



BUILDING THE SPIRIT OF YOUTH NATIONALISM IN THE FRAMEWORK OF CHARACTER EDUCATION FOR ELEMENTARY STUDENTS

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Abstract

This research uses qualitative research with a literature study approach which examines various sources which are then combined based on the results of the research presented by the researcher. Citizenship learning in elementary schools is one of the most important lessons for the community. This paper has a way of collecting data with literature review or the library research method. This paper examines books or journals related to the learning of tolerance and diversity in the school environment. Students in studying various data cultures are carried out through the learning process. The learning carried out by the teacher in the teaching and learning process in the classroom can increase students' awareness of diversity. Citizens must have a spirit of nationalism, high love for the motherland to realize a safe and peaceful country. Love the motherland by devoting one's soul, wealth, knowledge, experience and all abilities for the sake of the safety of the motherland by putting aside personal interests. Elementary school children are one of the golden times in growing some very important lessons that are deeply studied, namely a sense of nationalism that will continue to be remembered from elementary school to Tuan Anti.

Keywords : Nationalism, Gold, Love

Introduction

Education is an activity carried out by families, communities and the government through activities such as guidance, teaching and training. These activities take place both inside and outside the classroom to help students adjust to life in society. As a result, education is seen as a process of giving directions to students so they can adapt to their environment. According to Nurochim (2019), learning is a process, a way to make people or living things learn. Is a combination of human elements, materials, facilities, procedures, and procedures that influence each other to achieve learning objectives. When the material is given for learning nationalism, then a teaching and learning process occurs. In other words, teachers offer opportunities for students to learn about society and its environment. According to Abbas (2013), certain concepts are used in learning nationalism to help students overcome and understand personal and social problems in order to become good citizens. History is an unchanging travel narrative that is recorded as a lived experience. According to Kuntowijoyo (1995), studying history means recalling past memories and learning lessons for the present and the future. Past experience can also be used to predict the future (Anshori, 2014). History-related nationalism education benefits from the contribution of historical science. According to Edgar Bruce Wesley, the abbreviation "social studies" simplifies those relating to education. According to Barr, Barth, and Shermis, the social sciences of history, economics, politics, sociology, anthropology, psychology, and geography make up the social sciences of social studies. In practice, schools and universities choose it for use. Since history is a fundamental social science concept, it contributes to social science education as it is a major topic that addresses time, change and continuity. The process of reconstructing past events so that the Indonesian people are aware of themselves as an independent nation in carving out their history is the foundation of the field of history. In the context of practical learning at the primary and secondary levels, the

subject of nationalism is an important task for history. Values are interpreted as an important basis for determining the character of historical societies and nations containing values.(Widyanto,2017). When the material is given for learning, then there is a teaching and learning process. In other words, the teacher offers students the opportunity to learn about nationalism. According to Abbas (2019), certain concepts are used in learning Nationalism to help students overcome and understand personal and social problems in order to become good citizens. Citizenship learning in elementary schools is one of the most important lessons for the community. So as a good citizen of Indonesia, it is obligatory to protect and respect differences(Magdalena et al., 2020). Citizens must have a spirit of nationalism, high love for the motherland to create a safe and peaceful country. Love the motherland by devoting one's soul, wealth, knowledge, experience and all abilities for the sake of the safety of the motherland by putting aside personal interests. Elementary school children are one of the golden times in growing some very important lessons that are deeply studied, namely a sense of nationalism that will continue to be remembered from elementary school to Tuan Anti. Therefore the author takes the title "Building the Spirit of Nationalism of the Young Generation in the Frame of Character Education for Elementary School Students"

Research Methodology

The research method used in compiling this is descriptive qualitative, where the sources used are from literature studies originating from scientific journals, in- depth observations and interviews and compiled and discussed with scientific journals that have conducted previous research.

Result & Discussion

Citizenship education is education that reminds us of the importance of the values, rights and obligations of a citizen so that everything that is done is in accordance with the goals and aspirations of the nation and does not deviate from what is expected. Because it has an important value, this education has been applied from an early age at every level of education starting from the earliest to tertiary institutions in order to produce successors who are competent and ready to live life as a nation and state.(Mathematics et al., 2021). Pancasila and Civics are one of the subjects that contain the principles and values of the nation's character that can be learned and applied as guidelines in everyday life to create a society with good character, uphold the values of unity and integrity, maintain the integrity of the country, protect the social and environmental environment. alive so that in the times and advances in science and technology it is supported by the strengthening of national character which causes the progress of the nation and state to take place without any obstacles and problems. The selection of civic disciplines and fundamental human activities scientifically and psychologically organized and presented for educational purposes is what is meant by "social science education" for higher education. The content of Citizenship education varies between elementary schools and colleges and junior high schools. The difference lies in selection and simplification. Even though the source of material investigation is equivalent to the discipline of sociology, the commitment that can be created by learning nationalism itself in learning friendship exams has its own characteristics. In addition, the educative function can provide inspiration, teaching, recreation, and teaching students about the concept of time, all of which are in every civics textbook used in schools, from elementary to high school. Learning Nationalism aims to equip students with knowledge, skills and values that will help them succeed in society(Luh De Liska, 2020).

