

THE SCHOOL STRATEGY FOR ENHANCING THE CHARACTER OF NATIONALISM IN ELEMENTARY SCHOOL

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ABSTRACT

This research aims to describe the school's strategy for improving the nationalist character of students at SDN 8 Pena Na'e, Bima City, and the supporting factors for increasing the nationalist character of students at SDN 8 Pena Na'e, Bima City. This research uses a descriptive qualitative approach. This research was carried out at SDN 8 Pena Na'e, Bima City. Data sources from teachers and students. The data collection techniques used were observation, interviews, and documentation. To ensure the validity of the data, triangulation techniques were used. Based on the research results, it was found that the school's strategy for improving students' nationalistic character is: (1) The school involves its students in taking part in the flag ceremony every Monday morning, (2) The school involved students in a cultural parade wearing traditional regional clothing, (3) involvement of students in following beautiful walks, (4) involvement of students in Lenggo cultural dances. It is hoped that this article will contribute to developing a theoretical framework and practical strategies for developing knowledge in Indonesia.

Keywords: School Strategy, Increasing the nationalist character of students

INTRODUCTION

Character education can be defined as education that develops good character in students by practicing and teaching moral values and decision-making in relationships with fellow humans and in relationship with God (Muchlas Samani & Harianto, 2013: 41). Character is the characteristic of a person or group of people that contains values, abilities, moral capacity and resilience in facing difficulties and challenges (Anas Salahudin, & Irwanto Alkrienciehie, 2013: 31).

The character of nationalism is a way of thinking, behaving, and acting that shows loyalty, concern, 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 the interests of oneself and one's group. According to Mohd, Zain describes nationalism as a condition or thought that develops that the greatest loyalty must be given to the State (Mohd, Zain Mohd, (2017: 7). Meanwhile, according to Surono, nationalism plays an

important role in the nation and state, because nationalism is a manifestation of people's love for their homeland (Surono, Aris Kabul, 2017: 24).

Nationalism has a very important role for the Indonesian nation and state because nationalism is a manifestation of the citizen's sense of love for the country. Nationalism also makes people have an attitude of upholding human values and tolerance. The character of nationalism must be further strengthened so that Indonesian culture is not lost and taken over by other countries due to a lack of love for the country and respect for the ethnic, religious, and cultural diversity of Indonesian citizens.

Strategy is a system that involves the discovery, formulation, and development of doctrine that will ensure long-term success if followed faithfully. Strategy is a plan made containing a series of activities designed by someone in teaching. Strategies for preparing personality development and character strengthening for students as the nation's next generation. The role of this strategy is still difficult to replace by anything, even with the rapid development of technology (Prihantini, 2020: 2). A strategy is a planner that contains a series of activities to achieve certain educational goals. Widja believes that strategies can also be interpreted as activities that teachers and students must follow (Yantoro, et al, 2020: 155).

Based on the results of an interview with Mrs. Suleha, S.Pd as the principal of SDN 8 Pena Na'e, Bima City stated that:

“At SDN 8 Pena Na'e, Bima City, there are several activities to strengthen the character of nationalism in students, one of which is the involvement of students in ceremonial activities on Monday mornings. From this activity, the school always encourages student involvement in ceremonial activities as a form of strengthening nationalist character in students”.

From these problems, a solution is needed to fix the problems that arise by guiding teachers to increase the strengthening of nationalist character in students, such as involvement in Monday ceremony activities, the school continues to encourage students to be able to participate in every activity

related to nationalism so that Students can have the soul and spirit of nationalism and love for their homeland.

Based on this description, it is necessary to carry out a more in-depth exploration of the school's strategy for strengthening the character of nationalism in students at SDN 8 Pena Na'e, Bima City. Researchers researched students at SDN 8 Pena Na'e, Bima City because strengthening the character of nationalism is very important to apply to students and is very useful for the community to equip and instill a good sense of love for the country in students so that they always remember each other which has been taught to can be applied in society.

