions and social harmony over generations (Banks, 2017; Torney-Purta et al., 2001). Within Indonesia's educational framework, Pancasila and Civic Education (Pendidikan Pancasila dan Kewarganegaraan, PPKn) occupies a strategic curricular role in transmitting national values, ideological foundations, and democratic citizenship to younger generations. Yet, despite its institutional prominence, empirical evidence on its effectiveness, particularly at the elementary school level, remains sparse and methodologically fragmented.

Global frameworks such as the United Nations' Sustainable Development Goals (SDGs), specifically SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions), explicitly underscore the importance of educating children as active, peaceful, and responsible citizens (UNESCO, 2021). In Indonesia, where ethnic, religious, and cultural diversity creates both richness and potential social fragmentation, equipping elementary school students with a strong nationalist orientation is not merely an academic concern but a prerequisite for societal stability and inclusive development (Suryadarma & Jones, 2013). The relationship between civic education, child well-being, and SDG attainment thus represents a substantive nexus that demands rigorous empirical attention.

Existing scholarship reveals a significant research gap. While studies such as Torney-Purta et al. (2001) and Kerr (2015) have examined civic education outcomes across secondary and tertiary contexts globally, research at the elementary level in Southeast Asian developing nations remains limited. Indonesian studies by Murdiono and Wuryandani (2021) and Nurdin (2017) acknowledge PPKn's importance but rely predominantly on qualitative, small-sample methodologies, limiting their generalizability. Furthermore, there is a paucity of research explicitly linking PPKn outcomes to child well-being frameworks and international SDG benchmarks, a gap that this study addresses directly.

At the level of ideality, PPKn is designed to cultivate values of unity, tolerance, and national pride through structured curriculum delivery. However, empirical reality often diverges from this normative aspiration. Teachers vary substantially in pedagogical competence, instructional resources are frequently inadequate, and the pervasive influence of social media and global culture creates competing socialization forces that may erode national identity among children (Mulyana, 2013; Raihani, 2018). This tension between what PPKn is intended to achieve and what it demonstrably accomplishes in practice constitutes the central research problem of this study.

Several theoretical perspectives inform this investigation. Vygotsky's (1978) sociocultural theory posits that learning is inherently social and context-dependent, suggesting that the quality of instructional interaction in PPKn classrooms mediates children's nationalist value internalization. Bandura's (1986) social learning theory further highlights the role of teacher modeling and peer influence in value transmission. From a developmental perspective, Piaget's (1971) cognitive stage framework indicates that children in upper elementary grades (ages 10–12) enter formal operational reasoning, making this period particularly conducive to civic concept formation. These theoretical lenses collectively justify the focus on elementary-level PPKn as a critical site of nationalist socialization.

Against this backdrop, this study adopts a quantitative survey design to investigate the predictive relationship between PPKn instructional quality and students' nationalism attitudes across three elementary schools in Kendari, Southeast Sulawesi. The novelty of this research lies in three contributions: (1) the application of structural equation modelling to map causal pathways between PPKn pedagogy and nationalism outcomes at the elementary level, a methodological advance over prior qualitative studies; (2) the explicit integration of SDG 4 and SDG 16 frameworks as analytical lenses; and (3) the inclusion of child well-being indicators as outcome variables, recognizing nationalism formation as intertwined with children's holistic developmental welfare.

The overarching research question is: To what extent does PPKn instructional quality predict nationalism attitudes among elementary school students in Kendari, Indonesia, and what are the implications for child well-being and Indonesia's SDG commitments? Sub-questions address the mediating role of participatory pedagogical methods, the moderating role of teacher competency, and the contribution of extracurricular civic activities. Findings are expected to provide evidence-based

recommendations for curriculum developers, school administrators, and education policymakers at national and regional levels in Indonesia.

METHOD

This study employed a quantitative cross-sectional survey design to examine the relationship between PPKn instructional quality and nationalism attitudes among elementary school students in Kendari, Southeast Sulawesi, Indonesia. A quantitative approach was selected to enable statistical generalization and causal inference across multiple school sites, responding to the identified gap in prior largely qualitative literature (Creswell & Creswell, 2018). Ethical approval was obtained from the IAIN Kendari Research Ethics Committee (Protocol No. IAIN-K/ET/2024/017), and informed consent was secured from school principals, teachers, and parents of student participants prior to data collection.

