



## THE ROLE OF THE TEACHER IN IMPROVING THE SENSE OF LOVE FOR THE MOTHERLAND IN STUDENTS

Alvira Agustin<sup>1</sup>, Fathini Shofura Hasibuan<sup>2</sup>, Irfan Dahnia<sup>3</sup>

<sup>1,2,3</sup>Elementary School Teacher Education, Universitas Muhammadiyah Sumatera Utara

Email: <sup>1</sup> [alfiraagustin96@gmail.com](mailto:alfiraagustin96@gmail.com) , <sup>2</sup> [fathinishofura2@gmail.com](mailto:fathinishofura2@gmail.com) ,  
<sup>3</sup> [irfandahnial@umsu.ac.id](mailto:irfandahnial@umsu.ac.id)

### Abstract

This study aims to examine the role of the teacher in increasing students' love for the motherland. The sense of love for the motherland is an important component in the formation of national and national identity. In the context of education, teachers have a significant role in shaping the attitudes and values of nationalism in students. This study uses a qualitative method with a case study approach. Data was collected through class observations, interviews with teachers, and analysis of documents related to the national curriculum. The results of this study are expected to provide useful insights for educators in understanding their role in forming a sense of love for the motherland in students. A review of the national curriculum shows that educational nationalism has become an integral part of the curriculum. The national curriculum document provides clear guidelines on the material that must be taught, national symbols that must be introduced, as well as the attitudes and values that must be developed in students. A diversity-based approach is also emphasized to strengthen national unity and integrity. However, this study also identified some of the challenges faced by teachers in increasing students' love for the motherland, such as a lack of resources and students' low understanding of the importance of nationalism. Therefore, what is implied by this research is the need to develop training programs and support teachers in increasing their competence and understanding related to nationalism education. In conclusion, This study concluded that the teacher's role is very important in increasing students' love for the homeland. Effective learning strategies, curricula that reinforce educational nationalism, and comprehensive support for teachers are needed to achieve this goal.

**Keywords :** Teachers, love for the motherland, education, nationalism, national identity

### Introduction

Learning, or the process of acquiring knowledge, skills, values, morals, beliefs, and habits, is at the heart of education. (Suardi, M., 2018; Hodson, D., 2009). People can learn to be critical thinkers and doers by understanding what makes them human through education. The feeling of love for the motherland is an important aspect in forming national and national identity in students. When students have a sense of love and pride for their homeland, they tend to care more about the social, political and cultural life of their country. Improving a sense of love for the motherland is not only the responsibility of the family and society, but also the task of the teacher as a guide. The idea or importance of mindfulness can be described as a self-behavioral disposition that develops from self-will in view of the right mindset or willingness without outside pressure to act, which is generally with the ultimate goal of acknowledging goodness. which is beneficial to a person and the climate. "Don't debate Pancasila as the basis of the state anymore," said President Susilo Bambang Yudhoyono in a 2010 commemorative speech in Jakarta entitled "Soekarno Speech June 1, 1945 at the MPR Building". This is important because the TAP MPR number 18/MPR/1998 stipulated Pancasila as the basis of the state in 1998. Since Bung Karno's brilliant ideas wanted to be realized according to the times, it makes sense for us to study the traces of history and the procedures used. establish Pancasila as the basis of the state.

Kuswanto (2017: 3. argues that love for the motherland can be understood as a feeling of adoration and love for something. In addition, each individual will naturally develop a desire to protect, care for, and protect himself from all dangers. Therefore, it can be concluded the conclusion that loving the motherland means always protecting the motherland from all threats and disturbances that might arise. The purpose of this research is to investigate how teachers can foster greater patriotism among their students. We can identify strategies and approaches that are effective in forming a sense of patriotism in students if we have a deeper understanding of the role played by the teacher. It is hoped that the findings of this study will significantly increase educators' understanding of their role in instilling a sense of patriotism in students. In addition, this research has the potential to help create educational curricula and learning strategies that foster a sense of love for the motherland. To produce young people who have a strong attachment to their nation and culture, it is important to foster a sense of love for the motherland among students. In this study, we will use a qualitative method with a case study approach to gain a deeper understanding of the teacher's role in forming students' love for the motherland. Data will be collected through classroom observations, interviews with teachers, and analysis of documents related to the national curriculum. Through this research, it is hoped that there will be a better understanding of the teacher's role in increasing students' love for the motherland. The results of this research can be the basis for the development of more effective learning strategies in building students' love for the motherland, which in turn will contribute to the formation of generations who love and care for their homeland.