LITERATURE REVIEW

Character is a way of thinking and behaving that is unique to each individual in living and working together, both within the family, community, nation, and state. Character is the characteristic of a person or group of people that contains values, abilities, moral capacity and resilience in facing difficulties and challenges (Anas Salahudin & Irwanto Alkriencihie, 2013: 41). According to Muchlas Samani, character can be interpreted as the basic values that build a person's personality, formed both due to the influence of heredity and environmental influences, which differentiate him from other people, and is manifested in his attitudes and behavior in everyday life (Muchlas Samani & Hariyanto, 2011: 43). Meanwhile, according to Masnul Muslich, character is the values of human behavior related to God Almighty, oneself, fellow humans, the environment, nationality which are manifested in thoughts, attitudes, feelings, words, actions based on religious norms, law, etiquette, culture and customs (Masnur Muslich, 2011: 84). According to Agus Wibowo, character is a way of thinking and behaving that is characteristic of each individual to live and work together, both within the family, community, nation and state (Agus Wibowo, 2012: 33).

According to Pupuh Fathurrohman, character aims to: (1) Develop students' habits and behavior that are commendable and in line with universal values and traditions of religious national character. (2) Developing students' emotional or affective potential as humans and citizens who have national character and character values. (3) Instilling a spirit of leadership and responsibility in students as the nation's next generation. (4) Developing students' abilities to become independent, creative, national-minded humans. (5) Developing the school life environment as a learning environment that is safe, honest, full of creativity and friendship, and with a high and strong sense of nationality (Pupuh Fathurrohman, 2013: 97).

There are four types of characters implemented in it, namely: (1) Character based on religious values, which are the truth revealed by God (moral conservation). (2) Characters based on cultural values include good character, Pancasila, literary appreciation, exemplary historical figures, and national leaders (environmental conservation). (3) Environment-based character (environmental conservation). (4) Personal potential-based character is a personal attitude, the result of an awareness process of empowering one's potential which is directed at improving the quality of education (human conservation) (Imam Anas Hadi, 2019: 26).

The word nationalism according to Indonesian is the ideology (teaching) of loving one's nation and country, politics of dividing one's government, and nationalism (Central Language Dictionary Compilation Team, 2008: 997). Meanwhile, according to Mohd, Zain, explains that nationalism is a condition or thought that develops that the greatest loyalty must be given to the State. Furthermore, he also emphasized that this loyalty is a desire and sentiment that develops through various life experiences of certain people (Mohd, Zain Mohd, 2017: 7). Meanwhile, according to Surono, nationalism plays an important role in the nation and state because nationalism is a manifestation of people's love for their homeland (Surono, Aris Kabul,

2017: 24). So character education must become a national movement that makes schools an agent for cultivating noble character values through learning and providing examples.

One of the most obvious forms of nationalism is independence. Strengthening nationalism is not just in the form of a concept or attitude, but must be in the form of real behavior. Indonesia as an independent nation has its form of nationalism. The form of nationalism adopted by Indonesian citizens is rooted in the values of the Indonesian nation's way of life, namely Pancasila. Pancasila is the national understanding or view of Indonesian citizens towards their nation and homeland based on the values contained in Pancasila. The next goal of nationalism is to build a harmonious and harmonious relationship between society and other individuals. Harmony between people is the hope of all parties, this is in line with the third principle of Pancasila, namely "Indonesian Unity". Even though Indonesia consists of various ethnic groups, customs, and cultures, none of this is an obstacle to maintaining harmony as long as tolerance between people is maintained.

National values are one of the character values that are a priority for the Ministry of Education and Culture. National character values are defined as a way of thinking, acting, and insight that prioritizes personal and group interests (Ahmad Gozali Saputra, 2020: 16). Meanwhile, indicators of nationalist character in students, as stated by Hasan et al, are: (1) Attending ceremonies commemorating Heroes' Day and the proclamation of independence. (2) Use good Indonesian when talking to friends of different ethnicities. (3) Memorizes and likes to sing Indonesian Raya songs, mandatory songs, and struggle songs. (4) Feel proud of the diversity of the Indonesian language. (5) Participate in the commemoration of Heroes' Day and the proclamation of independence. (6) Love the diversity of ceremonies in Indonesia. (7) Argue and act if the Indonesian nation receives threats from other nations. (8) Explain the attitudes and actions that will be taken towards

the Indonesian economy. (9) Arguing and acting when there is a conflict between the Indonesian nation and other nations (Ahmad Gozali Saputra, 2020: 16). The indicators above are used to measure the success of forming nationalist character in students.

