

Understanding National Insights of Junior High School Students in The Digital Era

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Abstract

The digital era is a signal of the rapid flow of information obtained by the younger generation, especially junior high school/equivalent students. The impact that is starting to be felt is the spread of acts of terrorism, crimes that lead to acts of separatism that adorn the news today. This can happen due to the erosion of the values contained in national insight. The aim of this research is to measure how far the younger generation, especially junior high school/equivalent students, understand and understand national insight. The method used is a survey with a descriptive quantitative approach supported by the SPSS application by conducting a Validity Test and Reliability Test. The results of the research show that junior high school students in the digital era have an understanding of national insight in the average or sufficient category with Mean=66.12, supported by a validity test, there is a Pearson correlation of 0.373 sig=0.015 (significant/valid), and a reliability test of 0.802 (reliable), so it is important to follow up in increasing the understanding of national insight of junior high school students in the digital era, especially in Citizenship subjects.

Keywords: National Insight, Digital Era, Deradicalization

1. INTRODUCTION

National insight is a way of looking at a person or society in observing the existence of their national identity, which will be implemented in daily life in their environment (Isabella, 2018), not only that, the essence of this national insight is a comprehensive perspective. accompanied by activities to defend the country, love the country, be proud of one's own country, and carry out activities that prioritize togetherness and unity between regions in order to maintain the unity and integrity of the Unitary State of the Republic of Indonesia (NKRI).

National insight can also be seen from several aspects of activities such as the application of all Pancasila values in state, national and social life, upholding public interests rather than personal interests, efforts to defend the country and maintain peace in order to unite the Republic of Indonesia and realize unity, independence and justice. and prosperous. One way to implement national insight in the world of education is through social studies education. science which is part of social science studies which operate in the field of education.

Social studies education has a very important role in efforts to form national insight through the learning materials provided, so it is hoped that social studies education will be able to become one of the forms of national insight in efforts to create nation character building. The social studies learning process is never separated from efforts and internalization of the values of multiculturalism as one of the nation's identities. This is what social studies education emphasizes more to form the character of love for the nation and foster national insight,

especially for students, so that the goal of a education that will form citizens who love their homeland and become a good country (Heri, 2013).

Indonesia's national insight can also make this nation strong from all forms of threats from outside, so that the identity of the Indonesian nation will be strong and will not be shaken by other nations, according to (Fauzi, 2017) in his book entitled "National Insight of MTs and SMP Students ” explains that by enriching knowledge and deepening understanding regarding national insight, it is also necessary to embody the spirit and spirit of the archipelago insight which includes maritime, archipelagic, agricultural and areas that are interconnected with each other.

According to Suhadi and Sinaga (2006), national insight is a view that states that the Indonesian state is a multicultural country, a country that is diverse but still united, so that it is not only viewed from one direction, but the Indonesian state must also be viewed from all sides. in terms of culture, natural wealth, history, geography, outlook on life, socio-culture and all aspects of the nation which are carried out in order to make the nation a united, sovereign and socially just nation (Fauzi, 2017).

This is also faced with the rapid flow of change due to globalization which could erode national goals which include political, socio-cultural, economic and defense and security unity, therefore it is necessary to strengthen national insight to overcome the occurrence of issues that can divide divide the Indonesian nation, because with globalization all information will enter and spread quickly, so it is necessary to have a means of filtering the information that is spread, namely with the values, norms contained in Pancasila as the basis of ideology and adhering firmly to the identity of the Indonesian nation. contained in the Indonesian national outlook.

Therefore, the socialization of national insight in the era of globalization is important and must be carried out, especially for the nation's next generation. The role of youth is very crucial in developing national and state life in the future. In fact, awareness regarding national insight has not been optimally understood and internalized by society in social life (Utami, 2019).

Apart from that, the rapid flow of globalization can also erode national identity as evidenced by the change in Indonesian culture to foreign culture which is more popular with teenagers, especially in Indonesia. This is certainly the main focus for education in Indonesia to internalize and integrate existing national culture into learning both at school and outside school so that Indonesian students love their own culture more than the culture of other countries which can damage the nation's nationalism (Purnama et al, 2023). Everywhere, the notion of nationalism must remain in people's lives, because it can make Indonesia unique as a nation (Fauzi, 2017).

As times progress towards digital, it will be easier for some information to enter, this will certainly have an impact on the national outlook of the Indonesian people, especially the middle school students who are always lazy and lack the enthusiasm to learn about the identity of the Indonesian nation. This is shown by the results of previous research by (Wahyuni Agustina, 2016) which revealed that the implementation of learning at SMP Negeri 1 Udanawu, Blitar Regency has integrated national insight learning, but the obstacle to this learning is a lack of enthusiasm. students and the lack of learning media that leads to national insight, this is what makes students access more information that leads to things that contain entertainment such as games, social media and rarely use their smartphones as a supporting

facility in learning. in this digital era, especially in enriching knowledge regarding national insight.

