



Implementation of Character Education in the Application of Nationalism and Learning Patriotism in School

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Abstract. This paper aims to implement character education in the application of Nationalism and Patriotism Learning in schools. This type of research is a qualitative research with a descriptive type of research, with a case study approach. Sources of data are compiled from literature originating from journals and case studies in the field. Data collection techniques consist of observation, in-depth interviews, and documentation. The results of the analysis show that Ki Hajar Dewantara argues that character is closely related to adab which shows the inner nature of humans. Budi Pekerti education is an important pillar to build the nation's character including elements of understanding, feelings, and morals. Budi Pekerti education is education about the ethics of living together based on reason and conscience, with the concept of "understanding, ngeroso, acting", whose values can be implemented in everyday life, namely the cultivation of Nationalism and Patriotism, especially learning in schools. The inculcation of the values of Nationalism and Patriotism is very closely related to the formation of student character that is useful for nation building.

Keywords: Implementation · Character · Education · Nationalism · Patriotism

1 Introduction

Moral education or character is still the focus of the main topic of discussion which is interesting to always be studied and find a solution. The topic that is currently developing is that many young Indonesians do not understand their role as children of the nation. Although from junior high school to high school level, students have studied history and Pancasila education/citizenship subjects, and have also often commemorated national holidays such as: National Awakening Day, Heroes Day, Independence Day, TNI Birth Day, and so on, but many the younger generation who do not understand and understand about Nationalism and Patriotism.

In addition, there are also many young people who destroy themselves with negative activities such as: there are still many students who skip school, many do not love domestic products, dirty scribbles everywhere that damage the beauty of the environment, there are still those who do not obey the rules. Schools, littering, fights between students, drug abuse, brawls, motorcycle gangs, free sex, and so on. This behavior is

not only detrimental to himself but also detrimental to the surrounding community. The impact on the nation and state is that the Indonesian nation will lose the nation's next generation (the lost generation). We must address this issue together as a national issue that must be found the right solution. The solution that must be done immediately is to foster a sense of Nationalism and Patriotism in the younger generation, so that they avoid deviant and negative behavior is through character education.

Someone who has a good personality, is able to create a quality personal himself, which focuses more on the ethics or character of a student or child [1]. Character education is intended not only to instill behavior or manners, manners (character), how to respect and appreciate other people, but rather to relate knowledge, emotions, and attitudes that lie within the scope of character education (personality). Seeing character education that has not been implemented properly in education in Indonesia, it is necessary to implement character education in inculcating Nationalism and Patriotism in learning in schools.

2 Research Method

This study uses a descriptive qualitative research method with a case study approach. This study examines "The Implementation of Character Education in Cultivating Nationalism and Patriotism in Learning in Schools. Bogdan and Taylor (in Moleong) Bogdan and Taylor (in Moleong) describe a qualitative approach, namely a method in research that creates data in the form of written or verbal explanations (descriptive) from research actors or figures [2]. The benefits of this method, explain the implementation of character education in cultivating nationalism and learning patriotism in schools. Case studies include the study of a case in real life, in a contemporary context or setting [3]. Case studies focus on extracting specific cases in detail with intensive data [4]. Data collection techniques consist of participant observation, in-depth interviews (in-dept interview) and documentation [5].

3 Discussion

A. Character Concept Budi

The term character is a hot topic discussed by various groups, ranging from high state institutions to grassroots circles. This is due to the many behaviors that deviate or violate the law ranging from government officials to the grassroots, ranging from corruption to bloody violence. Budi character is often interpreted as morality which contains understanding, among others, customs, manners, and behavior [6]. As behavior, character includes the attitude reflected by that behavior. Attitudes and behaviors are united in the form of real actions that are considered good for themselves and others.

Budi is often interpreted as reason, mind, reason. This is what distinguishes humans and animals. Budi is what unites all of us as human beings, whether they are of any ethnicity, class, group, or age. Insofar as they are human, they share a common sense. Furthermore, it is with reason that people behave or act well. Therefore, the lesson of character becomes a lesson about the ethics of living together to act well based on reason.

There is an element of awareness and there is an element of carrying out that awareness [7].

Ki Hajar Dewantara stated that character is closely related to adab that shows the inner nature of humans, for example, conviction about holiness, independence, justice, divinity, love and socialism. The word adab (culture) in this case is the key word that all human actions must be guided by the adab possessed by the person concerned [8].

