

**Indonesian Nationalistic Education  
Management: Perspectives of Students and  
Teachers on Behavioral Patterns, Discourse,  
and Belief in Islamic Boarding Schools**

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— *Review of* —  
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— *Research* —

**ABSTRACT**

The existence of the Manba'ul Hikam Sidoarjo Islamic Boarding School has become relevant and significant for the development of Islamic religious education in Indonesia. This study aims to analyze the effect of Behavioral Patterns, Discourse, and Belief on Nationalistic Education Management on Manba'ul Hikam Sidoarjo Islamic Boarding School in Indonesia. The sample used in this study includes all the students' parents of Manba'ul Hikam Sidoarjo Islamic Boarding School. The empirical findings show the importance of Behavioral Patterns, Discourse, and Belief in increasing Nationalistic Education Management. It implies that education institutions need to strengthen their Behavioral Patterns, Discourse, and Belief to compete.

Keywords: Behavioral Patterns, Discourse, Belief, Nationalistic Education Management, Islamic Boarding School.

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**1. INTRODUCTION**

The Indonesian nation consists of ethnic communities, religions, languages, and customs. Every citizen is expected to respect each other to strengthen the unity of the nation. National education is a guide, teaching, or training service to increase the spirit of nationality in students and citizens. According to Ki Hajar Dewantara (Father of Indonesian National Education), education is a demand in the lives of growing children. Education guides all the natural forces that exist in these children so that they, as humans and as members of society, can achieve the highest safety and happiness. Company should continue to develop products and improve the quality of service to customers so that they can always survive and even excel in an increasingly fierce competition (Ronald and Amelia, 2023). National education is a learning system related to strengthening nationalism. The purpose of national education is to build an understanding of citizen nationality. National insight can be obtained through learning

in schools such as civics, history, and others. However, students' interest in learning the lesson has decreased because it is considered not 'current'.

The existence of the Manba'ul Hikam Sidoarjo Islamic Boarding School has become relevant and significant for the development of Islamic religious education in Indonesia, amid the rampant current of intolerant, anti-pancasila Islamic religious ideology and condemning diversity. Manba'ul Hikam Sidoarjo Islamic Boarding School actually has the most argumentative indication to state that national education is able to create deep nationalism in students. From various Islamic boarding schools scattered in Indonesia, it has not been enough to become a shield for students from various ideologies of anti-nationalism and the nation. Therefore, Manba'ul Hikam Sidoarjo Islamic Boarding School is present among other Islamic boarding schools in Indonesia as the founder and formulator of Islamic religious education faced with real national education. This is evident by the existence of a curriculum model designed to imply Islamic religious education and national education in one place, namely Islamic boarding schools. Therefore, we are interested in knowing the implementation or application of Islamic religious education and national education carried out at the Manba'ul Hikam Sidoarjo Islamic Boarding School.

This study examines the variables that are important in forming the Nationalistic Education Management of the organization. In Indonesia, which has the largest number of Muslims in the world, Islamic Boarding School is often focused only on Islamic Studies, whereas the Manba'ul Hikam Sidoarjo Islamic Boarding School also focuses on Nationalistic Education. The results from this study may motivate other Islamic Boarding Schools in Indonesia to focus more on Nationalistic Education Management in conjunction with Islamic Studies.

## **2. LITERATURE REVIEW**

### **2.1 Nationalistic Education Management**

According to J. J. Cogan in the book *Citizen Education*, Nationalistic Education Management is formal and informal learning that takes place in families, religious organizations, community organizations, media, and so on that help shape the totality of citizens. The growth and development of Nationalistic Education Management can be said to be one of the important goals of civic education. The role of civic education in the development of democracy and democratic citizenship is clear, but in practice, there are still differences. Indonesia needs a means by which young people can generally become aware of the knowledge, expertise, skills, and values needed to sustain, maintain, and preserve democracy. According to Azra (2001), the scope of Nationalistic Education Management is broader than democracy education and human rights education because it includes studies and discussions on government, the constitution, democratic institutions, rule of law, rights and obligations of citizens, democratic processes, active participation and involvement of citizens in civil society, knowledge of institutions and systems contained in government, political heritage, public administration and legal systems, knowledge of processes such as active citizenship, critical reflection, inquiry and cooperation, social justice, intercultural understanding and environmental sustainability and human rights.

