

Differentiated National Education: Impact on Elementary Students' Nationalistic Insight

Asnawi¹, Ary Kiswanto Kenedi², Tengku Muhammad Sahudra³, Dini Ramadhani⁴, Ronald Fransyaigu⁵

Abstract

The lack of nationalistic insight among elementary school students served as the driving force for this study. This led to the creation of a differentiated nationalistic education learning model based on social and emotional learning that needed to be tested for effectiveness. This study sought to ascertain how elementary school children's nationalistic insight was impacted by a differentiated national education learning model based on social and emotional learning. Two hundred elementary school pupils participated in this quasi-experimental study. Test questions were used to examine nationalistic insight. The Jamovi application was used to examine the measurement findings using an independent sample for the t-test. According to the findings, students who participated in differentiated nationalistic education based on social and emotional learning and those who attended conventional nationalistic education differed significantly in their nationalistic understanding. This finding demonstrated the impact of a differentiated national education learning model based on social and emotional learning on primary school students' nationalistic insight. Elementary school teachers should use this research's implications as a guide to help students develop a nationalistic insight.

Keywords: *Learning model; Differentiated; Social and emotional; Nationalistic insight; Elementary school.*

Introduction

Understanding the history, culture, and values that profoundly shape a nation's identity is referred to as having national insight (Ahsari et al., 2024; Widyatwati, n.d.). Teaching elementary school pupils about national insight entails helping them comprehend the country's history, its symbols—such as the flag and anthem—and their place in a larger community. Primary school nationality education seeks to educate students on preserving their nation's sovereignty and integrity while fostering a sense of pride and appreciation for their national history. It is more than a history lesson; it assists kids in developing a strong sense of national identity, which serves as the cornerstone for a feeling of attachment and belonging to their native country.

The ability to help children traverse and recognize the cultural and ethnic diversity in the nation is a critical component of nationalistic understanding (Setiawan et al., 2020). Social harmony depends on developing tolerance, empathy, and unity, all facilitated by this process. Students gain knowledge of their rights and responsibilities as citizens through nationality education, heightening their civic awareness and motivating them to take an active role in the democratic process (Copur-Gencturk, 2021). Furthermore, nationality education forges a stronger emotional bond between pupils and their nation, fostering the development of enduring allegiance and a commitment to the nation's welfare (Parmiti et al., 2022). As a result, nationality education in elementary schools helps children become informed citizens and ready to contribute positively and responsibly to society. As a result, primary school pupils need to acquire nationalistic insight.

Researchers discovered that elementary school pupils' nationalistic insight is still lacking based on their examination of the literature (Khasanah & Lestari, 2023; Saputra et al., 2023; Widiana, 2022). There are hints that primary school pupils still have a limited nationalistic understanding. These results draw attention

¹ Departement of Primary School Teacher Education, Faculty of Teacher Training and Education, Universitas Samudra, Langsa, Indonesia; asnawi@unsam.ac.id

² Departement of Primary School Teacher Education, Faculty of Teacher Training and Education, Universitas Samudra, Langsa, Indonesia; arykenedi@unsam.ac.id

³ Departement of Geography Education, Faculty of Teacher Training and Education, Universitas Samudra, Langsa, Indonesia; tengkusahudra@unsam.ac.id

⁴ Departement of Primary School Teacher Education, Faculty of Teacher Training and Education, Universitas Samudra, Langsa, Indonesia; diniramadhani@unsam.ac.id

⁵ Departement of Primary School Teacher Education, Faculty of Teacher Training and Education, Universitas Samudra, Langsa, Indonesia; ronaldfransyaigu@unsam.ac.id

to several particular issues. Firstly, there is a poor sense of nationalism, demonstrated by a lack of appreciation for state symbols and a disregard for national days. The second is a narrow understanding of nationalism, demonstrated by students' ignorance of Indonesia's significant historical significance and place in the world. Third, there is a weak sense of patriotism among students who appear unmotivated to advance the nation and society. These results highlight the need for more creative and successful teaching methods to increase the younger generation's nationalistic understanding.

Results from observations made in ten elementary schools in a province of Indonesia corroborate this claim, with data pointing to a low level of nationalistic insight among elementary school pupils. These observations led to the discovery of several examples: pupils frequently lacked appreciation for flag ceremonies, could not sing the national hymn correctly or entirely, and were frequently unaware of the significance of national symbols such as Garuda Pancasila. Furthermore, during class discussions, many students appeared uninterested or ignorant of the significance of critical moments in Indonesian history, such as Independence Day. This suggests that to foster a greater sense of awareness and nationalism among the younger generation, more impactful and captivating national education must be incorporated into the curriculum of elementary schools.

