

# History Education and the Young Generation: Exploring National Values in the Indonesian Education Curriculum

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ARTICLE INFO	ABSTRACT
<b>Article history</b> Received August 12, 2024 Revised Nov 18, 2024 Accepted Dec 18, 2024	In the context of globalisation, it is crucial to cultivate a sense of nationalism and historical awareness among learners. The inculcation of nationalistic values can serve as a means of fostering a national character that aligns with the nation's identity. Character education represents an initiative undertaken by educational institutions to influence, direct, and guide the conduct of students in alignment with the values espoused by specific norms to mitigate the adverse effects of the globalising era. One of the adverse effects is that the younger generation's interest in their own culture has begun to wane, leading to a shift in values in both personal and social life. It can be reasonably argued that historical education has a significant, positive influence on students' attitudes toward nationalism. Indeed, it could be proposed that the attitude of nationalism can be explained and influenced by history education, given that history learning provides material about the values of nationalism so that students can understand these values. This evidence suggests that history education plays an important role in shaping the attitude of nationalism among students.
<b>Keywords</b> Education Young Generation History Value	

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## I. Introduction

Education is an organised system with a broad mission, encompassing many aspects related to physical development, health, skills, thoughts, feelings, will, and social issues, including those about belief or faith. This illustrates that the school, as a formal educational institution, bears a significant responsibility in fulfilling its academic mission. This responsibility is further compounded by the rapid changes occurring in the contemporary era, which have a profound impact on students' cognitive processes, behaviours, and identity formation, particularly for those who are still in a developmental stage of transition (Saputro & Murdiono, 2020).

The rapid pace of globalisation is exerting a profound influence on the social and political landscape of Indonesia. It also affects the values associated with Indonesian nationalism and the quality of education in the country. It is incumbent upon the younger generation, as the next generation of the nation, to assume the responsibility of fostering and preserving nationalism (Haniah et al., 2020). This is because nationalism has served as a unifying force, enabling the heroes of the past to proclaim independence. In the absence of a nurtured

sense of nationalism among the younger generation, there is a concern that this nation may fall prey to a new form of colonialism that aligns with the characteristics of the contemporary era. The advent of globalisation will undoubtedly introduce a new set of external influences that will challenge the established order of the nation and state. Considering the concerning influence of globalisation on the community, particularly the younger generation, the government has introduced a policy on education. This policy aims to instill character values, particularly in historical subjects, which play a pivotal role in shaping the character and civilisation of a nation with dignity and a sense of nationality and love for the country. One of the key strategies for fostering the character and civilisation of the nation is through the study of history (Alifia et al., 2021).

In the context of contemporary socio-economic development, one of the key roles of education is to cultivate national awareness as a cognitive capacity that informs and shapes the process of national development and identity formation. The structure of a national personality is composed of characteristics that develop and become institutionalised because of the experiences undergone by a nation throughout its lifespan. Consequently, a nation's personality and identity are

shaped by its collective experience, which is to say, its history. In the context of the formation of a national identity, historical education plays a fundamental role (Yolcu & Sari, 2018).

Subsequent developments in historical education have seen a shift from perennial to essentialism and even social reconstructionism, which have been integrated eclectically (Hayati & Susatya, 2020). History education serves not only as a means of understanding the past and the development of intellectual abilities or centres of excellence but also as a vehicle for improving social, cultural, political, and economic life.

Besides historical education, character education is very important to developing and exploring national values. Pancasila education is a very appropriate character education to explore the value of nationality. Pancasila-based education has constituted an essential element of the Indonesian educational system since the country gained its independence. Pancasila serves as the foundation of the state, symbolising not only the state itself but also the way of life that reflects the noble values of the Indonesian people. In the modern era, however, with all the global dynamics and challenges that it presents, the role of Pancasila education is becoming increasingly important, both in terms of understanding it and applying it in daily life. Given that Pancasila is both the foundation of the state and Indonesia's national ideology, it follows that the values espoused by this doctrine should inform state administration. Indeed, this is precisely what has occurred. The Constitution of 1945 and the relevant laws and regulations allude to the values enshrined in Pancasila, thereby establishing it as the basis for state administration.

