

The Formation of Nationalism through Education of Citizenship in Elementary School

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Abstract. Character education which is intended to love the motherland is one of the character education that must be instilled for every young generation from an early age. The purpose of this study is to find out how to instill national character (nationalism) through learning Citizenship Education in Primary Schools. The method used is the study of literature (literature study) on books and learning tools for Citizenship Education in other Primary Schools. The results showed that Citizenship Education in Primary Schools has contributed in every effort to instill national character (nationalism) through several schemes: 1) Planning to instill national character (nationalism) by incorporating the value of national character (nationalism) into the Syllabus, thematic RPP, and Citizenship Education teaching materials in Elementary Schools; 2) How to assess the inculcation of national character (nationalism) through Citizenship Education in Primary Schools by assessing the cognitive domain through tests, affective domains through teacher observation sheets and coordination with religious and sports teachers, and psychomotor domains through the process and results of the assessment; 3) The strategy of instilling national character (nationalism) through Citizenship Education in Primary Schools is through comprehensive discussions and methods.

Keywords. Civics and Citizenship Education in Elementary School; Character Education; Nationalism

Abstrak. Pendidikan karakter yang dimaksudkan untuk mencintai tanah air adalah salah satu pendidikan karakter yang harus ditanamkan untuk setiap generasi muda sejak usia dini. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana menanamkan karakter nasional (nasionalisme) melalui pembelajaran Pendidikan Kewarganegaraan di Sekolah Dasar. Metode yang digunakan adalah studi literatur (studi pustaka) pada buku dan perangkat pembelajaran Pendidikan Kewarganegaraan di Sekolah Dasar lainnya. Hasil penelitian menunjukkan bahwa Pendidikan Kewarganegaraan di Sekolah Dasar telah memberikan kontribusi dalam setiap upaya untuk menanamkan karakter nasional (nasionalisme) melalui beberapa skema: 1) Perencanaan untuk menanamkan karakter nasional (nasionalisme) dengan memasukkan nilai karakter nasional (nasionalisme) ke dalam Silabus, RPP tematik, dan materi pengajaran Pendidikan Kewarganegaraan di Sekolah Dasar; 2) Cara penilaian penanaman karakter nasional (nasionalisme) melalui Pendidikan Kewarganegaraan di Sekolah Dasar dengan menilai ranah kognitif melalui tes, ranah afektif melalui lembar observasi guru dan koordinasi dengan guru agama dan olah raga, dan ranah psikomotor melalui proses dan hasil penilaian; 3) Strategi menanamkan karakter nasional (nasionalisme) melalui Pendidikan Kewarganegaraan di Sekolah Dasar adalah melalui diskusi dan metode yang komprehensif.

Kata Kunci. Pendidikan di Sekolah Dasar; Pendidikan Karakter; Nasionalisme.

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A. INTRODUCTION

Indonesian nation is a heterogeneous archipelago. Pluralism in Indonesia can be seen in several ways, as described by Nasikun (2017) that is horizontally marked by social cohesion and vertically marked by sharp differences between the layers. Pluralism in Indonesia signals the need for national character for each citizens that can be used as a binder of the existing diversity. An anxiety may become conflicts that befall the diverse communities as well as the disappearance of a sense of nationalism that lately begun to be felt. Therefore, their strength is needed in retaining the character of nationality (nationalism) in the era of globalization which poses a challenge for Indonesia, because a good citizen is a citizen who has a soul and a spirit of nationalism. Accordingly, in education, character implant is necessary in an effort to strengthen national character (nationalism).

Character education is currently being intensified by governmental education. The issue of moral degradation among young generation is responded with alacrity by the government through character education programs at every level: elementary school (SD) to Higher Education (PT). It is in-line with Article 3 of Law No. 20 year 2003 on National Education System that:

" Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab."

Character education in Indonesia was held to achieve national education goals as mentioned previously. Character education can be done in the classroom through a learning process and outside the classroom. Character education in the classroom can be organized through the subjects of Civics Education In Elementary School In the context of Indonesia, Civics Education has civics purpose that can be seen in Act No. 20 year 2003 on National Education System that civics are intended to form learners who have a sense of nationalism and love for the homeland (Sapriya, 2012, hal. 17).

