Non-Formal Education in the Context of Revitalizing Nationalism Amidst the Complexity of Contemporary Global Identity Fragmentation

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ABSTRACT

Globalization and the advancement of information technology have significantly transformed the lives of Indonesian people. This transformation not only broadens access to the outside world but also changes social values and identities, potentially weakening the sense of nationalism. The younger generation is now largely exposed to global cultures that tend to shift national and local values. This study aims to analyze the role of nonformal education in strengthening nationalism amid identity fragmentation caused by globalization. The research method employs a literature study approach involving scientific articles, government policies, and recent studies since 2020. The results show that nonformal education has great potential to rebuild the spirit of nationalism through community-based, culturally rooted, and socially participatory activities. Institutions such as Community Learning Centers, art studios, and youth organizations have proven to be spaces for strengthening national identity through contextual and reflective learning. Nonformal education also serves as a vehicle for character formation that aligns with contemporary dynamics. This study recommends that the government reinforce policies that integrate national values into every nonformal education program in Indonesia.

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Introduction

The development of globalization and advances in information technology have had a broad impact on the social and cultural life of Indonesian society. The open flow of information makes it easy for people to interact with various cultural values around the world. However, this openness has also led to an identity crisis, especially among the younger generation, who tend to imitate global culture rather than explore their national identity. Research shows that the flow of globalization plays a major role in shifting the value orientation and mindset of modern society (Julianty et al., 2022). This phenomenon is in line with the views of Soemirat et al., (2025) which emphasize that digital media has now become a space for ideological and cultural competition that can strengthen or even weaken national identity. This is reinforced by Kurniawati & Matang, (2023), which states that the loss of cultural awareness and declining pride in national heritage are signs of the weakening of the foundations of nationalism in the global era.

Nationalism is the main foundation for the formation of national unity and the character of citizens. From a social perspective, nationalism is not only defined as loyalty to the state, but also a collective awareness to preserve values, language, and culture as a shared identity (Mumpuni & Muhibbin, 2025). Education plays an important role in fostering nationalism, because through the learning process, these values can be internalized in everyday life. However, formal education is often cognitive and theoretical in nature, making it less capable of developing a contextual sense of nationality. On the other hand, nonformal education is highly flexible and rooted in community life, making it an effective means of strengthening nationalism through activities based on social and cultural experiences (Muhammad et al., 2024).

Studies on nationalism and education show that nonformal education has great potential in strengthening national identity through community-based learning. Muhammad et al., (2024) argue that non-formal institutions are able to reach communities that are not served by formal education while directly instilling national values. Suparjo et al., (2023) add that Pancasila-based learning in non-formal institutions can strengthen the spirit of unity and social solidarity among citizens. In addition, Firmansyah et al., (2024) explain that learning activities that utilize local culture can foster pride in national identity. These three studies show that non-formal education acts as a bridge between national values and the social context of society.

Most previous studies have focused on formal education as the main vehicle for shaping national character. However, non-formal educational institutions such as Community Learning Centers (PKBM), art studios, and cultural communities play an important role in preserving national values through a participatory approach. Pinandhita et al., (2025), non-formal education that combines cultural literacy with social activities can increase people's national awareness. This is reinforced by (Nisa et al., 2025) , which states that digital literacy based on national values can be an effective medium for instilling a sense of love for the country in the global era. Darmawan & Rawita, (2020) also emphasize that a participatory approach in non-formal education enables the development of a strong national character because participants learn directly from the social realities around them. Based on these findings, conceptual studies are still needed that position non-formal education as a strategic basis for strengthening

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nationalism amid the fragmentation of global identities.

This study aims to conceptually examine how nonformal education can serve as a foundation for strengthening nationalism amid global identity fragmentation. The focus of the study is to understand the forms of national identity fragmentation in society, analyze the strategic role of non-formal educational institutions in fostering a spirit of nationalism, and formulate implementable strategies to strengthen national identity through community-based activities. (Dewi, 2018) also emphasizes that non-formal education has the ability to adapt learning to the social context of society. Meanwhile (Fadhilah & Dewi, 2021) shows that synergy between the community, non-formal institutions, and the government is an important factor in building inclusive and sustainable nationalism. Thus, non-formal education can serve as a forum for revitalizing national values in modern life.

The research questions in this study consist of three main focuses. First, what form does the fragmentation of national identity take as a result of the influence of globalization? Second, what role does non-formal education play in strengthening nationalism in society through culture-based and participatory learning?. Third, what strategies can be applied by non-formal educational institutions in instilling an adaptive spirit of nationalism in response to developments (Kurniawati & Matang, 2023). This formulation forms the basis of analysis in this conceptual study, which seeks to position non-formal education as a strategic instrument in building nationalism amid global social change.