These results are reinforced by the initial measurement of nationalistic insight to 200 elementary school students using a 1-5 scale assessment. The questionnaire results are as follows:

Table 1. Average score of nationalistic insight in elementary school students

Indicator	Average Score	Category
<i>Sense of Nationalism</i>		
Respect for national symbols	2.1	Low
Concern for national issues	2.5	Low
Feeling of pride as a citizen	2.3	Low
<i>Understanding of Nationalism</i>		
National history	2.4	Low
National political and legal structure	2.2	Low
Indonesia's role in the international realm	2.0	Low
<i>Spirit of Nationalism</i>		
Participation in national activities	2.3	Low
Advocacy or defense of the country	2.1	Low
Volunteerism for national projects	1.9	Very low
<i>Overall Average</i>	2.2	Low

The average score of 200 primary school students on the initial nationalistic insight assessment is displayed in Table 1, indicating that students' nationalistic insight is still generally low in all aspects. Based on the findings of the literature study, initial observations, and the initial assessment of nationalistic insight, it seems the students still have a low level of nationalistic insight.

The current approach to nationalistic education is sometimes blamed for the lack of nationalistic insight among elementary school kids. Learning is typically done in a conventional, boring way that emphasizes memory over in-depth comprehension and practical application (Nair et al., 2014; Turan-Özpolat, 2020). Learning is less successful in building the sense, understanding, and spirit of nationhood that should be at the center of national education because it frequently ignores the diverse needs of individual students (Gaitas & Alves Martins, 2017; Ismajli & Imami-Morina, 2018). These flaws include less student participation in meaningful discussions, little opportunity for national ideals to be applied in actual circumstances, and limited use of methods that foster empathy and a broader sense of social awareness.

The emotional connection that students must develop with the subject matter to fortify their sense of national identity and consciousness is frequently lacking in these conventional teaching methods. Students might not feel inspired or connected to explore and appreciate their country's history and values as part of their civic identity. Consequently, in earlier studies, researchers created a model of educational learning to help with this. The learning model is a national education learning model that is differentiated and based on social and emotional learning. With an emphasis on developing social and emotional abilities, this differentiated nationality education learning model blends teaching techniques tailored to each student's needs. It is focused on social and emotional learning. It is intended to support their healthy interpersonal

and personal development while bolstering nationalistic insight. Experts in learning design, material, and media have deemed this learning approach legitimate and appropriate.

Further research is necessary to investigate the impact of a differentiated national education learning model based on social and emotional learning on elementary school children's nationalistic insight, as the current research is restricted to model development. Therefore, this study aims to determine the effect of a differentiated national education learning model based on Social and Emotional Learning on the nationalistic insight of elementary school students.

No research has ever been done like this. This research presents novelty and addresses the existing research gap in academic studies. The novelty of this research lies in integrating citizenship education and Social and Emotional Learning at the elementary school level. Previous studies have primarily examined citizenship education and Social and Emotional Learning separately, but the integration of both in the context of differentiated learning has not been widely explored (Weissberg & Cascarino, n.d.). Unlike previous studies, the differentiated approach used in this research offers a learning method tailored to students' social and emotional needs, which primarily focused on transferring citizenship knowledge (Fredericks, 2003). This study also emphasizes the holistic development of character and national insight, incorporating emotional, empathy, and social interaction aspects, which have not been widely implemented at the elementary school level (Mcguire et al., n.d.).

Meanwhile, the research gap addressed by this study includes the lack of empirical studies on integrating Social and Emotional Learning with citizenship education at the elementary school level, despite recognizing the importance of developing national insight from an early age (Abendschön et al., 2022). Additionally, most previous literature has focused only on standard or one-dimensional methods of teaching citizenship without considering variations in student needs accommodated through differentiated learning (Syafiana Putri et al., 2022). This study also fills a gap in the literature regarding the impact of Social and Emotional Learning on national insight, which has not been widely explored, particularly in Indonesia (Akar, 2009). This indicates that no research has been done on the impact of social and emotional learning-based differentiated national education learning on primary school kids' nationalistic insight.

Method

This study examined the impact of National Education Learning based on Social and Emotional Learning on elementary school children's nationalistic insight using a quasi-experimental design. Two hundred fifth-grade students were divided into two groups for the research sample. There were 100 students in the experimental group (53 female and 47 male) who used the social and emotional learning-based differentiated national education learning approach, and 100 students in the control group (45 male and 55 female) who got conventional learning.

A test of 14 items was utilized to gather data, and it was intended to gauge three primary indicators: sense of nationalism, understanding of nationalism, and spirit of nationalism. An instrument expert has confirmed the validity of this instrument and verified its content. Additionally, this instrument's construct validity has also been examined. The components of construct validity included exploratory factor analysis, difficulty level, distinguishing power, and reliability testing. The reliability test yielded a high category Cronbach's α rating of 0.919. The item-rest correlation value for distinguishing power and difficulty level was above 0.700, indicating a high correlation for the ten questions. A value of $p < 0.001$ was derived from the Barlett test results of the exploratory factor analysis. The national insight test questions showed a substantial correlation with one another, as evidenced by the result of $p < 0.001$. This indicated that these variables did not operate independently but had a solid relationship to allow for further analysis to identify the underlying factors of the correlation. Factor analysis could be done well under these circumstances. The edge test was also run, and the outcomes were as follows.