The purpose of national education is the most operational resources in the development of the nation's culture and character education (Judiani, 2010, hal. 283). Therefore, there are three domains of citizenship in civics education: a) academic domain, b) curriculum domain, and c) cultural and social domains (Sapriya, 2012). The three domains are interconnected structurally and functionally by CCE (Centre of Civic Education) (1998) in the United States that ties to the conception of virtue and civic culture that includes knowledge of citizenship (civic knowledge), the character of citizenship (civic disposition), civics skills (civic skills), trusted citizenship (civic confidence), commitment to citizenship (civic commitment), and the competence of citizenship (civic competence) (Sapriya, 2012).

Nonetheless, there are still many problems faced in the implementation of character education. A research conducted by Zuchdi, et al. (2006) has proven that all levels of education in Yogyakarta has found several results as: (1) the institutional context of schools still does not optimally support the implementation of character education; (2) indoctrination strategy is still being used even though the portions are not too big, awarding exemplary levels still need to be added; facilitation of value in accordance to train the ability just not widely used, the development of life skills (soft skills) related to values and morality are not maximized; and (3) the education character climate is not yet conducive.

Then generally speaking, (Judiani, 2010) mentions that the values in the curriculum of character proves that teachers do not promote and teach explicitly. The delivery of character education still faces obstacles, like teachers have not been able to integrate and pour character values into a learning tool in the Competency Standards (SK) and the Basic Competency (KD), and sometimes it is irrelevance with SK and KD (Kurniawan, 2013, hal. 39). Karimah emphasizes that she has found classroom teachers underwent problems in choosing the values of the right character in the learning processes, because there are a lot of character values that should be imparted to learners (Karimah, 2015, hal. 50).

Elementary school is a formal institution that becomes the foundation of education for the school level above it. In Indonesia, not a few international-standard schools with all its advantages, one of them is the use of English as a daily language of instruction in educating the nation's children, so it is not impossible to cause love for the nation's cultural values to begin to fade, because Language is a communication tool that if used in the learning process continuously will also have a big influence on the formation of character (nation) for students (Wuryandani, 2010)

In addition, based on the results of observations made Irma (2019) in his research, he found problems with the process of planting the main character of nationalism as seen from the results. In his research, the authors observed 3 elementary schools (SD) and/or Madrasah Ibtidaiyah (MI). The 3 schools that the author observed, namely MI Islamiyah Bangsa, SDN 2 Bangsa, and SD NU Master Sokaraja. The result is

SD NU Master Sokaraja which according to the author is the best in the process of instilling the character, especially the character of nationalism in students, is reflected in the programs carried out by the school and the level of student awareness of the importance of nationalism. For example, in SD NU Master Sokaraja is always accustomed to shaking hands with the teacher before entering school, the flag ceremony every Monday, carrying out the morning parade in which marching lines and memorizing Pancasila, wearing traditional clothes at certain events, singing Indonesia Raya songs before and after learning, and singing folk songs as an embodiment of regional love. The same programs are not available at MI Islamiyah Bangsa and SDN 2 Bangsa. In addition, when viewed from the perspective of the students, the students at SD NU Master Sokaraja have a more disciplined attitude, it can be seen from the absence of students who throw litter. Therefore SD NU Master Sokaraja looks more organized and clean. Of course it is inversely proportional to students at MI Islamiyah Bangsa and SDN 2 Bangsa who lack a sense of cleanliness and a disciplined attitude. Therefore, the writer concludes that in terms of implementing the planting of national character, SD NU Master Sokaraja is much better (RAHMAH, 2019).

Nationalism is one of the 5 main values that need to be developed as priorities in the Strengthening Character Education (PPK) movement (Maisaro, Wiyono, & Arifin, 2018), bearing in mind that today the Indonesian nation, especially the younger generation, is experiencing a moral crisis that threatens the integrity and future of the nation, for example if learning is cheating (Maisaro et al 2018) if it is related to nationalism he refers to the nationalist sub-values of "achievement" (Maisaro et al., 2018). Cheating is a behavior that deviates or is contrary to the sub-value. The hope, students can excel without having to cheat and erase these habits so as not to become a "cheating culture". Therefore, what needs to be done is to be disciplined in learning so that real achievements can be achieved. So this sub-grade is considered very important to be instilled in students, especially starting from the elementary school level. Bunulrejo 2 Public Elementary School Malang is one of the agencies that conduct the KDP program, the activities carried out are integration, civilization, role models, and collaboration with parents. The targets in this activity are students, and the role models (who are good examples) are the teacher and staff to strengthen the character of the students themselves (Maisaro et al 2018).