Pancasila serves as the fundamental value, which is then manifested in practical norms, such as ethical and legal norms. Pancasila is elucidated as an ethical norm due to its intrinsic moral values. Implicating Pancasila serves as a directive for the conduct of state administrators and Indonesian society, ensuring alignment with the normative values enshrined in Pancasila. In the context of the contemporary globalised world, the genuine implementation of ethical norms in state life is of paramount importance, as it facilitates the creation of a more peaceful and serene common life.

The ideology of Pancasila represents a fundamental tenet that has become an indispensable philosophical foundation for the Indonesian nation. Pancasila is regarded as a national consensus that diverse segments of Indonesian society have endorsed to foster harmony and promote peace. However, in the contemporary era, there has been a discernible erosion in the public understanding of Pancasila, accompanied by the influx of alternative ideologies. In the modern era, negative influences on a country, including the decline of the values espoused by that country, are becoming increasingly prevalent, and this phenomenon is also

evident in Indonesia today (Kusumaningrum et al., 2019).

The process of developing the concept of Pancasila into an operational framework for nation-building represents a crucial step in the revitalisation of this foundational ideology. By integrating Pancasila into the fabric of Indonesian society, the goal is to foster the values and character traits that align with the principles enshrined in this ethical norm. In other words, Pancasila serves as a paradigm for the formation of national character. In the context of accelerated modernisation, we are witnessing the emergence of trends that are characterised by rapid change and a high degree of unpredictability. This situation gives rise to a variety of new problems that are increasingly complex and diverse. The rapid development of information technology has had a significant impact on human life. Depending on how it is utilised, this impact can be beneficial or detrimental. However, if information technology is misused for negative purposes, it can also have detrimental effects. This means that the impact of information technology has direct implications for changes in various aspects of life, including the character of the younger generation (Rosala & Budiman, 2020).

As posited by Widyaningrum (Yolcu & Sari, 2018), cited in the research of Riyanto and Baliyanto (2017), an understanding of the improvement of Pancasila values must be adjusted to the times. The contemporary Indonesian nation can be understood and defined by observing the behaviours and personalities of its people, particularly the younger generation, who serve as the primary foundation for the country. Their daily activities reflect the values and attitudes that shape their identity (Hayati & Susatya, 2020). To reinforce the values of Pancasila, it is essential to engage with the younger generation and facilitate their understanding of the values that shape their national identity (Kartoli & Risman, 2020).

Pancasila is fundamentally derived from the principles of the community's worldview and customs. Pancasila values, including cooperation, unity, tolerance, solidarity, mutual respect, respect for other cultures and religions, unity, and togetherness, should be integrated into individual attitudes. There is a notable dearth of individuals who espouse the values of Pancasila, particularly among the millennial generation. This indicates that these values are seldom observed in individuals' conduct. Consequently, it is imperative to elucidate the significance of Pancasila, illustrate its practical applications in daily life, and provide concrete examples of how these values are manifested in various facets of life (Della et al., 2022).

Pancasila education plays a pivotal role in the formation of national values, even at the earliest stages of childhood. The early childhood period, which encompasses children between the ages of three and six,

as defined by Beichler and Snowman (Kusumaningrum et al., 2019), represents a crucial phase in the development of a child's character and personality. During this stage, children experience rapid growth and undergo significant changes, rendering them particularly susceptible to external influences. Consequently, Pancasila education assumes a pivotal role in instilling a foundation of national values in children from an early age (Suherman et al., 2023).

Pancasila education, in its transformed state of citizenship education, emphasises the inculcation of the values and morals espoused within the Pancasila doctrine as the primary tenet upon which the development of both character and national identity is based. The focus here is not only on the study of politics in general but also on the concept of political democracy. In the context of early childhood, citizenship education employs a few highly efficacious strategies for the formation of national values. One strategy that can be employed is the reflective strategy. This strategy integrates theoretical and empirical approaches to facilitate a comprehensive understanding of national values. By examining empirical cases pertinent to the concept of Pancasila, children can gain a more nuanced grasp of the values. They can observe the practical application of national values in daily life and how they inform their identity as citizens (Santika & Lero, 2023).