Table 2. Calculation of eigen

Factor	Eigenvalue
1	8.3363
2	0.5019
3	0.3377

4	0.2495
5	0.2043
6	0.0829
7	0.0141
8	-0.0777
9	-0.0926
10	-0.1492

From the table, it can be seen that there was 1 dominant factor. This result was also reinforced by the Scree Plot image as follows:

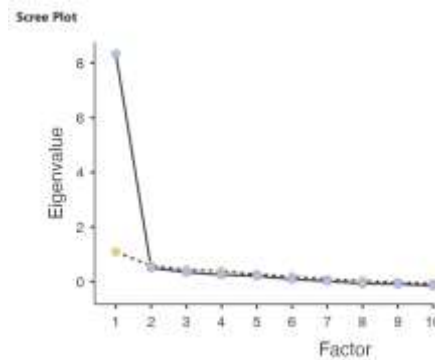


Figure 1. Scree plot

Figure 1 shows just one window, indicating that this instrument could only assess one skill—elementary school pupils' nationalistic insight.

For data analysis, the Independent Sample T-Test technique was utilized with the help of the Jamovi statistical tool. This technique was selected to test for a significant difference between the mean scores of the two sample groups to determine the efficacy of the learning intervention given to the experimental group compared to the control group.

Results and Discussion

Result

Researchers gave a nationalism insight test to each group to assess the impact of the respective learning treatments (the control group using a conventional way of learning, and the experimental group using a nationalist education learning approach based on Social and Emotional Learning). After that, the data were examined. The analysis's findings were shown in the following as a data tabulation:

Table 3. Data tabulation of the control class and experimental class

	Experimental Class	Control Class
N	100	100
Missing	0	0
Mean	91.9	64.3
Median	93	63
Mode	93.0	63,0
Sum	12043	8422
Standard Deviation	5.87	6.79
Minimum	74	48
Maximum	100	82

Researchers performed homogeneity and normality tests on the acquired data before employing the Independent Sample T-test for hypothesis testing. The purpose of this test was to ensure that the necessary statistical assumptions - such as normal data distribution and homogeneous variance between groups - were met so that the analysis results were reliable and valid. The following are the normality test results:

Table 4. Results of the normality test

Normality Test (Kolmogorov-Smirnov)		
	W	p
Student Score	0.989	0.052

Note. A low p-value suggests a violation of the assumption of normality

From Table 4, it can be seen that the p-value <0.05 was obtained, indicating that the data was normally distributed. Furthermore, the homogeneity test was carried out with the following results:

Table 5. Results of the homogeneity test

Homogeneity of Variances Test (Levene's)				
	F	df1	df2	p
Student Score	2.37	1	260	0.125

Table 5 shows that the P value was 0.125. It can be said that the variance between the groups was homogeneous because the p-value was greater than 0.05. As a result, the requirement for using the independent sample t-test was satisfied. Also, the statistical hypothesis was used when performing the independent sample t-test.

- H0: there is no significant difference in nationalistic insight between students who follow conventional nationalistic education learning and students who follow differentiated nationalistic education learning based on Social and Emotional Learning in elementary schools.
- Ha: there is a significant difference in nationalistic insight between students who follow conventional nationalistic education learning and students who follow differentiated nationalistic education learning based on Social and Emotional Learning in elementary schools

The calculation results are as follows:

Table 6. Independent Samples T-Test

Independent Samples T-Test				
	Statistic	df	p	
Student Score	Student's t	35.3	260	< .001

Note. $H_a \mu_1 \neq \mu_2$

Table 6 shows that the value of P < 0.001 was obtained. Because the p-value <0.05, Ho is rejected, so it can be concluded that there was a significant difference in nationalistic insight between students who participated in conventional nationalistic education learning and students who participated in differentiated nationalistic education learning based on Social and Emotional Learning in elementary schools.

Discussion

This study found that pupils who received differentiated nationalistic education based on social and emotional learning and those who received conventional nationalistic education differed significantly in their nationalistic insight. This research showed the benefits of a differentiated approach built on social and emotional learning integrated into the context of national education. On the other hand, additional research has looked more broadly at the effects of social and emotional learning initiatives. Students' socio-emotional abilities, attitudes, and behaviors were generally enhanced by social and emotional learning programs, according to a meta-analysis study by Durlak et al. Nonetheless, this study directly impacted nationalistic insight—a topic Durlak and associates did not specifically explore (Durlak et al., 2011). Studies conducted by Schonfeld et al. demonstrated that social and emotional learning programs enhance kids' social and academic development. These results were not the same as those of our research, which focused on how social and emotional learning can enhance nationalistic insight.