METHODOLOGY

The method used in the research is descriptive research using a qualitative approach. Descriptive, means conducting research by providing a general description of the object that will be the target. Descriptive qualitative research is research used to describe events to analyze the results of the data obtained. By qualitative research methods, while conducting research in the field, researchers try to understand the phenomena that occur by adjusting daily activities at SDN 8 Pena Na'e, Bima City without keeping a distance from informants, so that in collecting data from documents and informants through interviews and observations. In this research, researchers used data collection techniques to obtain as many human words and actions as possible. Techniques that can be used in this qualitative research are interviews, involved observation, and collecting documentation (Afrijal, 2014: 20).

The presence of the researcher in the position of the research instrument is the main thing and the necessity of the researcher's involvement and appreciation of the research problem and subject, it is said that the researcher is closely attached to the research subject. In this research, the presence of researchers is very necessary for research because it is an instrument in conducting research, and researchers can also go directly to the location being researched to obtain valid data. In this stage, the researcher conducted an initial survey at the research location where the research was held at SDN 8 Pena Na'e, Bima City. Researchers have previously prepared several questions related to the problem being studied.

The data analysis technique stage is the most important in research because it is at this stage that the researcher formulates the results of the research. After the data is collected, the data is then analyzed. The data is processed first so that it makes it easier for researchers to group research results accurately. The data analysis techniques used in this research are: (1) Data reduction is a sorting process, focusing on simplification which is carried out by summarizing the data obtained by the author in the field. (2) Data display is the process of arranging complex information into a systematic form, so that it becomes simpler and more selective, and its meaning can be understood. Drawing conclusions and verification in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. (1) In extension of this observation, the researcher checks again whether the data that has been provided so far is correct data or not. (2) Diligence in observation is a technique for checking the validity of data based on how high the degree of diligence of the researcher is in carrying out observation activities. As for "Observation", it is a complex process, which is composed of biological (eyes, ears) and psychological processes (adaptation power supported by a critical and careful nature). (3) Triangulation is checking the validity of data that uses something else. Apart from the data for checking purposes or as a comparison of the data, the most widely used triangulation technique is examination through Triangulation with sources, namely by comparing and counter-checking the degree of trustworthiness of information obtained through different times and tools in qualitative research (Sugiyono, 2018: 369).

RESULT AND DISCUSSION

School Strategy in Strengthening the Nationalist Character of Students at SDN 8 Pena Na'e, Bima City

The school's strategy for strengthening the character of nationalism in students at SDN 8 Pena Na'e, Bima City is:

- a. Involving students to take part in the flag ceremony every Monday



The most important point in flag ceremony activities is to foster students' sense of nationalism. Nationalism is the soul of the Indonesian nation that is embedded in the souls of citizens. Having a spirit of nationalism is important for the Indonesian people because this nationalism aims to maintain and strengthen the integrity of the nation. Nationalism is an ideology that creates and maintains the sovereignty of a country by realizing a concept of shared identity for a group of people. With nationalism from each nation, a country's identity will be more complete. A nation must have the awareness to love its nation-state (Kahin, 2013: 4).

Therefore, the flag ceremony is an important activity to foster students' nationalistic character. The flag ceremony every Monday morning is a form of appreciating the services of heroes. This jam can also foster the strengthening of nationalistic character in students. As stated by Mrs. Suleha, S.Pd the principal of SDN 8 Pena Na'e, Bima City, namely “The flag ceremony every Monday morning is held regularly and each class has a turn. This ceremony is important to carry out to strengthen the character of nationalism, especially for students”.

The flag ceremony is not only a benchmark for implementing Pancasila values and citizen nationalism, but also as a means of strengthening students'

character. To shape student character, teachers use character education which can influence and shape the student's character. Exemplary behavior and teacher teaching methods can both be examples (Iswahyuningtyas, 2012: 5). Strengthening character through the flag ceremony will build a young generation with character and a positive personality. Strengthening the character of nationalism is not just limited to words but goes beyond that to manifest love for the country and a persistent attitude in maintaining national unity and unity.