Moreover, the transitional strategy can be utilised in Pancasila education for early childhood. This strategy entails value transformation, transaction, and internalisation between teachers and learners. Teachers serve as conduits of information and exemplars of values, which children internalise. It is imperative to engage in active communication between educators and learners (Widyatiningtyas et al., 2023). This communication transcends mere verbal and physical interaction; it encompasses the exchange of ideas between individuals on an intellectual, emotional, and personal level. This strategy enables children to receive information on national values from their teachers and demonstrate their understanding through physical action while also allowing them to internalise and align their personalities to embrace and embody these values in accordance with their teachers' values (Rosala & Budiman, 2020).

The most effective approach to instilling national values in early childhood is through a combination of reflective and trans-internal strategies. By employing a playful and engaging methodology, educators can foster greater interest and involvement among children in the process of learning national values. Teachers may utilise concrete examples pertinent to children's lives to reinforce their comprehension of national values. Furthermore, the use of the play approach has been found to enhance children's interest in learning national values and facilitate their

internalisation. It is also essential to recognise that Pancasila education in shaping national values in early childhood does not rely solely on formal education. The influence of parents and the surrounding environment is equally crucial in shaping children's character and values. The establishment of a collaborative relationship between schools, parents, and the surrounding environment can provide an integrative and comprehensive learning experience for early childhood (Octavia & Tirtoni, 2024).

The purpose of this study is to investigate the integration and role of national values embedded within the Indonesian Education Curriculum in shaping the character and identity of young people as future leaders and contributors to the nation. This research seeks to explore how these values are systematically included in the curriculum, how they are taught and internalised by students, and the extent to which they influence the moral, social, and cultural development of young individuals. By examining the relationship between educational content and the cultivation of national identity, the study aims to highlight the effectiveness of the curriculum in preparing students to embody and uphold the principles and values that define the Indonesian nation's identity. Furthermore, it seeks to assess how these values contribute to equipping the younger generation with the qualities necessary to face global challenges while preserving their cultural heritage and fostering a sense of responsibility toward the nation.

## II. Method

The research employs the systematic literature review method to collate and examine pertinent studies about national values within the Indonesian education curriculum. The literature review method is used to develop a comprehensive and in-depth theoretical framework concerning national values within the Indonesian education curriculum and its impact on the younger generation (Afifatimah & Muthali'in, 2023).

To gain a comprehensive understanding of the subject matter, it is essential to identify relevant literature sources. This research has employed a range of sources, including peer-reviewed journal articles, academic books and publications about Pancasila education, nationality education, and early childhood development. These sources have been selected based on the relevance and accuracy of the information presented in each instance.

In the context of the literature review method, data collection entails searching and gathering relevant literature from a range of academic databases, libraries, and reliable online sources. The literature search was conducted using specific keywords, including "Pancasila education," "national values," and "young generation." Additionally, references from the literature that had been

identified were utilised to source further relevant sources (Qomariah & Hidayati, 2023).

Once the data had been collected, the next step was to analyse it. This research employs content analysis as the technique for analysing the data. The data from the literature sources were analysed with attention to the primary themes, arguments, and conclusions that emerged. This allowed us to identify patterns, differences, and similarities in Pancasila education strategies used to shape national values in early childhood (Suryawan & Rasidi, 2022).

