

Design of National Defense Education and Training to Achieve Conformity among Street Children in Makassar City

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Abstract: Education shapes the character and potential of individuals from family to school. However, street children are often marginalized. National defense education and training play a crucial role in instilling national values, discipline, and tolerance, thus encouraging inclusive social conformity and shaping responsible citizens. The purpose of this study was to determine the design of National Defense Education and Training in Achieving Conformity in Makassar City Society. This study used a qualitative descriptive study with the tools of interview guidelines, observations, and focus group discussion (FGD) notes/document reviews. The data analysis techniques used were data reduction, data presentation, and conclusion drawing. The results showed that the design of national defense education and training in realizing conformity in street children needs to be based on a participatory, contextual, and applicable approach. Although they have not yet been exposed to formal training, national defense values such as caring, solidarity, tolerance, and obedience to rules have been reflected in their lives. Therefore, training that touches on everyday reality is believed to be able to shape voluntary and sustainable social conformity. The National Defense education and training program fosters social conformity through the active participation of the community, particularly street children, in maintaining security, fostering solidarity, respecting differences, and obeying regulations. The participatory and contextual approach strengthens collective awareness of national values in everyday life.

Keywords: Education and Training; National Defense; Conformity; Street Children; Makassar City

INTRODUCTION

Education is a process that involves not just two parties, but many. In family education, parents play a central role in the educational process (Mohammed & Engler, 2022). Meanwhile, in schools, education is implemented through learning, not just teaching. Therefore, education is required to facilitate the growth and development of each individual student's potential, especially when they return to society (Hanjono, Nugrahani, & Sudiwana, 2024).

The process of education and learning essentially begins in the family as the foundation for character development and attitudes to maintain the customs and traditions prevailing in society (Purwaningsih & Ridha, 2024). This education then continues through formal education, from schools to universities. The formal education process is organized with the hope that its output will produce human resources capable of developing their lives with all their competencies in national and state life (Yusuf et al., 2024).

Education is not only about academic development but also about character building, where each individual is guided to develop their full potential within the framework of community values and culture (Lapsley, Daniel K, 2006). In Indonesia, shifts in values and behavior, especially among adolescents and educators, have become a serious challenge. Issues such as sexual harassment, bullying, and intolerance, along with juvenile delinquency such as alcohol and drug abuse, and criminal acts such as mugging, indicate the need for effective intervention.

National defense education and training serve to shape nationalism, civic character, and socio-emotional competencies in the younger generation and educators. Research by Insani Kamil, Bayu Nugroho, & Desi Yayi Tarina (2023) found that national defense education increases patriotism and safeguards the nationalism of the millennial generation from complex non-military threats. For street children, national defense education and training serve as character building, strengthening national identity, and social empowerment for vulnerable and marginalized groups (Setiawan, 2022). Street children often live without adequate moral guidance and have minimal access to formal education, making them vulnerable to exposure to negative values such as crime, radicalism, or disregard for social norms. Through an inclusive and contextual national defense approach, through training in discipline, patriotism, cooperation, and an understanding of Pancasila, street children can be guided to become responsible individuals,

have a sense of belonging to the nation, and are motivated to contribute positively to society.

The Ministry of Education, Culture, Research, and Technology has responded with Regulation No. 46 of 2023, which includes a strategy to eliminate the "three major sins" of education. However, the need to build a stronger foundation in morals and nationalism remains urgent (Mochammad Daffa Dzakwan Setiawan, et al., 2025) . This is where national defense education plays a vital role in internalizing national values and increasing social conformity, especially in the city of Makassar, which is the focus of this study. Furthermore, one effort to realize conformity in society is the need for national defense education and training. According to (Winarno, 2009), "National defense is the effort of every citizen of the Republic of Indonesia against threats, both from outside and from within the country." This definition provides an understanding that national defense efforts are an obligation for every Indonesian citizen, even as a right that citizens must fulfill towards the state. These rights and obligations are a manifestation of love for the Indonesian nation and state (nationalism) that must always be cultivated.

