



## TEACHERS EFFORTS IN INSTILLING A SPIRIT OF NATIONALISM IN ELEMENTARY SCHOOL STUDENTS THROUGH CIVICS LEARNING IN THE ERA OF GLOBALIZATION

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### Abstract

In the increasingly modern era of globalization, it is necessary to demand an increasingly high spirit of nationalism, because if science and knowledge are not balanced with a sense of nationalism it will cause the loss of education as a humanist vessel. The author raises this title in his research aiming that elementary school students in the next generation have a high spirit of nationalism so that they are not affected by the negative things of globalization. The method used is a qualitative research method with descriptive analysis through a literature study approach from various journals and relevant books as references. The result of this research is that the spirit of nationalism in students has begun to disappear due to the impact of globalization. Therefore the teacher plays an important role in this the efforts made by the teacher are to maximize Civics learning to students. Civics learning in schools is very important as a means of instilling the nation's noble values in students so that students have a high spirit of nationalism. In addition to providing Civics learning, teachers also play a role in providing examples of good behaviors and being role models for their students and making students have the ability to think critically and wisely in responding to various influences in the current era of globalization. So Civics learning needs to be taught and applied to elementary school students so they are not affected by globalization. The teacher also plays a role in providing examples of good behaviors and being role models for their students and making students have the ability to think critically and wisely in responding to various influences in the current era of globalization

**Keywords :** The Role of Teachers, Nationalism, Civics Learning in Elementary Schools, Globalization

### Introduction

Nationalism is a national pride that can lead to attitudes and feelings of prioritizing state or national interests above personal interests. The peak of the high spirit of nationalism in the youth was when the Youth Pledge was declared on October 28, 1928. Starting from the Youth Pledge era in 1928 until Indonesia became independent in 1945, the nation's youth played an important role in these events. This is one proof of the role of youth nationalism in the history of the Indonesian nation. The Indonesian nation has various internal and external problems that must be faced and resolved. One of the problems faced is the fading spirit of nationalism in the younger generation. The fading of the spirit of nationalism in the younger generation is due to the influence of globalization (Lestari, 2019). This means that many young people are easily influenced by foreign cultures that have entered the Indonesian nation and not a few generations of people today are starting to forget Indonesian cultures. This resulted in the nation's generation not paying attention to and ignoring the noble values of the Indonesian nation. (Irhandayaningsih, 2012). Research shows that globalization is one of the causes of moral decline and the fading of Pancasila values for the younger generation in Indonesia (Wahyudi, 2016). The impact of globalization flows affects a child's education, namely in terms of thinking, behaving and how to act (Sakman, S., & Bakhtiar, 2019). The negative impact of globalization will eliminate the values of national identity and national identity of the

Indonesian nation, and the existence of Pancasila will gradually experience a setback along with the progress and development of the times, knowledge, and current technology. (Fitrayadi, 2016) said that the noble values of Pancasila have begun to be forgotten by Indonesian people. How to overcome these things so that the younger generation in the future will not be easily influenced by globalization which has a negative impact, namely teaching and applying Civics learning. Education is one of the important factors to foster nationalism besides language and culture. Citizenship education itself is full of the values of nationalism and patriotism (Suryana, 2021). Citizenship Education itself has become a compulsory subject for all students in formal schools as regulated in Law Number 2 of 1989 concerning the National Education System (Rahayu, 2007). Civics learning is very useful for shaping student character according to Pancasila values, as well as being a learning medium for students to get to know the Indonesian Nation better. and form a generation that loves the motherland. The inculcation of these values must be taught from an early age to the nation's generation and it is the teacher's role that is very important in realizing this, especially in teaching elementary school students who do not yet understand the noble values of their nation and are easily influenced by various things around them. including the negative effects of globalization. In Civics learning there are many things that affect student learning outcomes. There needs to be synchronization of all components in the learning process, namely the teacher, learning materials and also students. These three components have a reciprocal relationship and required facilities and infrastructure such as: learning methods, learning models, media and a good learning environment. With that will create an effective learning atmosphere and learning products will have meaning in the formation of morals, ethics and the growth of a spirit of nationalism in students and encourage the achievement of all objectives of learning Civics. This research is important to do because the spirit of nationalism is very important and influences our lives in the future to advance the Indonesian nation. Therefore, Civics learning needs to be taught well so that in us we grow awareness of how important it is to have a spirit of nationalism (Suryana, 2021).