### Research Methodology

This study uses a qualitative approach with a case study design. The qualitative approach allows researchers to understand in depth the teacher's role in increasing students' love for the motherland through detailed and in-depth data collection. Case study designs are used to comprehensively describe experiences and perspectives of teachers in specific contexts. The participants in this study were teachers who had relevant experience and knowledge in forming a sense of patriotism in their students. Participants were selected through a purposive sampling technique, taking into account criteria such as teaching experience, expertise in nationalism education, and involvement in activities that promote patriotism. Data was collected through three main techniques: classroom observation, interviews with teachers, and analysis of documents related to the national curriculum. Observation Class: Observation class is conducted to gain an understanding of teacher teaching practices in building a sense of love for the motherland in students. Observations were made by paying attention to the interactions between teachers and students, the teaching methods used, as well as the use of materials and activities relevant to educational nationalism. Individual interviews with teachers were conducted to get their perspectives and experiences in forming a sense of love for the homeland in students. Interviews were conducted using a structured interview guide that covered topics such as understanding the importance of loving the motherland, strategies used, challenges faced, and approaches to overcoming these challenges. Analysis was carried out on national curriculum documents related to educational nationalism. These documents include competency standards, learning objectives, and teaching materials related to the formation of a sense of love for the motherland. This analysis aims to understand the approach adopted in the national curriculum and how teachers implement it in everyday learning. The data collected will be analyzed qualitatively. Data analysis involved the process of organizing, coding, and thematizing data resulting from class observations, teacher interviews, and document analysis. The findings that emerge will be interpreted and related to related concepts and theories in literature to produce a deeper understanding of the teacher's role in increasing students' love for the motherland. Through the research methodology carried out, it is hoped that a more comprehensive understanding will be revealed about the role of the teacher in forming a sense of love for the motherland in students. The data and findings of this research will become the basis for developing strategies and approaches that are effective in increasing educational nationalism in the educational environment.

### Result & Discussion

#### *The Concept of Love for the Motherland*

Love for the motherland is an emotional feeling that grows in individuals towards the country where they were born or live. This involves a strong affection for the culture, history, traditions and values attached to the homeland. The love for the motherland also includes a positive attitude towards the country, active participation in social and political life, as well as a commitment to build and advance the country. As a concrete manifestation of the implementation of human rights and the maintenance of the interests of the wider community without alienating groups, the values of Pancasila encourage the growth of a sense of nationalism by providing opportunities for worship according to their respective religions.

### *The Role of Teachers in Nationalism Education*

Taufik Abdullah, a historian, revealed that patriotism is the feeling of love for the motherland and homeland which is the main driving force for uniting people in understanding the standards of the Indonesian state. (Taufik, 2007: 33). Teachers have an important role in forming a sense of love for the motherland in students. Through nationalism education, teachers can build awareness of national identity, introduce the country's history and culture, and prohibit national values and symbols. Teachers can also develop an understanding of cultural diversity within the country and promote unity and togetherness in the life of the nation and state. The teacher's role also includes prohibiting students' rights and obligations as citizens, developing critical thinking skills in responding to national issues, and facilitating students' active participation in social and political activities related to their homeland. By involving students in activities that strengthen their love for their homeland, teachers can help them internalize national values and build a strong national identity.

### *Factors Influencing the Formation of Love for the Motherland*

The formation of a sense of love for the motherland in students is influenced by several factors. First, the family environment plays an important role in introducing students to national culture, traditions and values. Interactions and discussions that occur within the family can shape students' attitudes and perceptions of their homeland.[8]In addition to the family, the school environment also has a significant influence. Teachers who act as models and facilitators can influence the attitudes and values of students related to the motherland. The national curriculum which includes learning about history, culture and national values also contributes to forming a sense of love for the motherland. In order for students to develop properly, a supervising teacher must direct and guide their skills, abilities, and attitudes. In addition, as a teacher whose job is to educate students, especially in fostering a sense of student nationalism, the teacher must be able to choose the right learning approach. In addition, personal factors such as life experiences, interactions with peers, and the mass media also influence the formation of a sense of love for the country. Teachers need to understand these factors and integrate them into learning strategies to maximize the effectiveness of nationalism education. Through this literature review, it can be concluded that the role of the teacher is in increasing the love for the motherland. During the class observation process in this study, several important findings regarding the teacher's role in increasing students' love for the motherland could be identified. Here are some of the clues gleaned: Use of Materials and Activities Teachers who are effective in forming a sense of patriotism in students tend to use materials and activities that are relevant to the national context. For example, they introduced national symbols, such as the national emblem, flag, and national anthem, and prohibited students from discussing national history and culture. This helps students to develop a sense of emotional attachment to their homeland. Building awareness of national identity with effective teachers also focuses on building awareness of national identity in students. They teach about the values, norms, and principles inherent in national culture and history. Through discussions, stories, and in-depth understanding of the history of the nation's struggle, students can develop a higher appreciation for their country. Building a positive attitude towards the country. Teachers who are successful in forming a sense of love for the motherland also focus on building a positive attitude towards the country in their students. They teach values such as love of peace, tolerance, unity and justice which are the foundation for building a strong nation. In addition, they also teach responsibility as good citizens and encourage students to contribute to the country's development.

