

# The Implementation of *Homeland Loving* Education Character by the Students of Civic Education Universitas Muhammadiyah Ponorogo

Hadi Cahyono<sup>1\*</sup>, Ariefa Efianingrum<sup>2</sup>, Marzuki<sup>3</sup>

<sup>1</sup> Universitas Muhammadiyah Ponorogo

<sup>2</sup> Universitas Negeri Yogyakarta

<sup>3</sup> Universitas Negeri Yogyakarta

Email: [hadicahyono0@gmail.com](mailto:hadicahyono0@gmail.com)

## ABSTRACT

This research aims to know the implementation of Homeland Loving education character by the civic education students Universitas Muhammadiyah Ponorogo. The method used is descriptive qualitative. The study focused on the implementation of Homeland Loving education character, civic education students, Universitas Muhammadiyah Ponorogo. This research using the descriptive qualitative method. A sampling of respondents using a simple random sampling. The respondents are the IV civic education students, Universitas Muhammadiyah Ponorogo. The data collection uses interview and observation techniques. Qualitative research was used to analyze the data. Based on the results and discussion above, it can be concluded that the form of implementation of the attitude of love for the homeland by students of the civic department study program at the University of Muhammadiyah Ponorogo has different variations between one respondent and another. This shows that each student has their way of implementing the attitude of love for the homeland. For example, always buying domestic products, always being disciplined, obeying regulations, and using language properly and correctly.

**Keywords:** *Education, Character, Homeland Loving.*

## 1. INTRODUCTION

Understudy is one of the youthful age components that support Indonesian history. The understudies development in the country history showed current realities of critical aggregate cognizant energy. The achievement of country battles began from 1908, 1928, 1945, 1966 until 1998, and every one of them came to structure the understudies' jobs. In terrible circumstances, understudies played the jobs to be the pioneer in battle without holding up the orders and political propensities. Understudies are consistently in the principle puts in this set of experiences country.

Understudies as influencers have a significant job in guarding policy-driven issues and the breaking down of the country. The issues which go with aggregate cognizant occasions were debasement, intrigue, and nepotism. Beginning structure the country history, understudies consistently take a front situation, with no item activity when they confronted the issue. The understudies are ethical aids, so reality and equity be

life expectancy [1]. The patriotism and the affection for the country ought to be worked through schooling. The globalization period causes decay of identity esteem. Understudies or youthful age like and glad the unfamiliar culture more than their way of life. It very well may be displayed in when the youthful ages like to utilize the unfamiliar items than the public items. Different realities can be seen structure the absence of understudies or youthful age appreciation in the banner service. Past research found that globalization against the force in carrying out the identity components and pulverizing the country's esteem towards their agent of TV [2].

Character schooling is a type of creating values in upright, character, and moral perspectives [3]. Each individual has potential virtues that should be created. What's more, the character viewpoint will have a huge effect on the off chance that it is fortified by different worth exercises. Each person should have morals in life since people are social creatures who consistently interface with others. Accordingly, character instruction

is vital for the endurance of every person to be viewed as a genuine individual.

Next to the absence of understudies or youthful age appreciation in the banner function, there are a ton of understudies that don't retain the public or district tune, don't have the foggiest idea about the public legends, even numerous students who don't have a clue about the statutes of Pancasila [4]. The endeavors to re-stimulate the country cherishing and to understand a decent understudy and have such job are through training character. The point of this examination is to know the execution of Country Cherishing instruction character by the civic education students Universitas Muhammadiyah Ponorogo.

## **2. THEORETICAL REVIEW**

### ***2.1. Character Education***

Education character is the entire interrelated social dynamic with different measurements, both from the inside and from outside of itself, so the individual can progressively his opportunity live, so they can be more answerable for the development of himself personally and the advancement of others in their lives [5]. Schooling character can be deciphered as a worthy instruction, training character points are to foster the capacity of students to decide, both supporting, showing, and spreading the great into regular day-to-day existence furiously [6]. Instruction character is a push to teach kids to settle on an astute choice and practice in everyday life, so they can contribute emphatically to the climate. Character esteems which to be granted to youngsters are general qualities in which all religions, customs, and societies and they without a doubt maintain that load of qualities. These general qualities should be stick for all citizenry notwithstanding unique social, ethnic, and strict foundations [7]. One might say that training character is a way or exertion made man to live opportunity and can be responsible for his opportunity.

