

## The Role of Teachers in Instrumenting Attitudes if Nationalism in Students in Elementary Schools

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### Abstract

This study aims to analyze the role of teachers in instilling nationalism in students in elementary schools. Nationalism is a fundamental value that must be instilled from an early age in order to form a generation that has a sense of love for the homeland, pride in national culture, and an attitude of unity. The research method used is descriptive qualitative with data collection techniques through observation, interviews, and document analysis. The results of the study indicate that teachers have a strategic role in building students' national awareness through various approaches, such as teaching history and culture, role models in attitudes, and the use of technology in learning. However, there are challenges in instilling nationalism, such as the influence of foreign cultures and stereotypes that are formed early on in the family environment. To overcome these challenges, teachers apply project-based learning methods and interactive discussions to strengthen students' understanding of national values. This study concludes that the effectiveness of instilling nationalism in elementary schools depends on the active role of teachers in creating an inclusive learning environment based on national values.

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### Keywords

Literacy; Nationalism; The Role of Basic Education; Learning Methods, National Values.

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### Introduction

Nationalism argues that the highest level of consciousness of each person should be expressed in their nation (Suyitno & Suryarini, 2023). Deep feelings for the homeland, local traditions, and local officials have always existed in history, making them feel a sense of belonging and unity, with clear superiority and trust in the country. Nationalist sentiment, often also known as national pride, often also known as national pride or national spirit, is gradually declining in our country due to globalization. Nationalism is a characteristic of love for the homeland, an awareness that drives to form power and agreement to frame the country based on a corrupt identity and acts as a first step and goal to carry out social and monetary exercises (Prayuda, 2020). to organize vigilance to unite and act on the basis of this social solidarity (Nationalism), not as enlivening the consciousness of a country. A sense of Nazism is something that must be needed by a confession, towards students, because the attitude of

nationalism is not and becomes a facility that is diverse in the survival of the nation. Currently, nationalism is one of the most important issues faced. country. society, especially the younger generation. One of the main causes of this problem is the teacher's somewhat excessive emphasis on nationalist attitudes. Through education, they have a strategic mindset. The value of nationalism is very important in the current generation, especially among elementary school students (Kahpi & Harahap, 2020). Currently, the younger generation is more open to foreign cultures. As a result of the entry of foreign cultures into Indonesia, nationalism has gradually declined. The education provided by Elementary Schools is the foundation for developing student character. Therefore, Elementary School students must have a sense of nationalism so that they are not easily influenced by ideologies that conflict with the truth of Pancasila (Kartini & Dewi, 2021). If students believe in the principles contained in Pancasila, then nationalism will be ingrained in their education.

## Problem Formulation

1. How does a teacher incorporate national values into the basic school curriculum?
2. What teaching methods are effective in fostering nationalism in elementary school students?
3. What relevant learning resources can teachers use to help elementary school students recognize national pride?
4. How can educators utilize technology in the classroom to improve students' understanding of nationalism?
5. How can a teacher organize community projects and activities that support the development of students' nationalism?
6. How can a teacher provide positive examples to elementary school students in introducing the idea of nationalism?

## Research Objectives

The objectives of this observational research on teachers to determine the tendency of students' nationalism in elementary schools are:

1. To evaluate the effectiveness of the approaches and learning methods used by teachers in instilling nationalism in elementary school students.
2. To recognize the challenges and obstacles faced by teachers in implementing teaching approaches and methods in order to instill national values.
3. To find out the level of understanding and awareness of participants towards national values after participating in a program or activity guided by an instructor.
4. Analysis of the application of learning approaches and methods on the development of nationalist attitudes that are raised, starting from a sense of love for the homeland, increasing cultural diversity.
5. Examine the role and dynamics of the teacher-student model as an example that can be used to instill national values in students.

## Benefits of Research

1. Improving Educational Effectiveness: Can provide insight into the most effective teaching methods and approaches in instilling national values in elementary school students
2. Expanding Students' Understanding of Nationalism: Will help in identifying effective learning resources that teachers can use to expand students' understanding of nationalism.

3. Building a Strong Attitude of Love for the Homeland and Nationality: With effective and appropriate learning, this research can help students develop a strong attitude of love for the homeland and a strong sense of nationality.
4. Encouraging Unity and Tolerance: This research aims to provide insight into the importance of recognizing the role of tradition and unity in the context of nationalism.