Schonert-Reichl et al. found that mindfulness-based social and emotional learning programs enhanced individuals' well-being and cognitive control (Schonfeld et al., 2014). Despite these findings being significant, our research was the first to directly connect social and emotional learning with enhanced nationalistic understanding, pointing to a different application focus and outcomes (“Supplemental Material for Enhancing Cognitive and Social–Emotional Development Through a Simple-to-Administer

Mindfulness-Based School Program for Elementary School Children: A Randomized Controlled Trial,” 2015). According to research by McCormick et al., the Social and Emotional Learning INSIGHTS program strengthened emotional support, increasing academic accomplishment. Our study differed from McCormick and colleagues' focus on academic benefits by examining and establishing a direct correlation between social and emotional learning and nationalistic understanding (McCormick et al., 2015). Yang et al.'s research, showed how the school environment influenced the association between social and emotional learning and being bullied (Yang et al., 2020). Our research presented a new approach by demonstrating how social and emotional learning could bolster nationalistic insight—a topic Yang and colleagues did not examine. Therefore, even though several studies have emphasized the general advantages of social and emotional learning initiatives, our study focused on the beneficial effects on nationalistic understanding. This study addressed a gap in the existing literature and offered fresh insight into the use of social and emotional learning in nationality education.

Because it used a holistic approach that addressed cognitive, social, and emotional aspects of nationality education, differentiated nationality education learning based on social and emotional learning effectively improved primary school students' nationality insights. Every student can access and comprehend the nationality materials in a way that best fits their needs, interests, and learning styles because of differentiated learning (Attard & Holmes, 2022; Gheysens et al., 2022; Shareefa, 2021). As a result, this strategy made it possible for the three primary measures of nationalistic insight—sense of nationalism, understanding of nationalism, and spirit of nationalism—to improve significantly. Sense of nationalism reflected people's feelings and attachments to their country. Ineffective ways, social and emotional learning aided in the development of nationalism. Students gained empathy and an appreciation of diversity through social and emotional learning (Burgin et al., n.d.; Schiepe-Tiska et al., 2021; Williams & Jagers, 2022).. The foundation of a sense of nationhood, as this learning made clear, is comprehending and appreciating the thoughts, feelings, and perspectives of others. Students who expressed greater empathy were likelier to form strong emotional connections with their fellow citizens, strengthening their sense of belonging and patriotism.

Furthermore, a crucial element of the social and emotional learning approach was the capacity to comprehend and regulate emotions (El Mallah, 2022; Rosanbalm, n.d.). Students were better equipped to handle social and emotional difficulties positively when they learned to identify and control their emotions. As a result, there was more excellent stability and support for the students, allowing them to grow more deeply patriotic. Students could absorb these ideas through exercises like group discussions and personal reflections on national experiences and concepts. Students may develop a deeper emotional bond with their national identity by exchanging stories and perspectives.

Nationalism also encompasses students' awareness and comprehension of their country's values, history, and culture (Dinç, 2022; Hummelstedt et al., 2021; Opara et al., 2020). Through a diverse and integrated approach, differentiated learning based on social and emotional learning fostered the strengthening of nationalism. Integrated learning strategies encompassing many disciplines and real-life contexts are frequently employed in social and emotional learning (Carpio de los Pinos et al., 2020; Ferreira et al., 2020). For instance, discussions of current social problems or community service projects could be combined with studying national history. This situation made it easier for students to understand how knowing one's nationality immediately relates to day-to-day living. Differentiated learning employs various teaching methods to support various learning styles (Lindner & Schwab, 2020; Magableh & Abdullah, 2020). For instance, maps and historical photos may be helpful to students who are more visually inclined, while group projects and practical exercises may increase the engagement of more kinesthetic students. This learning guaranteed that all students could comprehend and value the information about nationality by tailoring the teaching methods. Including contemporary media and technology in studying nationalities may enhance the subject's interest and accessibility. Students could investigate national history and culture more comprehensively and more captivatingly due to documentary videos, interactive simulations, and online resources.

Students' enthusiasm and excitement to actively engage in the life of the nation was reflected in the national spirit (Sartono et al., 2021; Shulgin, 2021; Sukowati et al., 2021). Through active participation in community projects and the development of leadership abilities, social and emotional learning promoted the growth of a sense of national identity. Projects involving student participation in community activities were a common

feature of social and emotional learning programs (Graham et al., 2021; Hubley et al., 2020; Oberle et al., 2016). Students who participated in these projects could understand the real impact of their actions and grow in their sense of duty as citizens—demonstrating that their contributions matter. This process enhanced their social skills and sparked a sense of patriotism.

Furthermore, social and emotional learning promoted the growth of leadership abilities by allowing students to participate actively in their education and school-related activities. For instance, students could participate in working groups or school councils that focus on solving local issues. Students felt more a part of their community and were inspired to make constructive contributions due to these encounters (Camangian & Cariaga, 2022; Joksimović et al., 2022; Mahoney et al., 2021; Martinez-Yarza et al., 2023; Tuomi, 2022). Building national spirit required a welcoming and encouraging learning atmosphere. Students were inspired to engage deeper in school and community activities by the supportive and respected environment fostered by social and emotional learning. Students were more likely to form a strong sense of patriotism when they were made to feel respected and appreciated.

