

## Investigation of Nationalism Values Through PKn Learning for Class V Students at UPT SPF SDN 106803 Pematang Johar School Year 2022/2023

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### ABSTRACT

This research aims to analyze the implementation of instilling nationalist values through Civics learning in class V students at UPT SPF SDN 106803 Pematang Johar. This research is research that uses descriptive research methods with a qualitative approach used to describe and answer problems in detail. Data collection techniques include observation, interviews and documentation. The results of this study are: 1) UPT SPF SDN 106803 Pematang Johar has instilled nationalist values through all learning activities, especially in Civics learning and non-academic activities through programs set by the school and extracurricular activities; 2) the obstacles experienced during the process of instilling nationalist values are due to environmental factors which have quite a big influence on the formation of student behavior, lack of knowledge of nationalist values, as well as the influence of globalization which is not addressed properly; 3) Efforts that can be made to overcome these obstacles are by carrying out established school programs through religious activities, carrying out extracurricular scout activities, mutual cooperation activities, literacy activities, and visiting museums through study tour activities. lack of knowledge of nationalist values, as well as the influence of globalization which is not addressed properly; 3) Efforts that can be made to overcome these obstacles are by carrying out established school programs through religious activities, carrying out extracurricular scout activities, mutual cooperation activities, literacy activities, and visiting museums through study tour activities. lack of knowledge of nationalist values, as well as the influence of globalization which is not addressed properly; 3) Efforts that can be made to overcome these obstacles are by carrying out established school programs through religious activities, carrying out extracurricular scout activities, mutual cooperation activities, literacy activities, and visiting museums through study tour activities.

### Introduction

Education is one of the most important human needs, because education is used as a benchmark in seeing the quality of a nation. Through education, it is hoped that it can create quality student personalities, can develop student potential through learning experiences, and can improve the quality of human resources to be better in line with educational goals. Law No. 20 Article 3 of 2003 National education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy,

knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Sujana, 2019). The purpose of education is not only to educate the nation, but also to instill ethics and morals so that every student has an attitude of nationalism within him (Ramdani, 2021). In his writings, the historian Kohn (1965) argues that "Nationalism is a state of mind in which the supreme loyalty of the individual is felt to be due to the nation state". Nationalism is an understanding based on a person's highest loyalty to the nation state, someone who has a high spirit of nationalism within himself will feel very worried if there is a threat to the unity and integrity of the nation (Fimansyah & Kumalasari, 2015). However, the values of nationalism of a nation begin to fade due to the impact of globalization which is not addressed positively (Pujasmara, 2021). The influence of globalization is so strong that it can give birth to new diversity which causes nationalist values to fade due to the effects of globalization along with the times, for example the decline in feelings of nationalism and patriotism, the loss of kinship and mutual cooperation, the eroding of love for culture, and westernized lifestyles. -western (Yoga Agustin, 2011). Efforts that can be applied in overcoming this are by instilling nationalist values through Civics learning. Article 39 of Law No. 2 of 1989 concerning the National Education System explains that Citizenship Education is an effort to equip students with basic knowledge and abilities regarding the relationship between citizens and the state as well as preliminary education to defend the country to become citizens who can be relied upon by the nation and country (Taniredja, 2015). This subject is one of the subjects that instills values, one of which is the value of nationalism. Research conducted shows that this school has the potential to instill habits in daily life related to nationalist values introducing regional and national songs to students, attending ceremonies for national holidays, explaining to students the history of Indonesia, and providing examples of the attitudes of heroes who should be emulated and applied in everyday life. By implementing these nationalist values, it is hoped that it can foster a sense of nationalism in students, students can appreciate differences in terms of ethnicity, religion and customs, tolerance and so on. This research is expected to obtain results in the form of instilling nationalist values through Civics learning, obstacles during the process of instilling nationalist values, and efforts made to overcome obstacles during the process of instilling nationalist values.

#### *Definition of Nationalism*

In the Big Indonesian Dictionary, Nationalism is defined as awareness of membership in a nation that is potentially or actually working together to achieve, maintain and perpetuate the identity, integrity, prosperity and strength of that nation, namely the national spirit. (Widiyono, 2019). Meanwhile, according to the Indonesian National Encyclopedia, Nationalism is a national ideology that grows because of similarities in fate and history as well as the interest in living together as an independent, united, sovereign, democratic and advanced nation in one united nation and state as well as common ideals in order to achieve, maintain and serve the identity, unity, prosperity and strength or power of the nation-state concerned (Kholidah, 2019). As for nationalism, according to Betrand in Sari & Dahnial (2021) is an understanding that creates and maintains the sovereignty of a country by realizing the concept of a shared identity for a group of people.