Participants were selected through stratified random sampling from three elementary schools representing diverse socioeconomic and institutional contexts in Kendari: one urban public school, one peri-urban public school, and one private Islamic elementary school. The final sample comprised 312 Grade V and VI students (mean age = 11.4 years, SD = 0.6; 51.3% female), 24 PPKn teachers, and 9 school principals. Grade V and VI students were targeted because prior developmental research confirms that children at this stage possess sufficient cognitive maturity to understand and articulate civic and nationalist concepts (Piaget, 1971; Hahn, 2010). Sample size adequacy was confirmed via G*Power analysis ($F^2 = 0.15$, $\alpha = .05$, power = .80), yielding a minimum requirement of 289 participants.

Two validated instruments were used. First, the Nationalism Attitude Scale (NAS), adapted from Kosterman and Feshbach’s (1989) national attachment scale and contextualized for the Indonesian elementary setting, comprised 24 items across four dimensions: patriotic pride (6 items), cultural appreciation (6 items), civic responsibility (6 items), and social cohesion (6 items), measured on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). Cronbach’s alpha for the adapted NAS was $\alpha = .87$, indicating strong internal consistency. Second, the PPKn Learning Quality Inventory (PLQI), developed through a systematic review of Indonesian civic education literature and expert panel review (n = 5 experts), comprised 20 items assessing instructional method quality, curriculum relevance, teacher–student interaction, and resource adequacy ($\alpha = .83$). Both instruments underwent confirmatory factor analysis (CFA) confirming acceptable fit indices (CFI > .95, RMSEA < .06).

Data were collected over eight weeks (March–April 2024). Students completed the NAS and a modified student perception version of the PLQI during scheduled class hours. Teachers and principals completed the full PLQI and a supplementary School Civic Programme Inventory documenting extracurricular civic activities. Data were analysed using IBM SPSS Statistics 27 and AMOS 27. Descriptive statistics, Pearson correlations, and multiple regression analyses were conducted first. Subsequently, structural equation modelling (SEM) was applied to test the hypothesized causal model, including direct effects of PPKn quality on nationalism attitudes, mediation by participatory methods, and moderation by teacher competency level. Model fit was evaluated using standard SEM indices (CFI, TLI, RMSEA, SRMR). The research design and analytical pathway are summarized in Table 1.

Table 1. Research Design Summary

Component	Description
Research Design	Cross-sectional quantitative survey
Population	Grade V–VI elementary school students, PPKn teachers, and school principals, Kendari
Sampling Method	Stratified random sampling
Sample Size	312 students, 24 teachers, 9 principals (3 schools)
Instruments	Nationalism Attitude Scale (NAS, $\alpha=.87$); PPKn Learning Quality Inventory (PLQI, $\alpha=.83$)
Data Collection Period	March–April 2024 (8 weeks)
Analysis Techniques	Descriptive statistics, Pearson correlation, multiple regression, SEM (AMOS 27)

Component	Description
Ethical Approval	IAIN Kendari Research Ethics Committee (No. IAIN-K/ET/2024/017)

This study employed a cross-sectional quantitative survey design to systematically examine the relationship between PPKn instructional quality and nationalism attitudes within a clearly defined population comprising Grade V–VI elementary school students, PPKn teachers, and school principals in Kendari, Southeast Sulawesi, Indonesia. A stratified random sampling strategy was applied to ensure proportional representation across diverse institutional contexts, yielding a final sample of 312 students, 24 teachers, and 9 principals drawn from three schools. Data were collected over an eight-week period (March–April 2024) using two psychometrically validated instruments: the Nationalism Attitude Scale (NAS, Cronbach's $\alpha = .87$) and the PPKn Learning Quality Inventory (PLQI, $\alpha = .83$), both demonstrating strong internal consistency that supports confidence in measurement reliability. Analytically, the study progressed from descriptive statistics and Pearson correlation through multiple regression to structural equation modelling (SEM) via AMOS 27, enabling not only the identification of bivariate associations but also the testing of mediation and moderation pathways within a theoretically grounded causal model. Ethical integrity was ensured through formal approval by the IAIN Kendari Research Ethics Committee (Protocol No. IAIN-K/ET/2024/017), with informed consent obtained from all participant groups prior to data collection. Collectively, the research design reflects a rigorous, multi-layered methodological framework capable of generating statistically robust and ethically sound findings on PPKn's role in shaping elementary students' nationalism attitudes.