Apart from that, the ease of access to information in the digital era with the support of social media which has developed massively has become a means for radicalism groups to attack Indonesia's young people more freely, especially in the Pancasila ideology which will be replaced by other ideologies. This is supported by the results of the 2019 Cyrus Network survey in (Subagyo, 2020) which explains that 4.7% of respondents support the formation of a caliphate state and another 13% support that Indonesia must be based on Islamic law in all aspects of life, in fact they think that the Pancasila ideology is less popular with society and they chose the ideology of the caliphate as their foundation. This is certainly something that is dangerous for national insight and the future fate of the nation. It is hoped that this survey regarding national insight will be able to measure national insight in Indonesia and make every effort to instill the values contained in national insight.

In an effort to measure national insight in junior high school students and equivalent educational institutions in this digital era, we are interested in researching this national insight with respondents, namely junior high school/equivalent students. This research is important to carry out because the younger generation is the nation's next generation and really implements management life and perspective of the Indonesian people in the future to be in accordance with national consciousness based on Pancasila, the 1945 Constitution of the Republic of Indonesia, Bhinneka Tunggal Ika, the Republic of Indonesia, in order to solve the problems of a pluralistic society and create a just, harmonious, prosperous society. peaceful and prosperous (Polhukam, 2016).

Apart from that, it can also be used to create a generation that understands global problems, recognizes and lives by international standards regarding equality of human and racial rights, respects cultural diversity, and respects world unity (Barida, 2017; Hasibuan et al, 2022). Therefore, this research aims to create a peaceful, harmonious society in diversity and make national identity stronger, so that it can indirectly strengthen national identity or personal branding of a country.

2. METHOD

Research method in order to measure national insight in junior high school students in the digital era. So, the method used is a descriptive quantitative research method, where this method combines quantitative methods which are identical to numbers and descriptive ones obtained from literature reviews of several sources relevant to the research.

This descriptive quantitative research uses a correlation approach (correlational research). This descriptive quantitative selection is based on research that wants to measure national insight in junior high school students in the digital era. This research uses a survey method.

The survey method is research with the main source of data and information obtained from respondents as research samples using questionnaires or questionnaires as data collection instruments. The reason for using the survey method is because this research requires data from a large number of samples.

The research was carried out in several junior high schools such as SMP Negeri 26 Surabaya, MTs Negeri 5 Kediri, SMP Negeri 3 Lawang and SMP Negeri 2 Taman with a population of 138 respondents. The data collection technique used is a questionnaire in the form of a

multiple choice test with five indicators, namely National Insight, Geography, Economics, History and Sociology.

The indicator measuring tool uses research instruments in the form of surveys in the form of questions covering history, geography, economics, citizenship and sociology which are distributed to junior high school students/equivalent. The aim is to find out how far students understand about national insight in this digital era, then the data is analyzed by carrying out several statistical tests, namely validity tests, reliability tests and cross-tab tests to find out how far junior high school students understand national insight. Therefore, a quantitative approach is very relevant to be chosen to answer problems related to understanding national insight in the digital era among junior high school students.

3. RESULT AND DISCUSSION

To measure the national insight of junior high school students, we conducted a simple survey of junior high school students and we got the following results:

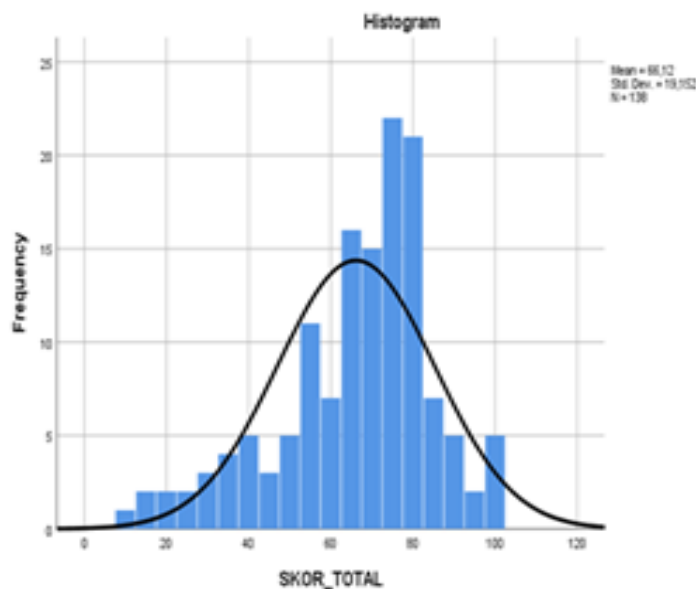


Figure 1. the national insight of junior high school students

Knowing this histogram, it can be described that the national insight of junior high school students in the current digital era is at average or sufficient and is proven by the presence of a normal curve and with a mean of 66.12.