The flag ceremony activity also teaches discipline to all participants, especially students who will appreciate punctuality. Participating in ceremonies is also a form of nationalism because from there we can learn unity and oneness, respect fellow friends of different ethnicities and religions, learn about time discipline, and uphold the state ideology, namely Pancasila. As is the case at SDN 8 Pena Na'e, Bima City, the flag ceremony is held every Monday morning and this ceremony can be attended by the entire school community, starting from students, teachers, and school staff who are required to attend the ceremony. During ceremonial activities, students are required to participate in the ceremony, such as being involved as ceremonial officials.

b. Involving students to take part in cultural parade activities



Culture is a way of life in a community group to be used as a reference for behavior or action, so culture tends to be a color or tradition that is passed down from generation to generation in a society. Culture contains seven

elements, namely language, technological systems, economic systems, social organizations, knowledge systems, religion, and arts (Koentjaraningrat, 1990: 49). Therefore, preserving one's own national culture is very important to maintaining one's own national identity. As a nation, Indonesia must of course be able to maintain and continue to preserve its culture.

One of the cultural elements implemented at SDN 8 Pena Na'e, Bima City is art, where students are involved in cultural parade activities. This cultural parade is an activity held by the Bima City government every year to commemorate the anniversary of Bima City. This cultural parade activity aims to strengthen students' sense of nationalism. Siti Nurmisnah, S.Pd.SD as Supervisor at SDN 8 Pena Na'e, Bima City said “The cultural diversity of the archipelago is all present in the cultural parade, especially the regional traditional clothing. This activity is a form or part of strengthening students' sense of nationalism towards the nation, especially students at SDN 8 Pena Na'e, Bima City”.

By having a sense of nationalism in students, they can increase awareness to always sort out foreign cultures that come in, namely taking the good ones to make innovations and leaving the bad ones behind, so as not to get carried away and lose the color of the Indonesian nation itself. The filtration process needs to be carried out so that Western culture entering Indonesia will not damage our nation's national cultural identity (Affan and Maksum, 2016: 72). All the positive and negative impacts of the entry of foreign culture into Indonesia depend on how we select the foreign culture. For this reason, the role of society and government is very important in maintaining Indonesian cultural values so that they are not influenced by negative foreign culture.

- c. Involving students in beautiful walking activities every August 17th



Every August 17th, all Indonesian people celebrate Indonesia's independence. Independence means freedom to be independent, which means that every independent nation must have the freedom to determine its national politics and formulate its national conception without being hindered by outside interference (Saepul Fitroh, 2020: 52). The competition to celebrate independence is a tradition that is always held every year. One of the competitions that is often held is the walking competition.

The walking movement which was participated in by various school communities in commemoration of the independence day of the Republic of Indonesia was not only a competition event but also a means of expressing love for the country and a spirit of togetherness. Siti Nurmisnah, S.Pd.SD as the supervisor revealed that “This walking activity can be used as momentum to create a sense of nationalism and patriotism in us, especially in students. We hope that this activity can be invested and maintained in building the nation and state”.

d. Involvement of Lenggo Creative Dance students



Strengthening the character of nationalism in traditional dances. The creation of Lenggo students at SDN 8 Pena Na'e, Bima City is reflected in movements that include willingness to sacrifice, love for one's country, fighting spirit, discipline in prioritizing the interests of the nation, and honesty. The traditional dance Kreasi Lenggo aims to introduce students to Indonesian culture and at the same time as a means of strengthening students' nationalist character.

Love for one's country is an attitude and behavior that reflects a sense of pride, loyalty, concern, and high appreciation for language, culture, economy, etc., therefore will not be influenced by offers or trends from other nations that will be detrimental to one's nation (Suyadi, 2013:9). Proof of someone's love for their homeland can be seen from how proud they are of their nation's culture. A sense of love for the homeland needs to be instilled from a young age, both through formal and informal education. That way, they will also avoid negative deviations that could harm the cultural norms and values adhered to by Indonesian society in the future.