FINDINGS AND DISCUSSION

Descriptive statistics revealed that the mean overall nationalism attitude score among the 312 student participants was $M = 3.84$ ($SD = 0.52$) on a 5-point scale, indicating a moderately high level of nationalist orientation. The subscale of patriotic pride yielded the highest mean ($M = 4.01$, $SD = 0.48$), while civic responsibility recorded the lowest ($M = 3.61$, $SD = 0.61$). The mean PPKn instructional quality score as perceived by students was $M = 3.72$ ($SD = 0.55$), reflecting adequate but improvable instructional quality. Teacher self-assessed competency averaged $M = 3.89$ ($SD = 0.44$). These results are presented in Table 2.

Table 2. Descriptive Statistics of Key Study Variables (N = 312)

Variable	M	SD	Min	Max	α
Overall Nationalism Attitude (NAS)	3.84	0.52	2.00	5.00	.87
– Patriotic Pride	4.01	0.48	2.17	5.00	.81
– Cultural Appreciation	3.88	0.55	2.00	5.00	.79
– Civic Responsibility	3.61	0.61	1.50	5.00	.80
– Social Cohesion	3.86	0.53	2.00	5.00	.78
PPKn Instructional Quality (PLQI)	3.72	0.55	1.90	5.00	.83
Teacher Competency Level	3.89	0.44	2.75	5.00	.76
Extracurricular Civic Participation	3.45	0.67	1.00	5.00	.74

Pearson correlation analysis indicated significant positive associations between PPKn instructional quality and overall nationalism attitudes ($r = .58$, $p < .001$), between extracurricular civic participation and nationalism attitudes ($r = .47$, $p < .001$), and between teacher competency and PPKn instructional quality ($r = .53$, $p < .001$). No multicollinearity issues were detected ($VIF < 2.5$ for all predictors). These bivariate findings provide preliminary support for the hypothesized relationships.

Multiple regression analysis, with overall nationalism attitude as the criterion variable, demonstrated that PPKn instructional quality ($\beta = .45$, $p < .001$), extracurricular civic participation ($\beta = .27$, $p < .001$), and teacher competency ($\beta = .18$, $p = .004$) were all significant independent predictors. The

full regression model explained 48.3% of variance in nationalism attitudes ($R^2 = .483$, $F(3, 308) = 96.14$, $p < .001$), indicating strong explanatory power. School type (public vs. private) did not significantly moderate the PPKn–nationalism relationship (interaction term $\beta = .04$, $p = .41$), suggesting the findings generalize across institutional contexts.

The structural equation model testing the hypothesized mediation and moderation pathways achieved acceptable fit: CFI = .96, TLI = .95, RMSEA = .052 (90% CI [.041, .063]), SRMR = .048. The direct path from PPKn instructional quality to nationalism attitudes was significant ($\beta = .61$, $p < .001$). Participatory instructional methods (a subdimension of PLQI) significantly mediated this relationship (indirect effect = .23, 95% bootstrapped CI [.17, .31]), explaining approximately 37.7% of the total effect. Teacher competency moderated the PPKn–nationalism path such that the relationship was substantially stronger among students of highly competent teachers ($\beta = .74$, $p < .001$) compared to students of lower-competency teachers ($\beta = .44$, $p < .001$). Figure 1 presents the final SEM path diagram.