B. Character Education

The importance of character education, directed as forming the personality of a child or student Character education in question is education (in the form of subjects) that specifically educates students on character. In a sense, in order to answer the challenges of character education, the way is to integrate character values into the curriculum content. Each character that will be developed must be realized in the content of each subject. The form can be through assignments and homework, study materials, simulations, and also manifests in other academic regulations.

Through this method, students will be trained in a patterned manner, which makes students accustomed to doing good to others. Character education is now the main issue of education today. Assignments and homework, study materials, simulations lead students to build groups so that they can share with their friends. Character education aims to form the foundation or basic principles of the nation's generation of personality. Therefore, instilling moral values in students is considered very important in addition to teaching cognitive aspects.

Character education aims to form the basic foundation of the nation's generation of personality. However, the lack of character education in Indonesia has only touched the stage of knowing and understanding its values. In fact, character education must be carried out touching the planting and behavior in real in the daily environment. Lickona (1991) mentions the importance of paying attention to three elements in instilling moral values so that they actually happen, namely the elements of understanding, feelings, and moral actions [9]. These three elements are interrelated. These three elements need to be considered so that the values that we instill do not remain as knowledge, but actually become someone's actions. The element of moral understanding concerns students being helped to understand what the values are involved in and why these values must be carried out in their lives.

Thus, students really understand what will be done and are aware of what is being done. Elements of moral feelings include helping students to like or agree with the values they want to do. Character education is an effort that is made consciously with the aim of instilling moral values, both behavior, character or personality, and noble manners of a child or student in his life [10]. Character education forms the identity of a student which is reflected in the words, actions, attitudes, thoughts, feelings, and works based on the values, norms, and noble character of the Indonesian nation through guidance, training, and teaching activities [11].

C. The Concept and Purpose of Character Education

Ki Hadjar Dewantara said that character education is education about the ethics of living together based on reason and conscience, namely an educational process aimed at developing noble values, attitudes and behavior. Character education, not only as a substance

of cognitive subjects, but more fundamentally as a socio-cultural and educational interaction that occurs between students and all elements of education in the family, school and community environment that allows children to grow and develop into individuals with noble character. According to Dyah Kumalasari, culture, education, and religion are an interrelated unit in aspects of life. Religion has an important role in shaping human character, because in many religious teachings it is recommended to do good behavior and leave everything that is not good or contrary to morals. Character education is based on religion which is contained in the values of National Culture, because it is in tandem and reciprocal with the nature of religion of the State and the Nation [12].

As emphasized by Lickona in Doni Kusuma, character education is so that humans can achieve personal perfection as humans (*insan kamil*), namely humans who are physically and mentally ready to live in the wider community and fight for the interests of themselves and others. Moral education or character in the framework of character building is directed at how humans can behave in accordance with moral rules because moral and character education that cannot change children's behavior becomes useless and useless [13].

According to Haidar Putra Daulay, character education aims to improve the values, behavior, and attitudes of students, which raises or illuminates the noble or virtuous personal character of a student. Character education is formed from the noble or virtuous character of students, which is manifested in their behavior or personality. The purpose of character as expressed by Ki Hajar Dewantara is "to understand, to understand, to act (to realize, realize, and do) [14]. Character education is intended as a way to be done consciously through education and teaching, which focuses on the behavior and character of students, whose character values can be implemented in everyday life.

D. Character Education Components

Conceptually, character education is a conscious effort, in order to prepare students to become human persons or individuals who have good morals or are virtuous in the future in a balanced way between their relationship with God and society or their social environment [15].

At the operational level, according to the Center for Curriculum and Educational Facilities Development (Pusbangkurandik), character education forms students including words, actions, attitudes, thoughts, feelings, and works based on the values, norms, and noble character of the Indonesian nation through coaching, training and teaching activities [16].

According to Pusbangkurandik, Balitbang Dikbud, character education is categorized into three components, namely:

- a. **Religiosity**, consisting of the first values, the solemnity of the relationship with God, second, obedience to religion, the third good intentions and fourth sincerity, good deeds, fifth retribution for good and bad deeds.
- b. **Independence**, consisting of the first values of self-respect, second discipline, third work ethic (willingness to change, desire to pursue progress, love of science, technology and art) fourth sense of responsibility fifth courage and spirit sixth openness seventh, self-control.