Training character isn't sufficient to be instructed through homeroom subjects, however, it very well may be applied through adjustment. The adjustment is aimed at social endeavors on specific exercises so it becomes designed or fundamental action. Establishing a favorable climate is one of the cycles to assemble the kid's way of life that is affected by the kids' conditions and encounters. Likewise, making a helpful air in schools is a push to fabricate a culture that makes it conceivable to assemble character, particularly in connection with the work culture and learning in school [8].

One might say that schools that develop their residents love to peruse, surely it develops a favorable environment for understudies to very much want to peruse. In like manner, schools that develop residents

for order, wellbeing, and clean, it's anything but an environment for the making of such a person. The procedure that should be possible by a mentor to foster instruction character by building schooling character of unequivocally, efficiently and constantly by including knowing the great, Adoring the great, acting the great perspective, form the strong circumstance, and focus on the activity climate that ought to be protected, trusting, deferential, and focusing on other government assistance. Models of positive conduct, and show fundamental social and enthusiastic abilities, for example, perceiving and overseeing feelings, regarding contrasts, and settling clashes through delicate ways that esteem each other's necessities [9].

The upsides of instruction character are: 1) The worth of temperance, man has the righteousness if he lives and plays out the chief demonstrations of activity that achieve his decency, 2) the worth of excellence, as works and craftsmanship, 3) The worth of work, the compensation for the worth of work is the thing that decides the quality An individual self, 4) The worth of energetic love, comprehension, and enthusiasm for the profound worth in the penance of each resident [5].

Etymologically, the expression "character" is more like a mental viewpoint. Character is straightforwardly identified with parts of the character, ethical quality or character, character, character that recognizes one from others "[1]. Character alludes to a progression of perspectives, practices, inspirations, and abilities. Character incorporates the mentalities, for example, the longing to do the best, educated limits like basic reasoning and good thinking, dependable conduct, protecting good standards in circumstances of shameful, relational, and enthusiastic abilities that empower one to communicate viably in various conditions, and a promise to contribute with the local area and climate. Character is an attribute or character shaped by the disguise of ethics that are accepted and utilized as a reason for the perspective, thinking, demeanor and activity. Temperance comprises various qualities, ethics, and standards, like genuineness, mental fortitude, reliability, and regard for other people. The cooperation of somebody with others encourages the personality of society and the character of the country [8].

### ***2.2. Country Adoring Person***

Love the country is thinking, act, and working on something which shows faithfulness, mindfulness, and high enthusiasm for the country and country [8]. Love country is knowing and cherishing the public country so individuals will in every case alert and ready to go and prepared to safeguard Indonesia from the dangers of difficulties, deterrents, and aggravations that could imperil the endurance of the country and state so the Indonesian will know and comprehend the locale, keep

up with conservation, love the climate and consistently keep the great name and aroma the Province of Indonesia according to the world [10]. The adoration country is additionally a mentality to cherish the state and country without perceiving the district obsession. Love country implies love the climate where he is up to the end, love the state where he acquired a source, and carry on with life until the end.

It tends to be the reason that adoration of the mother country is conduct that shows mindfulness, appreciation, given the soul of patriotism, and willingness to forfeit for the country and country. The disposition of affection country implies love the public item, concentrate hard on the country and state, love the climate, doing a spotless and solid life, knowing the region of the country without territorial zeal [11]. One might say that affection countries are disciplined and faithful. One might say that the markers of adoration country are dedication, care, responsiveness, tagged, and treggings.

**3. METHOD**

This is qualitative research. Moleong said that qualitative research is research that uses a scientific background with the intent to interpret the phenomenon that occurs and is done by involving various methods that exist [12]. Qualitative research emphasizes the process, not testing the theory or hypothesis. This study aims to produce descriptive data to be able to show the actual situation that occurs in students Civic Education Department, Universitas Muhammadiyah Ponorogo about how to implement love for the homeland [13]. So, researchers want to examine the real situation about the implementation of education character nation loving by the Civic Education students, University of Muhammadiyah Ponorogo.