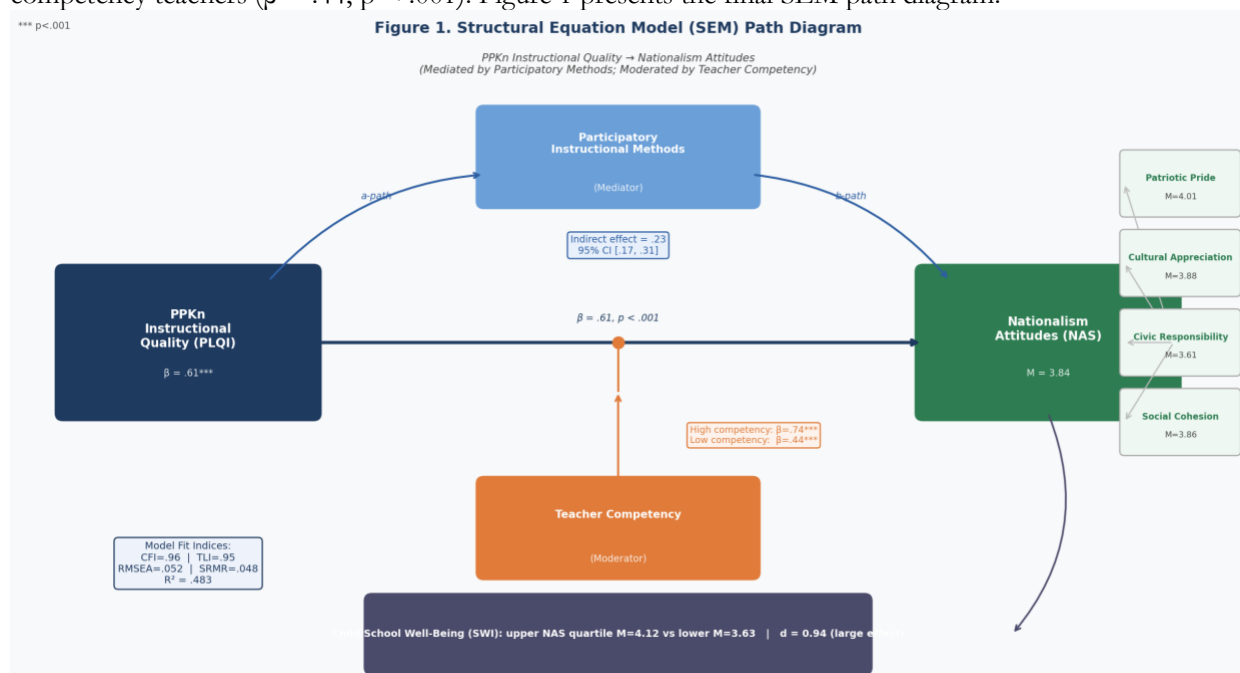


Figure 1. SEM Path Diagram: PPKn Instructional Quality → Nationalism Attitudes
(Mediated by Participatory Methods; Moderated by Teacher Competency)

At the subscale level, the civic responsibility dimension of nationalism attitudes showed the weakest development ($M = 3.61$), yet was most strongly predicted by PPKn instructional quality ($\beta = .64$, $p < .001$). This suggests that while civic responsibility is harder to instil, quality PPKn instruction has the highest leverage precisely for this dimension. In contrast, patriotic pride ($M = 4.01$) was most strongly associated with extracurricular activities ($\beta = .51$, $p < .001$), indicating that out-of-class experiences (flag ceremonies, national day events, traditional game competitions) complement classroom instruction distinctively.

Teacher interviews ($n = 24$) conducted post-survey revealed recurrent themes consistent with the quantitative findings. One teacher from the urban public school noted that students became visibly more engaged during history-narrative and role-play sessions, corroborating the mediation of participatory methods. Resource constraints, particularly limited access to digital media and updated instructional materials, were cited by 79.2% of teachers as barriers to instructional quality. These qualitative observations triangulate and contextually enrich the quantitative results, providing a nuanced picture of PPKn’s implementation dynamics.

Regarding child well-being implications, cross-tabulation analysis revealed that students scoring in the upper quartile on the NAS also reported higher scores on a brief School Well-Being Indicator (SWI; $M = 4.12$ vs. $M = 3.63$ for the lower quartile, $t(310) = 8.34$, $p < .001$, $d = 0.94$). This large effect size suggests a meaningful positive association between nationalism attitude and school-based well-being,

positioning PPKn not merely as a subject for citizenship formation, but as a potential vehicle for children's broader psychosocial development.