The present study employs a literature review methodology to collect and examine pertinent data on the Pancasila education strategies utilised in the cultivation of national values among young children. This approach enables the researcher to gain a comprehensive understanding of efficacious strategies within the domain of Pancasila education and their impact on the formation of national values in this developmental period. Through the application of meticulous data collection techniques and rigorous data analysis, the research is positioned to offer invaluable insights about the advancement of character and nationality education in early childhood (Yulaidi et al., 2022)

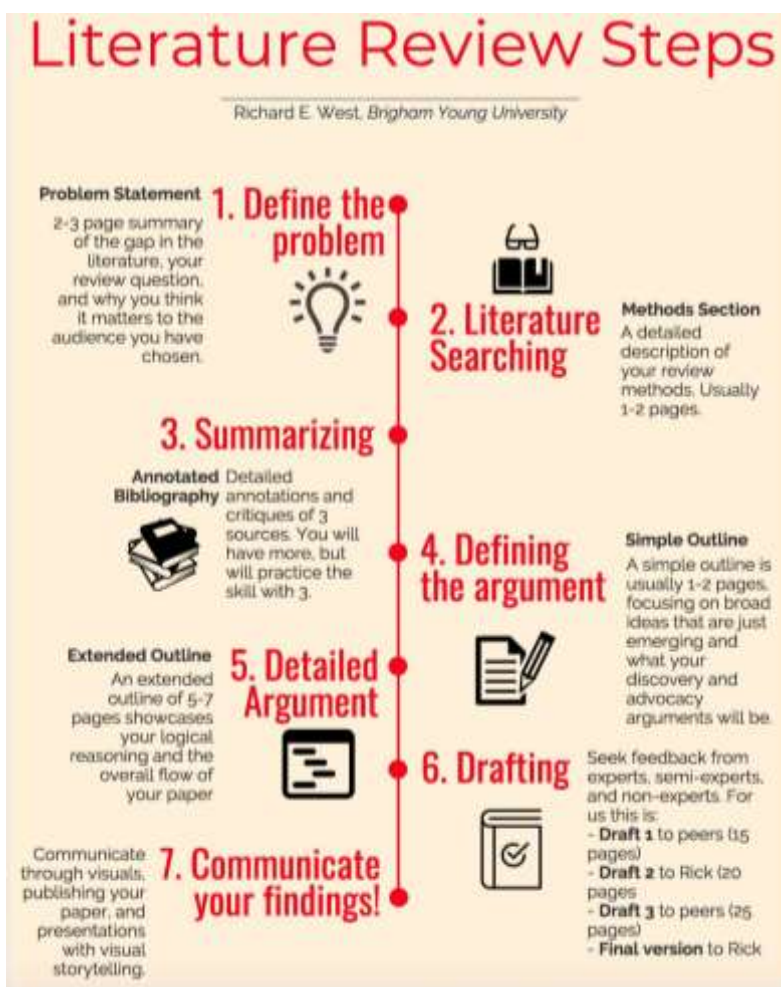


Fig. 1. Literature Review (Source: Richard E. West, Brigham Young University)

### III. Results and Discussion

The moral and ethical standards of Indonesian society are significantly shaped by the principles espoused in Pancasila. Pancasila serves as the foundation for the Indonesian state, providing a set of guiding principles that shape the lives and actions of its citizens. The cultivation of national awareness, the fostering of a sense of national identity, and the instilling of the ideals of Pancasila in children through education contribute to the formation of a generation of individuals with noble

characters. In the contemporary era, a multitude of challenges have emerged, including the proliferation of misinformation, the rise of violent movements, and the emergence of SARA issues with the potential to sow division within the country. It is, therefore, imperative that the Indonesian nation upholds its identity based on Pancasila, as its ideals can serve as a bulwark against the difficulties. Through education, it is hoped that Indonesia's young generation will develop a robust understanding of their country's identity and be equipped to address the modern issues that arise from the principles of Pancasila. As such, Pancasila education is

of paramount importance in navigating the multifaceted challenges of the modern era (Nurfatimah, S. A., & Dewi, 2021).

#### A. *The Role of Pancasila in Education*

Pancasila serves as the foundation for the Indonesian state, providing a unifying framework for social and political interaction. It encapsulates the collective aspirations, ideals, and goals of the Indonesian nation. Through Pancasila education, individuals can gain insight into the diverse values embedded in Pancasila and learn to apply these values in their daily lives (Kuntoro & Sudarmi, 2023).

Pancasila education is significant to all Indonesian citizens, as it serves as the primary foundation for character development, particularly within the educational setting. This is an optimal context for instilling Pancasila values from an early age (Habibah & Florence, 2023).

