

# THE ROLE OF CIVIC EDUCATION SUBJECTS AS AN EFFORT TO BUILD STUDENTS' SENSE OF NATIONALISM

Nafa Miftakhul Riska

Civic Education, Sebelas Maret University

[nafamiftakhul@student.uns.ac.id](mailto:nafamiftakhul@student.uns.ac.id)

## Abstract

The purpose of writing this article is to find out the role of Civics subjects in shaping students' nationalism at SMP N 2 Kebakramat and to find out the obstacles faced by Civics teachers in fostering a sense of nationalism in students. In this study, researchers used a qualitative description approach. This research was conducted at SMP N 2 Kebakramat. The subjects in this study were junior high school teachers. Data collection techniques used interview techniques with Civics teachers. In the process of implementing Civic Education learning, it experiences several obstacles such as being boring, unattractive, and seemingly trivial so that students are unable to receive knowledge and the character education that has been taught is not conveyed properly. Civics teachers have a big role in instilling character education in students. Teachers must be able to set an example and carry out learning innovations so that students are able to filter information and are able to form character according to what was proclaimed by the Ministry of Education and Culture.

Keyword : Nationalism, Civic Education.

## Introduction

Globalization that is happening at this time has a major influence in various fields of life, including the field of Education. Changes in these various fields will certainly be felt by every level of society which will certainly have an impact. This change has an influence on the future of the country's life. The presence of globalization provides various changes in the implementation of education.

Education is the most important and foremost thing in forming intelligent and moral citizens. In accordance with Law No. 22 of 2003 concerning National Education which states that education has the function of developing capabilities and forming character and citizens who are democratic and responsible. *UU no. 20 of 2003 concerning the National Education System [JDIH BPK RI]*, nd). In accordance with the sound of the law, education has a function, one of which is to make citizens who have morals and noble character.

In the realm of education, you will encounter various problems from the learning system, the implementation of learning to the character of students. According to the Ministry of Education and Culture, the character of students must reflect the character of PPK (religious, nationalism, integrity, independence and mutual cooperation) (Mughtar & Suryani, 2019). School as a means to shape the character of students. In this era, the character values of students are felt to decrease, such as brawls, drug use, and westernized culture.

Indonesia is a country that has a rich culture or multiculturalism. But over time, Indonesian people, especially the younger generation, are less able to preserve local culture. This can be seen from the lifestyle of the younger generation who are westernized, are not proud of their own culture, so they prefer to use foreign-made goods rather than those made in their own country. This of course has many factors why the younger generation tends to slowly forget their own

national culture. It is this enormous influence of globalization that has eroded the sense of nationalism and love for the motherland of this nation's next generation. The value of nationalism is a value or a sense of pride in the nation and homeland of Indonesia. And naturally the next generation of the nation must have a high sense of nationalism.

According to a survey conducted by the Center for Research and Development of the Ministry of Religion in 2021, the character index of students at the secondary education level was 69.52, down two points from last year's indicative figure (71.41). online learning system and the covid-19 pandemic. Online learning is not optimal so that the character level of students also decreases.

School as a place for character formation, especially the sense of nationalism of students. Teachers also have a big role in fostering a sense of nationalism and love for the motherland. In this case, in line with the Pancasila and Citizenship Education subjects, Civic Education has the aim of developing the character of students who are in accordance with the noble values of Pancasila which are expected to be able to form *good citizens*.

In a previous literature review by Nita Prianti, et al, it was found that students at SMA N 1 Petir did not understand the importance of nationalism and the lack of concern for students towards attitudes and behavior that were inconsistent with Pancasila (Prianti et al., 2019). It can be concluded that students who do not know the importance of nationalism and love for the motherland also give a level of sense of nationalism that exists in students.

With regard to Civic Education, of course Civic Education teachers as teachers and mentors of students must be

able to build a sense of nationalism in students in the current era. In the implementation of planting the value of nationalism will certainly experience various obstacles.

Writing this article aims to find out the role of Civics subjects in shaping students' attitudes of nationalism at SMP N 2 Kebakramat and to find out the obstacles faced by Civics teachers in fostering a sense of nationalism in students.

## Literature Review

### Citizenship

Education Citizenship Education (PKn) is a subject that has a focus on goals to form oneself from various aspects such as religion, language to become skilled, intelligent, and characterized Indonesian citizens based on Pancasila and the 1945 Constitution (Akbal, 2016 ). Pkn aims to build the personality of the nation's successor in accordance with the values of Pancasila. The vision of PKN subjects is the realization of a subject that functions as a means of fostering national character (nation and character building) and empowering citizens (Anatasya & Dewi, 2021).

### Nationalism

The word "nationalism" according to Indonesian means understanding (teachings) to love one's own nation and country; politics to defend self-government (*Big Indonesian Dictionary (KBBI) Online*, nd). Nationalism is an attitude of loyalty or allegiance to the nation and its country. In nationalism there is a very deep sense of love for the nation. The aim of nationalism is to develop national values, unite the nation and state awareness. (Hasna et al., 2021) It is necessary to instill an attitude of nationalism in students who are able to become the nation's successors who fill and maintain national

independence. In this case it is necessary to instill the character of nationalism in students in schools.

Society must have a sense of nationalism character. because with an attitude of love for the motherland, people can protect and protect the country. Nationalist character values are ways of thinking, behaving, and acting that show loyalty, care, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation, placing the interests of the nation and state above self and group interests (Ananda et al., n.d.).

