



Implementation of Nationalism Values in Improving Student Character in Class IV PPKn Subjects

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ABSTRACT

This research is motivated by the low value of nationalism in the character of fourth grade students at Al-Washliyah Ampera II Medan Private Elementary School in the academic year 2022/2023. The purpose of this study was to determine the implementation of nationalism values can improve the character of students in class IV Al-Washliyah Ampera II Private Elementary School Medan. This type of research is classroom action research (CAR). And use the Qualitative method. In the pre-cycle it was known that the character of students in the Civics subject was in the low category, namely not having reached 75% so that the teacher and researchers intended to improve learning to implement nationalism values in improving the character of students in class IV SD. Based on the results of a descriptive analysis of the student character in cycle I, the overall total score was 1946 with an average of 7.4.

Keywords: Nationalism Value, Student Character, Civic Education Lessons

Introduction

Problem Identification is Students do not memorize the Pancasila precepts and the Pancasila symbol, There are some students who do not memorize the Indonesia Raya anthem, There are still students who do not obey school rules, There are still students who do not respect the opinions of their friends in the learning process. The formulation of the problem is how can the application of Civics lessons through the implementation of nationalism values improve the character of students in class IV Al-Washliyah Ampera II Medan Private Elementary School?, What is the character of students before and after applying nationalism values? The purpose of the research was to find out the implementation of nationalism values can improve the character of students in class IV of Al-Washliyah Ampera II Private Elementary School Medan, to find out changes in students before and after implementing nationalism values. Based on observations made on Friday, November 11, 2022. 10:00 WIB at Al-Washliyah Ampera II Private Elementary School in class IV homeroom. The problem at SD Al-Washliyah Ampera II is students do not memorize the Pancasila precepts and their symbols, do not memorize the Indonesia Raya anthem, do not obey school rules, and respect the opinions of their friends in learning. The results of this observation were also strengthened by the results of an interview with a teacher at Al-Washliyah Ampera II Private Elementary School "There are activities in schools related to nationalism values, but they have not been implemented optimally. For example, the marching competition activity (PBB) which was participated in by students when commemorating the birthday of the Republic of Indonesia (HUT RI). However, this activity has not run optimally, because not all students take part in the activity". Nationalism is very important for the life of the nation and state, especially for the next generations of the nation, because this value is a form of love and respect for the nation itself. (Dahnial, 2021) Nationalism is an understanding or belief about loving the nation and state Alone. Nationalism is defined as awareness as a citizen who seeks to achieve, maintain and serve the identity, integrity, prosperity and strength of their own nation. (Winner Silaban, 2012) nationalism as a nationalism that arises because there is a feeling of shared destiny and history and the need to live together as one nation that is independent, united sovereignly and advanced in a united nation, state and shared hopes to reach and maintain and serve identity unity, prosperity and ability or power of the nation-state concerned. In an effort to instill the values of nationalism in the younger generation, especially students, this can be done through education, because a sense of

nationalism cannot be formed just like that. Nationalism education is one of the main objectives as stated in Pancasila and Citizenship Education, where at every level of education and even in the world of Pancasila and Citizenship learning lectures also exist. Therefore, the value of nationalism in the school environment is very important to be instilled in students such as the habit of maintaining the good name of the school, singing the national anthem, using good and correct Indonesian, respecting the red and white flag. Nationalism is defined as awareness as a citizen who seeks to achieve, maintain and serve the identity, integrity, prosperity and strength of their own nation. It is very important to have thoughts and behaviors that are in accordance with the spirit of Indonesian nationalism, love for the motherland and Indonesian homeland based on Pancasila if you want to teach nationalism to your children (Dahnial, 2023).

From the description above, there needs to be thought to study the values of nationalism so that it is applied and practiced in the world of education, because students are the hope of the nation who will lead their nation towards development in Indonesia. The values contained in nationalism have a very important meaning for the life of the nation and especially education in Indonesia. The value of nationalism that is applied in schools is building character (Nation) which means repairing, fostering, establishing, holding something. Meanwhile, character is character, character, psychological traits, morals or manners that distinguish one person from another. Andrianto (2011) explains "character includes a series of attitudes such as the desire to do the best; intellectual capacity, such as critical thinking and moral reasoning; behavior such as honest and responsible; defending moral principles in situations of injustice; interpersonal and emotional skills that enable a person to interact effectively in various circumstances; and a commitment to contribute to the community and society". Implementation of the value of Nationalism is very important to study. The author is interested in conducting research on "Implementation of Nationalism Values in Improving Student Character in Civic Education subjects in class IV Al-Washliyah Ampera II Private Elementary School". Because Teachers in primary schools fully support any and all programs designed to instill a sense of nationalism in students. This support is provided according to the responsibilities and roles of each individual (Dahnial, 2023).