As an organizational step, the principal first forms a development team when formulating policy plans. Under the direction of the vice principal for student affairs, the habituation rule team and the snake extracurricular team for extracurricular activities form a development team. A number of potential schools were identified after the development team was formed. Character values and success indicators, such as priorities, resource and facility requirements, as well as success assessment methods are determined by identifying these potentials. Permendikbud Number According to paragraph 2 of article 20 of 2018, PPK is carried out by instilling Pancasila values such as religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the motherland. Homeland, and respect. Increasing student discipline and achievement, as well as developing the character and cultural values of each student, are indicators of success. Sources of funding are planned after all potentials are identified. Parents and schools will incur additional costs as a result of the continued existence of the policy. The implementation of this movement can be funded independently or jointly by all stakeholders. The central government, local governments, education units and school committees share responsibility for providing funds for the implementation of the movement. To make ideal implementation progress, each party must work together thoroughly and cooperatively based on their respective positions, capabilities and work, so that the socialization cycle becomes very basic. Schools reach education stakeholders, including teachers, school committees, parents, students, the business world, related social organizations, and other partners in immunization. Schools carry out various socialization activities outside of class, such as flag ceremonies

and national holiday celebrations, as well as through annual meetings with parents of students and school orientation activities. The approach strategy should be chosen as the next step. This program is implemented using three strategies, namely a class-based strategy, a school culture-based strategy, and a community-based strategy. However, it places more emphasis on a school culture-based approach when implemented in primary schools. because it emphasizes habituation and cultural development, which is the main goal of character education. This habit is embedded in all school activities which is reflected in a conducive school atmosphere and environment. The process ends with identification of key values, curriculum design, and preparation. Through the formulation of planting the values of Pancasila and integrated nationalism, Implementation and school policies, interviews, documentation, and indirect observation methods. Researchers are still trying to find and collect data from direct interviews and observing documentation owned by schools because there is still an outbreak of the Covid-19 pandemic in Indonesia, requiring schools to carry out teaching and learning activities from home. However, the research process on the implementation of character education is still being carried out so that schools can find several implementation techniques and methods for their learning. (Siregar & Naelofaria, 2020)

Teachers in primary schools fully support any and all programs designed to instill a sense of nationalism in students. This support is provided in accordance with the responsibilities and roles of each individual. If you look at the teacher's activities during the learning process, they always try to create a good learning atmosphere by using fun and interesting learning methods. Teachers must also be good role models for their students. In addition, teacher participation and support also includes monitoring each student's progress. The teacher uses the concept of fun learning in applying religious values and national insights - the teacher integrates classroom management, in terms of a conducive and interactive learning atmosphere, students are placed as learning centers so that students are always involved in the learning process. There are several points that are implemented in the context of instilling character values in students during teaching and learning activities in class. Among them is by focusing on the application of the national spirit in schools through Civics-based subjects. Getting students to read prayers before and after the teaching and learning process also helps them seek knowledge and information and instills values. In accordance with the competency targets of each sub-project that are relevant to intra-curricular activities, joint curricular activities are carried out through a series of assignments. Together, curricular activities can be carried out both inside and outside the classroom. Collaboration with other organizations, community members, and individuals outside the school environment is made possible by this activity. Schools cannot achieve the goal of strengthening character education without the support and participation of the general public, so public conflict is needed. Field work practices that are carried out once a year and are part of school co-curricular activities are examples of co-curricular activities that accept students from all grades. Because it involves collaboration between the school and the institution where students are apprenticed, this activity is carried out outside the school environment and is included in student collaboration curricular activities. Self-improvement, self-confidence, discipline, and student responsibility in completing assignments are indicators of the implementation of this Internship to maintain character values.

Conclusion

Indonesian society is a very pluralistic society. Indonesia's diversity can be seen through various cultures and ethnicities, customs, languages, religions, tribes, traditions, and so on. So as a good citizen of Indonesia, it is obligatory to protect and respect differences. Citizens must have a spirit of nationalism, high love for the motherland to create a safe and peaceful country. Love the motherland by devoting one's soul, wealth, knowledge, experience and all abilities for the sake of the safety of the motherland by putting aside personal interests. Elementary school children are one of the golden times in growing some very important lessons that are deeply studied, namely a sense of nationalism that will continue to be remembered from elementary school to Tuan Anti.

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