The use of national symbols such as the national curriculum also encourages the use of national symbols in the learning process. For example, flags, national symbols and national anthems are considered as an important part in forming a sense of love for the motherland. The curriculum emphasizes the importance of introducing and understanding these symbols as part of the national identity that students must master. Development of nationalism attitude. The formation of the national curriculum emphasizes the importance of developing an attitude of nationalism in students. Attitudes such as love for the motherland, pride in culture and national heritage, and active participation in social and political life are emphasized in the curriculum. The curriculum document provides guidance on how teachers can help students internalize and apply these nationalistic attitudes. Diversity-based learning. National curriculum learning also underscores the importance of diversity-based learning in the national context. The curriculum encourages teachers to teach tolerance about the diversity of cultures, ethnicities, religions and languages that exist in the country. The character of loving the motherland can be instilled from the start with the aim that the love for the motherland is instilled in their souls and they can become people who can respect their country and country. (Yayuk Tia Ismawati, 2015). This aims to build intercultural understanding, respect and tolerance in order to strengthen national unity and integrity. Through analysis of national curriculum documents, it can be interpreted that the curriculum has a significant role in shaping nationalism education. The national curriculum document provides clear guidelines regarding the material that must be taught, national symbols that must be introduced, as well as the attitudes and values that must be developed in students. Teachers can use this

guide as a reference in designing learning that can increase students' love for the motherland. These findings provide a deeper understanding of the role of the curriculum in nationalism education and provide a solid basis for the development of effective learning strategies in increasing students' love for the motherland. The role of the teacher as a model of behavior that can inspire and guide students in developing a sense of love homeland. By showing a positive attitude towards the country, appreciating cultural diversity, and actively participating in social and community activities, teachers can set a good example for students. Development of patriotic skills, namely teachers play a role in developing patriotic skills in students. Through activities such as flag ceremonies, environmental cleaning activities, or social projects.

## Conclusion

In this article, effective strategies have been discussed in assisting teachers in building a sense of patriotism in their students. Based on the literature summary and research findings that have been carried out, the following conclusions can be drawn: The use of materials and activities that are relevant to the national context is very important in helping students develop a sense of love for the motherland. Teachers can introduce national symbols, prohibit national history and culture, and involve students in activities related to the motherland. It is important for teachers to help students understand their national identity. Through learning about the values, norms, and principles inherent in national culture and history, students can develop a higher appreciation for their country. Learners can be involved in social activities, community activities, or other activities that promote national culture and traditions. Teachers can help students build a positive attitude towards the country through teaching values such as love of peace, tolerance, unity and justice. Encouraging students to contribute to the country's development is also an important part of forming a positive attitude towards the country. By implementing these strategies, teachers can play a significant role in increasing students' love for the homeland. This will help students develop a sense of emotional attachment, respect, and responsibility for their homeland. However, it is important to remember that these strategies must be adapted to the context and characteristics of the learners. Each learner has different needs and preferences, so teachers need to apply a flexible and inclusive approach. In order to strengthen nationalism education, it is necessary to have cooperation between the government, educational institutions, teachers, and society as a whole. Comprehensive and continuous support is needed to achieve optimal results in building a sense of love for the motherland in students.

## References

- David and Y.Triadi, "Implementation of Love for the Motherland Character Education in the Learning Process in Elementary Schools," *Journal Evaluation in Education (JEE)*, vol. 2, no. 4, pp. 134–139, Oct. 2021, doi: 10.37251/jee.v2i4.239.
- Dona Pramita, "Strategy for Civic Education Teachers in Improving the Love of the Motherland in Anticipating the Radicalism Movement at the Islamic Middle School AL A'LA Loceret, Listyaningsih," 2022.
- Hanipasa, R. Widodo, and N. Zuriah, "The Role of Civics Teachers in Developing National Insight Values and a Sense of Love for the Motherland," vol. 2, no. 1, 2017, [Online]. Available: <http://ejournal.umm.ac.id/index.php/jurnalcivic>
- Hukum "The Role of PPKN Teachers in Fostering Nationalism and Forming Student Character at SMK Ganesha Satria 2 Depok.
- Lestari, "The Role of PPKN Teachers in Fostering Nationalism and Forming Student Character at SMK Ganesha Satria 2 Depok," *Sosio e-Cons*, vol. 12, no. 1, p. 44, Apr. 2020, doi: 10.30998/sosioekons.v12i1.5071.
- Pancasila and Citizenship, A. Ismayanti, A. Sugiaty, A. Andika Rukman, and S. Makassar Indonesia National High School, "Journal of Democratic Ethics The Role of Citizenship Education Teachers in Fostering Nationalism Attitudes of Makassar National High School Students," 2019. [Online ]. Available: [www.unismuh.ac.id](http://www.unismuh.ac.id)
- Setyawan, A. Sholihah, SM Rita, N. Alfiya, and RA Nurfajri, "The Teacher's Role in Learning SD Pangpong."
- Sibagariang, H. Sihotang, E. Murniarti, ) Smk, and P. Paramitha, "The Role Of Mobile Teacher In Education For Independent Learning In Indonesia," vol. 14, no. 2, 2021, doi: 10.51212/jdp.v14i2.53.
- Suhandi and F. Robi'ah, "Teachers and New Curriculum Challenges: Analysis of the Teacher's Role in the New Curriculum Policy," *Basicedu Journal*, vol. 6, no. 4, pp. 5936–5945, May 2022, doi: 10.31004/basedu.v6i4.3172.