#### *Understanding Values*

According to Spranger (Halimatussa'diyah, 2020), Values are an order that is used as a guide by individuals to weigh and choose alternative decisions in certain social situations. Meanwhile, Kupperman, a sociologist, stated that values are normative benchmarks that influence humans in determining their choices between alternative ways of action. (Fadul, 2019). Meanwhile, according to Winarno in Hariyadi (2022: 113), value is something that is valuable, good and useful for humans or a determinant of quality that concerns type and interests and is the basis for determining human behavior. Goddess within Putri & Dahnial (2022) also revealed that values are the result of thinking carried out by a person or community as a group in determining something important or a value, idea and application.

#### *Definition of Learning*

According to the Ministry of National Education in Law no. 20 of 2003 concerning National Education System Article 1 Paragraph 20, Learning is a process of interaction of students with educators and learning resources in a learning environment (Damayanti & Magdalena, 2021: 15). According to Warsita (Damayanti & Magdalena, 2021: 15), Learning (Instruction) is an effort to make students learn or an activity to teach students. Sagala (Damayanti & Magdalena, 2021: 15) revealed that learning is teaching students using educational principles and learning theory, which is the main determinant of educational success. Learning can also be interpreted as an environment. According to Dahnial (2021: 112) What is meant by learning as an environment is another object where individuals gain new experience or knowledge or this knowledge has been obtained or discovered previously which is caused to divert the teacher's attention to students so that an interaction process occurs.

### *Steps to Cultivate Nationalist Values*

Planting the values of nationalism can be applied through the learning process in schools. As for the process of planting the values of nationalism according to Syarifah & Tanjung (2020: 74-80) can be done through the following steps: (1) Preparation, Prepare lesson plans by considering the use of appropriate media, strategies or learning methods to insert nationalist values that are adapted to the learning material to be taught (2) Implementation, Nationalist values can be inserted into each material, depending on how the teacher chooses what methods, media and strategies to use. Choosing the right media can increase children's interest in learning so that the insertion of nationalist values can run well. Instilling nationalist values can not only be applied in the classroom, but can also be done through study tours to historical places (3) Evaluation, Evaluations that can be carried out by teachers in instilling nationalist values include cognitive, affective, and psychomotor aspects.

### **Research Methodology**

This research is a type of descriptive research using a qualitative approach. This research was conducted in July 20223 at UPT SPF SDN 106803 Pematang Johar with the research subject being a class V teacher. The research instruments used in collecting data were observation, interviews, and documentation. This study uses data analysis techniques with the Miles and Huberman model which includes data collection, data reduction, data presentation, and conclusions. Data validity test was carried out by technical triangulation. Technical triangulation is triangulation that can be done by comparing the data generated through several different techniques in research.

### **Results and Discussion**

UPT SPF SDN 106803 Pematang Johar is a school that already has B accreditation, this school is located in Dusun II Pasar Lalang Pematang Johar, Labuhan Deli, Deli Serdang, North Sumatra. The number of class V students consists of 50 students who are divided into two classes where class VA consists of 26 students and class VB consists of 24 students. The school's vision is to produce students who excel, have faith and devotion to God Almighty and love the environment. The school's mission includes: (1) To realize or create students who obey worship (2) Forming good attitudes and behavior, polite, courteous and with character (3) Creating disciplined students (4) Creating an active, innovative, creative, effective, fun, joyful and meaningful learning atmosphere (5) Creating outstanding students (6) Creating a family relationship between the school community (7) Creating a green school. Based on the results of data analysis, the following results were obtained.

#### *Implementation of Instilling Nationalism Values Through Civics Learning in Class V Students at UPT SPF SDN 106803 Pematang Johar*

