

The Cultivation of Nationalist Values at The Level Elementary School

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Abstract

This author uses qualitative research methods, a review literature approach with 10 journals published in the last 5 to 10 years. In the results of the research findings, the existence of elementary school educational institutions with an age range of 7-12 years has an existence in nationalism as expected to be able to solve problems that exist in their environment so that by carrying out a form of instilling national values it is hoped that it will become a spirit to maintain unity and unity. Nationalist values can be fostered in various ways. One way is through the learning process at both school and college levels. Nationalist values can be integrated into the learning process..

Keyword: Nationalism, investigation and elementary school

1. INTRODUCTION

Education is a tool that has an important role in human life. Education has become a basic need and cannot be separated from human life. Because education is a source of knowledge that enables humans to develop character, potential, skills and have broad insight, which can help and make it easier for humans to live their lives as individuals who are beneficial to the nation and state and create individuals of quality and character. (Hidayat et al., n.d.). According to the Big Indonesian Dictionary, education is a process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts; process, method and creation of education. In this process, planned efforts are needed that can encourage an individual to develop the abilities that exist within him. This is in line with what is mandated by law. In Law no. 20 of 2003 concerning the National Education System in article 3 states that the aim of national education is to develop abilities and shape the character and civilization of a dignified nation in order to make the life of the nation intelligent, aimed at developing the potential of students to become human beings who believe and are devoted to God Almighty. One, noble character, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen (Sikdiknas, 2003). Nationalism as an ideology requires actualization according to changing times and the challenges faced. The enemies of nationalism are no longer limited to imperialism, colonialism, separatism or other ideologies, but extend to things beyond that, such as poverty, backwardness, oppression of human rights and so on (Rachmat, 1996). This refers to the basic essence of nationalism which prioritizes common interests above personal and group interests, which implies comprehensive justice, which all members of the nation must be able to feel. Poverty, backwardness and oppression indicate inequality and inequality in a national society, which means it is contrary to the basic essence of nationalism. The values of nationalism that need to be instilled include 1) Maintaining and protecting the country, 2) An attitude of willingness to sacrifice/patriotism, 3) United Indonesia, 4) Preserving Indonesian culture, 5) Love for the Motherland, 6) Proud to be Indonesian, and 7) Upholding human values (Agustarini in Nurhayati, 2013:7). It is hoped that the instilling of nationalist values can become a spirit to maintain unity and unity. Nationalist values can be fostered in various ways. One way is through the learning process both at school and at college level. Nationalist values can be integrated into the learning process Therefore, this research was initiated with the aim of analyzing the cultivation of nationalist values at the level elementary school. By understanding this background, it is hoped that this research can provide conceptual and practical contributions in increasing the effectiveness of nationalist education at the elementary level, as well as provide recommendations for education stakeholders in designing learning strategies that are more relevant to the developmental needs of children in the contemporary era. The research formulations include: (1) what is the scheme for instilling nationalistic values at the level elementary school? Then it was developed in the form of Research Identification: (1) To find out the scheme for instilling nationalism values at at the level elementary school.

2. RESEARCH METHODOLOGY

Research using qualitative methods according to experts Basrowi & Suwandi (2008: 2) said that researchers can recognize the subject, feel what the subject experiences in everyday life. Qualitative research involves researchers so that they will understand the context of the situation and setting of natural phenomena according to what is being researched in elementary schools, then by conducting a review, the literature review approach is a research method for identifying, evaluating and interpreting all relevant research results. related to a particular research question, particular topic, or phenomenon of interest (Kitchenham, 2004). Literature review involves literature obtained online, consisting of journal/research articles and books. Analysis of the literature aims to answer six research questions that have been formulated previously. Furthermore, the literature obtained spans the last five years. This is intended to determine the instillation of nationalist values at the elementary/MI.

3. RESULT AND DISCUSSION

Based on research that has been carried out through journal rivew literature by drawing on the main ideas of the discussion about "The Cultivation Of Nationalist Values At The Level Elementary School"

Tabel 3.1. Document Review

Writer	Year	Title	Research Methods	Findings
Maulidiya h, S. N. S., & Adi, A. S	2022	Instilling Nationalist Values Through PPKn Learning in Forming Character in Madrasah Aliyah NEGERI 1 Gerisik Students	Qualitative	Instilling national values through PPKn education which has several stages, namely planning, implementation and evaluation. In the planning stage, include national values, for example. prepare a learning implementation plan (RPP). The development of national values in learning activities is carried out through preparations such as praying and singing praise songs together. The main activities are sharing material related to national values, encouraging students to always adhere to national values, holding joint discussions to practice cooperation, tolerance and respect for opinions, and discussing the results of discussions together. Complete assignments, summarize and confirm the studied material. Don't forget to give a message to always be nationalistic. At the evaluation stage of the introduction of national values, it was seen that there were no obstacles in the introduction of national values and it had been implemented well.
Rawantina , N. I. I	2013	Instilling the values of nationalism and patriotism to realize character education in	Qualitative	In instilling the values of nationalism and patriotism as a form of character education in citizenship education subjects,