## 2.2 Behavioral Patterns

Behavior is translated from the English word "behavior" and is often used in everyday language, but often the notion of behavior is interpreted differently from one person to another. In a general sense, behavior is all actions or actions carried out by living things (Notoatmojo, 1985: 84). Behavior patterns are also interpreted as actions or activities that a person displays in relation to others and the environment around him (Syaaf, 2007: 112). In essence, behavior patterns are real activities displayed by a person that can be observed directly or indirectly through attitudes and actions. However, this means that the form of behavior can only be seen through attitudes or actions. Behavior is a person's psychic reaction to his environment in active form, real action, and passive form, or unreal action. The American Encyclopedia in Introduction to the Science of Health Behavior defines behavior as the reaction of an organism to its environment. This means that a new behavior will manifest when something is needed to elicit a response, called a stimulus. Thus, a certain stimulus will produce certain behaviors as well (1974 in Notoatmodjo, 1985) states that behavior is the action of an organism that can be observed and even learned. Notoatmojo (1985: 164) states that behavior patterns are the actions or deeds of an organism that can be observed and even learned. Understanding very diverse and multiple behaviors requires an understanding that is always related and cannot be separated from the context of sexuality. Because the behavior displayed by a person can occur at different times but in the same situation or appear in different situations at relatively different times, from a biological angle, behavior is an activity or activity of the organism concerned, that can be observed directly or indirectly. Operationally, behavior can be interpreted by an organism or a person to stimuli from outside the subject (Soekidjo, N., 1993: 58). Therefore, it can be concluded that behavior is a person's actions or deeds that can be observed directly by others and arise due to stimuli from the surrounding environment.

**H1: Behavioral Patterns has a significant effect on Nationalistic Education Management**

## 2.3 Discourse

The Discourse method is the illumination and oral narration by the teacher in front of students and in front of the class. In this method, a teacher is very dominant and becomes the subject of learning, while students are passive objects, accepting what is conveyed by the teacher. Then, according to Majid (2017: 194) the Discourse method is a method that, until now, has been often used by every teacher or instructor. This is not only caused by certain consideration but also by the habit factors of both teachers and students. The key to success in using this method depends on a teacher and how the teacher applies and controls them in learning. Although the method used by the teacher is the Discourse method, it still inserts questions and answers with students so that the class remains alive, the material is delivered, and learning is in accordance with the target. The Discourse method is a way to implement expository learning strategies. According to Abuddin Nata (in Tambak, 2014: 377) the Discourse method is the delivery of lessons carried out by teachers with oral narration or explanation directly in front of students. The Discourse begins by explaining the goals to be achieved, revealing the outlines to be discussed, and connecting the material to be presented with the material that has been presented. Discourses will be successful if they get serious attention from students, are presented systematically, excite, and provide opportunities for students. At the end of the Discourse, it is necessary to

present conclusions, assign assignments to students, and have a final assessment.

## **H2: Discourse has a significant effect on Nationalistic Education Management**

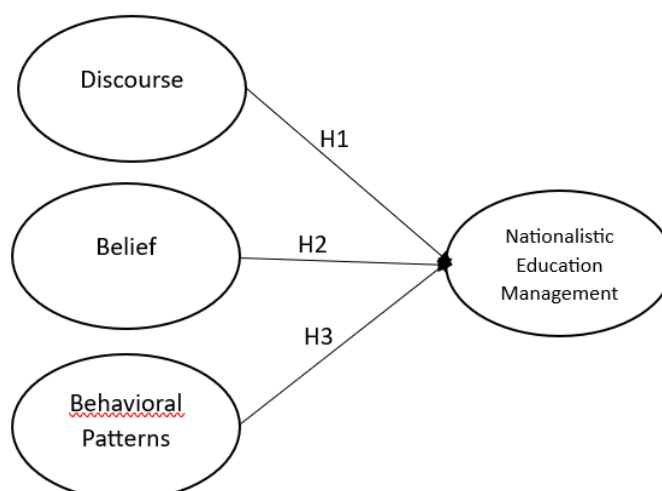
### **2.4 Belief**

According to Ba and Pavlou (2002), Belief is an assessment of one's relationship with others who will carry out certain transactions in accordance with expectations in an environment full of uncertainty. Belief is built before certain parties get to know each other through interactions or transactions (McKnight, Kacmar, & Choudry, 2006). Consumer confidence is defined as the expectation that the provider of goods or services can be believed or relied upon to fulfill its promises (Sirdesmukh et al., 2002). The main characteristic of belief formation is a positive perception formed from experience (Costabile in Suhardi, 2006). Chauduri and Holbrook (2001) state that the Belief built towards the brand they want are reliable, provide assurance of no harm, and that its performance is valuable or very useful.