Instilling nationalist values in students is an effort to increase students' understanding of nationalist values and can also be used as a basis for forming attitudes towards becoming citizens who have a high spirit of nationalism based on moral values and character. The values of nationalism should be applicable to every subject, not just Civics. These values can have a positive impact on student character if applied properly and correctly. However, before applying these nationalist values, students need to understand what nationalist values are like first as initial capital in forming morals and character. Each student has a different character because they come from different family backgrounds, there are students who are used to applying nationalist values in their daily lives and there are also some students who are still not good at practicing these nationalist values. In order to increase understanding of these values, it is necessary to receive special attention from the school, namely with a religious activity program which is held every Friday which is attended by all students based on their respective beliefs and religions. For Muslim students who undertake tadarusan and sholawatan activities, Meanwhile, Christian students carry out worship activities and require students to take part in scout extracurricular activities which are expected to be used as a means of increasing the values of nationalism in students. This is done with the aim that students can become millennial generations who have good attitudes of tolerance, responsibility, help each other, discipline, independence, love for their homeland, and are virtuous and can apply nationalist values in their daily lives. their day. Interviews conducted with the homeroom teachers of VA and VB UPT SPF SDN 106803 Pematang Johar showed that the instillation of nationalist values in the school had been implemented well and was running effectively, but further improvements needed to be made so that in the future the students would be more deeply embedded in the spirit of nationalism. This can be seen from the activeness of students in participating in flag ceremonies which are routinely held every Monday and national holidays such as Independence Day, Education Day and Teacher's Day. Apart from that, teachers definitely apply morals to students, especially Pancasila values, students are taught how to worship according to their respective religions, one example is religious activities which are routinely held every Friday where Muslim students carry out tadarusan and sholawatan activities, while students who are Christians carry out worship activities. This activity can foster an attitude of tolerance in students not only between religious communities but also an attitude of mutual respect and non-discrimination in terms of ethnicity and religion and

making friends. Before applying the values of nationalism through teaching to students, the teacher has planned what things will be carried out such as literacy activities, singing national obligatory songs, imitating the attitude of the hero's struggle, and applying moral values, especially Pancasila moral values. in everyday life.

The learning method used by the teacher can determine whether the learning process runs effectively so that the learning objectives that have been set can be achieved. A teacher must be able to determine what kind of learning method is effective to use according to the conditions, needs and learning environment of students. The teacher uses the lecture method to convey nationalist values through Civics learning in class and invites students to participate in looking at the social problems that exist in society and then invites students to discuss how to solve these problems in accordance with the learning contained in the values. divine values and social values that can be emulated and applied in everyday life. As was the result of observations made during the research, the steps to inculcating nationalism values through Civics learning were applied by the teacher, namely the learning process began with the teacher greeting first, then by praying together, then singing national obligatory songs with the aim of fostering the spirit of nationalism in students. The teacher checks the presence of students, then carries out literacy activities first and continues with the core activities until they are finished. In instilling the values of nationalism, literacy activities are used as a means of reading and understanding the history of the struggle of the Indonesian people and national heroes. The literacy program implemented by the school is also running well where every day students are required to read books that have been provided in the library, this is an opportunity for teachers to instill nationalist values through literacy activities by reading books about the history of the Indonesian nation's struggle. The teacher also explains how the history of the Indonesian nation's struggle to students such as the spirit of struggle, emulate and apply the attitudes of the heroes of the struggle of the Indonesian nation, especially heroes of education and teach about Pancasila values starting from the first precepts to the last precepts both in the school environment and the community environment. The learning process also went well where when the teacher gave guidance the students listened to the teacher carefully even though there were still students chatting when the teacher explained. Students who are caught chatting while the teacher is explaining will be reprimanded with polite words so that the learning process can run well until the end. The learning process also went well where when the teacher gave guidance the students listened to the teacher carefully even though there were still students chatting when the teacher explained. Students who are caught chatting while the teacher is explaining will be reprimanded with polite words so that the learning process can run well until the end. The learning process also went well where when the teacher gave guidance the students listened to the teacher carefully even though there were still students chatting when the teacher explained. Students who are caught chatting while the teacher is explaining will be reprimanded with polite words so that the learning process can run well until the end.

#### *Obstacles During the Process of Instilling Nationalism Values Through Civics Learning in Class V Students at UPT SPF SDN 106803 Pematang Johar*