Schools bear a significant responsibility for guiding learners in the formation of character in alignment with the values espoused by Pancasila. The moral and character development of learners in schools is a crucial responsibility in the formation of a generation that embodies positive moral and character traits in alignment with the values espoused by Pancasila. Pancasila education is an integral component of civic education, and it integrates the ideology of Pancasila into the learning curriculum to foster the development of virtuous citizens. This makes Pancasila education a crucial aspect of ideological education in Indonesia, to instil these values at an early age, thereby ensuring that the younger generation possesses a profound understanding of the nation's identity and heritage (Negara, 2018)

#### B. *Globalization*

Globalisation has permeated all aspects of life, giving rise to novel challenges and issues that must be addressed for the benefit of humanity. The accelerated advancement of technology and information has transformed the global landscape, exerting a direct influence on numerous countries. Pancasila, as the state ideology and a framework for Indonesians in their daily lives, both as individuals and members of society, bears the responsibility of enhancing national awareness and the spiritual and ideological fortitude of the nation.

It is of paramount importance to enhance the capacity to confront the fundamental challenges that will impact national, social, and political life. The challenges currently facing the nation, state, and society have significant implications for the future of these entities. To address the phenomenon of globalisation, it is imperative to uphold the noble values of Pancasila. The emergence of militant movements, the utilisation of SARA issues by foreign parties to divide the nation's unity, the spread of false information on various social media platforms, and public provocative actions

represent significant contemporary challenges. The actualisation of Pancasila in the era of globalisation is vulnerable to threats that could endanger the nation's ideology. Indonesia is currently situated at the nexus of globalisation. (Nurfatimah, S. A., & Dewi, 2021).

It is crucial to acknowledge that the Indonesian nation must maintain its identity despite global changes. In this regard, Pancasila serves as a bulwark against the challenges posed by the contemporary globalised era. In the present era, the challenges and threats can be effectively addressed through a commitment to the principles of Pancasila, which are characterised by a hierarchical and interrelated structure.

#### C. *Strategies for the enhancement of Pancasila education*

The integration of Pancasila into the curriculum is a crucial aspect of its implementation. It is recommended that Pancasila education be integrated holistically into the national education curriculum. The integration of Pancasila values into subjects related to history, civics, and moral education can enhance the learning experience. Contextualised Learning: The objective is to establish a connection between Pancasila values and the context of everyday life. For example, activities such as gotong-royong, discussions on interfaith tolerance, or social projects that reflect social justice. Technology Utilization: The incorporation of digital technology as a pedagogical tool for the dissemination of Pancasila. The utilisation of social media, learning applications, and interactive multimedia content can enhance the appeal and relevance of Pancasila education for the younger generation.

Pancasila education should align with character education, wherein students are encouraged not only to comprehend but also to exemplify values such as honesty, justice, and social responsibility in their daily lives (Hariyanti et al., 2023)

Value can be defined as a quality that is perceived as beneficial to humans. All instrumental values must be ultimately grounded in the fundamental values upon which they are based. While the elaboration of values may be approached in creative and dynamic ways through new forms, the objective remains the same: to actualise the same spirit while remaining in alignment with the fundamental values without contradiction. As defined by Isnindiyah (2014), national values pertain to those associated with the identity of the Indonesian nation. Presently, these values are reflected in national character education, which is based on local wisdom based on the nation's culture (Salam, 2017). Salam (2017) revealed that it is important to instil national values to prevent conflict or envy among students. Additionally, the objective is to form a sense of unity among them. It should be noted that every human being is equal before God, regardless of any differences.