In this study, the instrument used is in the form of an open questionnaire. It consists of a list of questions organized systematically and will be asked directly to students Civic Education Department, Universitas Muhammadiyah Ponorogo. It is used to obtain in-depth and detailed answers from students about the problems and difficulties faced by students. The number of respondents in this study was all Civic Education Department students, totaling 65 students. Sample selection using random sampling technique and successfully taken 30 students from 65 students. The data collection techniques in this study are through interview techniques and questionnaires. The data obtained from this study will be analyzed by classifying, reducing, and eliminating inappropriate data then presented descriptively.

**4. FINDING AND DISCUSSION**

In this study, the instrument used is in the form of an open questionnaire. It is a list of questions arranged systematically and will be asked directly to students of the fourth semester of Civic Education Department, Universitas Muhammadiyah Ponorogo to obtain in-depth and detailed answers from students about the implementation of character education of love homeland.

The following is an explanation of the results of the open questionnaire which is presented in the table below.

**Table 1.** Research Results

No	Questions	Answer
1	<i>What do you know about homeland loving?</i>	<p>Inf.1,4,5,7,15,17 In my opinion, love for the homeland is an attitude that shows love for the nation and the country.</p> <p>Inf.2, 3, 6, 12, 13, 14, 20 In my opinion, love for the homeland is a happy feeling towards domestic products.</p> <p>inf. 8, 9, 10, 11, 16, 18, 19 In my opinion, love for the homeland is a form of love for the homeland which is manifested in the form of time discipline and existing rules.</p> <p>inf. 21, 22, 23, 25,26,-30 In my opinion, love for the land is loving their products, namely domestic products, and willing to use their language properly and correctly.</p>
2	<i>Have you gotten used to being homeland-loving in your daily life?</i>	<p>Inf.1,4,5,7,15,17 Yes, I've tried to get used to the attitude of love for the homeland by buying domestic products.</p> <p>Inf.2, 3, 6, 12, 13, 14, 20 I get used to being patriotic by always obeying the rules and being disciplined on campus.</p> <p>inf. 8, 9, 10, 11, 16, 18, 19 I</p>

No	Questions	Answer	No	Questions	Answer
		<p>have made patriotism a part of my daily life.</p> <p>inf. 21, 22, 23, 25,26,-30 I get used to buying my products, namely domestic products, and want to use my language properly and correctly.</p>			<p>don't like local products because they tend to be untidy and a bit tacky.</p> <p>inf. 8, 9, 10, 11, 16, 18, 19</p> <p>Yes, I use local products from my own country because I like the quality of the products that are not inferior to foreign products.</p> <p>inf. 21, 22, 23, 25,26,-30 I am used to buying domestic products because I like them, they are cheap, and they are not inferior to foreign products.</p>
3	<i>What are some examples of your habits that reflect your patriotism?</i>	<p>Inf.1,4,5,7,15,17 Buying domestic products such as local food and local brands because they are not inferior to foreign products.</p> <p>Inf.2, 3, 6, 12, 13, 14, 20 I like to use Indonesian when presenting in class.</p> <p>inf. 8, 9, 10, 11, 16, 18, 19 I am always disciplined in time and on-campus rules.</p> <p>inf. 21, 22, 23, 25,26,-30 I always obey all the rules that have been on campus.</p>	6	<i>What is an example of your disciplined attitude as a form of love for your country?</i>	<p>Inf.1,4,5,7,15,17 Come to class on time and obey all the rules on campus.</p> <p>Inf.2, 3, 6, 12, 13, 14, 20 Doing lecturer assignments on time, attending lectures on time.</p> <p>inf. 8, 9, 10, 11, 16, 18, 19 Adhere to the existing lecture hours according to the schedule. It's never too late.</p> <p>inf. 21, 22, 23, 25,26,-30 Always do the assignments from the lecturer, keep yourself tidy, always obey the state rules.</p>
4	<i>Have you used Indonesian properly and correctly?</i>	<p>Inf.1,4,5,7,15,17 I have used Indonesian quite well. Although sometimes I use my local language.</p> <p>Info.2, 3, 6, 12, 13, 14, 20 I prefer to use Indonesian rather than local languages.</p> <p>inf. 8, 9, 10, 11, 16, 18, 19 I use Indonesian as best I can. Sometimes good, sometimes not right.</p> <p>inf. 21, 22, 23, 25,26,-30 I often use Indonesian in lectures. I speak Indonesian well.</p>	7	<i>In your opinion, how important is the love for the homeland?</i>	<p>Inf.1,4,5,7,15,17 I think that love for the homeland is very important in maintaining the integrity of the Unitary State of the Republic of Indonesia.</p> <p>Inf.2, 3, 6, 12, 13, 14, 20 In my opinion, the love for the homeland is very necessary to maintain its integrity because it is the residence of the whole nation.</p> <p>inf. 8, 9, 10, 11, 16, 18, 19 I</p>
5	<i>Have you gotten used to buying domestic products as a form of homeland loving?</i>	<p>Inf.1,4,5,7,15,17 Yes, I like buying local products rather than foreign products because apart from being cheap and affordable, they are also regional.</p> <p>Info.2, 3, 6, 12, 13, 14, 20 I</p>			

