

Installation of Nationalism Attitude in the Thematic Learning of Class IV Students of SD Negeri Kartamulia, District of Madang Suku I

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Abstract: The purpose of this research is to describe the teacher's strategy in instilling an attitude of nationalism in the nation's cultural diversity through thematic learning in class IV students of Kartamulia Elementary School, Madang Suku I District. The problem in this study is what is the teacher's strategy in instilling nationalism in the nation's cultural diversity through thematic learning in Class IV Students of Kartamulia Public Elementary School, Madang Tribe I District. This research method uses qualitative research methods. Data collection techniques used were interviews, observations, and documentation. This research gives the result that: 1). The teacher's way of instilling an attitude of nationalism through thematic subjects for fourth graders at Kartamulia Elementary School includes habituation, example, giving contextual examples, and the use of media such as pictures of traditional houses, traditional art musical instruments and singing national songs. 2). The embodiment of nationalism in grade IV SD Kartamulia students 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. 3). The causes of delays in instilling an attitude of nationalism include the limitations of learning media and the way in which learning material is delivered by teachers only through the use of media.

Keywords: Cultivating, Nationalism Attitudes, Thematic Learning

A. Introduction

The attitude of nationalism is a form of student effort in expressing or declaring a sense of love for their homeland. The operational definition of nationalism can be expressed through students' attitudes. And the attitude of nationalism needs to be emphasized and instilled in the next generation of the nation, including young people, students in Indonesia and it doesn't stop there that the attitude of nationalism needs to be spread to society in general. Sagita & Supriatna (2020) argues that the attitude of loving the motherland that students can do is in the form of using good and correct Indonesian during the learning process in class. Another behavior that shows an attitude of love for the country to students is the use of clothes, bags, shoes and other school supplies made in Indonesia. This already shows the attitude of love

for the country that students have, this attitude of love for the country must be taught to students from childhood, so that students are aware of the importance of loving the country.

Instilling an attitude of nationalism in students aims to uphold the values of nationalism. This can be seen from the low morals, morals and love of the Indonesian people. This can be seen from the lack of student ethics towards teachers, unable to use good Indonesian and unable to sing the national anthem properly and correctly. The decreased sense of nationalism was seen from the students who did not memorize the Indonesian independence anthem, sang it with the lyrics backwards, and the students' lack of order in participating in the flag ceremony. A decreased sense of nationalism can occur due to many factors such as school culture, the school environment in the form of a lack of application of national values at school, students' understanding of national values, the media which provides a lot of information about foreign cultures values (Damayati et al., 2022).

Aswasulasikin et al. (2020) argues that instilling an attitude of nationalism in schools can be done by increasing students' leadership abilities, instilling independence, a spirit of patriotism, and awakening the role of students in the nation and state. Furthermore, incorporating local culture into school activities, for example introducing various types of ethnic groups with diverse cultures, introducing arts (music, dance and songs) from various regions so that they are not eroded by western culture assisted by technological developments. The description above is a stage in instilling an attitude of Nationalism through thematic learning theme 1 The Beauty of Togetherness which consists of 3 sub-themes, including sub-theme 1 My Nation's Cultural Diversity.

Based on the results of observations on January 12, 2023 in Class IV SD Kartamulia Students, Madang District, OKU East Regency, researchers made observations and found that there were 8 students who did not understand the spirit of nationalism or love for the motherland. Proven students often violate school rules. For example, students arriving late for the flag ceremony every Monday, lack of student ethics in communicating with teachers, not doing homework, students still cannot use Indonesian in class properly and correctly, lack of respect for other students, for example students who behave badly, kind to the teacher and do not listen to what is ordered by the teacher.

In addition, there were 5 students out of 20 grade IV students who were less enthusiastic about participating in thematic learning theme 1 based on the results of observations made by researchers on January 12 2023 which was evident from the lack of students paying attention to the material presented by the teacher and the

absence of students asking questions. And amidst the waning of nationalism, some knowledge about local culture begins to fade and knowledge about national figures slowly begins to disappear. Students are more familiar with the culture that exists today compared to the original culture of the local area.

Therefore, through thematic learning theme 1 it is hoped that it can help instill an attitude of nationalism in class IV SD Negeri Kartamulia, Madang Suku I District, because the learning material contains cultural aspects, national cultural diversity, and togetherness. In addition, thematic learning theme 1 is also intended to equip students with manners, understanding and basic skills regarding the relationship between citizens and their country and fostering a sense of love for the motherland.

So that later it will be useful in the life of family, society and nation and state. The results of the researcher's interview with the homeroom teacher for class IV SD Negeri Kartamulia Mr. Ari Susanto, S.Pd. on January 13 2023 said that in class IV SD Negeri Kartamulia had implemented an attitude of nationalism and in the thematic learning theme 1 had instilled an attitude of nationalism such as mutual cooperation and learning together and the attitude of students in their class to obey school rules, study seriously, keep the school clean and most importantly respect each other. The coaching that has been carried out at SD Negeri Kartamulia introduces the cultural diversity of this nation, by telling the history of the nation and utilizing domestic products as well as obstacles in implementing a sense of nationality, of course there are such as limited study time infrastructure and learning media. From this explanation, this paper will specifically discuss in depth the inculcation of an attitude of nationalism in thematic learning for fourth grade students at SD Negeri Kartamulia, Madang Suku I District.