As defined by Beichler and Snowman, the younger generation encompasses children between the ages of 3 and 6. The early childhood period, spanning from birth to 6 years of age, is a crucial phase in a child's development. During this time, children experience rapid growth and undergo significant changes in their physical, cognitive, and social abilities. Formal youth education is conducted through kindergarten, Raudhatul Athfal, or similar forms. During this period, children demonstrate an interest in forming friendships and exhibit well-developed motor skills. They can wash their hands, dress themselves, tying their shoelaces, and performing other basic tasks such as drawing and writing. Early childhood is a crucial stage of development that requires a balanced diet and a stimulating environment (Sadikin, 2019)

The cultivation of national values in the younger generation is of great importance in the formation of their character and national identity. During the early age period, children are in a stage of rapid growth and development, during which they begin to shape their mindset, attitude, and behaviour. Therefore, introducing and strengthening national values from an early age is a crucial step in forming a generation that loves the country, has a strong national identity, and has good morals and ethics (Nugroho, 2022)s

Several compelling arguments support the necessity of instilling national values in the younger generation. Primarily, the inculcation of national values in the younger generation is crucial for their moral development. The early childhood period is a pivotal stage of growth and learning, during which children are particularly receptive to the formation of moral and ethical values. By introducing national values such as responsibility, honesty, discipline, and mutual respect, children will develop into individuals who possess integrity and strong moral principles in their social interactions.

Additionally, the inculcation of national values in the younger generation is intended to reinforce their national identity. In an era of heightened globalisation and pervasive connectivity, children must comprehend and embrace the tenets of Pancasila, the principle of Unity in Diversity, the spirit of cooperation, and the rich cultural diversity of Indonesia. By acquiring and internalising these values at an early age, children will develop a sense of pride and belonging to the Indonesian nation. They will be motivated to uphold their cultural heritage and natural wealth.

Moreover, the instillation of national values at an early age seeks to engender a sense of patriotism among children. By imparting an education that emphasises the spirit of patriotism and nationalism, children will develop an affinity for and a sense of duty to their country. They will learn to safeguard the country's cultural heritage, maintain environmental stewardship,

and assume active roles in nation-building through their respective abilities and roles (Putri et al., 2023).

Furthermore, instilling national values in the younger generation has significant implications for the future development of the nation. Children who have a good understanding and awareness of national values will become the next generation capable of facing challenges and sustainably advancing the nation. They will demonstrate positive attitudes towards cooperation, tolerance, and diversity, which are crucial factors in building a just, democratic, and harmonious society.

In implementing the cultivation of national values in the younger generation, the role of teachers as the frontline is of great significance. Teachers must possess awareness and commitment to integrate national values into the learning process. They must exemplify these values in their daily lives. Furthermore, creative and engaging approaches, such as the use of traditional games, can be employed as an effective means of instilling national values in children (Marhenno & Ulfatun, 2024).

In summary, the inculcation of national values in the younger generation is of great urgency concerning the development of character, the strengthening of national identity, the fostering of love for the country, and the creation of a better future. In addressing the challenges posed by an evolving socio-political landscape, children who possess a comprehensive understanding and awareness of national values will serve as a vital foundation for advancing the Indonesian nation towards a more promising future. Consequently, efforts to instil national values in the younger generation must be given due consideration and implemented effectively within the curriculum and educational system at the younger generation's level.

#### *D. Pancasila Education Strategy in Shaping National Values in the Young Generation*

The education based on the five principles of the Indonesian state, Pancasila, is no longer taught as a standalone subject. Instead, it has been rebranded as civic education. Civic education emphasises the teaching of values and morals derived from Pancasila. These developments demonstrate that Pancasila values retain a central role in Indonesian character and nationality education, which is now known as civic education. Civic education is an expansive field of study that draws from a multitude of disciplines, employing an interdisciplinary or multidisciplinary approach. Philosophically, this field of study prioritises the object of study in political science, particularly in the conceptualisation of political democracy, which encompasses the rights and responsibilities of citizens. (Arifin, 2023)

As Muhaimin (2014) notes, there are three main strategies for value learning: traditional, free, and reflective. In the conventional strategy, educators

emphasise the importance of good and bad values through direct instruction. This approach is often seen as less effective in encouraging students to implement these values in their lives. The strategy in value learning is based on a combination of theoretical and empirical approaches, including deductive and inductive methodologies. It prioritises consistency in applying analytical criteria to empirically based cases and employs axioms as the foundation for deduction. (Sadikin, 2019)

The trans-internal strategy involves value transformation, transaction, and internalisation between teachers and learners through active communication. This includes inner communication, whereby teachers act as presenters of information and models for the values that learners internalise.