No	Questions	Answer
		think it is very important to strengthen the attitude of love for the homeland because it will not be claimed and colonized again by other nations. inf. 21, 22, 23, 25,26,-30 In my opinion, love for the land is important because there are so many phenomena of national disintegration that have emerged due to a lack of knowledge and love for the homeland.
8	<i>Does the lecturer give an example of homeland loving?</i>	Inf.1,4,5,7,15,17 Yes, usually through lectures by conveying motivation and enthusiasm for liking domestic products. Inf.2, 3, 6, 12, 13, 14, 20 Yes, it is usually exemplified by always arriving on time during lectures. inf. 8, 9,10, 11, 16, 18, 19 Sometimes, usually through screenings of films about the struggles of the heroes when on certain materials. inf. 21, 22, 23, 25,26, -30 Yes, it is usually exemplified by the use of Indonesian in every lecture properly.
9	<i>What will the lecturer do if you do not reflect the attitude of homeland loving?</i>	Inf.1,4,5,7,15,17 Usually we are given a warning for our actions. Inf.2, 3, 6, 12, 13, 14, 20 Usually I am given criticism and input so that I am aware of the importance of patriotism. inf. 8, 9, 10, 11, 16, 18, 19 I was given punishment in the form of discipline and love for the homeland such as having

No	Questions	Answer
		to buy domestic products for a certain period and show it to the lecturer. inf. 21, 22, 23, 25,26,-30 Rebuked and advised to always maintain an attitude of patriotism.
10	<i>Are you proud of getting used to the attitude of love for the homeland?</i>	Inf.1,4,5,7,15,17 I am very proud of my habit which is judged to love my homeland. Inf.2, 3, 6, 12, 13, 14, 20 I am proud to be a part of one that applies an attitude of patriotism. inf. 8, 9, 10, 11, 16, 18, 19 Proud to be part of the Republic of Indonesia. I am proud to have an attitude of patriotism. inf. 21, 22, 23, 25,26,-30 I am proud to be able to take part in calling for an attitude of patriotism.

Based on the triangulation data above, it can be described descriptively as follows according to the existing questions.

#### **4.1. What do you know about patriotism?**

According to the answers from the informants, it can be concluded that the attitude of love for the homeland is a form of love for the homeland which is manifested in the form of time discipline, love for domestic products, and using the Indonesian language of unity. This is corroborated by the opinion [14] that love for the homeland and unity is one of the characters that must be instilled in students. From this, it can be seen that love for the homeland is closely related to the application of character values.

#### **4.2. Have you gotten used to being patriotic in your daily life?**

According to the data that has been collected, it can be explained that many students are accustomed to being patriotic in various forms, including liking to buy domestic products, always obeying campus rules, being disciplined in time, and using Indonesian properly and correctly. The same was conveyed by [15] in his article that one of the character values of love for the homeland is in the form of obedience. Compliance in front of the

rules makes humans or individuals accustomed to acting correctly by existing rules.