- c. **Morality**, consisting of the first values of love and affection, the second togetherness, the third solidarity, the fourth mutual cooperation, the fifth tolerance, the sixth respect, the seventh, the appropriateness of obedience, the eighth shame, the ninth honesty and the tenth statement of gratitude, apology know yourself) [17].

E. Implementation of Cultivating Nationalism and Patriotism Learning in Schools

Character education in schools aims to increase the noble values of character that emphasizes the affective domain, without leaving the cognitive and psychomotor domains.

Character education does not only memorize words of wisdom or is able to answer exam questions, but is more oriented to behavior in interacting. Actually, character education in schools is easier to instill at the elementary level, but children still need continuing education at the middle and upper levels.

The main thing about character education in schools is the existence of teachers as role models for students, teachers are not just teaching subjects, teachers should be creative in educating students. On the sidelines of delivering lessons the teacher also conveys positive values and norms, so that students are not only equipped with knowledge but also character. If parents are at home as figures of noble character, teachers at school become role models.

Nationalism is an attitude of loving the nation and state, which has a sense of pride as a form of identity of the individual or student so that it raises or arises the spirit of nationalism. Aspects of the attitude of nationalism developed are: love for the homeland, willing to sacrifice, unity and unity, and never give up. Nationalism signifies a positive national attitude, namely maintaining the independence and dignity of the nation and at the same time respecting other nations [18].

Nationalism is an attitude of loving the homeland, which creates a sense of loyalty and great appreciation or appreciation for the nation and state [19]. The sense of nationalism that the Indonesian people must have does not lead to a sense of pride in their own nation by demeaning other nations. Therefore, the Indonesian nation needs to promote national unity and integrity that does not view these differences as conflicts. The inculcation of the value of nationalism is very closely related to the formation of student character that is useful for nation building. Education is able to increase students' understanding of the values contained in Indonesian nationalism such as love for the homeland, respect for the services of heroes, pride in cultural diversity, pride as an Indonesian nation, and acceptance of plurality [20].

Another opinion states that the forms of behavior that reflect the attitude of nationalism are as follows: Fostering harmony, harmony, and balance, loving each other, fostering and giving each other, not highlighting differences, but seeking similarities, increasing love for the environment, cooperating with fellow citizens, environment, and government, stay away from conflicts, and fights, and promote unity and integrity through various activities [21]. Indicators of the attitude of nationalism include love for the

homeland, respect for the services of heroes, prioritizing the public interest, fostering unity and integrity, being proud of diverse cultures, being proud as an Indonesian nation, being tolerant, loving the environment, and working together.

Patriotism according to Budiyo is an attitude of love for the homeland to defend the country shown by an attitude of self-sacrifice, unyielding, and loyalty to something. The attitude of love for the homeland includes a fighting spirit, and an attitude of caring for each other in the life of society and the state for the sake of the integrity and resilience of the nation. To have a caring attitude towards the community environment, it is necessary to have an attitude of tolerance in oneself [22].

Patriotism is the spirit of love for the homeland or the attitude of someone who is willing to sacrifice everything for the glory and prosperity of his homeland. Patriotism is the soul and spirit of patriotism that complements the existence of nationalism. Patriotism is defined as a person's attitude which is shown by the love of the homeland to the nation and country in an effort to maintain the integrity of the Unitary Republic of Indonesia from various threats. This sacrifice can be in the form of material and physical sacrifices. Thus, patriotism can be interpreted as an attitude of self-sacrifice to defend the nation and state from domestic and external disturbances. Patriotism has a word that comes from the word "patriot" in the Big Indonesian Dictionary which is defined as the attitude of lovers (defenders) of the homeland or true fighters. In the legal dictionary written by the Doctor. Andi Hamzah, S. H. Patriot is meant as a lover of the homeland, a fighter for the Nation [23]. In this case, three types of character education can be seen. The application of character education in instilling Nationalism and Patriotism in schools is presented in tabulated form as Table 1.