In exploring information about the national insight of junior high school students, this research used a survey method in the form of a test with five indicators consisting of the subjects Citizenship, Geography, Economics, History and Sociology. Among these five indicators, there are the following average percentages of achievement: 1) Citizenship at 47.6%; 2) Geography 68.3%; 3) Economy of 68.8%; 4) History of 65%; and 5) Sociology at 80.2%. From these data, it can be seen that the lowest score was found in the Citizenship indicator at 47.6%, while the highest score was achieved by the Sociology indicator.

Based on this data, it can be seen that junior high school students must be given more insight into the field of citizenship. This research activity was carried out by measuring the understanding ability of junior high school/equivalent students regarding national insight in this digital era. This research data was collected by distributing an instrument containing 15

questions to 138 respondents who currently occupy classes VII, VIII and IX of SMP. Data distribution was carried out. by asking for help from the social studies teacher at the school concerned. This was done considering the conditions of the Covid-19 Pandemic where all classes and teaching and learning activities were transferred virtually or online. The research data that has been collected is then processed and analyzed through statistical tests using SPSS by testing the validity of the data obtained, testing the reliability of the data, the results of these statistical tests can be seen in Figure 2.

Correlations						
		SOAL 1	SOAL 2	SOAL 3	SOAL 4	SOAL 5
SOAL_15	Pearson Correlation	.012	.177	-.145	.296	.077
	Sig. (2-tailed)	.940	.262	.359	.057	.629
	N	42	42	42	42	42
SKOR_TOTAL	Pearson Correlation	.500**	.519**	.528**	.559**	.479**
	Sig. (2-tailed)	.001	.000	.000	.000	.001
	N	42	42	42	42	42

Correlations						
		SOAL 6	SOAL 7	SOAL 8	SOAL 9	SOAL 10
SOAL_15	Pearson Correlation	-.021	.342*	.022	.414**	.280
	Sig. (2-tailed)	.994	.027	.990	.006	.073
	N	42	42	42	42	42
SKOR_TOTAL	Pearson Correlation	.465**	.555**	.461**	.701**	.712**
	Sig. (2-tailed)	.002	.000	.002	.000	.000
	N	42	42	42	42	42

Correlations						
		SOAL 11	SOAL 12	SOAL 13	SOAL 14	SOAL 15
SOAL_15	Pearson Correlation	.151	.010	.670**	.193	1
	Sig. (2-tailed)	.339	.952	.000	.222	
	N	42	42	42	42	42
SKOR_TOTAL	Pearson Correlation	.740**	.653**	.615**	.730**	.373*
	Sig. (2-tailed)	.000	.000	.000	.000	.015
	N	42	42	42	42	42

Correlations			
		SKOR TOTAL	
SOAL_15	Pearson Correlation	.373*	
	Sig. (2-tailed)	.015	
	N	42	
SKOR_TOTAL	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	42	

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Figure 2. Validity Test

The validity test results contained in Figure 2 show that the 15 questions tested had a Pearson correlation of 0.373 with a significance level (2-tailed) of 0.015. This shows that there is a weak positive relationship between the questions and the variable being measured, namely national insight. A correlation of 0.373 indicates that the higher the answer to the 15 questions, the higher the value of the variable being measured with a significance level of 0.015. The relationship can be considered statistically significant.

In addition, the total score showed a Pearson correlation of 1 with N=42. A correlation of 1 indicates that there is a perfect or linear relationship between the total score and the variable being measured. The total score directly reflects the value of the variable being measured with a high degree of accuracy. N=42 indicates that this analysis was carried out on a sample of 42 individuals or subjects. Therefore, it can be concluded that the results of the validity test show that the 15 questions distributed to students in grades VII, VIII, IX of SMP have a weak positive relationship with the variables measured, while the total score has a perfect relationship with the variables measured. These results provide an indication that the

measurement instrument used is valid in measuring the intended concept, namely junior high school students' understanding of national insight in the digital era.