Studies have demonstrated that social and emotional learning programs enhance pupils' academic performance by fostering nationalistic insight in addition to their emotional health. Academic achievement was generally higher for those more adept at controlling their emotions and interacting with others (Kim et al., 2021; Lashley & Halverson, 2020; Mihić et al., 2020). This procedure was necessary because they could work more effectively with their peers, seek assistance when necessary, and maintain their motivation to learn in the face of obstacles. These abilities were especially crucial in nationality education since they enabled students to collaborate to comprehend and resolve challenging problems about identity and nationality. Every student received support tailored to their needs according to a varied approach (Eddy et al., 2020; Ginja & Chen, 2020; Griful-Freixenet et al., 2020; Mills et al., 2014; Pozas et al., 2020; Rivas-Drake et al., 2020; Smets & Struyven, 2020). Through the implementation of formative evaluation and ongoing review, educators could modify their lesson plans to guarantee that every student received the assistance required to achieve. This contributed to developing an active and adaptable learning environment where each student experienced support and value.

These elements were combined to create differentiated national education focusing on social and emotional learning. This resulted in a rich and varied learning experience, forming students' social and emotional skills and general character and strengthening their nationalistic insights. Social and emotional learning was implemented to assist pupils in acquiring national values in a more comprehensive and lasting way and improve their ability to apply them in their daily lives. Through differentiated learning, every student receives the support that best meets their requirements, allowing them to develop to the fullest potential possible in their comprehension and appreciation of national values.

Conclusion

This research aims to develop and evaluate a differentiated nationalistic education learning model based on social and emotional learning to solve the low level of nationalistic insight shown by elementary school children. The study's findings support that the developed learning approach helps elementary school students gain a better nationalistic insight. According to the results of data analysis using an independent sample t-test, there was a significant difference in nationalistic insight between students who followed conventional learning and students who followed differentiated learning based on Social and Emotional Learning. The study found that integrating social and emotional learning into a differentiated learning approach helps children grasp nationality concepts and develop social and emotional skills, which are critical for creating a sense of community and national identity. This result is consistent with the introduction's goal: improve students' nationalistic insights using a more holistic learning method that prioritizes individual needs.

Acknowledgements

We would like to express our sincere gratitude to Universitas Samudra for providing funding for this research. The financial support from Samudra University has enabled us to conduct this research smoothly and obtain valuable results. We also would like to express our sincere gratitude to The Association of State

Universities (PTN) in the Western Region of Indonesia for their valuable support in this research. We hope that this fruitful collaboration can continue in the future. Thank you for your trust and support

Authors' contributions

All the authors collaborated in the elaboration of the data collection instrument and process. Asnawi worked mainly in the Introduction. Ary Kiswanto Kenedi and Tengku Muhammad Sahudra worked mainly in the methodology, results, discussion, and conclusions. Dini Ramadhani and Ronald Fransyaigu wrote, edited, and revised the whole paper in English language.

Author ethical declarations

We confirm that the work has not been published elsewhere in any form or language

Funding information: This research was funded by Universitas Samudra under contract number 675/UN54.6/PG/2023.

Conflict of interest: The authors state no conflict of interest.

Declaration of interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

References

- Abendschön, S., Kleer, B. P., & Faas, T. (2022). Out-of-school learning as an effective tool of civic education in elementary school? Evidence from Germany. *Citizenship, Social and Economics Education*, 21(3), 153–171.
- Ahsari, R., Basith Rahman, A., Tahir, A., Ayu Anggreni, M., Akademi Teknik Soroako, U., Soemantri Brojonegoro No, J., Luwu Timur, K., Selatan, S., Karya Dharma, U., Gading, B., Ujung Pandang, K., Makassar, K., PGRI Adi Buana Surabaya, U., Dukuh Menanggal XII, J., Menanggal, D., Gayungan, K., & Timur, J. (2024). Implementation of National Insight Values in Successful Social Knowledge Learning Case Study: Elementary School Students. *Journal on Education*, 06(02), 13698–13709.
- Akar, B. (2009). Exploring the challenges and practices of citizenship education in National and Civic Education grades ten and eleven in Lebanon. *Compare: A Journal of Comparative and International Education*, 39(5), 685–685. <https://doi.org/10.1080/03057920903138530>
- Attard, C., & Holmes, K. (2022). An exploration of teacher and student perceptions of blended learning in four secondary mathematics classrooms. *Mathematics Education Research Journal*, 34(4), 719–740. <https://doi.org/10.1007/s13394-020-00359-2>
- Burgin, X., Coli, S., & Daniel, M. C. (n.d.). *Exploratory Study of Ecuadorian Teachers' Understanding of Social Emotional Learning: An Examination of Primary School Teachers 1 Estudio exploratorio de la comprensión de los docentes ecuatorianos sobre el aprendizaje socioemocional: un análisis de los docentes de la escuela primaria.*
- Camangian, P., & Cariaga, S. (2022). Social and emotional learning is hegemonic miseducation: students deserve humanization instead. *Race Ethnicity and Education*, 25(7), 901–921. <https://doi.org/10.1080/13613324.2020.1798374>
- Carpio de los Pinos, C., Soto, A. G., Martín Conty, J. L., & Serrano, R. C. (2020). Summer Camp: Enhancing Empathy Through Positive Behavior and Social and Emotional Learning. *Journal of Experiential Education*, 43(4), 398–415. <https://doi.org/10.1177/1053825920923382>
- Copur-Gençturk, Y. (2021). Teachers' conceptual understanding of fraction operations: results from a national sample of elementary school teachers. *Educational Studies in Mathematics*, 107(3), 525–545. <https://doi.org/10.1007/s10649-021-10033-4>
- Dinç, D. (2022). Rethinking early Soviet nationality policies within the poststructuralist context: Marxist legacy, Soviet nation-building, and contingency. *Social Science Information*. <https://doi.org/10.1177/05390184221112596>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Eddy, M., Blatt-Gross, C., Edgar, S. N., Gohr, A., Halverson, E., Humphreys, K., & Smolin, L. (2020). Local-level implementation of Social Emotional Learning in arts education: moving the heart through the arts. *Arts Education Policy Review*, 1–12. <https://doi.org/10.1080/10632913.2020.1788681>