Method

This study uses a conceptual design with a descriptive qualitative approach based on library research. This approach was chosen because the study did not conduct direct observations in the field but focused more on critical analysis of theories and findings from previous studies. The conceptual design provides space to explore and develop new ideas based on a review of relevant scientific works. Literature studies provide a comprehensive understanding of the function of non-formal education in shaping the character and identity of society. This approach also helps to integrate theory with the developing social context, as stated by Laila & Salahudin, (2022), who emphasize that literature research plays an important role in identifying the relationship between theoretical concepts and the reality of education in society. The data for this study is secondary data collected through literature reviews from various scientific sources, such as accredited national journals, academic books, and university repositories. The data collection process was carried out systematically through several stages, including:

a) Determining the focus of the study, which includes main themes such as non-formal education, nationalism, national character, and globalization.

b) Conducting a literature search using academic databases such as Garuda Ristekdikti, DOAJ, and Google Scholar to find recent publications between 2020 and 2025.

c) Literature selection was carried out by considering the suitability of the topic, level of credibility, and relevance to the research focus. This systematic approach follows the principles described by Nisa et al., (2025), namely that the selection of sources in a literature study must consider the originality and currency of the data.

d) Next, the synthesis process was carried out by reviewing and grouping each source based on

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the main themes of the research. In this way, each selected piece of literature was able to support an in-depth and relevant conceptual analysis.

Data Analysis Techniques

Data analysis was conducted using content analysis. This method was used to interpret the meaning, relationships, and patterns of previous research results. The analysis was conducted in three stages, namely:

a) Data reduction, which involves selecting relevant literature and eliminating sources that are not relevant to the focus of the study.

b) Data presentation, carried out by grouping research findings into categories such as non-formal education concepts, strategies for strengthening nationalism, and the social role of educational institutions.

c) Drawing conclusions is done by interpreting the relationships between concepts based on existing scientific evidence. According to Ilmiah & Pendidikan, (2022) the content analysis approach can help researchers understand educational phenomena from the perspective of social values and practices, not just from empirical data. Meanwhile Pratomo, (2023) adds that content analysis is also important in research on national character because it allows researchers to construct contextual theoretical syntheses. This method is relevant for examining the role of non-formal education as a foundation for strengthening nationalism in complex global dynamics.

Results and Discussion
Non-Formal Education as a Driver of Nationalism Strengthening

Non-formal education has enormous potential to strengthen nationalism due to its flexible, contextual nature and proximity to community life. Unlike formal education, which tends to follow a standard curriculum, non-formal education is more dynamic and can be adapted to the socio- cultural needs of the community. It is these advantages that make non-formal education a more vibrant, meaningful, and applicable space for shaping national character (Fadhilah & Dewi, 2021). Non-formal educational institutions not only function as places of learning, but also as forums for the formation of social awareness and national values. The learning process carried out at Community Learning Centers (PKBM), cultural centers, reading parks, and literacy communities does not merely teach skills, but also instills the values of mutual cooperation, social awareness, and love for the country through real activities (Muhammad et al., 2024). In this kind of learning environment, learners become active subjects who play a role in shaping their understanding of the meaning of nationality.

This view is in line with the opinion of Mumpuni & Muhibbin, (2025), which emphasizes that nationalism does not merely mean loyalty to the state, but also collective awareness to preserve cultural values, language, and social solidarity. An example of this can be seen in traditional art activities carried out in cultural centers. These activities not only preserve local culture but also strengthen pride in the Indonesian national identity. This means that non-formal education plays a crucial role as a cultural catalyst and guardian of ideological values amid the rapid influence of global culture. Findings by (Ramadhan et al., 2025) further reinforce this point. They explain that non-formal education in the border areas of Indonesia and

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Malaysia plays an important role in maintaining the national identity of the community through an ethnopedagogical approach. This approach links local values with national spirit, so that love for the homeland grows naturally and contextually. Based on this, nonformal education can be seen as an agent of nationalism revitalization that serves to revive the spirit of nationalism through social and cultural activities that are relevant to the lives of the community.

Meanwhile (Hayat et al., 2025) found that non-formal education based in rural communities has great potential to strengthen the independence, social solidarity, and spirit of nationalism among citizens. Through skills training, cultural activities, and social literacy, citizens not only improve their practical abilities, but also deepen their love for their homeland. These results show that non-formal education can serve a dual purpose: as an instrument of community empowerment and a means of preserving national values.

