

Instilling Nationalist Attitudes Through PPKN Learning in Class VII Students of MTS Fatimah Nangapaang Manggarai Regency

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Abstract

Instilling Nationalism Attitudes Through PPKn Learning for Grade VIII Students of MTS Fatimah Nangapaang, Manggarai Regency. Nationalism is an attitude that must exist and be instilled early on in students in order to foster students to become good citizens, have knowledge, skills, and social concerns that are useful for themselves as well as society and the country. This study aims to determine the instillation of students' nationalism attitudes in subjects through PPKn subjects at MTS Fatimah Nangapaang, Manggarai Regency. This study is a type of qualitative field research by describing and analyzing the results of instilling nationalism attitudes through PPKn subjects. For data analysis using descriptive analysis by reducing data, presenting data, then drawing conclusions. The results of the study show that: Instilling Nationalism Attitudes Through PPKn Learning in class VII students of MTS Fatimah Nangapaang, Manggarai Regency can be seen from the love of the homeland and nation, pride as an Indonesian nation, appreciating the services of heroes, accepting diversity, including through habituation, role models, providing contextual examples, learning through stories and media, such as pictures of heroes, the song Indonesia Raya and other national songs.

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1. INTRODUCTION

Basically, education is a pedagogical effort to transfer a number of values held by the people of a nation to a number of students through the learning process. In other words, education can be interpreted as a result of a nation's civilization which is developed on the basis of a nation's own view of life in terms of societal values and norms which function as a philosophy or as ideals and a statement of its educational goals.

Education is also a conscious effort to develop the potential of human resources according to article 1 of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which states that: education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by themselves, society, nation and state.

Nationalism is also a spirit of love for the homeland and high loyalty to the nation and state. The low level of student nationalism is thought to be due to the PPKn learning process which is still dominated by lecture methods and memorizing concepts, so that it does not provide direct experience and active involvement of students. One of the alternative learning strategies that can be implemented can prepare students to become citizens who have a strong and consistent commitment to defending the Unitary State of the Republic of

Indonesia. A strong and consistent commitment to the principles and spirit of nationalism in the social life of the nation and state which is based on the 1945 Constitution, needs to be continuously improved to provide a deep understanding of the Unitary State of the Republic of Indonesia.

Deep understanding of the Unitary State of the Republic of Indonesia, especially for the younger generation as the next generation through education taught by teachers at school. As teachers and educators must have appropriate competencies and abilities in learning to improve the quality of learning. That is why every educational innovation, especially in curricula and improvement in human resources resulting from efforts in education, always comes down to the teacher factor. This shows that the role of teachers exists in the world of education.

The main problem in Civics learning is the teacher's role and appropriate methods in increasing student activity when delivering Civics learning material. The process of implementing PPKN teaching and learning activities still seems very rigid and less flexible, teachers are more dominant than students so that the PPKN learning process tends to be a saturated and boring subject. It is often found that teachers play too many roles in class, often teachers who are active so that students are completely passive as teaching objects. Therefore, an attitude of nationalism must be instilled in every student in order to develop students into good citizens, having knowledge, skills and social concern for themselves as well as for society and the country. So, to realize this goal in the teaching and learning process, it is not only limited to the knowledge and skills process but must be analyzed through aspects of attitudes that are instilled during the teaching and learning process and also influence efforts to instill an attitude of nationalism in students. One thing that is important for a teacher to instill the values of nationalism in students is that the teacher must have a good personality and integration and have a healthy mentality.

Based on the explanation above, it can be understood that teaching and learning activities carried out by teachers or teaching staff must be innovative in order to motivate students to have a spirit of nationalism which plays an important role in providing for their lives in society now and in the future. In this case, it is through PPKN learning in order to instill an attitude of nationalism in students. In current conditions, educational problems occur because there are more and more factors that influence students' nationalist attitudes, one of which is at the MTS Fatimah Nangapaang school, Manggarai Regency.

2. RESEARCH METHOD

This type of research uses qualitative descriptive research. According to Bogdan and Taylor, as quoted by Lexy J. Moleong (2007:4), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Qualitative descriptive research is also a type of qualitative research.

The aim of this research is to reveal the facts, circumstances, phenomena, variables and conditions that occurred while the research was running and present them as they are. This research uses a qualitative descriptive research method because it aims to describe and describe the installation of nationalist attitudes through Civics learning in students.

Place and Time of Research. This research aims to obtain a clearer, more complete picture and information, making it possible and easier for researchers to conduct observational research. Therefore, the author determines the research location as the place where the research will be carried out. In this case, the research location is located in Manggarai, precisely at the MTS Fatimah Nangapaang School.

J. Moleong (2002:112) in his book entitled Qualitative Research Methodology, states that the main data sources in qualitative research are words and actions, the rest is in the form of additional data such as documents and so on. In this regard, in this section it is clear

that the data is divided into words and actions, written data sources, photos and statistics. Meanwhile, what is meant by data source in research is the subject from which data can be obtained. When using interviews to collect data, the data source is called an informant, namely a person who responds or answers questions either in writing or orally. In this research, the primary data source in the form of words was obtained from interviews with predetermined teachers which covered various matters related to cultivating an attitude of nationalism through the implementation of PPKn learning for students at the MTS Fatimah school, Manggarai Regency.