- El Mallah, S. (2022). Toward Equity-Oriented Assessment of Social and Emotional Learning: Examining Equivalence of Concepts and Measures. *Urban Education, 57*(2), 289–317. <https://doi.org/10.1177/0042085920933335>
- Ferreira, M., Martinsone, B., & Talić, S. (2020). Promoting Sustainable Social Emotional Learning at School through Relationship-Centered Learning Environment, Teaching Methods and Formative Assessment. *Journal of Teacher Education for Sustainability, 22*(1), 21–36. <https://doi.org/10.2478/jtes-2020-0003>
- Fredericks, L. (2003). Making the Case for Social and Emotional Learning and Service-Learning. ECS Issue Brief. *Education Commission of the States, 1*(1), 1–20.
- Gaitas, S., & Alves Martins, M. (2017). Teacher perceived difficulty in implementing differentiated instructional strategies in primary school. *International Journal of Inclusive Education, 21*(5), 544–556. <https://doi.org/10.1080/13603116.2016.1223180>
- Gheysens, E., Coubergs, C., Griful-Freixenet, J., Engels, N., & Struyven, K. (2022). Differentiated instruction: the diversity of teachers' philosophy and praxis to adapt teaching to students' interests, readiness and learning profiles. *International Journal of Inclusive Education, 26*(14), 1383–1400. <https://doi.org/10.1080/13603116.2020.1812739>
- Ginja, T. G., & Chen, X. (2020). Teacher educators' perspectives and experiences towards differentiated instruction. *International Journal of Instruction, 13*(4), 781–798. <https://doi.org/10.29333/iji.2020.13448a>
- Graham, L. J., de Bruin, K., Lassig, C., & Spandagou, I. (2021). A scoping review of 20 years of research on differentiation: investigating conceptualisation, characteristics, and methods used. In *Review of Education* (Vol. 9, Issue 1, pp. 161–198). John Wiley and Sons Inc. <https://doi.org/10.1002/rev.3.3238>
- Griful-Freixenet, J., Struyven, K., Vantieghe, W., & Gheysens, E. (2020). Exploring the interrelationship between Universal Design for Learning (UDL) and Differentiated Instruction (DI): A systematic review. In *Educational Research Review* (Vol. 29). Elsevier Ltd. <https://doi.org/10.1016/j.edurev.2019.100306>
- Huble, S., Moldow, E., Robbins, C., Harper, B., Martin, C., & Zhou, S. (2020). The Impact of Entertainment Education for Social and Emotional Learning in Elementary Schools. *American Journal of Health Education, 51*(5), 299–309. <https://doi.org/10.1080/19325037.2020.1795751>
- Hummelstedt, I., Holm, G., Sahlström, F., & Zilliacus, H. (2021). 'Refugees here and Finns there'—categorisations of race, nationality, and gender in a Finnish classroom. *Intercultural Education, 32*(2), 145–159. <https://doi.org/10.1080/14675986.2020.1851174>
- Ismajli, H., & Imami-Morina, I. (2018). Differentiated instruction: Understanding and applying interactive strategies to meet the needs of all the students. *International Journal of Instruction, 11*(3), 207–218. <https://doi.org/10.12973/iji.2018.11315a>
- Joksimović, S., Dawson, S., Barthakur, A., Poquet, O., Wang, Y. E., Marmolejo-Ramos, F., & Siemens, G. (2022). *Mapping the Landscape of Social and Emotional Learning Analytics* (pp. 27–47). https://doi.org/10.1007/978-3-031-06333-6_3
- Khasanah, U., & Lestari, I. (2023). Indonesian Journal of Character Education Research Strengthening Character Education: Elementary School Teachers Strategies in Instilling National Spirit and Love for the Motherland in Students. *OPEN ACCESS JOURNAL Indonesian Journal of Character Education Research, 1*(2), 53–62.
- Kim, S., Crooks, C. V., Bax, K., & Shokoohi, M. (2021). Impact of Trauma-Informed Training and Mindfulness-Based Social-Emotional Learning Program on Teacher Attitudes and Burnout: A Mixed-Methods Study. *School Mental Health, 13*(1), 55–68. <https://doi.org/10.1007/s12310-020-09406-6>
- Lashley, Y., & Halverson, E. R. (2020). Towards a collaborative approach to measuring social-emotional learning in the arts. *Arts Education Policy Review, 1*–11. <https://doi.org/10.1080/10632913.2020.1787909>
- Lindner, K. T., & Schwab, S. (2020). Differentiation and individualisation in inclusive education: a systematic review and narrative synthesis. *International Journal of Inclusive Education, 24*(1), 1–11. <https://doi.org/10.1080/13603116.2020.1813450>
- Magableh, I. S. I., & Abdullah, A. (2020). On the effectiveness of differentiated instruction in the enhancement of Jordanian students' overall achievement. *International Journal of Instruction, 13*(2), 533–548. <https://doi.org/10.29333/iji.2020.13237a>
- Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., Schlinger, M., Schlund, J., Shriver, T. P., VanAusdal, K., & Yoder, N. (2021). Systemic Social and Emotional Learning: Promoting Educational Success for All Preschool to High School Students. *American Psychologist, 76*(7), 1128–1142. <https://doi.org/10.1037/amp0000701>
- Martinez-Yarza, N., Santibáñez, R., & Solabarrieta, J. (2023). A Systematic Review of Instruments Measuring Social and Emotional Skills in School-Aged Children and Adolescents. In *Child Indicators Research* (Vol. 16, Issue 4, pp. 1475–1502). Springer Science and Business Media B.V. <https://doi.org/10.1007/s12187-023-10031-3>
- McCormick, M. P., Cappella, E., O'Connor, E. E., & McClowry, S. G. (2015). Social-Emotional Learning and Academic Achievement: Using Causal Methods to Explore Classroom-Level Mechanisms. *AERA Open, 1*(3). <https://doi.org/10.1177/2332858415603959>