Fragmentation of National Identity in the Era of Globalization

The development of globalization has had a major impact on the way Indonesians think, act, and interact. The openness of information and increasingly widespread cross-cultural interaction have allowed global values to easily enter and influence people's lifestyles. As a result, many individuals, especially the younger generation, have begun to lose sight of their national identity. This condition is referred to as national identity fragmentation, which occurs when individuals no longer have a strong attachment to national values because they are more influenced by external cultures that are individualistic and pragmatic in nature (Suparjo et al., 2023). The phenomenon of national identity fragmentation is a direct consequence of the increasingly strong influence of globalization, which exposes societies to foreign cultures. Djibu & Duludu, (2020) explain that today's young generation faces serious challenges in maintaining their spirit of nationalism. The rapid flow of information through digital media has shaped a global identity that brings them closer to foreign cultures than to their national culture. This is exacerbated by a weak character education system that is unable to instill national values in a contextual manner (Kurniawati & Matang, 2023).

It is in this context that non-formal education can play an important role. Through open, reflective, and participatory learning approaches, non-formal institutions are able to revive national awareness in ways that are more relevant to society. Activities such as culture-based skills training, national discussions, and strengthening social literacy are effective media for instilling values of love for the homeland. Murdiono & Wuryandani, (2021) mention that citizenship education carried out informally provides a more realistic learning experience because participants not only understand theory but also practice nationalistic values in their daily lives. In addition to the influence of global culture, identity fragmentation also arises due to social inequality and limited access to formal education in various regions. This is where non-formal education plays an important role as a complement to the national education system. Through a community-based approach, non-formal institutions are able to reach groups that have not been served by formal education, such as rural communities, women, and workers.

Muhammad et al., (2024) say that an egalitarian and community-based learning system can rebuild national spirit from the bottom up, so that nationalism is no longer elitist, but grows from the collective consciousness of the community. Thus, non-formal education not only serves as a complement to formal education, but also as a bridge connecting traditional values

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with the dynamics of modernity. It plays a role in fostering awareness that nationalism is not a rigid concept, but rather a value of life that must continue to be adapted to the times (Fadhilah & Dewi, 2021). Furthermore, Khasanah & Lestari, (2024) emphasize that character and patriotism education in elementary schools needs to be combined with non-formal activities such as cultural competitions, reading the proclamation text, and visits to historical sites so that students can understand nationalism in a concrete way, not just through memorizing concepts.

Meanwhile, Firmansyah et al., (2024) explains that civic education not only serves to transfer political knowledge, but also as a means of internalizing moral, social, and cultural values that shape national consciousness amid global dynamics. Non-formal education plays a crucial role in bridging traditional and modern values, so that the younger generation remains rooted in national identity even though they live in a globalized world (Widodo & Nusantara, 2020). Identity fragmentation is also exacerbated by unequal access to formal education and low national literacy rates in some regions. As stated by Muhammad et al., (2024) on, this is where non-formal education plays a significant role as a complement to the formal education system, which still faces various limitations. Through a community-based approach, non-formal education can create a more egalitarian and inclusive learning space, where learners can discuss, reflect, and build collective awareness of the importance of national unity.

Strategies for Strengthening Nationalism Through Non-Formal Education

Efforts to strengthen nationalism amid the challenges of globalization need to be carried out through strategies that are participatory, collaborative, and adaptive to changing times. Hayat et al., (2025) emphasize that community-based activities that prioritize the preservation of local culture and social cooperation are key to fostering a sense of belonging to the nation. Through activities such as traditional arts training, cultural competitions, local history discussions, and environment-based social movements, the community not only learns national values but also practices solidarity and togetherness, which are characteristic of the Indonesian nation. The culture-based approach is also in line with the views of Ramadhan et al., (2025), which emphasizes the importance of ethnopedagogy in the non-formal education process. Through learning that draws on local wisdom, national values can be conveyed in a more natural way that is accepted by the community. For example, activities that introduce cultural symbols, folk tales, or traditional philosophies can be effective media for fostering a love for the homeland.

In addition to being culture-based, another strategy that needs to be developed is the use of digital technology in non-formal education. It is important to build digital nationalism through creative content on social media, educational videos, and online platforms that promote national values. This is a new way of instilling a spirit of nationalism in the younger generation who live in this digital age. Non-formal education can adopt a blended learning method combining face-to-face and online learning so that national values can be disseminated more widely and reach various groups (Moekhtar et al., 2022). Khasanah & Lestari, (2024) added that integration between formal and non-formal education is important in order to make the formation of national character more systematic.