Planting the character of nationalism is an important part of the life of the nation and state, in formal education in elementary schools to tertiary institutions taking an important role. However, the task of educators at school is just finished when students go home. In this case, the formation of the character of students is only borne by educators (educational institutions), in addition to the need for synergy from schools and the community, precisely the most important in shaping the national character in students is the family. Musafiyono & Setyowati (2014) explained that the family is the

main and first place of education, because throughout the life of the child spends more time in the family than in other institutions.

The family becomes a place of transformation of moral values, as does growing a sense of nationalism. Nationalism can shape the character of an individual (child) into a person who is aware of the importance of self-sacrifice and love of the motherland which is based on the values of character to his children, especially those who have entered elementary school age. Because nationalism at this time seems to be less understood by children in general. Based on observations made by Musafiyono & Setyowati (2014), 600 children of primary school age (7-12 years) and as many as 512 family heads (parents) calculated based on KK and the level of parental education as well as the categorization of permanent and seasonal residents, indicating that the lack of understanding of children in interpreting nationalism. This can be seen in the activities to welcome or commemorate the Republic of Indonesia Anniversary, seen their lack of enthusiasm in participating in various activities, although there are still some children who are quite excited about the anniversary of this independence day but the children better understand or interpret the activities held every before independence day in August as an activity that is usually done, not interpret what is the reason for the activities of commemoration of independence in August. This is what makes nationalism less understood and understood in depth by children, because parents teach nationalism to their children not through concepts (Musafiyono & Setyowati, 2014).

Based on the explanation above, what needs to be underlined is that the family is the most important part in fostering nationalism in children. Parents must have an awareness that the value of nationality (nationalism) must indeed be instilled in children from an early age so that children have a love for their nation and country so that children are able to implement nationalism in everyday life.

Some previous research that is relevant to the concept of national character (nationalism) implanted through learning Civics Education in Elementary School is about a study on implanting nationalism and school identity in Hong Kong and Taiwan through learning extra musical that is directed against democracy and citizenship in the confusion of national identity. This program is purposed to generate Hong Kong and Taiwan promote a sense of national identity (nationalism) and a set of moral values of Confucianism as the main purpose of music education in schools (HO, 2003). Besides, the study explores the identity of South Korea formed through the national curriculum, and assess how the identity of Korea (which was previously formed by traditional ethnic values) has changed during the period of national modernization. The study describes an attempt to establish the identity of Korea through the reform of the national curriculum in the middle of globalization as a phenomenon that has been growing rapidly in Korea since the 1990s (So, Kim, & Lee, 2012). It also investigates the influence of education on various dimensions of nationalism and ethnic exclusionism

with the use of 1995 survey data collected in 22 countries that has produced strong educational attainment that is associated with ethnic exclusionism and chauvinism, but not for patriotism. Moreover, the effect of education on ethnic exclusionism can be said smaller in new democracies (Coenders & Scheepers, 2003).

Another research examines the relationship between level of education and the nationalist and xenophobic sentiments and exploits data from the International Social Survey Program that empirically compares ten countries. This research concluded that the effect of educational level is not specified to a country. In other words, the level of nationalist and xenophobic sentiment decreased with the increasing levels of education in all countries examined, although there are substantial differences between educational systems in these countries (Hjerm, 2001). Another study examines the role of education in influencing the selection of female Turkish immigrants between more secular nationalism and more religious has found that their choice can be attributed to the existence of strong forms of nationalism in their home countries and with the concrete reality of the context of immigrant (Timmerman, 2000).

Based on some descriptions of these studies, it can be understood that in an effort to implant nationalism character can be started by emphasizing a set of national character that supports nationalism character in education. The nuance of Indonesian nationalism has already been fertilized in Indonesian society, especially with through a motto "Unity in Diversity" that is capable of being the spirit of the life and the nation. The spirit of nationalism is crucial and need to introduce early to nourish the spirit of unity. Based on the evidence, the researchers within this study is interested to study "The Formation of Nationalism through Civics Education in Elementary School".

The focus of this research is the planting of national character (nationalism) through learning Civics Education in Elementary School. The formulation problems in this research are: 1) How to implant national character (nationalism) in the syllabus, lesson plans and teaching materials of Civics Education in Elementary School?; 2) What strategies are used in implanting national character (nationalism) through Civics Education in Elementary School?; and 3) How to rate the implant of national character (nationalism) through Civics Education in Elementary School?. This research is expected to provide a scientific contribution to the expansion of the paradigm of Civics Education in Elementary School as power in implanting national character (nationalism). Practically, the research is expected to add insight into the implant of national character (nationalism), especially through Civics Education in Elementary School.