- Mcguire, M. E., Stevahn, L., & Bronsther, S. W. (n.d.). What Kind of Citizens Do Educators Hope Their Students Become? A Response to “Storypath: A Powerful Tool for Teaching Children Civic Learning.” In *Democracy and Education* (Vol. 27, Issue 2).
- Mihčić, J., Oh, Y., Greenberg, M., & Kranželić, V. (2020). Effectiveness of Mindfulness-Based Social-Emotional Learning Program CARE for Teachers Within Croatian Context. *Mindfulness*, 11(9), 2206–2218. <https://doi.org/10.1007/s12671-020-01446-y>
- Mills, M., Monk, S., Keddie, A., Renshaw, P., Christie, P., Geelan, D., & Gowlett, C. (2014). Differentiated learning: from policy to classroom. *Oxford Review of Education*, 40(3), 331–348. <https://doi.org/10.1080/03054985.2014.911725>
- Nair, S. M., Yusof, N. M., & Hong, S. C. (2014). Comparing the Effects of the Story Telling Method and the Conventional Method on the Interest, Motivation and Achievement of Chinese Primary School Pupils. *Procedia - Social and Behavioral Sciences*, 116, 3989–3995. <https://doi.org/10.1016/j.sbspro.2014.01.878>
- Oberle, E., Domitrovich, C. E., Meyers, D. C., & Weissberg, R. P. (2016). Establishing systemic social and emotional learning approaches in schools: a framework for schoolwide implementation. *Cambridge Journal of Education*, 46(3), 277–297. <https://doi.org/10.1080/0305764X.2015.1125450>
- Opara, V., Sealy, R., & Ryan, M. K. (2020). The workplace experiences of BAME professional women: Understanding experiences at the intersection. *Gender, Work and Organization*, 27(6), 1192–1213. <https://doi.org/10.1111/gwao.12456>
- Parmiti, D. P., Antara, I. G. W. S., & Wulandari, I. G. A. A. M. (2022). The Effectiveness of E-Scrapbook Media Containing HOTS Questions on Science Learning Outcomes of Elementary School Students. *Journal of Education Research and Evaluation*, 6(3), 484–491. <https://doi.org/10.23887/jere.v6i3.52078>
- Pozas, M., Letzel, V., & Schneider, C. (2020). Teachers and differentiated instruction: exploring differentiation practices to address student diversity. *Journal of Research in Special Educational Needs*, 20(3), 217–230. <https://doi.org/10.1111/1471-3802.12481>
- Rivas-Drake, D., Lozada, F. T., Pinetta, B. J., & Jagers, R. J. (2020). School-Based Social-Emotional Learning and Ethnic-Racial Identity Among African American and Latino Adolescents. *Youth and Society*, 52(7), 1331–1354. <https://doi.org/10.1177/0044118X20939736>
- Rosanbalm, K. (n.d.). *SOCIAL AND EMOTIONAL LEARNING DURING COVID-19 AND BEYOND: WHY IT MATTERS AND HOW TO SUPPORT IT*. <http://secondaryguide.casel.org/casel->
- Saputra, B. D., Murdino, M., & Tohani, E. (2023). Nationalism education in elementary school: A systematic literature review. In *International Journal of Evaluation and Research in Education* (Vol. 12, Issue 2, pp. 739–749). Institute of Advanced Engineering and Science. <https://doi.org/10.11591/ijere.v12i2.24609>
- Sartono, E. K. E., Sukowati, S., & Soleha, S. (2021). The Effectiveness of Kahoot! Based on Local Wisdom to Improve Creative Thinking Skill and the Spirit of Nationality of Students in Islamic Elementary School. *Al Ibtida: Jurnal Pendidikan Guru MI*, 8(1), 50. <https://doi.org/10.24235/al.ibtida.snj.v8i1.7092>
- Schiepe-Tiska, A., Dzhaparkulova, A., & Ziernwald, L. (2021). A Mixed-Methods Approach to Investigating Social and Emotional Learning at Schools: Teachers' Familiarity, Beliefs, Training, and Perceived School Culture. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.518634>
- Schonfeld, D. J., Adams, R. E., Fredstrom, B. K., Weissberg, R. P., Gilman, R., Voyce, C., Tomlin, R., & Speese-Linehan, D. (2014). *SEL AND ACADEMIC ACHIEVEMENT 1 Cluster-Randomized Trial Demonstrating Impact on Academic Achievement of Elementary Social-Emotional Learning*.
- Setiawan, J., Aman, & Wulandari, T. (2020). Understanding Indonesian history, interest in learning history and national insight with nationalism attitude. *International Journal of Evaluation and Research in Education*, 9(2), 364–373. <https://doi.org/10.11591/ijere.v9i2.20474>
- Shareefa, M. (2021). Using differentiated instruction in multigrade classes: a case of a small school. *Asia Pacific Journal of Education*, 41(1), 167–181. <https://doi.org/10.1080/02188791.2020.1749559>
- Shulgin, V. N. (2021). P.A. STOLYPIN – RUSSIAN STATESMAN (THE IMPORTANCE OF THE SPIRIT OF NATIONALITY IN POLITICS). *Izvestiya of Samara Scientific Center of the Russian Academy of Sciences. History Sciences*, 3(4), 15–22. <https://doi.org/10.37313/2658-4816-2021-3-4-15-22>
- Smets, W., & Struyven, K. (2020). A teachers' professional development programme to implement differentiated instruction in secondary education: How far do teachers reach? *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1742273>
- Sukowati, S., Sartono, E. K. E., Jerusalem, M. A., & Rahmawati, P. (2021). The Teachers' Knowledge of the Spirit of Nationality and Its Implementation Strategy: A Study to Improve the Spirit of Nationality. *Anatolian Journal of Education*, 6(1), 117–130. <https://doi.org/10.29333/aje.2021.6110a>