## Research Methodology

In this study the authors used qualitative research with descriptive analysis through a literature study approach from various books, articles, journals and various scientific papers that were credible and accountable and relevant to the research topic. The data collection process was carried out first by searching for journals that were in accordance with this research and then analyzing and citing the appropriate theory. In the process of data collection and analysis, researchers are also guided by existing literature and sources (Zed Mestika., 2008).

## Result & Discussion

### *The Influence of Globalization on Education and the Generation of the Nation and its Solutions*

The era of globalization begins with a marked cooperative relationship between countries so that these countries ignore their boundaries. The negative impact of cooperative relations is that competition will become increasingly stringent, especially in the economic field. Globalization can also be interpreted as a process of worldwide attachment between individuals, nations and countries, and social organizations. This process is assisted by technologically advanced means of communication and transportation, and accompanied by socio-cultural values that influence each other (Fauziah, T., Maksum, H., & Bermawi, 2016). The influences of globalization have positive and negative impacts on the world of education. The positive impact of globalization on education includes. (1) Can access information easily, the more sophisticated technology, students can access information about education easily and quickly. For example, to access learning materials, download digital books and so on (2) Increasing the quality of educators, educators can now take advantage of increasingly sophisticated technological advances. That way educators can find out easily the learning trends in the world, and can also look for references to teaching and learning processes in developed countries (3) Increasing the quality of education, the existence of a very rapid flow of globalization, can change learning methods from simple to technology-based educational methods. For example, in ancient times the teacher wrote learning materials on the blackboard using chalk, but now with the existence of technology, teachers can provide material via power point, video sources from YouTube, and so on (4) Students are encouraged to create innovative work, the learning system with the one-way method is said to be less effective in student development, therefore educators need to improve the learning methods used such as student-oriented methods that can stimulate students' thinking power and also increase activeness in the learning process. In addition to globalization has a positive impact, globalization also has a negative impact on the world of education including (1) The level of students' moral quality is low, easy access to the internet can also have a negative impact on students' moral development, for example pornographic sites, photos and videos that are notdeserves to be rampant on social media without any filtration. The existence of these contents can have an impact on student behavior. Therefore, parents must control and supervise children when playing social media (2)

The level of social inequality is getting higher, in fact, technology-based education needs to be balanced with mental readiness and capital, which is certainly not small. In some countries, especially developing countries, technological developments can only be used by schools in urban areas, while schools in rural areas will find it difficult to access and lack of capital (3) The erosion of local culture, the influence of globalization in the world of education which is driven by developed countries can be a problem for developing countries, including Indonesia. As a result, it is feared that Indonesian culture will begin to disappear due to the fading sense of nationalism, as well as a westernized lifestyle, (4) The emergence of fast-paced tradition and instant, the educational orientation initially emphasized the process but has changed in terms of achieving results. As a result, most students only emphasize the final result when studying. To answer all the above problems, a new paradigm of education is needed. (Tilaar, 2007) suggests the existence of the main points of the new educational paradigm as follows: (1) education aims to form a democratic society, (2) education is needed to foster a democratic society, (3) education is directed to develop behaviorism that answers various internal challenges global, (4) education must give birth to a united and democratic nation, (5) in facing a competitive and innovative life, education needs to develop the ability to compete in the framework of cooperation, (6) education must be able to develop diversity leading to the creation of an Indonesian society that is unite on the wealth of community diversity, and (7) most importantly, globalization which leads to a westernized lifestyle tends to reduce the values of local wisdom. This would contradict the fact that man first grew up in his own environment and culture. Therefore, only global values involved in the maintenance and development of local values need to be considered to be applied in the educational process of a society or nation. (Tilaar, 2007) These problems arise because not all people are proud to be Indonesian citizens. And here, formal and informal leaders must be role models in all areas of life. To achieve this goal, it is necessary to organize a new national education based on the following principles: (1) community participation in education management, (2) democratization of the educational process, Efforts have been made to overcome the negative effects of globalization, including loving domestic products, filtering foreign cultures according to the guidelines for values, norms and religious beliefs, understanding Pancasila values well, and increasing national potential (Irmania, 2021). In (Mutmainah, SU, & Dewi, 2021) another effort that is no less important is the character development of students. Character development can be done through education where in practice it can be done by implementing several strategies including awareness, acculturation, and empowerment as well as cooperation Citizenship Education Paradigm