This research is also supported by previous research with Pearson test analysis of the results of data collection through questionnaires in research entitled "High school students' national insight and its implications for students' personal resilience" showing that the validity test results of the 17 questions contained 5 questions that were not valid, so that the analysis carried out on 12 valid questions resulted in a Pearson correlation test on 176 respondents (n=176) with a value of $r=0.159$, $n=176$, significance 0.035 or <0.05 indicating a relationship between the national insight variable (var. x) and the personal resilience variable (var. y) have a weak/small relationship strength. This means that students' understanding of national insight has several other supporting factors, not just personal resilience, such as the formation of Pancasila morality, personal management through various alternatives including content in citizenship learning (PPKN) in order to form good citizens (Widayanti et al, 2018; Raharjo, 2017).

In fact, the results of this research are not much different from the results of this research, namely that strengthening the understanding of national insight must be supported by indicators in implementing it in learning at school, especially in the subjects of citizenship, geography, history, economics and sociology.

Differences arise in the characteristics of respondents, the variables used, and variations in statistical tests, so that this research is different from previous research and can be used as a reference for further research.

Reliability Test

Apart from testing validity, this research also tested the reliability of the data. This is intended so that the reliability of the existing data can be verified, to find out the level of reliability which can be seen in table 1.

Table 1 Reliability Test

Cronbach's Alpha	Part 1	Value	.668
		N of Items	10 ^a
	Part 2	Value	.719
		N of Items	9 ^b
Correlation Between Forms	Total N of Items		19
Spearman-Brown Coefficient	Equal Length		.670
	Unequal Length		.802
Guttman Split-Half Coefficient			.803
			.802

a. The items are: Soal_1, Soal_3, Soal_4, Soal_5, Soal_6, Soal_7, Soal_8, Soal_9, Soal_10, Soal_11.

b. The items are: Soal_11, Soal_12, Soal_13, Soal_14, Soal_15, Soal_16, Soal_17, Soal_18, Soal_19, Soal_20.

From this data, if the data coefficient is > 0.6 , then the data is said to be reliable. From this data we can say it is reliable, because the Guttman Spilt-Half Coefficient coefficient value shows 0.802.

The research findings indicating that the understanding of national insight among junior high school students is categorized as average suggest a warning signal for the education sector. This category implies that while most students possess basic knowledge of national insight,

there is still a significant gap in the internalization of national values, especially in civic education, which serves as the foundation for nation-building. According to Mickovska-Raleva (2019), the low achievement in this indicator emphasizes the need for optimizing the content and methods of civic education so that students not only have cognitive knowledge but also apply national values in their daily lives.

The high achievement in the sociology indicator suggests that students relatively understand aspects of nationalism related to social interaction, multiculturalism, and unity in society. This can be interpreted as a positive potential that can be leveraged by teachers to integrate nationalism education through social, collaborative, and project-based learning approaches. According to Keser (2011) & Khader (2012), by utilizing students' tendencies to grasp social aspects, teachers can instill the values of love for the country, solidarity, and tolerance through practical activities in school and extracurricular activities.

The data showing the weakness of students' understanding in the citizenship indicator also points to the major challenge of unfiltered digital information penetration. Easy access to entertainment, popular culture, and even radical content makes students more likely to absorb foreign values rather than national ones. Therefore, the role of digital learning media that is well-guided and imbued with national character is urgently needed. Teachers and schools can utilize technology to provide engaging yet educational content, ensuring that students remain interested without losing their national roots (Downes & Bishop, 2012; Collins, & Halverson, 2018).).

The validity and reliability tests of the instruments showing significant levels and good consistency affirm that the findings of this study can serve as a foundation for further research or policy-making. However, this research also opens up a discussion that the strengthening of national insight cannot solely rely on cognitive aspects measured through test instruments but must also touch on affective and psychomotor aspects through habituation, exemplification, and direct experiences. Therefore, national insight reinforcement programs need to be designed more comprehensively and collaboratively between teachers, parents, and the students' social environment.

4. CONCLUSION

Understanding national insight is an important issue to study, considering that the digital era allows students to obtain various kinds of information, including the impacts resulting from developments in science and technology. Therefore, this research is intended to measure how far junior high school students as the younger generation understand and understand national insight. The results of the research show that the national insight of junior high school students in the digital era is currently in the average or sufficient category and is proven by the existence of a normal curve with Mean = 66.12 at N = 138 based on five indicators in the test survey consisting of Citizenship and Geography subjects. , Economics, History, and Sociology. The results of the validity test using 15 questions showed a Pearson correlation of 0.373 with sig=0.015, indicating that there was a positive relationship and was considered statistically significant. The reliability test results also show a data coefficient of >0.6, namely the Guttman Spilt Half Coefficient of 0.802 so the data is said to be reliable. This shows that there is a need for special treatment in understanding national insight in junior high school

students in the digital era, especially in citizenship subjects, so that the younger generation maintains national identity and has a strong national identity.

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