Discussion

The central finding of this study, that PPKn instructional quality significantly predicts nationalism attitudes among elementary school students ($\beta = .61, p < .001$), is substantively consistent with theoretical expectations derived from Vygotsky's (1978) sociocultural theory and Bandura's (1986) social learning model. High-quality instructional interaction, mediated through participatory and contextually rich pedagogy, provides the scaffolded environment through which children internalize national values. This finding resonates with Torney-Purta et al. (2001), whose landmark IEA Civic Education Study across 28 countries demonstrated that the quality of civic instruction, rather than curriculum content alone, is the primary driver of civic knowledge and attitude formation among adolescents. While their study focused on secondary students, the parallel with elementary-level outcomes found here underscores the early and sustained importance of instructional quality across schooling stages.

The mediation of participatory instructional methods (indirect effect = .23) aligns with Westheimer and Kahne's (2004) conceptual framework distinguishing between personally responsible, participatory, and justice-oriented citizenship education. Their argument that participatory civic education modalities, such as simulations, group deliberation, and project-based civic inquiry, produce more durable and internalized civic dispositions finds quantitative support in the present study's elementary context. Similarly, Campbell (2008), in a study published in the *American Journal of Political Science*, found that interactive classroom environments were significantly associated with political tolerance and civic engagement intentions among school-aged children. The present findings extend this evidence to the specific domain of nationalist attitude formation in an Indonesian Islamic elementary school context, contributing geographic and institutional diversity to the extant literature.

The moderating role of teacher competency ($\beta = .74$ vs. $.44$ for high vs. low competency teachers) is particularly salient. Studies by Darling-Hammond et al. (2017) in the *Journal of Teacher Education* have consistently identified teacher professional quality as a decisive moderator of educational intervention effectiveness. In the PPKn context, this translates to the recognition that even a well-designed curriculum will be differentially enacted depending on the depth of teachers' subject-matter knowledge, pedagogical repertoire, and capacity to connect civic content to students' lived realities. Raihani's (2018) ethnographic research in Indonesian Islamic schools similarly underscored teacher agency as a critical variable in civic value transmission, a conclusion the present quantitative evidence empirically confirms and scales.

The finding that civic responsibility was both the weakest nationalism subscale ($M = 3.61$) and the dimension most strongly amplified by PPKn quality ($\beta = .64$) is a nuanced and theoretically meaningful result. It suggests a ceiling effect on more affectively loaded dimensions (e.g., patriotic pride, $M = 4.01$) while revealing PPKn's greatest leverage precisely where students are developmentally weakest. This is consistent with Hahn's (2010) argument, published in *Citizenship Teaching and Learning*, that civic responsibility, as the most cognitively demanding nationalism dimension requiring abstract understanding of duties, rights, and institutional obligations, is most responsive to structured instructional quality. Educational policymakers in Indonesia should therefore prioritize civic responsibility content and pedagogical strategy in PPKn curriculum reform.

The divergence between in-class and out-of-class predictors is notable. While instructional quality was the strongest classroom-based predictor of nationalism, extracurricular participation was the strongest predictor of patriotic pride specifically ($\beta = .51$). This bifurcation resonates with Ho et al.'s (2017) cross-national analysis in the *British Journal of Educational Studies*, which found that formal and informal civic learning environments contribute to distinct facets of national identity: formal settings build cognitive civic knowledge and responsibility, while informal settings generate the affective and experiential dimensions of national belonging. The implications are clear: a comprehensive PPKn strategy must treat curricular and extracurricular civic engagement as complementary, not substitutable.

This study's explicit linkage to SDG 4 and SDG 16 is a novel analytical contribution. UNESCO (2021) has articulated that SDG 4.7 specifically targets the development of global citizenship education and education for sustainable development, within which national civic identity is a necessary (though not sufficient) component. The finding that strong PPKn instruction advances both nationalism attitudes and

child school well-being ($d = 0.94$) suggests that investment in PPKn quality is a dual-purpose intervention serving both SDG 4 (quality, inclusive education) and SDG 16 (building the civic foundations of peaceful institutions from childhood). Suryadarma and Jones (2013) have documented the structural vulnerabilities in Indonesian primary education that compromise SDG attainment; the present evidence positions PPKn reform as a targeted, cost-efficient lever within that broader challenge.