Civics learning in schools needs to meet scientific standards. That way, students will have Civics knowledge objectively and not based on subjective knowledge alone. Given the importance of building student character, even though Civics education has been carried out by families and communities, it would be better if it was also carried out by schools. The problem is what kind of Civics education paradigm has been developed in schools so far (Magdalena, I., Haq, AS, & Ramdhan, 2020). Because students still commit moral deviations, and there are still social fractures with Civics nuances. Citizenship education in schools is said to be far from its role in building the nation's morals. Misconceptions about Civics education have also narrowed the scope of Civics education in schools. Based on the above aspects, aspects of citizenship education in schools must be prioritized and applied to the following teaching materials; First, citizenship education must prioritize the resulting citizenship aspects. Inviting and training students to practice the values of Pancasila cultivating Pancasila values are very important so that they can be implemented in everyday life (Septian, 2020), for example, by teaching students to maintain cleanliness, be honest in exams, help, respect others. Teach students to spend their pocket money to donate to the needy. Invite students to visit each other and carry out joint activities to develop an attitude of nationalism, respect, tolerance and cooperation among citizens. Second, the experiential dimension is worked on by efforts to present God in students' consciousness at all times in amazement at the beauty, majesty and sophistication of the universe created by God, as well as in students' daily activities. That way, God is not only presented at exclusive ritual moments, but continuously in every step of life. Third, the treatment of the ideological dimension is carried out by prioritizing the need for a nationalist attitude. Believing in the truth that students understand must not lead to narrow fanaticism, religious arrogance, paralysis of reason, and anti-dialogue attitudes. Divine truth is spread everywhere. Without this awareness, people easily fall into other actions under the pretext of salvation, which leads to social divisions.

### *The Importance of Civics Learning in Elementary Schools*

Civics is a compulsory subject in formal schools in Indonesia, including at the elementary school level. Civics is one of the trajectories that can lead Indonesian citizens to become good citizens. The social changes that occurred in the midst of globalization often led to the fading of the spirit of nationalism among the younger generation of the Indonesian people. PKn has a big role in overcoming these things. Where through Civic Education the morals of

the younger generation can be developed as desired by the nation. Civic Education is also a provision for nation-building where with citizenship education the younger generation has broad insights about their country so that it fosters enthusiasm for building the Indonesian nation in the future and always fosters love for the Indonesian nation through the introduction of various cultures and the riches of the Indonesian nation that they did not know before. (Djiwandono, 2000). The function of having Civics lessons in SD is as a means for students to understand their rights and obligations, have a commitment to be loyal to their nation, become human beings who are intelligent, skilled, and have Pancasila character according to what is contained in the Pancasila mandate and the 1945 Constitution. The learning function Civics at school according to (Winataputra, 2020), namely: (1) Making the younger generation understand national ideals and understand the goals of their country (2) Making humans responsible for solving a problem that exists both personal, community and state problems. And always fair and wise in making every decision (3) To become a generation capable of appreciating the ideals of the nation and being intelligent in making decisions (4) As a vehicle for the formation of intelligent, skilled and loyal people to the Indonesian nation, and with the Pancasila character. Seeing the importance of learning Civics. Civics learning in elementary school is always based on the principles of learning (PAIKEM), which stands for Active, Innovative, Creative, Effective and Fun Learning. With these principles the learning objectives of Civics can be achieved easily. The objectives of Civics learning itself include making students virtuous, independent, tough, responsible, professional, productive and physically and spiritually healthy. With effective Civics learning, students will also love their homeland, have strong national resilience and become the nation's successors who excel and have broad knowledge and master technology and art as well (Dewi, 2020).