#### ***4.3. What are some examples of your habits that reflect your patriotism?***

In the aspect of examples of habits that reflect an attitude of love for the homeland, among others, buying domestic products, both food, and other product brands, using Indonesian properly, always being disciplined in time, and obeying all existing regulations. According to [16] states that good habits will be able to build in all sectors of the nation, social, economic, political, and even cultural. This is certainly a concern for all that good habits such as love for the homeland will make the country potential develop rapidly.

#### ***4.4. Have you used Indonesian properly and correctly?***

The answer to this question shows that the majority of students have used Indonesian properly and correctly, although on the other hand it was found that there are still some students who use local languages. Language is one of the cultural elements that becomes a tool for interpersonal communication so that language is very important for someone to convey ideas and ideas. The view of language as a resource in society is sharpened by [17]. His research shows that language is one of the resources in a society which, if associated with using language properly and correctly, is an important thing to do.

#### ***4.5. Have you gotten used to buying domestic products as a form of love for the homeland?***

According to respondents' answers, it was found that most students are accustomed to buying domestic or local products because, in addition to being affordable, they also have a quality that is not inferior to foreign products. Besides that, some students like to buy foreign products because they are better in quality.

#### ***4.6. What is an example of your disciplined attitude as a form of love for your country?***

The results of the answers to examples of discipline according to the respondents are arriving on time for class, obeying all campus regulations, always doing their job well, maintaining neatness, and obeying all state regulations. Arriving on time or never late is an example of discipline. Then the obligation to obey all campus rules is the responsibility of every student. Doing lecture assignments from lecturers is an example of further discipline. Neatness in dressing is also one of the things that according to respondents is a form of discipline. Also includes complying with all State regulations. All examples of these attitudes lead to one reason for the attitude of love for the homeland.

#### ***4.7. In your opinion, how important is the love for the homeland?***

Respondents answered this question that the attitude of love for the homeland is very important in maintaining the integrity of the country. In addition, love for the homeland is a place where all nations live that must be protected. Another view shows that love for the homeland is very important to be maintained so that it is not claimed by or colonized by other countries. Then another view of the respondent stated that the phenomenon of national integration is a strong reason why an attitude of love for the homeland is needed.

#### ***4.8. Does the lecturer give an example of patriotism?***

The summary of answers from respondents shows that lecturers always provide examples of the implementation of patriotism in the form of conveying motivation to use domestic products, always arriving on time during lectures, showing struggle films, and providing examples of good and correct use of Indonesian.

#### ***4.9. What will the lecturer do if you do not reflect the attitude of patriotism?***

The answer to this question shows the lecturer's actions if students do not reflect the attitude of patriotism, among others, are given a warning for their actions. Students are given criticism and input about the importance of patriotism. In addition, students are given punishment in the form of discipline, such as students having to buy domestic products within a certain period. Of the several answers, of course, all of them aim for the good of the students so that they always maintain an attitude of love for the homeland as a form of love for the country.

#### ***4.10. Are you proud of getting used to the attitude of love for the homeland?***

The answer to this question shows that all of the respondents stated that they were proud to apply the attitude of patriotism. This sense of pride is based on the reason that students are part of the country that has the responsibility to defend the country and take a role to always care for the country. This pride is in line with the opinion [18] who argues that the concept of love for the homeland has elements and characteristics, one of which is the concept of pride. The concept of pride in question comes from every individual in a country against his own country.

Based on the results and discussion above, it can be concluded that the form of implementation of the attitude of love for the homeland by students of the PPKn study program at the University of Muhammadiyah Ponorogo has different variations between one respondent and another. This shows that

each student has their way of implementing love for the homeland. For example, always buying domestic products, always being disciplined, obeying regulations, and using language properly and correctly. The various forms of implementation of the attitude of love for the homeland each have their underlying reasons. In addition, the concept of love for the homeland is also strengthened by the opinions and results of previous research on love for the homeland.

## 5. CONCLUSION

Based on the results and discussion above, it can be concluded that the form of implementation of the attitude of love for the homeland by students of the PPKn study program at the University of Muhammadiyah Ponorogo has different variations between one respondent and another. This shows that each student has their way of implementing the attitude of love for the homeland. For example, always buying domestic products, always being disciplined, obeying regulations, and using language properly and correctly.