However, the main problem faced in society is the gap or barrier between national defense education and training, which should reach all levels of society, but is not evenly distributed. This results in national defense education and training not having a maximum impact on social conformity. Furthermore, this training has not reached a large segment of society, thus preventing a strong collective awareness to support national defense efforts broadly. This is also inseparable from the forms of social relationships and interactions that occur in the community's social life. The lack of internalization in society makes national defense less understandable, thus making conformity among street children less acceptable (Suhay, 2015) .

National defense education and training are efforts to instill national defense values in citizens (Yunita & Nastiti Mufidah, 2022) . National defense values include love of the homeland, national awareness, belief in Pancasila as the state ideology, and willingness to sacrifice for the nation and state (Sugito, Aulia, & Rukmana, 2021) . Internalization of national defense values is the process by which national defense values become part of an individual's beliefs and attitudes. Internalization of national defense education and training embodies conformity to national defense values. High conformity to national defense values will benefit individuals and the nation in maintaining the sovereignty and integrity of the state.

National defense training not only provides physical and mental skills but also fosters a sense of responsibility towards the state and nation (Prots et al., 2021) . Makassar is a strategic location for internalizing national defense values as part of efforts to achieve strong social conformity at the community level. The people, and especially the youth of Makassar, are known for their courageous character, a trait inherited from the region's long history of struggle. The courage possessed by Makassar's youth, if properly directed, can be a powerful force in strengthening the character of national defense. This courage is not only visible in physical aspects, but also in their determination to maintain the honor and integrity of the nation. Therefore, national defense education in Makassar must be able to channel this courageous spirit to produce individuals who are not only resilient in facing challenges but also possess a sense of responsibility for the nation's future.

National Defense Education and Training are highly urgent in fostering conformity among street children in Makassar City, as an effort to foster collective awareness of social norms and national values. Street children, who often live outside the formal social system and experience limited access to education and character development, require a systematic and humanistic approach to internalize discipline, responsibility, and compliance with prevailing societal rules (Sandora, 2020) . Through inclusive and applicable national defense training, values such as patriotism, mutual cooperation, and respect for diversity can be instilled as a foundation for daily behavior. Thus, national defense education and training serve not only as ideological instruments but also as effective means of building positive social conformity and preventing deviant behavior among street children in urban environments.

Street children are part of society that is vulnerable to social deviation due to minimal access to education, supervision, and character building (Rahman, Rahman, Zakaria, & Monjur-Ul-Haider, 2015) . Therefore, by providing holistic training, including disciplinary education, instilling the values of nationalism, patriotism, and understanding of threats to national security, community organizations are able to shape individuals who have a collective awareness of the importance of maintaining national sovereignty by having good characteristics or personalities. In addition, through joint activities in the context of national defense, community organizations can foster solidarity and a sense of brotherhood among community members, creating strong social conformity to support common goals for the

stability and security of the country.

This research will identify the most effective strategies for instilling national values, discipline, and adherence to social norms through a contextual and adaptive national defense approach to their circumstances. Furthermore, this research will contribute to enriching the discourse on social policy and inclusive education, and serve as a reference for local governments, social institutions, and educational institutions in designing street children empowerment programs that are not merely reactive, but also preventive and transformative.

METHOD

This research uses a qualitative descriptive study that aims to describe in depth a social phenomenon, behavior, or event (Hong & Cross Francis, 2020). This qualitative descriptive study uses a case study approach to investigate the design of a national defense education and training program aimed at fostering social conformity among street children in Makassar City. By examining this contemporary phenomenon in the context of community-based learning, this study seeks to gain an in-depth understanding of how a structured National Defense education initiative can influence the attitudes, behavior, and value alignment of street children.