#### *The Role of the Teacher in Enhancing the Spirit of Nationalism in Elementary School Students through Civics Learning*

In education, teachers play an important role in shaping the attitudes and character of their students at school so that they can have a high sense of nationalism in themselves. The sense of nationalism itself is an attitude that must be owned by every student as the capital of state development and the continuation of the life of the nation and state. In learning the teacher does not only act as a conveyer of material more than that the teacher must make the learning material acceptable to students and in learning students feel happy so that a sense of nationalism in the souls of students can be formed. The efforts that can be made by teachers in cultivating an attitude of nationalism in students through Civics learning are (Oktafani, 2019): (1) The role of the teacher as a corrector, namely the teacher's role is to admonish, advise and also set a good example to his students. this can be done by reprimanding students who are often late, admonishing students who skip classes and do not attend ceremonies. And always exemplifies disciplinary attitudes in schools. This is so that students do not have bad habits in their lives (2) The role of the teacher as an inspiration, namely the teacher must be able to inspire students to optimize the talents and potential that exist in students. And also changing the mindset of students that learning is only in the form of material but can be from things that are around and the greatness of students is not only seen from academic values but various skills in students (3) The role of the teacher as an informant, namely the teacher provides various information about students about Civics materials such as introducing state symbols, national heroes, state principles, national culture and others in a way that makes students happy and enthusiastic about learning (4) The role of the teacher as a motivator, namely the teacher must be able to motivate students to think chronologically and be able to place themselves in the present. This can be done by the teacher by telling stories about various hero figures with various positive attitudes they have The role of the teacher as a guide, namely the teacher teaches students to be able to solve problems so that students are able to do various assignments that the teacher gives. This guidance can be done by teaching students to help each other, how to be grateful, how to care for the environment and how to live in harmony and much more until children understand and are able to apply these things independently (6) The role of the teacher as a facilitator, namely by the teacher facilitating students to more easily understand the material and learning being conveyed, namely the teacher providing various supporting tools such as providing books, playing videos, and giving children access to be able to visit various historical places (7) The role of the teacher as a demonstrator, namely the teacher must be able to show a picture of an event both through the media and through himself about various important or historical events so that children can take the positive meanings and values that exist in these events.

In carrying out this role the teacher can take advantage of things around him such as diversity in schools and make various fun activities that reflect an attitude of nationalism for students. In the learning process, teacher readiness in teaching is no less important so that the teacher can always answer questions from students. As well as teachers must also be skilled in conveying material and understanding the various characters of their students so that a good learning atmosphere can be created and learning objectives can be achieved optimally. (Suyadi, 2013).

Obstacles and Efforts That Can Be Made by Teachers in Fostering a Spirit of Nationalism in Students According to one journal, in cultivating a spirit of nationalism there are several obstacles, namely (Oktafani, 2019): (a) The formation of nationalism in children cannot be separated from the influence of education in the child's family. The nature and character of the dilator child is based on how the child is treated at home. Like being spoiled in children, this can happen because the child's parents are wealthy people so that children always get what they want easily (b) the influence of social media, with the existence of social media students are always made easy and they don't have to bother anymore to get what they want, the development of communication tools can also affect the mindset of children if children are not wise in using this technology the growth of children's nationalism can also be hampered (c) Reporting on social media, with media such as television, children often see various reports about problems that occur in Indonesia such as corruption, theft, fights and others, and not infrequently this is done by state figures and public figures, making children confused with the state. and do not have a worthy figure for them to emulate (d) Inadequate school facilities such as lack of history books, internet access and various other infrastructure needed in the learning process. In fostering an attitude of nationalism requires cooperation from all parties. Both teachers, schools and also parents. With the cooperation of various parties these obstacles can be overcome. Parents can control their children when they are at home, while teachers and schools act as promoters the creation of effective Civics learning to foster a spirit of nationalism in children. According to (Lestari, 2019) the application of Pancasila values must also always be taught to children both at home, school and also in society so that the spirit of nationalism itself is always reflected in children whenever and wherever they are

## Conclusion

Citizenship Education is important and cannot be underestimated. Therefore this Civics lesson is a compulsory subject in schools in Indonesia. In learning Civics in elementary schools, besides teaching theoretically the teacher also acts as a role model who can provide examples of good behavior towards his students and can instill a sense of love for Indonesian culture so that a spirit of nationalism can grow in students in the midst of the current era of globalization.

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