Pancasila education plays a pivotal role in instilling national values in the younger generation. The period between the ages of three and six represents a critical juncture in the development of character and personality, marked by the rapid growth and maturation of children. In the context of formal education, the younger generation receives instruction through kindergarten, Raudhatul Athfal, or similar forms of education. Pancasila education, previously delivered separately, has been incorporated into the curriculum as civic education. In civic education, values and morals derived from Pancasila are the primary focus in character and nationality building.

As posited by Beichler and Snowman, children between the ages of three and six demonstrate a proclivity for social interaction and exhibit well-developed motor skills. They can perform basic hygiene tasks, dressing themselves, tying their shoelaces, and even engaging in rudimentary forms of writing and drawing. Additionally, at this age, children begin to exhibit an emerging interest and comprehension of national values.

In the context of value learning, a variety of strategies can be employed. Muhaimin (2014) identifies four main categories of strategies: traditional, free, reflective, and trans internal. Conventional methods rely on direct instruction, emphasising the distinction between good and bad values. However, this approach has been critiqued for its limited effectiveness in fostering the actualisation of these values.

The free strategy allows learners to select and determine appropriate values autonomously. However, guidance from educators is still necessary to ensure an accurate understanding of the values in question. The reflective strategy combines theoretical and empirical approaches to facilitate a comprehensive understanding of national values. By analysing empirical cases pertinent to the concept of Pancasila, learners can gain a deeper insight into the values in question.

The trans-internal strategy entails value transformation, transaction, and internalisation between teachers and learners. In this strategy, the teacher serves as a conduit of information and a model for the values that learners internalise through active communication, including inner communication. This strategy facilitates the internalisation of national values through a comprehensive communication process that engages the learner's entire personality.

In the context of Pancasila education for young people, an effective combination of reflective and trans-internal strategies can be used. Teachers can effectively educate students on national values by analysing empirical cases that are relevant to the theoretical concepts of Pancasila. By employing active communication and providing relevant examples, teachers can assist their students in comprehending and internalising these values. Additionally, incorporating engaging and interactive approaches, such as those incorporating play, can enhance children's interest and understanding of national values.

To foster national values in younger individuals, it is crucial to recognise the significance of comprehensive stimulation and a nurturing environment. In addition to formal education in academic institutions, the influence of parents is also a pivotal factor in the formation of children's character and values. A productive collaboration between educational institutions, parents, and the surrounding community can facilitate a comprehensive and profound learning experience for younger individuals.

In conclusion, Pancasila education plays an instrumental role in the formation of national values among the younger generation. In civic education, the focus is on the inculcation of values and moral education in accordance with the tenets of Pancasila. Effective educational strategies include a combination of both reflective and trans-internal approaches. By employing a fun and playful methodology, children can be encouraged to demonstrate greater interest and engagement in learning about national values. Additionally, intensive stimulation and collaboration between schools, parents, and the surrounding environment should be recognised to shape the character and values of the younger generation holistically.

### Conclusions

The inculcation of national values in the younger generation is of significant import for the formation of character traits, the reinforcement of national identity, and the construction of a superior future for the nation. The cultivation of values such as responsibility, honesty, the spirit of cooperation, and love for the country facilitates the development of responsible individuals who feel pride in their identity as members of the Indonesian nation and are equipped with the resilience

and positive outlook necessary to navigate challenges effectively. The education of the younger generation in the principles of Pancasila plays an essential role in the formation of national values. Effective pedagogical strategies include a combination of reflective and transitional approaches, whereby teachers instruct students on national values through the analysis of empirical cases and active communication. The involvement of parents and collaboration with the surrounding environment is also crucial in the development of the character and values of the younger generation. Additionally, the creation of an intensive stimulation environment and a supportive learning environment are essential considerations in the process of instilling national values.

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