There are various factors that influence the attitude of nationalism, namely internal factors and external factors. In terms of internal factors, in the sphere of family and society that do not provide an example of a sense of nationalism so that the next generation will follow what their predecessors have done. While external factors such as globalization for the nation's successors who are unable to adjust will tend to be eroded by this globalization. (Hestien & Baehaqi, 2014)

### **The Role of Civics as Character**

Education Citizenship education aims to build the character (Character Building) of the Indonesian nation which includes: a) forming participatory skills of quality and responsible citizens in the life of the nation and state; b) to make Indonesian citizens intelligent, active, critical and democratic, but still committed to maintaining national unity and integrity; c) developing a culture of civilized democracy, namely freedom, equality, tolerance and responsibility (Rozak & Ubaedillah, 2011).

Given the importance of the function and position of Pancasila in the governance of social, national and state life, Pancasila education is instrumental in

building good citizens (good citizenship) with Pancasila character (Tuhuteru, 2017).

### **Method**

In this study, researchers used a descriptive qualitative approach. The descriptive method is a method used to describe or analyze a research result but is not used to make broader conclusions (Sugiyono, 2016). This research was conducted at SMP N 2 Kebakramat, Karanganyar Regency. The subjects in this study were Civics teachers. This is because there are problems that can be researched regarding the role of Civics subjects in fostering a sense of nationalism in students through various methods or strategies and the process of instilling a sense of nationalism carried out by subject teachers.

Data collection techniques through interviews. Interviews are conversations and questions and answers that are directed to achieve certain goals preceded by informal questions (Rachmawati, nd). This interview aims to gain knowledge about subjective meanings that are understood by individuals regarding the topic under study. data processing technique used in compiling this article is to relate the findings of the data to the phenomena that occur so as to produce a new conclusion as a result of the study conducted by the author

### **Result and Discussion**

In Pkn there are two character values, namely the main character value and the main character value. The main character values proclaimed by the Ministry of Education and Culture are religious, nationalist, independent, mutual cooperation and integrity (Muchtar & Suryani, 2019)

Students to be able to foster a sense of nationalism. The existence of the Covid-19 pandemic has had various impacts on the world of education. The

implementation of instilling nationalist values at SMP N 2 Kebakramat was carried out during Civics learning taking place, this was because learning was carried out online. If learning is carried out offline and schools are carried out normally, then the cultivation of an attitude of nationalism can be implemented massively. However, after carrying out offline learning, several students, especially class VII, admitted that they did not memorize Pancasila, did not memorize the national anthem Indonesia Raya and many did not know the heroes who had fought for the independence of the Indonesian nation. This is due to a pandemic so that students more often use smartphones to access entertainment rather than to increase their knowledge about the Indonesian nation.

The role of the Civic Education teacher at SMP N 2 Kebakramat has various roles as an educator, facilitator and motivator as well as being a good role model for students who later students are able to emulate and emulate the exemplary attitude of the Civics teacher. Civics teachers at SMP N 2 Kebakramat have implemented various existing roles. As educators, teachers master the material by reading the latest reference sources and explaining the material to students. The teacher also provides an example so that students are able to emulate this behavior such as entering on time, being polite, and protecting the environment. Thus it can be concluded that Education teachers at SMP N 2 Kebakrata have carried out various existing teacher roles such as motivators, facilitators, teachers, and mentors. The cultivation of a sense of nationalism and patriotism can be carried out by teachers on heroes of the struggle for Indonesian independence, or other materials related to history subjects. In choosing textbooks, the teacher must also consider the value of the child, with the hope that it can teach

students about instilling character education (Fauziah, 2014).

Regarding education management in schools, all SMP N 2 Kebakramat teachers have implemented it as in the early stages, namely making preparations, namely making lesson plans or lesson plans such as making indicators of learning outcomes, learning objectives, use of media and methods, as well as the material to be used. Then in the second stage, namely the implementation stage in accordance with the steps that have been made accompanied by the use of media or tools so that the lessons are easily accepted by students. Then in the final stage, namely evaluation, the teacher also conducts an assessment or evaluation. Evaluation of learning is carried out when the teacher has completed the material for 1 chapter, which is then held with daily tests. The results of daily tests were then analyzed in order to obtain student absorption, both individual absorption and class absorption.

From the various efforts that have been made by the teacher to form a sense of nationalism in students at SMP N 2 Kebarakramat, of course there will be various obstacles or obstacles. Obstacles experienced by teachers in instilling an attitude of nationalism, namely in inadequate facilities and infrastructure such as the lack of functioning of several LCDs which certainly hinder the implementation of learning, limited mastery of technology, then the influence of the social environment of students. The social environment is an area where a person lives and settles down to socialize or mingle and interact with people in the surrounding environment (Sapara et al., 2020).

Character education is able to form someone who is smart in thinking and acting as a good citizen. Of course this is closely related to Civics which is not only

about how society can be responsive, critical, and socially creative but the ultimate goal is to instill morals which are expected to shape the noble morals of society (Andrian, 2017). However, in the process of implementing Civics learning, it experiences several obstacles such as being boring, unattractive, and seemingly trivial so that students are unable to receive knowledge and the character education that has been taught is not conveyed properly. Civics teachers have a big role in instilling character education in students. Teachers must be able to set an example and carry out learning innovations so that students are able to filter information and are able to form character according to what was proclaimed by the Ministry of Education and Culture.

## Conclusion

In this era of globalization, the roles of various parties such as family, community, and schools are very important in building the character of the nation's next generation. Efforts to form the character of students are very important for the development of the nation or the sustainability of the nation's life. In this case it can be done with character education through Civic Education in schools or character education in society. Character education in schools needs to increase the implementation of Pancasila and citizenship education as a vehicle for character education in Indonesia. In this case the teacher not only teaches conceptually about the character of students but also directs how students are able to apply it to everyday life.

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