To support the implementation of the research where the researcher himself serves as the instrument, tools were used in the form of interview guidelines, observations, and focus group discussion (FGD) notes/document reviews. The data analysis technique used in this study follows the model proposed by Miles, MB, Huberman, AM, & Saldana, (2014), which includes three main stages: data reduction, data presentation, and conclusion drawing. Data validity techniques in this qualitative research can be carried out through several approaches, including source triangulation and method triangulation. Source triangulation is carried out by comparing and combining data from various sources, such as training participants, organizers, and the general public. Meanwhile, method triangulation is carried out by combining data from interviews, observations, and documentation to obtain more comprehensive and valid data (Creswell, JW, & Creswell, 2017) ..

FINDINGS AND DISCUSSIONS

Based on the results of Focus Group Discussions (FGD), interviews, and participatory observations that have been conducted, it was found that the participation of the people of Makassar City in national defense activities is still sporadic and not well structured, so it needs to be strengthened through targeted programs to be able to realize harmonious social conformity amidst the diversity of Makassar City society. Therefore, the design of National Defense education and training in realizing conformity, among others:

2.1. Maintaining Environmental Security and Order

The people of Makassar City, particularly the street children community, have engaged in social activities such as night patrols and helping others without realizing that these activities constitute national defense. This participation is spontaneous, unstructured, and based on solidarity and social responsibility. They demonstrate a willingness to be actively involved in national defense training that is applicable and relevant to everyday realities. Informants assessed that national defense training should address practical aspects such as environmental conflict management, emergency evacuation, and the formation of citizen alert teams. Public awareness of security exists, but it is not yet supported by a formal, targeted system or guidance. With a down-to-earth training approach, the spirit of national defense can be strengthened and instilled into a collective culture.

The results of the focus group discussion showed that street children in Makassar City have indirectly internalized the values of national defense through social activities such as night patrols and mutual assistance. This activity aligns with the findings from interviews that stated, "We help guard the village, but we don't know it's national defense," reflecting a spirit of national defense that grows from life experiences, not from formal training. Therefore, the design of national defense education and training needs to be developed in an applicable and contextual manner, touching on practical aspects such as environmental conflict management and community preparedness so that the spirit of national defense becomes a directed and sustainable collective culture.

Community social activities such as mutual cooperation, night watch, and emergency response reflect the values of national defense, even if they are carried out without a formal label. The government needs to develop community-based training designs that can build community capacity to manage environmental security sustainably and

collaboratively. By involving street children through hands-on training, such as security simulations or community service, national defense programs will be more inclusive. Conformity to the values of security and order can grow from habit, not coercion, and foster a sense of ownership of the environment.

The informant's statement emphasized that the social activities carried out by residents, including street children in Makassar City, such as mutual cooperation (gotong royong) and night patrols, are actually national defense practices that grow from social awareness, not formal instruction. This aligns with research findings showing that their participation is spontaneous and based on shared responsibility, even though it is not yet understood as a form of national defense. Therefore, community-based training that directly involves street children is crucial for building conformity to the values of security and order. This approach will strengthen their sense of belonging and make national defense part of everyday social habits.

Street children have practiced national defense through social activities such as night patrols, mutual cooperation, and emergency response spontaneously and based on social responsibility, even without formal understanding. Research findings and focus group discussions indicate that national defense values have been indirectly internalized from their lived experiences. Therefore, the design of national defense education and training that is community-based, applicable, and contextual is needed so that the spirit of national defense grows consciously, inclusively, and becomes a sustainable collective culture in everyday life.

2.2. Building Social Awareness and Solidarity

The design of national defense training in Makassar City focuses on strengthening empathy, mutual cooperation, and social awareness to address the challenges of individualism within urban communities. Grassroots communities, including street children, possess a strong spirit of solidarity, but require facilitation through participatory training and hands-on practice. Training that directly impacts residents' social lives, such as community service, emergency response, and joint environmental activities, is considered effective in fostering a sense of collective responsibility. Street children want to be involved as actors, not objects, and feel more valued when training is conducted through a dialogical and contextual approach.