Research Methodology

This type of research is classroom action research (CAR) using a descriptive qualitative approach. Then the data analysis technique used is Miles & Huberman. This research was conducted at SDS Al-Washliyah Ampera II which is located at Jl. Ampera II Dormitory, Sei Sikambing C II, Kec. Medan Helvetia, Medan City Prov. North Sumatra. The research was carried out in the even semester in June in the 2022/2023 academic year. The subjects of this study were 26 students of Class IV SDS Al-Washliyah Ampera II. Students in this class were chosen as research subjects because they found problems. A sample of this class action research is the character of students towards the PKN learning process in class IV SDS Al-Washliyah Ampera II. Data derived from observations (observations) are made into percentages, then analyzed by qualitative description. The data is analyzed using the formula to calculate the average based on scoring (Sugiyono, 2009: 95) as follows.

$$\text{Percentage} = \frac{\text{Number of students who complete} \times 100\%}{\text{Total number of students}}$$

The data that has been converted into percentages is then categorized into five categories (very high, high, medium, low and very low) with guidelines. After that, the results are described in a few sentences.

Table. 1. Standard Category Based on Student Active Learning Data

| No. | Score | Category |
|-----|------------------|-----------|
| 1. | $x \geq 80$ | Very high |
| 2. | $60 \leq x < 80$ | Tall |
| 3. | $40 \leq x < 60$ | Currently |
| 4. | $20 \leq x < 40$ | Low |
| 5. | ≤ 40 | Very low |

Then make a classification table for the level of student completeness.

Table. 2. Classification of Achievement Completeness

| Classical Completeness Category | Score | Category |
|---------------------------------|-------------|---------------|
| $\geq 75\%$ | $x \geq 70$ | complete |
| $< 75\%$ | $x \leq 70$ | Not Completed |

Results and Discussion

The results of this study were carried out through a class action research approach to 26 research subjects in class IV of SD Al-Washliyah Ampera II Private Elementary School which were presented in three parts, namely descriptions of pre-cycle results, cycle I and cycle II. The results of the research cycles I and II were carried out by implementing nationalism values in improving student character in Civics subjects. In the following, the results of the pre-cycle, cycle I and cycle II research were presented, during which research was carried out on the implementation of nationalism values in improving student character in the Civics subject in class IV Al-Washliyah Ampera II Private Elementary School for the 2022/2023 academic year, as follows:

Pre Cycle

Observation activities obtained pre-cycle scores and scores from the list of student scores and grades which are described in the table below:

Table 3. Results of the Value of Nationalism in Improving Student Character in PPKn Subjects in Class IV Pre-Cycle Elementary Schools

| No. | Student's name | Score | Mark | Completeness |
|---------|---------------------------------|-------|------|---------------|
| 1 | Abid Kholilulah | 9 | 45 | Not Completed |
| 2 | Arini Syahira | 6 | 30 | Not Completed |
| 3 | Azril Aditya Wicaksono | 6 | 30 | Not Completed |
| 4 | Azril Irham Moofty | 16 | 80 | complete |
| 5 | Light Talita Sakira | 7 | 35 | Not Completed |
| 6 | Cut Nuriaddelina Sofia | 6 | 30 | Not Completed |
| 7 | Danar Putra Pratama | 7 | 35 | Not Completed |
| 8 | Goddess Azra Sabilla | 6 | 30 | Not Completed |
| 9 | Febriyhanti Delta Putri Siregar | 6 | 30 | Not Completed |
| 10 | Hafiza Ardisna Panjaitan | 9 | 45 | Not Completed |
| 11 | Kelvin Alvaro | 16 | 80 | complete |
| 12 | Kenzio Alfaria Ruki | 8 | 40 | Not Completed |
| 13 | Medery Arziki Gunawan | 15 | 75 | complete |
| 14 | Muhammad Rayhansyah | 6 | 30 | Not Completed |
| 15 | Salbila | 10 | 50 | Not Completed |
| 16 | Siti Fatimah Arini Supit | 7 | 35 | Not Completed |
| 17 | Shofieyah Khanzah Zultanasah | 8 | 40 | Not Completed |
| 18 | Sulthan Maulana Chasi | 17 | 85 | complete |
| 19 | Tri Mulyani | 16 | 80 | complete |
| 20 | Zahira Rifdahanin | 7 | 35 | Not Completed |
| 21 | Zhuratul Jannah | 8 | 40 | Not Completed |
| 22 | Arga Syahputra | 7 | 35 | Not Completed |
| 23 | Ifani Nadila | 6 | 30 | Not Completed |
| 24 | Mohammad Eman | 17 | 85 | complete |
| 25 | Alif Adlin Pratama | 8 | 40 | Not Completed |
| 26 | Najipa Anisa Sayyidina | 16 | 80 | complete |
| AMOUNT | | 250 | 1250 | |
| AVERAGE | | 9,6 | 48 | |