B. METHOD

This research use descriptive qualitative approach. Sugiyono (2008) explains that the descriptive qualitative goal is to explore broadly and deeply. The approach in this research is library research by Noeng Muhadjir which includes: 1) theory or scientific

discipline, 2) validity of research objects, 3) linguistic theory, and 4) literature study (Bungin, 2001). In carrying out library research, this study tries to examine the concept of the implant of national characters, especially through Citizenship Education in Primary Schools. Data collection techniques are documentary techniques. Data is analyzed by organizing data, sorting out what is managed, synthesizing, finding patterns, and discovering their importance. Literature research uses data in accordance with the problem of national character implantation (nationalism), specifically through Citizenship Education in Primary Schools. In this study, the literature used by researchers is books and learning tools for citizenship education in other relevant schools

C. RESULTS AND DISCUSSION

In this section, the researchers would like to display the result of the investigation that is related to the produced data from the observed object. The overall results and discussion are as shown in the figure 1 below:

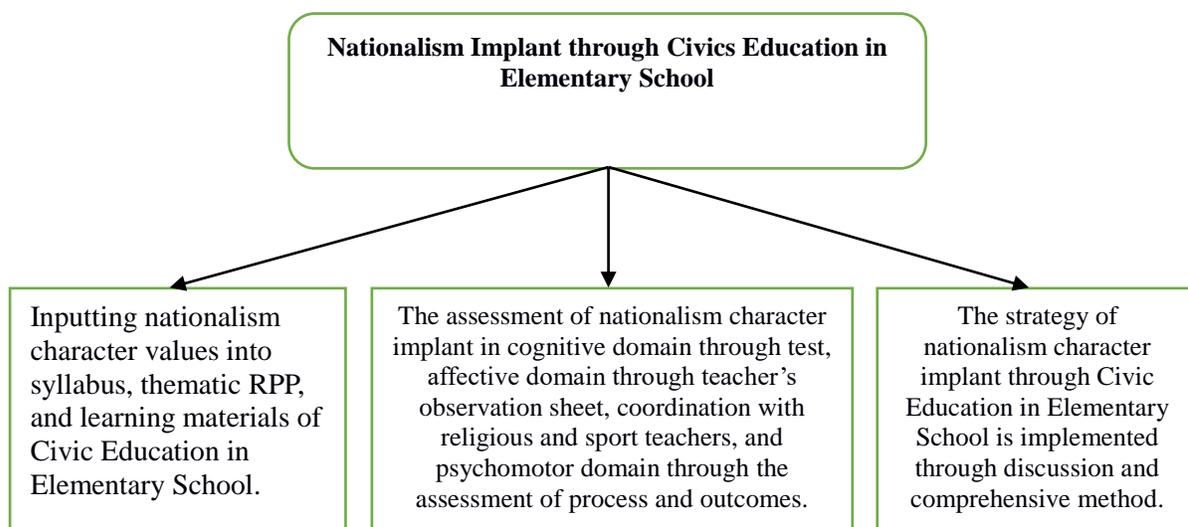


Figure 1: The Scheme of Research Result

Source: Research Data, 2019

1. Civics Education As the National Character (Nationalism) Education in Elementary School

Civics Education is presented in the curriculum of primary education to higher education as it is in accordance with Article 37 paragraph (1) and (2) of Law No. 20 year 2003 on National Education System states that " 1) Kurikulum pendidikan dasar dan menengah wajib memuat: a) pendidikan agama; b) pendidikan kewarganegaraan; c) bahasa; d) matematika; e) ilmu pengetahuan alam; f) ilmu pengetahuan sosial; g) seni

dan budaya; h) pendidikan jasmani dan olahraga; i) keterampilan/kejuruan; dan j) muatan lokal.2) Kurikulum pendidikan tinggi wajib memuat: a) pendidikan agama; b) pendidikan kewarganegaraan; dan c) bahasa”.

The conception of the Civics Education as the national character education implicitly be available in the Rule of Ministry of National Education (PERMENDIKNAS) No. 22 year 2006 on the standard of National Education. There stated that civics is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become intelligent, skilled, and behaved Indonesian citizens as mandated by Pancasila and the Constitution 1945.