Table 1. Implementation of character education in the application of Nationalism and Patriotism learning in schools

Number	Component	Values	Implementation
1.	Religiosity	1. God 2. Religion 3. Good intentions and sincerity 4. Good deeds 5. Retribution for good and bad deeds.	<ul style="list-style-type: none"> • Pray before and after the lesson begins. • Perform the Dzuhur and Asr prayers together. • Lend a pencil when a classmate forgets to bring a writing utensil. • Help the teacher clear the blackboard during class hours. • Get a seatmate loan when you forget to bring a book.
2.	Independence	1. Self-esteem 2. Discipline 3. Work Ethic 4. Responsibility 5. Courage and Spirit 6. Openness 7. Self-control	<ul style="list-style-type: none"> • Running and assisting during the picket schedule. • Obey school rules and not be truant. • Strong enthusiasm for learning to become outstanding students. • Carry out the tasks that have been given by Mr. • Dare to express opinions in class and enthusiastic during discussions. • Appreciate differences of opinion during the learning process in class. • Refusing a friend's invitation to ditch.

(continued)

Table 1. (continued)

Number	Component	Values	Implementation
3.	Morality	1. Love and affection 2. Togetherness 3. Loyalty 4. Gotong Royong 5. Tolerance 6. Respect and Respect 7. Compliance 8. Shame 9. Honesty 10. Thank you	<ul style="list-style-type: none"> • Avoid conflicts between fellow friends. • Collaborate when completing group assignments. • Waiting for friends when school hours finish going home together. • Help set up a tent during Scout extracurricular activities. • Appreciate friends who are worshipping. • Kissing hands and greeting the teachers. • Complete assignments on time. • Embarrassed to be late and do not do the task. • Not cheating on exams or not doing assignments. • Expressing gratitude when having trouble doing group assignments to friends.

The application of the value of nationalism can be done by holding a flag ceremony every Monday, singing the Indonesia Raya anthem, always celebrating independence day and participating in carnival activities, commemorating the Pancasila Sanctity Day, national awakening and on Kartini day students are always accustomed to wearing Indonesian traditional clothes, held scout extracurriculars and held various competitions to awaken Nationalism.

The two attitudes are interrelated or related, meaning that if someone already has a sense of nationalism, he will automatically have a sense of patriotism. The problem is how to grow these two values in today's young generation. Perhaps this is the homework for all elements of society, both parents, teachers, lecturers, and policy makers/government. Nationalism and patriotism at this time no longer have to take up arms and defend the country, but can be realized in other forms, such as how to make the nation's name proud by achieving in the fields of sports, arts, culture, mastery of science, and so on. Especially for students, should be students who have academic achievements and also have non-academic achievements. This means that students must have moral and intellectual intelligence and also have the skills and wisdom in acting and acting, so that students as agents of change, social control and moral force are not just slogans.

Nationalism is a filter that wants to be able to ward off all threats or disturbances from outside parties, in the context of destroying the identity of a nation or state. Young people or the next generation must always be highly committed and not easily shaken in strengthening the spirit of nationalism in maintaining the integrity of the State and Nation.

4 Conclusion

Ki Hajar Dewantara stated that character is closely related to adab that shows the inner nature of humans, for example, conviction about holiness, independence, justice, divinity,

love and socialism. The word *adab* (culture) in this case is the key word that all human actions must be guided by the *adab* possessed by the person concerned.

Character education is an important basic foundation to form a child's virtuous character, who does not only know knowledge, but implements it in daily life to uphold the dignified character of the nation. However, the lack of character education in Indonesia has only touched the stage of recognizing and understanding its values. Lickona (1991) mentions the importance of paying attention to three elements in instilling moral values so that they actually occur, namely the elements of understanding, feelings, and morals.

Lickona in Doni Kusuma Character education is so that humans can achieve personal perfection as humans (*insan kamil*), namely humans who are physically and mentally ready to live in the wider community and fight for the interests of themselves and others. Character as expressed by Ki Hajar Dewantara is "*understand, ngeroso, act*".

Nationalism is an attitude of someone who loves his homeland, manifested in an attitude of loyalty in defending or fighting for the State from all threats from outside in order to maintain the integrity of the Unitary State of the Republic of Indonesia. Patriotism is defined as an attitude of love for one's homeland, which describes a person's circumstances or actions to maintain the unity and integrity, integrity and resilience of the State and the Nation from all threats that come as a result of the struggle of the Nation. The sense of Nationalism and Patriotism that must be owned by the Indonesian people does not lead to a sense of pride in their own nation by demeaning other nations. The inculcation of the values of Nationalism and Patriotism is very closely related to the formation of student character that is useful for nation building.

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