Based on the table above, it can be concluded that the average value of nationalism in student character in the Civics subject in class IV of Al-Washliyah Ampera II Private Elementary School in the pre-cycle is 48. The number of students who have completed or achieved grades ≥ 70 is 7 students, while there were 19 students who had not completed or scored ≤ 70 . The following is a graph of student character mastery before the class action is

carried out in the pre-cycle:

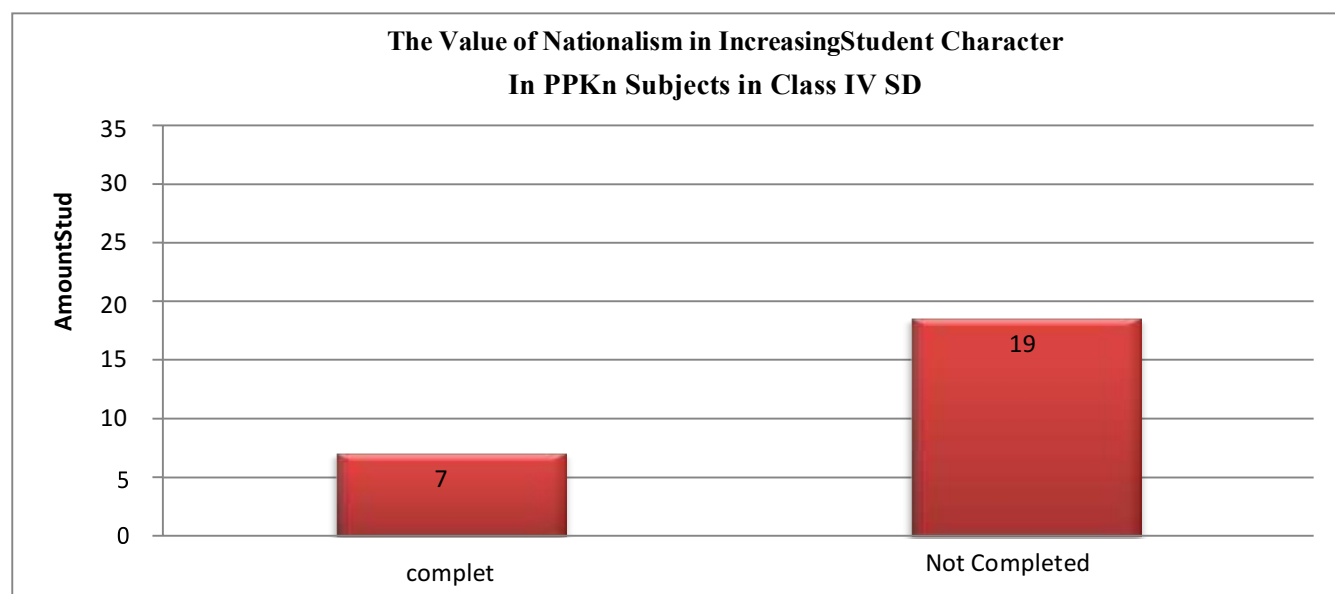


Figure. 1 Completeness of the Value of Nationalism in Improving Student Character in Civics Subjects in Class IV Pre-Cycle Elementary Schools

Based on the completeness value of nationalism in improving student character in PPKN subjects in class IV SD in the pre-cycle above, it can be seen that the character of students in Civics subjects is in the low category, which has not yet reached 75% so that teachers and researchers intend to improve learning to implement values nationalism in improving the character of students in class IV SD.

Cycle I

The implementation of cycle I was carried out on Tuesday 15 June 2023 in Civics subjects with material my living environment. Cycle I is divided into several stages, namely:

1. Planning

The first step in planning PPKn learning is done by preparing a learning implementation plan (RPP), preparing media, learning resources, and observation sheets for implementing learning in cycle I on the material where I live.