		citizenship education subjects for class x students of SMA Negeri 4 Sidoarjo.		class.
Luthfillah, N., & Rachman, B	2022	The Importance of Instilling the Values of Nationalism and Patriotism in Early Childhood.	<ul style="list-style-type: none"> • Qualitative • Studi literatur 	The instilling of the values of nationalism and patriotism has been carried out by several Early Childhood Education Institution units. It is characterized by a change in knowledge in children through implemented habits and examples. Methods generally used by teaching staff are: singing the national anthem, telling stories, storytelling and dancing, field trips, flag ceremonies, etc.
Rahayu, I. K.	2020	Obstacles in the Process of Instilling Nationalism in Students in the Region. Harmony: Journal of Social Sciences and PKN Learning	Qualitative	The findings of this research explain the inhibiting factors that influence the introduction of nationalism among students in border areas. There were 25 research topics in Writing Course 1. The results of the research show that the obstacles to cultivating nationalism are skills barriers, course barriers, as well as space and infrastructure barriers. At the same time, there are no family obstacles for students.
Silalahi, M.	July (2022)	Efforts of Citizenship Education Teachers in Instilling an Attitude of Nationalism in Class VII Students of SMP Negeri 3 Pulau Rakyat Regency. National Seminar	Descriptive qualitative	The results of the research show that: The attitude of nationalism that exists in class VII students can be seen from the attitude of willingness to sacrifice, love for the homeland, upholding the name of the Indonesian nation, being proud of being an Indonesian nation, unity and oneness, obedient and obedient to Pancasila and the 1945 Constitution, discipline , brave and honest, and work hard. How to instill an attitude of nationalism in students through Civics subjects, including by habituation, example, giving contextual examples, learning through stories and media, such as pictures of heroes, the Indonesia Raya song and other national obligatory songs. The most effective things done by

teachers include habituation and example because teachers can do this every day. Such as getting students accustomed to taking part in flag ceremonies, using good Indonesian, using domestic products, studying diligently, socializing a lot with people who have good manners, who can appreciate the services of heroes and love their homeland with all their heart. By having a good attitude of nationalism, of course we will become the next generation of a good nation.

Juliyati, E.D	2021	The Role of History Learning in Cultivating Nationalist Character Values.	Qualitative	The findings show that embedding nationalist values in history learning is very important to implement in this era of globalization. Instilling nationalist values can be an example for forming a national character that is in line with national identity. Character education is an effort made by the school to shape, direct and guide students' behavior in accordance with values originating from certain norms to overcome the negative impacts of the era of globalization. One of the negative impacts is that the younger generation's interest in their own culture begins to fade and results in a shift in values in both personal and social life. The influence of history education on students' nationalist attitudes. There is a significant and positive influence of history education on students' nationalistic attitudes. This means that nationalist attitudes can be explained and influenced by history education. History learning provides materials about nationalist values so that students are able to understand these values. This shows the large role of history education in forming nationalist attitudes among students.	
Aswasulas ikin, A.,	2020	Instilling Nationalist Values	Nationalist Through	Qualitative	Several research findings show that the nationalism of the

Pujiani,
S., &
Hadi, Y.
A
Learning Local Sasak
Culture in Elementary
Schools. DIDIKA
Journal: Scientific
Forum for Basic
Education,

Indonesian generation is increasingly weakening due to the indiscriminate development of technology and civilization which regulates the nation's generations uncontrollably. On the other hand, the threat of foreign tourists regarding the possible entry of Western culture and the influence of uncontrolled broadcasts has made the Indonesian generation's sense of nationalism increasingly fade. On the primary school front, to prevent the death of the spirit of nationalism in the national generation, a hard struggle is needed to instill a sense of nationalism in the national generation through education that strengthens national values, one of which is. continuous introduction of national values. local culture is such that it is no worse than the flood of western culture. The local culture referred to in this research is the cultivation of local culture of the Sasaki tribe in the form of Sasaki art and food. This research was conducted using a qualitative descriptive approach, using primary school research subjects in the East Lombok region and taking several schools as models for instilling national values through learning Sasaki culture. From the research results, it can be explained that the instillation of national values through learning about the local culture of the Sasaki tribe in elementary grades is still not optimal and not evenly distributed, most schools do not present the cultural differences of the Sasaki tribe. It is proven that most elementary school students do not know the cultural diversity of Sasaki. Elementary students understand and remember Western and Indian style cakes more quickly than Sasaki art, so students are more familiar with different

foreign foods, more Western cultures. like the local culture of Sasaki.

Nursamsi, 2022 The Role of Teachers in Qualitative
D. J., & Instilling Nationalist
Jumardi, Attitudes in Elementary
J. School Students.
Basicedu Journal

The results of the research show that the role played by educators in fostering students' sense of love for their homeland must be possible during classroom learning as well as understanding students' mentality of patriotism. So far, students have not created a patriotism perspective in socializing at school and in the office and there are two problem factors experienced by an educator, namely internal factors of students and external factors of students.

Source: Document Review by the Author

4. CONCLUSION

It can be concluded that the cultivation of nationalist values starts from the teaching role of an educator, educators are able to provide teaching methods that are generally used by educators, namely: singing the national anthem, telling stories, storytelling and dancing, field trips, flag ceremonies, etc., providing material -material about nationalist values so that students are able to understand these values, then develop it by getting used to applying nationalist values to students so that the child is able to create a feeling of love for the country, unity and oneness, willingness to sacrifice, discipline and courage.

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