- Supplemental Material for Enhancing Cognitive and Social–Emotional Development Through a Simple-to-Administer Mindfulness-Based School Program for Elementary School Children: A Randomized Controlled Trial. (2015). *Developmental Psychology*. <https://doi.org/10.1037/a0038454.supp>
- Syafiana Putri, R., Yeni ERITA, Wiwit SANJAYA, & SALMIYANTI. (2022). Literature Study: ICT-Based IPS-PKN Learning Design in Elementary School. *JOURNAL OF DIGITAL LEARNING AND DISTANCE EDUCATION*, 1(7), 270–276. <https://doi.org/10.56778/jdlde.v1i7.45>
- Tuomi, I. (2022). Artificial intelligence, 21st century competences, and socio-emotional learning in education: More than high-risk? *European Journal of Education*, 57(4), 601–619. <https://doi.org/10.1111/ejed.12531>
- Turan-Özpolat, E. (2020). A Phenomenographic Study on Views About Entertaining and Boring Situations in Learning Process. *International Education Studies*, 13(10), 8. <https://doi.org/10.5539/ies.v13n10p8>
- Weissberg, R. P., & Cascarino, J. (n.d.). *Academic Learning + Social-Emotional Learning = National Priority*.
- Widiana, I. W. (2022). Project Assessment with Nationalism Insight at Elementary Schools and Its Impact Towards Students' Social Science Achievement and Nationalism Attitude. *Journal of Education Research and Evaluation*, 6(2), 202–215. <https://doi.org/10.23887/jere.v6i2.48472>
- Widyatwati, K. (n.d.). Implementation of the National Insight Values of Hamengku Buwana IX For Character Education. *Riwayat: Educational Journal of History and Humanities*, 6(2), 653–666. <https://doi.org/10.24815/jr.v6i2.21574>
- Williams, B. V., & Jagers, R. J. (2022). Transformative Social and Emotional Learning: Work Notes on an Action Research Agenda. *Urban Education*, 57(2), 191–197. <https://doi.org/10.1177/0042085920933340>
- Yang, C., Chan, M. K., & Ma, T. L. (2020). School-wide social emotional learning (SEL) and bullying victimization: Moderating role of school climate in elementary, middle, and high schools. *Journal of School Psychology*, 82, 49–69. <https://doi.org/10.1016/j.jsp.2020.08.002>