2. Implementation

The first cycle was held on Thursday 15 June 2023 for 2 hours (2 x 35 minutes). Learning activities are carried out in accordance with the RPP that has been made.

3. Observation

At this stage the observation of the first cycle of action research was carried out by the researcher. Observation results can be seen in the table below.

Table 4. Observation Results

| NO | OBSERVED ACTIVITIES | Value Scale | | | | | Score Street |
|-----------------|--|-------------|---|---|---|---|--------------|
| | | 5 | 4 | 3 | 2 | 1 | |
| 1 | Give smiles, greet, greet and pray every time you start and end learning in class. | | | √ | | | 3 |
| 2 | Dare to go forward without being called first. | | √ | | | | 4 |
| 3 | Be honest when doing assignments and exams given by the teacher. | √ | | | | | 5 |
| 4 | Take care of the environment. | √ | | | | | 5 |
| 5 | Use Indonesian properly and correctly. | √ | | | | | 5 |
| 6 | School rules are like coming to school. | | | √ | | | 3 |
| 7 | Students help friends who have difficulty understanding the subject matter. | √ | | | | | 5 |
| 8 | Respect the opinion of friends who differ from other students. | | √ | | | | 4 |
| 9 | Not picky in association | | √ | | | | 4 |
| Amount | | 38 | | | | | |
| Category | | Tall | | | | | |

From the table above, the two observers obtained the same results of observations on teacher activity. Thus it can be seen that all teacher activities during the learning process in cycle I took place in accordance with the procedure for implementing the learning plan. However, there were responses from observers to provide guidance to each individual during the teacher's process of asking students for responses about answers to ensure that all students were involved in ongoing activities. This is intended so that students get more intensive guidance by the teacher in improving student character. Based on the results of observations of student activities in Cycle I, the implementation of the value of nationalism in improving student character in the Civics subject on My Living Environment experienced an increase in every aspect of activity compared to pre-cycle.

4. Reflection

After going through the planning, implementation and observation stages, the researcher reflected on cycle I. Based on observations of problems during the implementation of the learning process in cycle I, researchers saw observations showing that teacher activities and student activities were still not optimal in the learning process. The process of improving learning has been carried out in accordance with the lesson plan, it's just that there are a number of activities that are carried out not optimally so that in cycle I there are still some obstacles and weaknesses.

Cycle II

The implementation of cycle II was carried out on Tuesday, June 17 2023 in Civics subjects with material my living environment. Cycle II is divided into several stages, namely:

1. Planning

The initial step in planning Civics learning was carried out by preparing a learning implementation plan (RPP), preparing media, learning resources, and observation sheets for the implementation of learning in cycle I on the material in the environment where I live.

2. Implementation

The first cycle was carried out on Tuesday 20 June 2023 for 2 hours of lessons (2 x 35 minutes). Learning activities are carried out in accordance with the RPP that has been made.

3. Observation

At this stage the observation of cycle II action research was carried out by the researcher. As for what was observed were the activities of students and teachers during the PPKN learning material in My Living Environment. Observation results can be seen in the table below.

Table 5. Observation Results

| NO | OBSERVED ACTIVITIES | Value Scale | | | | | Score Street |
|--------------------|--|------------------|---|---|---|---|--------------|
| | | 5 | 4 | 3 | 2 | 1 | |
| 1 | Give smiles, greet, greet and pray every time you start and end learning in class. | √ | | | | | 5 |
| 2 | Dare to go forward without being called first. | | | | | | 5 |
| 3 | Be honest when doing assignments and exams given by the teacher. | √ | | | | | 5 |
| 4 | Take care of the environment. | √ | | | | | 5 |
| 5 | Use Indonesian properly and correctly. | √ | | | | | 5 |
| 6 | School rules are like coming to school. | √ | | | | | 5 |
| 7 | Students help friends who have difficulty understanding the subject matter. | √ | | | | | 5 |
| 8 | Respect the opinion of friends who differ from other students. | √ | | | | | 5 |
| 9 | Not picky in association | √ | | | | | 5 |
| Amount | | 45 | | | | | |
| Information | | Very high | | | | | |

From the table above, the two observers obtained the same observation results. Thus it can be seen that all teacher activities during the learning process in cycle II took place in accordance with the procedure for implementing the learning plan. Based on the results of observing student activities in Cycle I, the implementation of the value of Nationalism in improving student character in Civics subjects in class IV on the environment where I live has increased in every aspect of activity compared to pre-cycle.