The idea of Civics Education as national character education is relevant to the Article 3 of Law No. 20 year 2003 on National Education System speaking that national education serves to develop the ability, character development, and civilization of the nation's dignity in the context of the intellectual life. It is also aimed at the development of potential participants of learners to become a youth with faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and democratic and accountable citizens. In general, education systems in whole world have acted as facilitators for nation building and national consciousness since the emergence of the modern national-state (Yemini, Bar-Nissan, & Shavit, 2014). The education of national character becomes important when it is faced with the globalization that speaks for local wisdom as one charge in the educational process (Hidayah, Feriandi, & Saputro, 2019). National character (nationalism), which includes ways of thinking, attitudes and actions at the level of primary school is important to guide students about the values of character needed for the next stage (Hidayah, Suyitno, Retansari, & Ulfah, 2018). In the school, Civics and Citizenship Education (PPKn) is known as a centre for the development of knowledge, attitudes, and skills in democratic life (Ulfah, 2018), other than that good citizen with the embodiment of integrity from all efforts of society that are capable of resulting a trust will next become a capital in the era of globalization (Saleh & Hidayah, 2017)

Civics Education as a national character education in Elementary School is a subject that needs to be focused on the character formation of citizens who are able to understand and carry out the rights and obligations as intelligent and skilful citizens in accordance with Pancasila and the Constitution 1945. By that understanding, here are some benefit for learners from studying Civics and Citizenship Education (PPKn):

- Critical thinking, rational, and creative in responding to the issue of citizenship;
- Participate actively and responsibly, act intelligently in the activities of the society, nation and state as well as for anti-corruption;
- Develop positive and ethical democracy to shape themselves based on the characters of Indonesian to live together with other nations;

- Interacting with other nations in the regulatory world directly and indirectly by the use of information and communication technology (Kurniawan, 2013).

In this case, Sapriya (2012) asserts that the Civics Education at the level of Elementary School aims to prepare students to be intelligent and good citizens who master knowledge of citizenship (civic knowledge), skills of citizenship (civic skills) and attitude and values (attitudes and values) that can be utilized in growing sense of nationalism and patriotism and homeland sense of belonging. Civics Education in Elementary School level is essentially a subject that has a major contribution in forming the national character (nationalism) on the learner.

2. The Values In The National Character Lesson Plan Thematic in Civics Education in Elementary School

Overall the researchers felt the need for significant studies and references on how citizenship education in elementary schools could instill nationalism, especially in the 2013 curriculum. The implementation of national character and values in lesson plan (RPP) thematic in Civics Education in Elementary School is signed by developing RPP through incorporating the values of national character. RPP is a reference for teachers in the learning process. According to Muslich (2008), the RPP is learning design implemented in the classroom by the teacher, and that the internalization of national character through Civics Education in Elementary School emphasized on the value of national character can be a solution to problems of internalization of national character. In addition, the implementation of national character values in RPP as well as directed in 2013 curriculum (curriculum-based characters). The urgency of national character value through Civics Education in Elementary School is interpreted as an important attempt of implanting character that becomes the foundation for lifelong-learners (Stonkuvien E. 2017). In the implant of national character value through Civics Education in Elementary School that the national character values within the RPP is thematically implied through learning stages: a) Opening; b) the Main activity; and c) Closing.

The values in the RPP that is thematically designed for national character is the initiation of some implications of previous research, include the results of the second semester students of class *II A*, *II B*, and *II C* academic year 2015/2016 of Ganesha Education University about the effectiveness of learning instrument that contains the character values that generate learning instruments effectively has been used in teaching and learning activities. In addition to the learning instruments, it also contributes in shaping the character of students (Wisudariani, Sudiana, Putrayasa, and Rasna, 2018). The implementation of the integrated character values in physical education in primary schools at Sumedang has produced that character values can be implemented in elementary school on Physical Education (PENJASKES) (Image, 2012).

The purpose of applying national character values in RPP of Civics Education in Elementary School is in-line with the leading social harmonization and has resulted in the implementation of teachers whom are expected to implement it in the process of teaching and learning activities (I Kadek Mustika, 2018).

After conducting the study, the researchers identified several national character values in the RPP of Civics Education in Elementary School to be adopted among others as seen in table 1 below.

Table 1.