Meanwhile, secondary data sources in this research are curriculum data, list of student names, MTS Fatimah Nangapaang school profile, as well as photos of teaching and learning activities at the MTS Fatimah Nangapaang school, Manggarai Regency. This research study focuses on the implementation of PPKn learning in terms of instilling an attitude of nationalism in class VII students at MTS Fatimah Nangapaang, Manggarai Regency, which includes what material is taught, the methods used in learning and the assessment techniques carried out.

In this research the researcher carries out direct observations or interviews, a direct observation study where in this case the researcher will participate in the activities carried out. The observation sheet used in this research aims to observe the ongoing activity process. In this case, the researcher wants to know the extent to which nationalist attitudes are instilled through PPKn learning in class VII students at MTS Fatimah Nangapaang, Manggarai Regency, through teachers and good acceptance by students.

Therefore, the main targets of the observational interviews conducted were PPKn teachers and students as supporters who could improve the interview results. Documentation in accordance with the research object is data collection obtained through data from the MTS Fatimah Nangapaang school, Manggarai Regency. In terms of data collection in this research, the researcher went directly to the research object to obtain valid data, the researcher used the following method: Observation or observations can be interpreted as systematically observing and recording symptoms that have an impact on the research object. In this direct observation, the researcher, apart from acting as a full observer who can observe symptoms or processes that occur in actual situations which are directly observed by the observer, is also an actor and participates in carrying out the teaching and learning process in Civics learning at MTS Fatimah Nangapaang, Manggarai Regency, both inside and outside the classroom.

An interview is a conversation with a specific purpose carried out by two parties, namely the interviewer who asks questions and the interviewee who provides answers to the questions. The interview technique that researchers use is structured (written), namely by first preparing several questions that will be asked to the informant. This is intended so that the discussion in the interview is more directed and focused on the intended goal. Through the documentation method, researchers use data in the form of documents related to Civics learning including: syllabus, lesson plans, assessment documents, learning activity schedules, lists of student names, facilities and infrastructure, documentary photos and so on. The validity of the data in this research was determined using credibility criteria. To obtain relevant data, the researcher checked the validity of the research data by: In this research, source triangulation was used. Source triangulation is used to check data regarding its validity, comparing interview results with the contents of a document by utilizing various sources of information data as consideration.

Data analysis is the process of organizing and sorting data into patterns, categories and basic descriptive units so that themes can be found and working hypotheses can be formulated as suggested by the data. Qualitative data analysis is an effort carried out by working with data, organizing data, sorting it into manageable units, synthesizing, looking

for and finding patterns, finding what is important and what has been learned and deciding what can be told to other people. Qualitative data analysis begins by reviewing all available data from various sources, namely interviews, observations written in field notes, personal documents, official documents, photographs and so on.

Furthermore, the data obtained from this research, both primary data and secondary data, are analyzed using qualitative techniques and then presented descriptively, namely explaining, describing and illustrating according to problems that are closely related to this research.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

From the results of the data findings using data collection techniques through observation, documentation and interviews. The researcher will draw a research discussion regarding the Cultivation of Nationalist Attitudes through Civics Learning in Class VII Students of MTS Nangapaang, Manggarai Regency as follows:

1. Attitudes of Nationalism in Civics Learning in Class VII Students of MTS Fatimah Nangapaang, Manggarai Regency

a. Proud to be Indonesian

Students can be proud of their nation because the Indonesian people have made this country great. Thanks to the warriors who have contributed to making this country famous in the world. The struggle of Indonesian heroes was no less great than the struggles of other nations in gaining independence, so students can take an example of the spirit of the heroes to protect and advance the Indonesian nation.

b. Love of Country and Nation

Love of country is a very important thing that every individual has. Love of country is love for the country where we were born, raised and gained life in. Love of the country is an attitude based on sincerity and sincerity that is manifested in the actions of the success of the country and the happiness of the nation.

c. Accepting diversity

The country of Indonesia has countless various tribes and cultures. This diversity will be maintained in harmony if every nation has an attitude of tolerance towards one ethnic group and another, therefore an attitude of nationalism must be prioritized.

d. Appreciating the Services of Heroes

The independence that Indonesia has achieved today is the result of the hard work of heroes who were willing to sacrifice their lives for the freedom of the nation and state. The services of the heroes are enormous, for this reason the community, especially MTs Fatimah Nangapaang students, must be able to continue the ideals of the heroes, namely by filling Indonesian independence with things that are positive and have nationalistic value.