4. Reflection

After going through the stages of planning, implementing and observing, the researchers reflected on cycle II. Based on the results of observations of the problems during the implementation of the learning process in cycle II, the observations showed that teacher activities and student activities were optimal in the learning process. This can be seen when the atmosphere in the class is more conducive, students concentrate more on learning, most students are enthusiastic in the discussion method, students play an active role in discussions to discuss questions given by the teacher, students are also more courageous in communicating and answering discussion questions, and more confident and dare to express their opinion. This is because when the discussion takes place, the teacher often provides motivation to students so that the discussions that take place run effectively and students are also active. Students are no longer awkward to argue with each other and exchange ideas in solving problems. The teacher is also able to manage the class well so as to create an atmosphere and climate that is fun, orderly, active and can run smoothly. The learning process has been carried out in accordance with the lesson plan, the activities carried out were not optimal so that in cycle II only 1 student was found whose learning outcomes were still below the KKM and the percentage of student completeness had reached the specified target. The following is a graph of the completeness of student learning outcomes for the environment where I live after class action was carried out in cycle II:

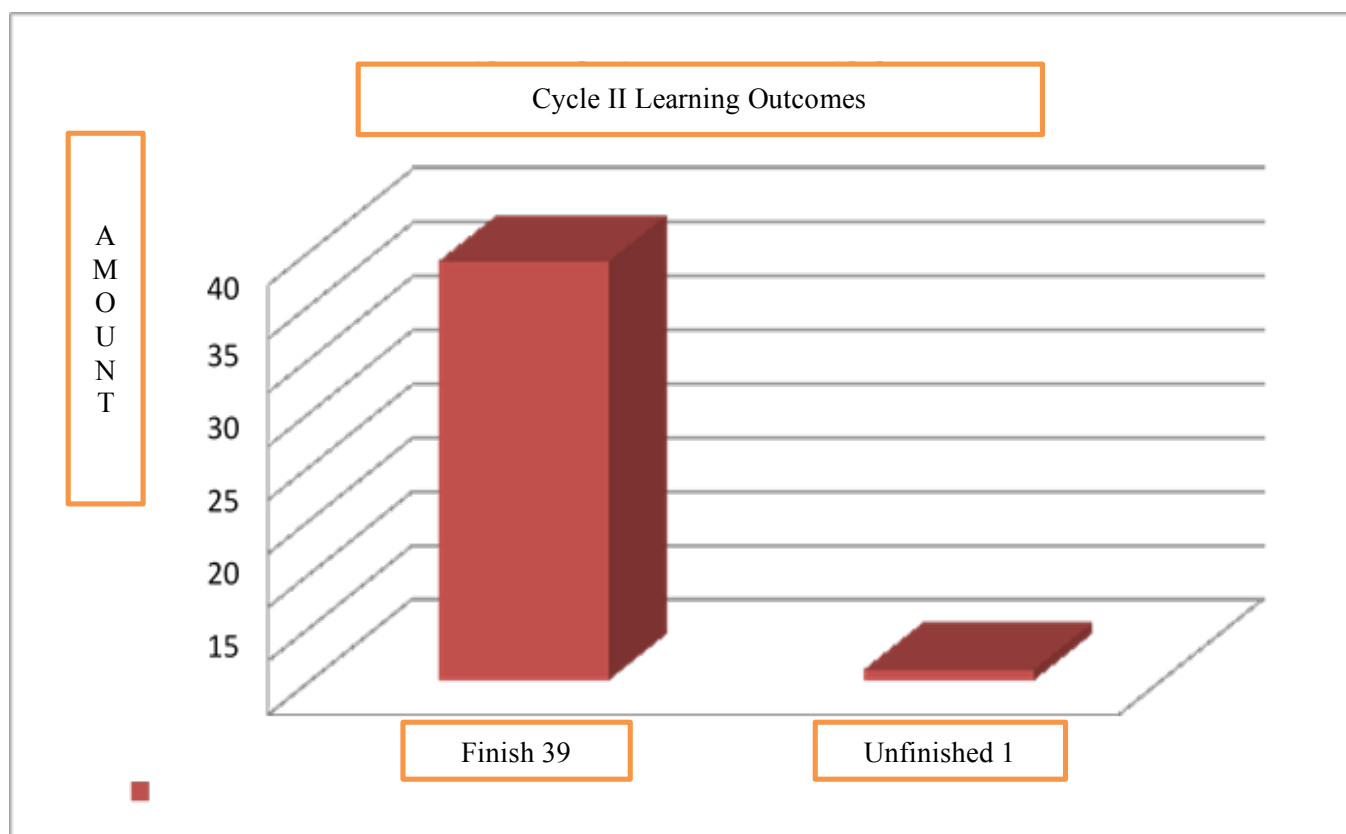


Figure 2. Graph of Completeness of Civics Cycle II Learning Outcomes

The table above shows the number of students who experienced mastery learning as many as 25 students. This means that individual learning completeness reaches 97.5%. While students who have not achieved mastery learning as much as 1 student (2.5%). When compared with the learning outcomes before the action was carried out, student learning outcomes experienced a very significant increase so that it can be concluded that Civics learning on the environment where I live in class IV Al-Washliyah Ampera II Private Elementary School was said to be successful and the research was stopped. Nationalism is an understanding of cultivating an attitude of love for the motherland based on historical similarities which then becomes one to maintain and loyalty to the nation and state (Rawinta & Arsana, 2013). Students who have not yet reached adulthood who need effort, help and guidance

from other adults to carry out their duties as one of God's creatures, as a human being, as a good citizen, and as a member of society as well as a person or individual (Sam, 2018). Sadikin (2008; 18) who defines nationalism as an attitude of love for the motherland or nation and country as an embodiment of ideals and goals bound by political, economic, social and cultural attitudes as a form of national unity or independence with the principles of freedom and equality in social and state life.

Cycle I

The implementation of cycle 1 was carried out on Thursday, June 15, 2023. Based on the results of a descriptive analysis of the student characters in cycle I, the total score as a whole was 1946 with an average of 7.4. Based on the results of the descriptive analysis there were still several problems in cycle I. One of them was that there were several students who had not reached the KKM. After analyzing and reflecting on cycle 1, the researcher tried to make some improvements in the teaching and learning process.