The adopted characters in Learning Implementation Plans (RPP) of Civics Education in Elementary School

Opening	Main	Closing
Discipline	Tolerance	Responsibility
	Responsibility	
	Democratic	
	Homeland longing	

Source: Research Data, 2019

Based on table 1, the probability of adopted message in the thematic RPP of national character on Civics Education in Elementary School in the process opening is the character of discipline. In the 2013 curriculum, there emphasized on attitudes that sense as importance, because students are the nation's future (Sari & Syamsi, 2015). Discipline is important for learners (Wuryandani, Maftuh, & Budimansyah, 2014), The tendency in attitude will be influenced by a person's knowledge, so in an effort to foster national character, there are several components as presented by Gunawan (2012). The components are moral knowledge, moral feeling, and moral action. A behavior of discipline is a character that can be performed by students in school. Thus, in the process of teaching and learning activities, a message of the importance of discipline through the opening activity in learning processes can be developed.

The national character value that can be developed in the thematic RPP of Civics Education in Elementary School at the main activity of learning is the character of tolerance, responsibility, democracy, homeland longing. In the United States, for more than two centuries, democracy has been based on the involvement of citizens in political life, and school is the most appropriate place for introducing citizens' involvement in political life (Westheimer & Kahne, 2003).

In the context of Indonesia, there has no 18 character values that must be inculcated in students' personality. However, in its application results rate of implanting national character is intended to detect national characters formed on learners (Iswantiningtyas & Wulansari, 2018). Their nationality character values at the main activity of learning has an expectation to support educational goals.

The development of several characters is needed to help teachers cope with everyday behaviour of students in class. The behaviours can be classified into less-polite, less-orderly learning, and cheating during exams. The class teacher is positioned at the forefront of learning success, so understanding students' responsibility and character development is the most important point (Hill, 1962). The national character values in the thematic RPP of Civics Education in Elementary School at the end of class activity can be adapted in learning is responsibility. A result of research on learning model that integrates seamlessly with the character formation of students at 16 students of class III at SD 1 Pegunungan Kudus produce that learning with mind mapping product ratings can improve the character of students' responsibility from 72.5% (in cycle I) to 82.8% in cycle II (Rahayu, 2016). For learners, the responsibility to deliver in order to have leadership characterization includes fairness, communicate effectively, think of positive change, and have moral courage should be adopted (Voegtlin, 2015)

The national character values in thematic RPP of Civics Education in Elementary School is the thing that has consequence. The consequence is about the agreements and commitments of its implementation. A widespread measurement of educational outcomes in its contribution for country, has shown a real concern about the quality of education (Biesta, 2010). The success of its implantation on the national character is not only the responsibility of teacher in the classroom, but also of all parties in an effort to produce smart and generation of citizen in accordance with the State and the constitutional basis of the Republic of Indonesia (RI).

3. Learning Assessment Strategy and Investment Support of National Character Implant through Citizenship Education in Elementary School

Learning strategy can be defined as a plan that contains a series of activities designed to achieve the learning objectives. The strategy is an important part of learning. The achievement of learning goals is inseparable from the role of strategies that are designed and constructed by teachers. In learning strategy, there requires proper method and utilization of resources or power in the selected learning to achieve the learning objectives. The method is an attempt to implement a plan that has been prepared and used to release the learning strategies that have been defined and mapped. Thus, a strategy can be implemented by various methods (DG PMPTK, 2008, pp. 3, 5).

Learning strategies in Curriculum 2013 (K13) is emphasized on the use of models, methods, medias, and learning resources that are linked to the characteristics of the subjects and the students, as well as the competence and level of education with a thematic approach, thematic integrated or scientific, and disclosure (inquiry/discovery) to produce learning- based problem-solving (Project Based Learning) (Education, 2016, p. 11). As an alternative, the method that can be used to embed national character

through the subject Civics Education in Elementary School is discussion and comprehensive.

The method may be said as a strategy of discussion in presenting teaching materials involves discussing and finding an alternative solution for a problematic topic. Teachers and learners (together) in a group have an equal attention to the topics discussed in the discussion activity. Discussion groups in the learning process is implemented to encourage the emergence of positive factors within a student (Latifah, 2013, p.18). Group discussion method has advantages and disadvantages. The advantages are: (1) method of discussion can stimulate students to be more creative, especially in giving ideas; (2) can train students to brainstorm and tackle any problems; and (3) train students to be able to express opinions or ideas verbally. Meanwhile, the lack of discussion in the learning are: (1) the occurrence of dominance in the discussion by students who have speaking competency; (2) expanding and blurring the issues discussed; and (3) the disagreements that occur in the discussion is often directed towards emotional that sometimes cannot be controlled. As a result, there are those who feel offended, so it can disrupt the learning climate (Latifah, 2013). Therefore, there needs a supervision of teachers to monitor learners' difficulties during the process of discussion.