2. Supporting Factors in Strengthening the Character of Nationalism in Students at SDN 8 Pena Na'e, Bima City

a. High Teacher Spirit

Here teachers have an important role in helping students to develop their potential. The enthusiasm of teachers in strengthening nationalist character can help students strengthen their nationalist character. Based on an interview with Mrs. Siti Nurmisnah, S.Pd.SD as a teacher at SDN 8 Pena Na'e, Bima City, said:

“The enthusiasm of the teacher is very helpful in strengthening the character of nationalism in students, especially love of the country, the enthusiasm of the teacher will be carried over to the students so that students will also feel the love of a teacher towards students”.

Based on the interview above, it can be concluded that the teacher's enthusiasm can be transmitted to the student's learning process and students also feel the teacher's enthusiasm.

b. Collaboration Between Teachers

Collaboration between teachers in strengthening the character of nationalism in students forms a solid foundation for forming a generation that loves the country. By integrating nationalist values into the curriculum, involving students in joint activities, and maintaining consistency in educational messages, teachers create an environment that supports the development of nationalist character. Based on the statement of Mrs. Siti Nurmisnah, S.Pd.SD as a teacher at SDN 8 Pena Na'e, Bima City, said that:

“Collaboration between teachers can help students strengthen the character of nationalism, where teachers are enthusiastic in helping and completing national programs held by the school”.

Based on the interview above, it can be concluded that high teacher enthusiasm can help students strengthen the nationalistic character of students. The collaborative spirit of teachers in assisting and completing national programs held by schools is in accordance with elements of nationalism, namely: (1) the existence of a national spirit or devotion to a nation; (2) in its application to politics, nationalism refers to the tendency to prioritize the interests of one's nation, especially if the interests of that nation conflict with the interests of other nations, (3) an attitude that sees the importance of highlighting the characteristics of a nation; (4) doctrine which views the need for national culture to be maintained; (5) political or anthropological theory which emphasizes that humanity is naturally divided into various nations, and there are clear criteria for recognizing a nation and its members (HariMulyono 2012: 40-41).

An attitude of nationalism is very important for the Indonesian people in their efforts to become good citizens. This is because the attitude of nationalism has a very big meaning for the Indonesian people, namely a tendency that exists in a person to show a sense of pride, loyalty, and love for their homeland, as well as always defending and advancing their nation and state.

c. Principal Support

With the support of a strong principal, the school can become an environment that promotes awareness and love for the country, helping elementary school students grow as individuals who have a strong national identity. Showing a sense of pride in national identity can motivate teachers and students. As the results of an interview with Suleha's mother, S.Pd as the principal of SDN 8 Pena Na'e, Bima City said that:

“As a school principal, he is very supportive when teachers plan to hold a national program at school, especially in strengthening

the character of nationalism in students, because this can encourage students to participate in this activity”.

Based on interviews and observations, it can be concluded that the school principal's support helps teachers in strengthening the nationalist character in students so it can make it easier for teachers to strengthen the nationalist character in students. The principal always supports extracurricular activities held by teachers in preparation for taking part in competitions and other activities outside of school. The support from the school principal is in line with fostering nationalist values through education in the form of teaching or training to increase students' understanding of nationalism and spirit which is demonstrated through attitudes and behavior of togetherness, brotherhood, mutual acceptance, respect for history, democracy, loyalty, concern and mutual respect. Helping and interacting socially with fellow Indonesian citizens (Hidayat, 2014:3).

CONCLUSION

The school's strategy for strengthening the character of nationalism in students at SDN 8 Pena Na'e, Bima City, the school uses several strategies to strengthen the character of nationalism in a creative and planned way. This strategy involves activities such as student involvement in flag ceremonies every Monday, student involvement in cultural parades using regional specialties every year to commemorate the anniversary of the city of Bima, walking every August 17 to commemorate the independence day of the Republic of Indonesia, Kreasi cultural dance activities Lenggo carried out by students of SDN 8 Pena Na'e, Bima City. Supporting factors such as high teacher enthusiasm, collaboration between teachers, and support from the school principal play a crucial role in the successful implementation of this strategy. Overall, the results of observations and interviews show that strengthening the nationalistic character of students at SDN 8 Pena Na'e,

Bima City can be achieved through appropriate strategies and support from various parties, especially support from the school principal. In this case, it is necessary to emphasize the importance of the role of schools, collaboration between teachers, support from school principals, and conducive environmental conditions in creating a learning environment that strengthens students' nationalist character.

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