Based on the results of research in the field, it was found that in instilling nationalist values through Civics learning in class V students, researchers found several obstacles that became obstacles in instilling these nationalist values. Every instillation of nationalist values must go through a learning process that is not easy and sometimes things do not go according to what has been planned even though the plan has been implemented as well as possible. Class V teachers or homeroom teachers at UPT SPF SDN 106803 Pematang Johar still face obstacles in the process of instilling nationalist values. The things that become obstacles in instilling these values are that there are still some students who sometimes forget national holidays and also do not know the names of national heroes. Furthermore, due to the impact of globalization which is very strong and is not addressed well, it gives birth to new diversity which causes the erosion of nationalist values due to the proliferation of the internet today which is easily accessible to anyone which causes students' attitudes and behavior to tend to follow what they see and have an impact. negative, such as students only knowing the songs that are currently viral which sometimes have bad meanings, this is also one of the reasons why some students don't know the national obligatory songs. Furthermore, it is due to environmental factors, both the home environment and the outside environment, for example, sometimes in terms of language, there are students who are less polite in speaking because they are carried away from the home environment and the outside environment. Environmental factors have quite a big influence on the formation of behavior in students, the habits brought by certain students are different. Teachers are only able to control students' attitudes and behavior in the school environment, while outside of school it is the responsibility of each student's parents to monitor student behavior whether good or bad because teachers cannot fully control student behavior outside the school environment. Another thing that is an obstacle for teachers in instilling nationalist values at UPT SPF SDN 106803 Pematang Johar is due to students' lack of knowledge of nationalist values which is characterized by the erosion of students' morals and ethics regarding the culture of politeness and politeness towards older people as in teachers and the decline in love for the homeland because it is eroded by developments over time due to the influence of globalization which is not properly filtered.

*Business-Efforts Made to Overcome Obstacles During the Process of Instilling Nationalist Values Through Civics Learning in Class V Students at UPT SPF SDN 106803 Pematang Johar*

Instilling the values of nationalism from an early age can form a child's personality to be better and in accordance with the values of nationalism so that it can contribute to building a better nation and state. The process of developing a child's personality is shaped by the family, especially parents at home and the school environment. School is a place where children interact with other people such as teachers and school friends as well as a place used in carrying out formal learning activities. Based on the results of observations at UPT SPF SDN 106803 Pematang Johar, the efforts made in instilling the values of nationalism are by implementing programs that the school has implemented for students. The school program is a special program made by the school with the intention of achieving the goals set by the school. The program implemented at UPT SPF SDN 106803 Pematang Johar is by carrying out religious activities which are participated in by all students every Friday where Muslim students will undergo tadarus and prayer activities together while Christian students will undergo a series of devotional activities. This aims to deepen students' knowledge regarding the religion they each adhere to in accordance with the first principle of Pancasila. Through these religious activities, it can also make it easier for teachers to instill an attitude of tolerance in students by respecting each other's differences both in terms of religion and ethnicity by not choosing friends when playing, respecting friends who are carrying out religious activities, and so on. This aims to deepen students' knowledge regarding the religion they each adhere to in accordance with the first precepts of Pancasila. Through these religious activities, it can also make it easier for teachers to instill an attitude of tolerance in students by respecting each other's differences both in terms of religion and ethnicity by not choosing friends when playing, respecting friends who are carrying out religious activities, and so on. This aims to deepen students' knowledge regarding the religion they each adhere to in accordance with the first precepts of Pancasila. Through these religious activities, it can also make it easier for teachers to instill an attitude of tolerance in students by respecting each other's differences both in terms of religion and ethnicity by not choosing friends when playing, respecting friends who are carrying out religious activities, and so on. Next, namely through scout extracurricular activities which are routinely held every Saturday and guided by scout coaches. All students, especially class V students, are required to take part in these extracurricular activities. Through these extracurricular activities students are trained so they can become the next generation of the nation who can be responsible, disciplined, independent, love the motherland, and virtuous. Apart from that, every Saturday the students also carry out mutual cooperation activities. Gotong royong activities are carried out to clean the school environment together to make work easier, from these activities can foster an attitude of helping each other and building unity and unity among the school community and be able to obey the rules at school, and so on. In addition, the school also routinely conducts study tour activities every year by visiting the national museum with the aim of introducing Indonesian cultures, especially those in North Sumatra.

## **Conclusion**

Based on the results of research regarding the instillation of nationalist values through Civics learning for class V students at UPT SPF SDN 106803 Pematang Johar, it can be concluded that UPT SPF SDN 106803 Pematang Johar has implemented nationalist values well but needs further improvement so that in the future the students the spirit of nationalism is further embedded. In its implementation, it uses several methods such as the lecture method, inviting students to participate in looking at social problems that exist in the community and literacy activities. The teacher also invites students to sing national songs at the beginning of learning, apply moral values to students, especially Pancasila moral values and also require students to take part in extracurricular scout activities and religious activities which are routinely held once a week. In its implementation there were several obstacles experienced which were related to unfavorable environmental factors, student morals and character, as well as students' lack of knowledge of nationalist values. However, these obstacles have begun to be resolved with programs that have been specially designed by the school for students.

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