Informants assessed that national defense is not merely a symbol of nationalism, but also encompasses concrete actions such as helping neighbors, supporting MSMEs, and maintaining healthy social relationships. Through active involvement in social activities, the values of national defense are more easily internalized. Training that strengthens social solidarity is considered capable of fostering positive conformity that is not only socially beneficial but also strengthens community resilience. National spirit grows from citizen involvement in mutually supportive community life.

Training that emphasizes hands-on practice, such as community service, emergency response activities, and social support for the environment, is considered highly relevant. This aligns with the results of focus group discussions in the study, which stated that street children want to be involved as active participants, not simply program objects. When they feel valued and truly involved, national defense values such as mutual cooperation, empathy, and social solidarity are more easily internalized and foster positive social conformity. Informants in the study also emphasized that national defense is not merely a symbol or rhetoric of nationalism, but is reflected in concrete actions within the community. For example, helping neighbors, maintaining harmonious social relations, and supporting local economic activities. This demonstrates that national spirit can grow from everyday, mutually supportive social interactions. Thus, community-based national defense training and social practices not only strengthen conformity but also the overall social resilience of the community.

Effective national defense training in Makassar City needs to be based on contextual and participatory social practices, as street children have demonstrated solidarity and concern in their daily lives, despite not being formally facilitated. Their active involvement in activities such as community service, emergency response, and social support is considered capable of internalizing national defense values more meaningfully. Thus, national defense is understood not only as a symbol of nationalism but also as a concrete action to maintain social harmony and strengthen community resilience through active involvement in community life.

2.3. Respecting Differences and Strengthening Tolerance

Makassar residents live in a multicultural environment full of diversity. Street children are aware that social conflict can arise if differences are not managed wisely. Therefore, national defense training is aimed at instilling attitudes of

mutual respect, inclusivity, and tolerance. Informants stated that collaboration across ethnicities, religions, and communities, such as mutual cooperation (gotong royong) or national discussions, is very helpful in fostering awareness of the importance of living in harmony. Participatory training, which brings together residents from diverse backgrounds, is considered highly effective in reducing social prejudice.

Street children believe they also have great potential to maintain social harmony if given the space to learn, participate, and interact. Tolerance is understood not merely as not fighting, but also as supporting each other despite differences. An inclusive national defense training design will strengthen social cohesion in Makassar City. When society understands diversity as a strength, not a threat, then voluntary and sustainable conformity to the values of tolerance will grow.

Street children in Makassar City have a high level of social awareness in dealing with diversity, despite not having access to formal national defense education. In a complex multicultural environment, they recognize that tensions can arise if differences are not managed wisely. This finding reinforces the importance of designing inclusive and participatory national defense training, as envisioned by informants who mentioned the importance of mutual cooperation activities or cross-community national discussions. Involvement in these cross-cultural activities has been shown to strengthen collective awareness of the importance of living in harmony and respecting each other as part of the values of national defense.

Involving street children in training that emphasizes tolerance, healthy social interactions, and respect for diversity will strengthen social cohesion at the community level. This research shows that they want to be given space to actively participate and learn in a supportive environment, rather than being dominated by a purely normative approach. When national defense training is designed with an approach that recognizes differences as strengths, not threats, voluntary conformity to the values of tolerance will grow. This aligns with the finding that national defense can emerge from direct experience in inclusive social life, not just theoretical understanding.

The research results show that street children in Makassar City are aware of the importance of tolerance in a multicultural environment and are ready to actively participate if provided with an inclusive environment. Participatory national defense training that emphasizes respect for diversity is considered effective in strengthening social cohesion and fostering voluntary and sustainable conformity to the value of tolerance.

2.4. Obeying Rules and Behaving Well in Society

National defense training is aimed at instilling the importance of obeying rules and behaving well in social life. Informants stated that many street children actually want to live orderly lives but lack access to understanding the rules and proper guidance. Street children believe that training is most effective if it is conducted directly through real-life practices such as deliberation simulations, community service, or social case discussions. A participatory and non-judgmental approach can help foster awareness and a sense of responsibility.