Based on the conclusions above, the suggestion from the researchers is that the government should always socialize and provide information about the importance of love for the homeland to increase the national spirit of all Indonesian citizens, the role of teachers certainly cannot be separated in increasing the love for the homeland to students. because teachers are the spearhead of a nation's progress, young people must be even more active in promoting the love for the homeland movement which is realized in a simple but meaningful way, for example, such as buying domestic goods.

## REFERENCES

- [1] Masrukhi, "Membangun Karakter Mahasiswa Berbasis Nilai-nilai Konservasi," 2011.
- [2] D. Budimansyah, "Tantangan Globalisasi terhadap Pembinaan Wawasan Kebangsaan dan Cinta Tanah Air di Sekolah," *J. Penelit. Pendidik.*, 2012.
- [3] Maksudin, "PENDIDIKAN KARAKTER NONDIKOTOMIK (UPAYA MEMBANGUN BANGSA INDONESIA SEUTUHNYA)," *Pendidik. Karakter*, vol. 3, no. 2, pp. 137–152, 2013, doi: <https://doi.org/10.21831/jpk.v2i2.1435>.
- [4] B. Susanto, *Gemerlap Nasionalitas Postkolonial*. Yogyakarta: Kanisius, 2008.
- [5] Koesomo, *Pendidikan Karakter Strategi Mendidik Anak Di Zaman Global*. Jakarta: Grasindo, 2007.
- [6] M. M. Amin, *Pendidikan Karater Anak Bangsa*. Jakarta: Baduose Media, 2011.
- [7] R. Megawangi, *Pendidikan Karakter*. Jakarta: Indonesia Harritage Foundation, 2004.
- [8] Karnadi, *Pengembangan Pendidikan Budaya dan Karakter Bangsa*. Jakarta: BP Cipta Jaya Jakarta, 2010.
- [9] U. Suwito, *Character Building*. Yogyakarta: Tiara Wacana Yogyakarta, 2008.
- [10] G. Suwarno, *Panduan Penyelenggaraan Pendidikan Pendahuluan Bela Negara Dilingkungan Pekerjaan*. Jakarta: Dirjen Sumber Daya Manusia, 2000.
- [11] D. Pothankam, *Pendidikan Kesadaran Bela Negara (Pedoman bagi Dosen Pendidikan Kewarganegaraan)*. Jakarta: Direktorat Jendral Potensi Pertahanan, 2010.
- [12] Moelong, *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya, 2007.
- [13] Bogdan and Taylor, *Pengantar Metode Penelitian Kualitatif suatu Pendekatan Fenomenologis terhadap ilmu-ilmu sosial*. Surabaya: Usaha Nasional, 1992.
- [14] S. B. Raharjo, "Pendidikan Karakter Sebagai Upaya Menciptakan Akhlak Mulia," *J. Pendidik. dan Kebud.*, vol. 16, no. 3, p. 229, 2010, doi: 10.24832/jpnk.v16i3.456.
- [15] F. Y. dan D. Zuchdi, "the Character Education Values in the Folklore of Pasemah Tribe," *J. Pendidik. Karakter*, pp. 48–58, 2016.
- [16] J. Widodo, "Urban Environment and Human Behaviour: Learning from History and Local Wisdom," *Procedia - Soc. Behav. Sci.*, vol. 42, pp. 6–11, 2012, doi: 10.1016/j.sbspro.2012.04.161.
- [17] J. Alisaari, S. Sissonen, and L. M. Heikkola, "Teachers' beliefs related to language choice in immigrant students' homes," *Teach. Teach. Educ.*, vol. 103, p. 103347, 2021, doi: 10.1016/j.tate.2021.103347.
- [18] I. Vamvakidou, P. Golia, S. Kassidou, and E. Zigouri, "The perceptions of 'Homeland': Greek universities students define the term," *Procedia - Soc. Behav. Sci.*, vol. 2, no. 2, pp. 4546–4550, 2010, doi: 10.1016/j.sbspro.2010.03.728.