Comprehensive method can also be used as an alternative to instil national character on learning Civics Education in Elementary School. Kirschenbaum (1995:9-10) as quoted by Zuchdi (2010) has introduced a term "comprehensive" in character education. There are some scopes in that terms. First, it must be comprehensive and cover all issues relating to the selection of the values of a personal nature to questions about ethics in general. Second, the method must be comprehensive, and include implanted values, giving an example, the facilitation of moral decision-making in a responsible manner, and the development of life skills (soft skills). Third, character education should take place in the overall educational process in the classroom, in extracurricular activities, in the process of guidance and counselling, the award ceremonies, and other activities.

In a comprehensive method, there is a scope of skill development (skill construction). One of purposes of skill development is communication skills. Communication skills can be honed through discussion in-group to train students to be able to express opinions or ideas verbally. This is in-line with a research by Suryani et al. (2014, p. 6) indicates that the skills of social communication of students in discussion activity (at the first meeting) can be seen through number of students who express opinions, explain, ask, deny or ask for clarification. In the second and third meeting, it increases significantly compared to the previous meeting, and the class changes into a very interactive situation.

Presently, character education should occur through life in society. It needs for synergy and consistent role of some parties to instil character values. The consistency of

all parties in implementing character education really affects the value of young generation (Zuchdi, Prasetya, & Masruri, 2010). Thus, comprehensive method includes inculcation (implanting) values, modelling, facilitation values, and skills development and construction.

On the other hand, we need to teach skills like addressing, thinking critically and creatively, and making their own decisions with a full sense of responsibility. Many methods in education that have been developed to help young people develop their skills and realize some important values. The most prominent values are: knowing themselves, awareness of self-esteem (self-esteem), the objective of formulating skills, thinking skills, decision-making skills, communication skills, social skills, academic knowledge, and transcendental knowledge (Zuchdi, 2001, hal. 161, 162). In forming thinking skills and communication abilities in the scope of comprehensive method, that skills development and other methods are needed to facilitate the communication and thinking skill of students, and it can be done collaboratively through discussion method with a comprehensive method.

A research result by Zuchdi (2001) mentions that the other side of learning to work together is to learn and to resolve conflicts. If several people are working equal, they typically face conflict in social life that have diversity in terms of ethnicity, religion, language, and culture. Likewise, a nation may not be able to win the global competition if the population is divorced disarray and do not have a strong sense of unity. In that case, the bottom (core) line is in the learning process to instil national character through Civics Education in Elementary School Besides, learning environment needs to be formed like a real community conditions.

The learning laboratory for Civics Education in Elementary School as mini social life in the community. There, there is a process of early habituation by learners when they grow into mature citizens. Lastly, character education should occur through lives in society. Parents, religious organizations, law enforcement, police, and citizenship organization are expected to participate in character education. The consistency of all parties in implementing character education evidently affects the quality of moral character and the younger generation (Kirschenbaum, 1995 as cited in Zuchdi, 2001). Once, since the formation of character is not just the responsibility of the educational institution, but rather a shared responsibility for some parties.

Implanting national character through learning Civics Education in Elementary School with a comprehensive method deemed appropriate to apply, because at the present time, it is increasingly complex and changes in all facets of life and takes place very quickly. Character education should consider as a holistic development of learners and feel that was built no longer on doctrinal atmosphere (Zuchdi, 2001), but indoctrination through a comprehensive method that includes *inculcating* (instil character values of nationalism), *modelling* (adjusting value of nationalism), *facilitating* (ease/facilitate the development of nationalism values), and *skill development* (skills

development of citizenship that covers thinking skills, decision-making skills, communication skills, social skills, academic knowledge, and knowledge of transcendental in defending the values of nationalism). Civics Education In Elementary School using comprehensive method is more effective in developing the value of nationalism as compared to the conventional method (Ulfah & Zuchdi, 2015),