Social norms such as discipline, honesty, and trustworthiness are considered essential to national defense in urban settings. Street children feel that participating in training gives them a sense of respect and an opportunity to become responsible citizens. National defense training should be an inclusive environment that not only teaches rules but also fosters character and social conformity based on awareness, not coercion. An actively involved community will find it easier to maintain order and security in their neighborhoods sustainably.

Although street children in Makassar City are often perceived as lacking discipline and order, they fundamentally desire to live in an orderly manner and contribute positively to their social environment. However, limited access to education and guidance prevents them from fully understanding the rules. Research informants revealed that practical national defense training, such as community meeting simulations, community service, or social discussions, would be more effective in fostering their awareness. This demonstrates that a participatory approach, which avoids stigma and actively involves children, is crucial for building sustainable social responsibility.

The results of the focus group discussions confirmed that social norms such as honesty, trustworthiness, and discipline are considered relevant forms of national defense in the context of urban life. Involving street children in training that values their existence creates a sense of belonging and motivates behavioral change. Therefore, national defense training must be an inclusive platform that not only teaches formal rules but also shapes character through real-life experiences. When conformity to social norms arises from awareness, not coercion, street children will more easily fulfill their roles as active citizens maintaining order and security in their communities.

DISCUSSION

National defense for today's young generation is no longer interpreted as an obligation to take up arms, but can be demonstrated through attitudes and behavior. A strong nation is a nation inhabited by a united, fighting people who are committed to protecting and upholding the nation's integrity from various threats, both military and non-military (P. Sinaga, 2017) . Many people, especially those from marginalized groups and informal communities on the streets or street communities, still have very little understanding of the importance of national defense. These street communities still have a very narrow understanding because they consider national defense to be synonymous with militaristic activities that are synonymous with physical training, weapons, or people in uniform (Fahlberg, 2018) . This lack of understanding is inseparable from limited access to information and direct outreach from the government or related institutions. This emphasizes the communication gap between government programs and grassroots community groups, especially marginalized communities.

National defense education and training for marginalized communities in Makassar City has not been fully explored. Their understanding of national defense remains militaristic. As one informant stated, "We've never been invited or trained, so we don't know that it can also be national defense," demonstrating the gap between government programs and grassroots realities. Despite not having received formal training, national defense values are reflected in activities such as night patrols and mutual cooperation. This aligns with the opinion of Somantri, MN, & Saripudin Winataputra (2017) that national defense can take the form of citizen participation in national and state life, both physical and non-physical.

Informants expressed a high level of interest in participating if the program was delivered contextually and inclusively: "If someone were to guide us, we would definitely be interested in joining and learning." This is crucial as a foundation for building social conformity rooted in local realities and real engagement. Participatory and contextual national defense education is more effective for marginalized communities. Training such as emergency response or environmental security will be more relevant than purely theoretical training. This also aligns with the experiential learning approach of (Kolb, 1984) .

Many social practices of street people, such as community service and helping neighbors, actually reflect national defense. However, they don't realize it's part of citizenship because there's no official recognition. "We help guard the village, but we don't know it's national defense," said a parking attendant. Social conformity stems from solidarity and direct experience, not simply from state orders. Bandura, A., (1997) states that social learning through experience is more powerful in shaping values. This is evident when an informant stated: "If we're invited to work together, we become closer and help each other."

Bandura (1977) emphasized that humans learn not only through direct instruction but also through observation, imitation, and direct social experiences (observational learning) (T. Rayes & K. Albelaihi, 2023) . This process creates the internalization of values and norms through interaction with the environment. Through modeling and reinforcement, street children can develop conformity to the values of national defense voluntarily, because they experience the benefits of this positive behavior in their social lives. This forms character and attitudes of national defense not because of coercion, but because of awareness resulting from effective social learning.