## **H3: Belief has a significant effect on Nationalistic Education Management**

## **3. RESEARCH ISSUE AND METHODOLOGY**

This study adopts the framework as shown in Figure 1 to examine the influence of Behavioral Patterns, Discourse, and Belief on Nationalistic Education Management at Manba'ul Hikam Sidoarjo Islamic Boarding School in Indonesia. We collected data from 55 respondents of students' parents at Manba'ul Hikam Sidoarjo Islamic Boarding School in Indonesia. Among them, 57.6% are male and 42.4% are female. The study uses the full sampling technique as the number of students at Manba'ul Hikam Sidoarjo Islamic Boarding School was 55 and all their parents were covered by the sample. The respondents were instructed to complete a self-administered questionnaire that probed their perception of Nationalistic Education Management at Manba'ul Hikam Sidoarjo Islamic Boarding School in terms of the operationalized variables, i.e., Behavioral Patterns, Discourse, and Belief on Nationalistic Education Management.



**Figure 1. Research Model**

## **4. FINDING AND DISCUSSION**

### **4.1 Validity and Reliability Test**

**Table 1. Validity Test**

<b>Variabele</b>	<b>Corrected Item-Total Correlation</b>	<b>Result</b>
NEM1	.803	Valid
NEM2	.834	Valid
NEM3	.817	Valid
BP1	.659	Valid
BP2	.741	Valid
BP3	.681	Valid
DC1	.719	Valid
DC2	.805	Valid
DC3	.758	Valid
BI1	.791	Valid
BI2	.734	Valid
BI3	.733	Valid

**Table 2. Reliability Test**

<b>Variable</b>	<b>Cronbach's Alpha</b>	<b>N of Items</b>	<b>Result</b>
Nationalistic Education Management (NEM)	0.833	3	Reliable
Behavioral Patterns (BP)	0.875	3	Reliable
Discourse (DC)	0.871	3	Reliable
Belief (BI)	0.885	3	Reliable

Based on the test of data validity from Table 1, all the indicators used to estimate each variable are valid, since the value of the factor loading for every question is larger than 0.160 (the critical R). From Table 2, all the regressions have a Cronbach alpha value higher than 0.60. Therefore, it can be concluded that the statements for developing the variables are consistent and reliable and hence can be used for further analysis.

## 4.2 Hypothesis Testing

Normality test is conducted to check whether the residual variable in the regression model has a normal distribution (Ghozali, 2017). The Kolmogorov-Smirnov test is used. The residual is normally distributed if the Asymp Value is greater than 0.05. From Table 3, the value of Asymp. Sig is significantly larger than 0.05, i.e., the data collected in this research is normally distributed. The result from Table 4 shows that three hypotheses are all supported.

**Table 3. Normality Test**

<b>Equation</b>	<b>Asymp. Sig. (2-tailed)</b>	<b>Critical Number</b>	<b>Result</b>
BP, DC, BI → NEM	0.081	0.05	Normal

**Table 4. T-Test and Coefficient Regression**

<b>Hypothesis</b>	<b>Sig.</b>	<b>Regression Coefficient</b>	<b>Result</b>
BP*NEM	0.000	0.553	Hypothesis Accepted

DC*NEM	0.005	0.343	Hypothesis Accepted
BI*NEM	0.004	0.422	Hypothesis Accepted

## 5. CONCLUSION

This research enhances the understanding of Indonesian Nationalistic Education Management, which is one way to reduce radicalism especially among adolescents. Behavioral Pattern, Discourse, and Belief are shown to have significant effects on forming Indonesian Nationalistic Education Management in Islamic Boarding Schools in Indonesia. These findings are important because Behavioral Patterns, Belief, and Discourse form Indonesian Nationalistic Education Management which eventually can be one of the long-term advantages of Islamic Boarding School amid negative news about the spread of radical ideas at schools. This study also provides global implications for faith-based nationalist private schools not representing radicalism.

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