B. Methods

This research was conducted at SD Negeri Kartamulia, District of Madang Suku 1, East OKU Regency. The object of research in this paper is the cultivation of a sense of nationalism in the nation's cultural diversity through thematic learning in fourth grade students at Kartamulia Elementary School, Madang Suku I District. A qualitative approach is research based on methodology and understanding processes that investigate social phenomena and human problems (Jabar et al, 2009; Rahman, 2020). In this approach, the researcher creates complex descriptions, checks words, reports detailed views of respondents, and conducts research in natural situations. While the characteristics or categories in this study are evaluation research using the methodology of field studies (lap studies). Field studies aim to: (1) produce a detailed description of a phenomenon in the field; (2) develop explanations that can be given from field studies; (3) evaluate the phenomenon. Field study research is research that explores a problem with detailed boundaries, has in-depth data collection, and

includes various sources of information. This research is limited by time and place, and the cases studied are in the form of programs, events, activities, or individuals. Then, the data collection technique in this study uses triangulation namely participant observation, in depth Interviews, and documentation.

C. Results and Discussion

The attitude of nationalism is the attitude and behavior of students that refers to loyalty and devotion to the nation and state. Operationally the attitude of nationalism can be interpreted as an attitude of love for the homeland, which means they love and want to build a better homeland. Activities that are in line with instilling an attitude of nationalism include willingness to sacrifice, love for the motherland, pride as an Indonesian nation, unity and oneness, obeying regulations, discipline, courage, honesty and hard work. Success in instilling a sense of nationalism is determined by various factors, one of which is the teacher's understanding of nationalism. The teacher's understanding of nationalism will be used when the teacher interacts with students in Class IV Kartamulia Elementary Thematic learning activities.

Installation of Rena's Sacrifice Attitude to Class IV

The self-sacrificing behavior shown by some students during Thematic learning is always helping other students when experiencing difficulties, for example when someone does not understand the subject matter or lends stationery to other students when they forget to bring it.

This is in accordance with the opinion put forward by (Irene & Dwiningrum, 2012) that one of the characteristics of a person who is loyal to the nation and state of Indonesia is to be willing to sacrifice for the sake of the nation and state. In addition, the notion of this behavior is mentioned by Rusyan (2014) that being willing to sacrifice means a sincere willingness to give everything he has, even if it causes suffering for himself for the sake of the nation and the state. Another finding regarding self-sacrifice behavior shown by students outside the classroom is that some grade IV students are willing to share food/snacks with their friends during recess.

Instill an Attitude of Love for the Motherland to Grade IV

The behavior of loving the motherland shown by several students included always using good and correct Indonesian during the learning process and wearing domestically made shoes such as New Era, Ardilles, Dallas and Loggo and wearing domestically made bags such as Alto and Garsel. The student's behavior is the result

of the teacher's example who always uses good and correct Indonesian when studying, wears domestically produced clothes, shoes and bags.



Figure 1. Students wear shoes made in the country

This is in accordance with the opinion put forward by Idris et al, (2020) that one of the characteristics of people who are loyal to the nation and state of Indonesia is love for the motherland, nation and country. Another finding regarding the behavior of patriotism shown by fourth grade students outside the classroom from the results of interviews with students was that some of them wore batik clothes when playing with friends or while reciting the Koran in the prayer room.

Instill a Proud attitude as an Indonesian Nation in Grade IV

Proud attitude as an Indonesian nation was shown by several students proudly singing national and regional songs in the Thematic learning process. The student's behavior is the result of the teacher's use of audio media during the learning process, such as singing *Tanah Airku and Ya saman*, pop songs from South Sumatra.



Figure 2. Students before starting learning

This is in accordance with the opinion put forward by Dahlan (Irene & Dwiningrum, 2012) that one of the characteristics of people who are loyal to the Indonesian nation and state is to feel proud as an Indonesian nation. In addition, (Buasan, 2012) also believes that if nationalism can be instilled in Indonesian people, then human resources will be created that are not only qualified but have a sense of pride and love for the Indonesian homeland. Another finding about the proud attitude of the Indonesian nation shown by students outside the classroom was that some grade IV students joined in singing regional and national songs while other students sang them during recess.

Instill an Attitude of Unity and Oneness towards Grade IV

The behavior of unity and integrity shown by several students, among others, always respecting the opinions of different friends by not imposing their will and preferring to study in groups rather than individually. This student behavior is the result of the teacher's habit of shaking hands with students when the teacher arrives at school and through motivation in the form of an obligation to love the diversity of Indonesian ethnic groups. This is in accordance with the opinion put forward by Dahlan (Irene & Dwiningrum, 2012) that one of the characteristics of people who are loyal to the nation and state of Indonesia is unity and oneness. Besides that, Abu Ahmadi & Ahmadi & Sholeh (2005) mentioned that one of the characteristics of today's upper grade students, children like to form peer groups because it is usually used as an excuse so they can play together. Another finding regarding the behavior of unity and unity shown by students outside the classroom is that some grade IV students always maintain harmony with their peers.