2. Factors Influencing the Nationalistic Attitudes of Class VII Students of MTS Fatimah Nangapaang, Manggarai Regency

a. Supporting Factors

The supporting factors in cultivating an attitude of nationalism are of course everything in the school environment as the main factors that influence or encourage daily performance and activities. When everyone supports it, the process of cultivating an attitude of nationalism will run optimally.

b. Inhibiting Factors

The inhibiting factor in cultivating students' attitudes of nationalism is students' lack of understanding of the meaning of nationalism so that when explaining to students they must use language that is easy to understand and simple. Students who are less active in learning are also an inhibiting factor in cultivating this nationalist attitude, therefore teachers in this case are very important actors in developing their students to become a better generation.

3.2.Discussion

Instilling Nationalist Attitudes Through PPKN Learning in Class VII Students of MTS Siti Fatimah Nangapaang Manggarai Regency

As the next generation of the Indonesian nation, we are obliged to revive the spirit of nationalism and patriotism which is fading in society. There are several actions that can be taken to improve the nation's nationalist attitude, especially among students, such as understanding and implementing nationalist values must continue to be instilled, especially among students. After knowing how to increase nationalism, we must always maintain it, including being consistent in studying citizenship education subject matter to increase our awareness of our rights and obligations as responsible citizens. Then consistently increase awareness of social responsibility and national discipline to foster attitudes of love for the homeland and nation.

Based on the results of observations and interviews that researchers have conducted, researchers see that the attitude of nationalism that exists in class VII students at MTS Fatimah Nangapaang already exists and has been implemented quite well with students seen from the students' attitudes and behavior every day, they have carried out activities that show nationalist values. *According to Ningrum (2019, p.12) the term attitude in English is called attitude which is a way of reacting to a stimulus or situation faced.* Attitude is a system formed from interrelated cognition, feelings and behavioral tendencies. Many students revealed that they sometimes had a non-nationalist attitude, for example when their teacher explained in front of the class, they never paid attention to the explanation. This was also the background to the teacher's desire to foster a sense of nationalism in students by continuously instilling nationalist values in their students, one of which was through learning civic education. *Rahmat Mulyana (2000, p. 112) explains that internalization of nationalist character values is defined as the process of instilling nationalist values into a person's soul so that these values are reflected in the attitudes and behavior displayed in everyday life (integrating with the person).* The internalization process can be experienced directly by students when they hear directly the explanation from their teacher informing them of the goodness of nationalist character values and the shortcomings of not having these character values.

The role of the teacher as an instructor plays a very active role in developing students' nationalistic attitudes, this can be seen from the teacher's enthusiasm in helping students who want to develop and learn new methods and explore material that has not been fully mastered to form competence in developing students' nationalistic attitudes. The manifestation of the attitude of love for the country shown by several students has begun to be seen through the character that is starting to form every day, starting from the way they use Indonesian properly and correctly and use locally made products. The behavior of these students is the impact of the teacher's example in teaching students about nationalist attitudes.

If we look at the application of pluralistic values as supporting the formation of students' nationalist attitudes which are applied at MTS Fatimah Nangapaang, this is something we should be proud of because the differences that exist have a beauty that

other schools do not necessarily have. In carrying out these nationalist values, of course there are several issues that can be indicators of assessing the success or failure of nationalist values being formed in each student.

For example, related to supporting and inhibiting factors in instilling nationalist attitudes in students at MTS Fatimah Nangapaang. The cultivation of an attitude of nationalism can be carried out if all MTS Fatimah Nangapaang students help each other to support the success of this factor.

This supporting factor can be in the form of facilities and infrastructure available at school, such as photos of the president and vice president and pictures of heroes on the classroom walls. Nationalistic attitudes can be applied through Civics learning so that students have a good understanding of nation and state and can be applied in the social environment and bring benefits to the surrounding community. The success of instilling this attitude of nationalism really depends on the teacher's explanation and behavior to students so that they can instill this attitude of nationalism in their students. Students who are less active in learning can also be an inhibiting factor in cultivating a nationalistic attitude, therefore teachers in this case are very important actors in developing their students so they grow into a better generation.

Another factor in realizing success in applying nationalist values in the classroom learning process is also assisted by the application of learning from teachers in other subjects whose aim is so that students can also learn nationalist values contained in other subjects, not just from studying citizenship education alone.

In reality, nationalism is not only something related to national symbols, but also talks about responsibility and concern for the nation and the country as well as involvement in advancing it. By doing these actions we will begin to form an attitude of nationalism in ourselves and at the top we can apply them in our daily lives and be able to spread these values to the wider community.

4. CONCLUSION

Based on the results of research and discussion in the thesis entitled Cultivation of Nationalist Attitudes through PPKN Learning in class VII MTS Fatimah Nangapaang. This attitude of nationalism already exists at MTS Fatimah Nangapaang and has been implemented, although there are still some things that are not optimal.

Instilling an attitude of nationalism for class VII students in Civics subjects at MTS Fatimah Nangapaang includes teacher habits, student role models, contextual examples, learning through stories, and singing mandatory national songs. The most effective thing that teachers can do to instill an attitude of nationalism in students among these methods is through teacher habituation activities and the example that teachers carry out every day can become the basis for forming students' nationalist attitudes.

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