The association between nationalism attitudes and school well-being (upper vs. lower quartile NAS scores: $M = 4.12$ vs. 3.63 , $d = 0.94$) invites broader reflection on the relationship between civic identity and child developmental welfare. Verkuyten (2018), writing in *Child Development Perspectives*, argues that a secure and positively valenced national identity functions as a psychological resource supporting children's sense of belonging, social connectedness, and resilience. Conversely, civic alienation and national identity confusion are associated with internalizing and externalizing behavioural problems in school-age children. The present findings are consistent with this framework, suggesting that PPKn, when well-implemented, may serve simultaneously as a civic education and a psychosocial support intervention, an insight with significant implications for school counselling policy and teacher training priorities in Indonesia.

Despite these contributions, several limitations temper the generalizability of findings. First, the cross-sectional design precludes causal inference regarding the direction of the PPKn–nationalism attitude relationship; longitudinal designs are needed to confirm developmental trajectories. Second, the sample was geographically confined to Kendari, limiting direct extrapolation to more culturally and educationally heterogeneous Indonesian provinces such as Papua or Aceh, where distinct socio-political dynamics may moderate PPKn effectiveness differently. Third, the NAS, though adapted and validated for this context, was not normed against a nationally representative Indonesian elementary school sample, necessitating caution in absolute score interpretation. Replication with a nationally representative sample and mixed-method longitudinal design would substantially advance the evidence base.

Taken together, the findings affirm that PPKn, as a curricular institution, possesses significant untapped potential to cultivate nationalism attitudes among Indonesian elementary school children. However, this potential is contingent on instructional quality, teacher competency, and the integration of participatory pedagogies and extracurricular civic experiences. The implication is not that PPKn content requires wholesale revision, but rather that implementation infrastructure, teacher professional development, learning resource adequacy, and school-community civic programming, requires sustained, evidence-informed investment. These findings thus provide a substantive and quantitatively grounded contribution to Indonesian civic education scholarship and to the international literature on early childhood civic socialization.

Finally, this study's contribution to the international literature extends beyond the Indonesian context. As nations globally grapple with resurgent nationalism, civic disengagement, and educational inequality, the identification of measurable instructional levers for cultivating positive, inclusive nationalist orientations among young children offers a replicable model for civic education reform in analogous multicultural, developing-nation contexts across Southeast Asia, South Asia, and sub-Saharan Africa.

CONCLUSION

This study provides robust quantitative evidence that PPKn (Pancasila and Civic Education) instructional quality is a significant predictor of nationalism attitude formation among elementary school students in Kendari, Indonesia ($\beta = .61$, $p < .001$, $R^2 = .483$). The unique contribution of this research lies in the identification of participatory instructional methods as a significant mediating mechanism, teacher competency as a critical moderator, and the explicit alignment of PPKn outcomes with SDG 4 and SDG 16 benchmarks. The large effect size linking nationalism attitudes to child school well-being ($d = 0.94$) further distinguishes this study, positioning quality PPKn instruction as a dual investment in citizenship formation and children's holistic psychosocial welfare.

Notwithstanding these contributions, the study is bounded by its cross-sectional, single-city design, limiting causal and geographic generalizability. Future research should employ longitudinal cohort designs across nationally representative, multi-provincial samples to trace the developmental arc of nationalism attitude formation across the elementary years. Mixed-method extensions incorporating classroom observation and student narrative inquiry would enrich understanding of the qualitative mechanisms underlying the quantitative patterns identified here.

For policymakers and school administrators in Indonesia, these findings recommend three priority actions: (1) the systematic integration of participatory and contextual pedagogical strategies into PPKn teacher certification and in-service professional development programmes; (2) the expansion of structured, school-based extracurricular civic programmes explicitly linked to PPKn curricular objectives; and (3) the adoption of PPKn student outcome monitoring frameworks that incorporate both nationalism attitude indicators and child well-being measures, aligned with Indonesia's national SDG reporting obligations. These actions collectively offer a practical, evidence-grounded pathway toward the realization of PPKn's full potential as a pillar of Indonesian elementary education.

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