Fostering Obedience to Class IV Student Rules

Obedient behavior towards the rules shown by some students is their willingness to wear school uniforms according to the rules. The student's behavior is the impact of the teacher's exemplary wearing of official uniforms according to the rules and the teacher's appeal to students to dress neatly.

This is in accordance with the opinion put forward by (Irene & Dwiningrum, 2012) that one of the characteristics of a person who is loyal to the nation and state of Indonesia is obedience and obedience to all laws and regulations in force in Indonesia. Another finding related to the obedient behavior of the rules shown by students outside the classroom is that some grade IV students are willing to carry out picket duties every day and always throw garbage in the trash.

Instill Discipline in Class IV

It is known that the disciplinary behavior shown by some students, among others, is willing to collect assignments from the teacher on time or even before the assignment collection deadline is complete and always follow the lesson well. The student's behavior is the impact of the teacher's habit of always checking student attendance. Besides that, the example shown by the teacher by starting lessons on time and reprimanding students who arrived late is also used as an example so that students are always disciplined.

This is in accordance with the opinion put forward by (Irene & Dwiningrum, 2012) that one of the characteristics of people who are loyal to the nation and state of Indonesia is discipline. Besides that, Sagya (2012) in his article entitled "Discipline as an Example of Nation's Behavior" states that discipline is an aspect of life that is recognized as an important factor. Another finding regarding disciplinary behavior shown by students outside the classroom is that they always try to come to school on time.

Instill a Brave Attitude in Grade IV

The courageous behavior that has not been shown by grade IV students is to come to the front of the class to work on the questions given by the teacher without being appointed first. However, students showed something else by giving opinions when the teacher asked questions. Student behavior is the impact of teacher habituation to activate students when learning by reading homework or expressing their opinions during learning.

This is in accordance with the opinion expressed by (Irene & Dwiningrum, 2012) that one of the characteristics of a person who is loyal to the nation and state of Indonesia is courage. Another finding regarding courageous behavior outside the classroom through interviews with fourth grade students is that some students are willing to apologize for mistakes that have been made.

Instilling an Honest Attitude in Grade IV

Honest behavior (Ayal & Gino, 2011) shown by some students, among others, is always doing tests on their own without the help of others and being willing to express opinions according to their beliefs. The student's behavior is the impact of the teacher's warning to students not to imitate or ask other students for answers during exams.

This is in accordance with the opinion expressed by (Irene & Dwiningrum, 2012) that one of the characteristics of a person who is loyal to the nation and state of Indonesia is honesty. In addition, the definition of this behavior was mentioned by Rusyan (2014) that being honest means being trustworthy, that is, words and actions are in accordance with the truth. Another finding regarding honest behavior shown by students outside the classroom is that students always pay for the food they buy at the school canteen.

Instill an Attitude of Hard Work in Grade IV

It is known that the form of students' hard work behavior is most prominent among other aspects of nationalism (Mearsheimer, 2021). The hard work behavior shown by students included wanting to do the assignments from the teacher properly and seriously writing down the teacher's explanations in their respective books. This student behavior is the impact of teacher habituation in activating students when learning, namely by giving assignments to students, including observing maps of the distribution of natural resources and asking students to record material that has been delivered by the teacher.

This is in accordance with the opinion put forward by (Irene & Dwiningrum, 2012) that one of the characteristics of people who are loyal to the nation and state of Indonesia is to work hard. Another finding regarding the hard work behavior shown by students outside the classroom is that grade IV students always want to take part in community service activities carried out by the school.

D. Conclusion

The teacher's method of instilling an attitude of nationalism through thematic subjects for fourth graders of Kartamulia Elementary School includes habituation, example, giving contextual examples, and using media such as pictures of traditional houses, traditional art musical instruments and singing national songs. The most effective thing that teachers do to instill a sense of nationalism in students from all of these ways is through habituation and exemplary activities. This is because habituation and exemplary activities can be carried out by the teacher every day because basically the formation of attitudes will be instilled if done continuously. Furthermore, the form of nationalism of fourth graders at Kartamulia Elementary School can be seen from their behavior of self-sacrifice, love of the motherland, pride as an Indonesian nation, unity and oneness, obedience to rules, discipline, courage, honesty, and hard work. The most prominent student behavior among aspects of nationalism is hard work behavior. This is because the teacher accustoms students to be active during learning, such as giving assignments and noting the material

delivered by the teacher at the end of each lesson. The causes of the delay in instilling an attitude of nationalism include the limitations of learning media and the method of delivering learning material by teachers only through the use of media. In addition, the time factor and the distance between the family environment and the community outside the school also greatly influence efforts to instill a sense of nationalism in students.

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