Qualitative theoretical studies on the role of teachers in fostering student nationalism in elementary schools can produce critical analysis of teaching practices, interactions between teachers and students, and the impact of the school environment on the growth of nationalism.

Here are some important points that can be understood in this context:

1. Teaching History and Culture: Teachers can help students understand the importance of national culture and history in developing their national identity. Through storytelling, drama, and practical exercises, teachers can help students develop a more critical perspective on national identity.
2. Empowerment with knowledge: Teachers can help students internalize these positive traits through group discussions, principle-based projects, or experiential learning activities that foster teamwork and friendship.
3. Exemplary behavior: Teachers as role models can play an important role in instilling a sense of nationalism in their students. Positive influences for students will come from teachers who uphold national values, encourage cooperation, and give meaning to national symbols.
4. Learning Environment That Fosters Nationalism: To create a learning environment that upholds national values, teachers can collaborate with other school staff and students.

### Methods

This type of research is known as descriptive qualitative research, which has the ability to reliably identify relevant words, either in whole or in part, from the interviewed subjects and to secure the available data. Qualitative research is a technique that uses qualitative descriptive data analysis with several case studies from the field (Prayuda et al., 2024). The results above are converted into data, which can then be analyzed and presented in the form of graphs, images, and analysis results. Without data collection techniques, researchers will not be able to obtain data that meets the established data standards. To obtain the required data, the data collection methods used in this study include tests, interviews, and observations. The indicators in this study are the method of implementing nationalism in the classroom, how to implement nationalism in the classroom, and factors that influence and inhibit the implementation of nationalism in the classroom.

### Discussion

1. What teaching methods do you use to instill a sense of nationalism in students?

The teaching method is project-based with an introduction to children, PBL so for example we introduce cultural diversity, loving Indonesia, like that.

2. How do you as a teacher show an example of a sense of nationalism in front of students?

For example, not discriminating between ethnicities, fellow teachers socialize without regard to race, ethnicity, religion between groups and towards children, for example, praying in turns, even though their religions are different, they are taught to tolerate each other

3. Do you use media or technology in learning nationalism? If so, how?

For example, our learning topic is cultural diversity, later the children will watch a Saman dance film, Saman dance Using a multimedia projector like that so the children, for example, see Dayak dance using media like that

4. What is the biggest challenge you face in instilling a sense of nationalism in students?

The biggest challenge is that they have already conceptualized in their brains from home that for example, different religions mean that one judges this religion as not good, my religion is good, so when we equate them with loving Indonesia by respecting differences, it is a bit of a problem, for example, that one eats pork, that one wears a headscarf like a ghost, so from home there are already concepts like that, for example, and that is the challenge.

5. How do you evaluate the success of instilling nationalistic values in students?

The first way to evaluate it is to observe, observe in class I see how close these children are who are different tribes, who are different religions and respect for example these children listen to national anthems, they listen to national anthems more than tiktok songs, he who during the ceremony responds or not when carrying out the ceremony one of the people calls the attitude of nationalism, he responds or not to the mandate given by the ceremony instructor, he is enthusiastic or not when he carries out daily observations and that is also about for example there is a learning topic about nationalism, does he catch it or not, does he understand or not about learning

Inviting students to discuss the importance of nationalism and reflection on their experiences related to national values. This can deepen understanding and foster a sense of pride and love for the homeland in students. By carrying out these roles, teachers can instill a strong attitude of nationalism in elementary school students, forming a young generation who has a sense of love and responsibility for the nation and state.

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**Conclusion**

Teachers have a very important role in teaching national values to students in elementary schools. Through various teaching methods, such as storytelling, music, and role-playing, teachers can develop students' awareness and understanding of the atmosphere. In addition, teachers also act as guides in displaying national values in everyday life. Effective and consistent guidance from teachers can help students understand and internalize national values so that they can grow into patriotic and kind Indonesian citizens. The teacher's approach in instilling nationalism in elementary school students is very manipulative. Based on research findings, several important points can be identified, including the role of teachers as guides and

student integrity in the subject of "Structural Education". Character research, collaboration with teachers and the community, learning media, roles in the school environment, and education learning methods. Therefore, the teacher's approach in teaching nationalism is very sensitive, nuanced, and significant in teaching nationalism to students in elementary schools. Through various effective strategies and exercises, teachers can develop students' characters who are interested in the sea and have a strong sense of responsibility and commitment, and these students eventually become citizens who sail and are interested in the sea.

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