The challenges of individualism in a big city like Makassar are slowly fading the value of solidarity. National defense education can be a collective space for rebuilding togetherness, as one informant stated, "training can also be a place for residents to get to know each other." The informant assessed that national defense also means maintaining social harmony in diversity. As ARG (35 years old) said: "If tolerance and mutual respect are taught, this village will be more peaceful." This strengthens the approach of national defense as social reconciliation.

Understanding of national defense among marginalized communities is unstructured. They need practical training that connects daily activities with the meaning of national defense. Conformity to national values grows stronger when there is recognition and involvement. National defense is not simply a state project, but must be a social experience that fosters a sense of belonging. "Not because of fear, but because we feel appreciated," said one informant, describing the key to active participation.

This condition indicates that national defense education and training programs need to broaden their focus, not only on the symbolic dimension of nationalism (such as the flag, national anthem, or national insight), but also on the practice of living together peacefully in diversity. Hossain, (2024) , the values of national defense should be translated

into concrete activities that are collaborative across identities, such as social activities, environmental cleanliness, or community service across religions and ethnicities as expressed by participants. Positive experiences that emerged from these cross-community activities show that conformity to the values of tolerance and social cohesion can grow naturally through shared experiences and open dialogue (Bialostocka, 2017) . This supports Asch's (2003) social conformity theory which states that individuals tend to conform to group norms if they feel accepted and have a role in the group. National defense training should not be top-down (one-way lectures), but rather invite them to be directly involved in real actions such as mutual cooperation, maintaining environmental cleanliness, or maintaining village security. This is an indicator that contextual learning and direct experience (experiential learning) are far more effective in building understanding and attitudes about national defense (Ng, Van Dyne, & Ang, 2009) . Informants' statements about citizens being like street children even though they have the right and responsibility to maintain harmony. Don't just invite certain people, we also need knowledge, need to be recognized, emphasize the importance of recognizing identity and social rights as part of an inclusive strategy for national defense education. If this training is designed to embrace various social groups, it will strengthen social cohesion and minimize horizontal conflict.

National defense education and training in marginalized communities in Makassar City have not been optimally accessible, even though their social practices, such as patrolling and mutual cooperation, reflect national defense values. Participatory, contextual, and applicable training is considered effective in building social conformity based on real-life experiences. Active citizen participation in local government activities also builds a collective awareness of social and political responsibility (Riyanto & Kovalenko, 2023) . Citizens who feel involved will develop a sense of belonging to their environment, making them more likely to maintain order and comply with applicable regulations. In this context, national defense education and training have the potential to be effective instruments in encouraging positive conformity, namely the adjustment of individual attitudes and behaviors to norms that support social cohesion and national resilience (Yani, Hazin, & Hanafi, 2023) . Overall, the findings of this study reinforce the understanding that national defense values can be internalized through daily activities and social habits, not only in formal spaces. In a city like Makassar, an effective national defense strategy is one that is able to touch the cultural and social dimensions of society, and provide a space for actualization for all citizens, including vulnerable and marginalized groups.

Thus, these results reinforce the theory that internalizing national defense values can foster positive conformity, where citizens from diverse backgrounds willingly adjust for the sake of social harmony. This conformity is not fostered by pressure, but by understanding, recognition, and active involvement in communal life. This is the essence of national defense in the context of a pluralistic and democratic society..

CONCLUSION

The design of national defense education and training to foster conformity among street children in Makassar City must be participatory, contextual, and applicable. Although they have never received formal training, national defense values such as social awareness, solidarity, tolerance, and adherence to norms are reflected in their daily activities, such as night patrols, mutual cooperation, and helping others. Therefore, national defense training needs to be developed with a down-to-earth approach, addressing real needs, and actively involving them. This approach is believed to be able to foster social conformity that grows consciously, voluntarily, and sustainably in community life.

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