Collaboration between schools, families, and community institutions allows nationalistic values to be instilled in a sustainable manner. Synergy between institutions such

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as schools, families, community organizations, and local governments can strengthen the continuity of national character education. Thus, non- formal education becomes an integral part of the national education system that plays an active role in shaping citizens with character, creativity, and global competitiveness. In a global context, highlights that non-formal education needs to utilize digital technology to expand the reach of national learning through online platforms, creative content, and positive social media. Therefore, non-formal education is not only a traditional learning space but also a digital arena that fosters a modern and adaptive love for the country (Moekhtar et al., 2022).

Social Implications and Educational Policy

Based on a synthesis of various studies, it can be concluded that non-formal education has a major influence on the formation of national identity and the socio-cultural resilience of the nation. Soemirat et al., (2025) emphasize that the government needs to pay serious attention to the development of non-formal education through sustainable policies that promote equal access to education. This policy support is important so that non-formal education programs can reach all levels of society and effectively instill national values.

In addition to policy aspects, improving the capacity of non-formal educators is also very important. Farha et al., (2021) highlight that cross-institutional cooperation, such as between community organizations, schools, and local governments, needs to be developed to create a complementary education ecosystem. Sutrisno et al., (2024) also emphasize that non-formal educators need to be equipped with pedagogical competencies, national insight, and the ability to utilize technology so that the teaching of nationalistic values can be delivered in a way that is interesting and relevant to modern society. With qualified educators, non-formal education will be able to adapt to social changes without losing its core values.

From a social perspective, strengthening non-formal education can enhance social cohesion and strengthen the sense of brotherhood among citizens. Through community- based learning activities, people learn to appreciate differences, strengthen solidarity, and foster pride as part of the Indonesian nation. The values of nationalism instilled through non-formal education do not stop at the theoretical level, but are manifested in real behaviors such as tolerance, mutual cooperation, and concern for the surrounding environment (Kurniawati & Matang, 2023).

Non-formal education can also be seen as a bridge that unites traditional values with modern life. It serves to ensure that the Indonesian people maintain their identity amid the rapid tide of globalization. Through its strategic role, non-formal education becomes a social learning space that fosters reflective nationalism, which is a form of nationalism that is open, critical, and rooted in human values. This approach is very relevant for today's Indonesian society so that it remains strong in facing global challenges without losing its national identity (Fadhilah & Dewi, 2021).

Thus, the social implications of strengthening non- formal education are also enormous, especially in maintaining the social and cultural resilience of the nation. Through non-formal education, society can learn to appreciate differences, strengthen solidarity, and build an inclusive and adaptive national identity. In other words, non-formal education serves as a bridge between modernity and tradition, between globalization and nationalism, ultimately

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strengthening the foundations of Indonesian nationhood amid the rapidly changing world. (Akma Khairun Nisa et al., 2024).

Conclusion

Based on the findings of this article, it is evident that non-formal education plays a crucial role in strengthening nationalism amid increasingly complex global challenges. Through its flexible, community-based approach that focuses on the needs of learners, non-formal education serves as a platform for character building and the preservation of national values. The learning process that takes place in non-formal institutions not only focuses on improving skills but also instills a spirit of mutual cooperation, social solidarity, and love for the homeland. Non-formal education has proven to be effective in bridging local cultural values with the spirit of nationalism, thereby building a national identity that is inclusive and adaptive to global changes. From various literature findings, it can be understood that non-formal institutions such as PKBM, cultural centers, and learning communities play a dual role: as a means of community empowerment and as a strengthener of national social cohesion. Thus, non-formal education is not merely a complement to formal education, but a strategic element in maintaining the integrity of national identity amid the rapid flow of globalization and cultural fragmentation.

Based on these findings, several things need to be considered to strengthen the role of non-formal education in the future. The government and educational institutions need to expand their support for non-formal education activities through policies that promote equal access, strengthen the capacity of educators, and integrate national values into every learning program. Formal and non-formal institutions should establish synergistic cooperation so that values and character education can be implemented comprehensively at all levels and paths of education. In addition, the development of non-formal curricula based on local culture and human values needs to be expanded so that students are able to understand nationalism in the context of their real lives. Future researchers are advised to conduct in-depth field studies to examine non-formal education practices in strengthening nationalism in various social contexts, including urban communities and digital communities. Such studies are expected to enrich the academic perspective on how non-formal education can be a major force in maintaining national spirit and strengthening national identity in a challenging global era.

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