Cycle II

The implementation of the second cycle was carried out on Tuesday, June 20, 2023. In this second cycle, the student character results were obtained with an average value of 95.5 with a total score obtained by 26 students of 2485. In this second cycle it was stated that the students' character mastery classically it has been achieved because according to the provisions of minimum learning completeness in Al-Washliyah Ampera II Private Elementary School, that students are said to have completed learning if they obtain a minimum score of 70 from the ideal score and complete classically if at least 85% of the total number of students who have completed learning so that research it was not continued in the next cycle because the researcher's student learning outcomes increased with the grades that had been obtained by the fourth grade students of SD Al-Washliyah Ampera II Private Elementary School. Thus the environmental material where I live can improve the character of fourth grade students at SD Al-Washliyah Ampera II Private Elementary School. This can be seen from the increase in the total score of 1946 with an average student in cycle I was 74 and became 2485 with an average of 95.5 in cycle II. Thus, there is an increase in student character after being taught the material in the environment where I live. As the opinion (Muslich 2011) says that character education is a system of instilling character values in school members which includes components of knowledge, awareness or will, and actions to carry out these values both towards God Almighty, oneself, others, environment, and nationality so that they become human beings. Gaffar (in Kesuma et al, 2012) defines character education as a process of transforming life values to be developed in a person's personality so that it becomes one in that person's life behavior so that it can improve the character of fourth grade students at Al-Washliyah Ampera II Private Elementary School.

Conclusion

Based on the results of the research and data analysis that the author has done at Al-Washliyah Ampera II Private Elementary School, it can be concluded regarding the Implementation of the Value of Nationalism in class IV students in Civics subjects at Al-Washliyah Ampera II Private Elementary School, namely by habituation, example, giving examples contextual, learning through stories. The embodiment of the values of nationalism in grade IV students of SD Al-Washliyah Ampera II Private Elementary School can be seen from the behavior of self-sacrifice, love of the motherland, pride as an Indonesian nation, unity and oneness, obedience to regulations, discipline, courage, honesty, and hard work. The most prominent student behavior among the aspects of the value of nationalism is the behavior of hard work. This is because the teacher habituates students to be active when learning, such as giving assignments and noting the material delivered by the teacher at the end of each lesson. The causes of delays in the implementation of nationalism values include the limitations of learning media and the method of delivering learning material by teachers only through the use of stories. In addition, the time factor and the gap between the family environment and the community outside of school also greatly influence efforts to implement student nationalism values.

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