Based on Processing Standards for Primary and Secondary Education in the Rules of Ministry of Education and Culture (PERMENDIKBUD) No. 22 year 2016 places that the learning assessment in 2013 curriculum is known for authentic assessment (authentic assessment) to assess the readiness of learners, processes and learning outcomes in their entirety of learning. The assessment of learning process is done, so teacher can see the impact of the learning process and confirm that it has been instructional (instructional affect) on aspects of knowledge and impact of escorting (*nurturant/nurturing affect*) on the aspect of attitude. In addition, the authentic assessments is used as material improvement of learning process to fit with the Education Assessment Standards. The evaluation of the learning process of Civics Education in Elementary School is performed during the learning process by using observation sheet to assess students' affective and coordination with subject and religious teachers.

After the assessment, the researchers can determine several patterns of rates that can be used in implanting national character (nationalism) through Civics Education in Elementary School. One of the patterns is the assessment of cognitive domain through tests. The assessment of cognitive domain is primarily related to the overall intellectual. In this case, there are six aspects of cognitive domain: a) knowledge/memory, b) comprehension, c) implementation, d) analysis, e) synthesis, and f) evaluation (Directorate staff, 2008). One of the objectives of this assessment is to identify the level of materials mastery of learners, knowing the skills of learners, the rate and progress their learning, knowing the strengths and weaknesses, and selecting and placing learners in accordance with their potential (Arifin, 2012). By this way, the assessment of cognitive domain in implanting national character (nationalism) through Civics Education in Elementary School is said appropriate when using series of tests for the assessment tests of teachers that (in fact) can align with the aim of testing as stated by Mardapi (2008) that the purposes of the test are placement test, diagnostic, formative, and summative.

Further assessment on the affective domain in implanting national character (nationalism) through Civics Education in Elementary School is to use teacher's observation sheet, a coordination with the religious and sport teachers. The affective ratings are ratings that relate to attitudes, behaviors, and actions. Attitudes are hidden and cannot be observed directly, but attitudes can be inferred through behavior (Sudaryono, 2012). The attitude rate is always less important than the knowledge assessment, cognitive skills and psychomotor skills (Cate & DE Haes, 2000), so the

affective rate of implanting national character (nationalism) through Civics Education in Elementary School through coordination with the religious and sport teachers is to help the assessment and objective measurement on the affective domain. Intrinsically, affective is the result of learning that appears in various forms of attitudes that responds, respects, and organizing (Rosa, 2015), The complexity of the affective domain which includes interest, emotional value, and some others, require a cooperation and good coordination of some various parties. Construing the success of the affective domain is not only implemented and obtained through teachers' opinion, but also a tendency of positive and negative feeling against the subject-oriented as well as a clarification from various parties.

Furthermore, the assessment of psychomotor domain of implanting national character through Civics Education in Elementary School is obtained through the assessment process and results. Psychomotor domain is a domain related to the skills or ability to act. Psychomotor domain is related to the student's skills in applying the material that has been learned (Rosa, 2015). The emphasis of assessment process and result in implanting national character (nationalism) through Civics Education in Elementary School is intended as an effort to find out how the discussion of students and their participation in learning activities can take place. The assessment process and results can help teachers in determining the outcome of implanting national character (nationalism) through Civics Education In Elementary School, because (in this stage), a teacher can assign a grating that can be used in the assessment of psychomotor domain in implanting national character (nationalism) through Civics Education In Elementary School.

D. CONCLUSION

As an alternative to instilling national character (nationalism) through Citizenship Education and Citizenship (PPKn) in Elementary Schools, strategies that can be used are comprehensive discussions and methods that can include instilling values, ideals, facilitation values, and skills development.

Based on the results and discussion, the researchers can practically conclude that the planning of national character implantation (nationalism) in elementary schools is carried out through syllabi, thematic RPP Citizenship and Citizenship Education (PPKn), and Citizenship Education and Citizenship Education (PPKn) teaching programs in schools basic. The level of national character implant through Citizenship and Citizenship Education (PPKn) in Elementary Schools in the cognitive domain is proven through tests, the affective domain is proven through teacher observation sheets, coordination with religious and sports teachers, and the psychomotor domain is proven through the assessment process and learning outcomes.

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Constitution

Pasal 37 ayat (1) dan (2) Undang-Undang No. 20 tahun 2003 tentang Sistem Pendidikan Nasional

Permendiknas No.22 Tahun 2006 tentang standar Isi Pendidikan Nasional

Pasal 3 Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional