



Strengthening The Character of Patriotism Through Cultural Activities in School

Niswatin¹, Hendri Prastiyono¹, Muhammad Ilyas
Marzuqi¹, Nuansa Bayu Segara¹, Agung
Setiawan¹

¹Universitas Negeri Surabaya, Kota Surabaya, Indonesia
Correspondence hendriprastiyono@unesa.ac

Abstract. One of the efforts to defend of the Republic of Indonesia is to instill patriotism in the younger generation. This effort can be done through educational institutions so that it can be measured. The unstoppable influence of foreign culture can be anticipated by introducing local culture. This study aims to reveal regional culture as a medium for fostering the character of patriotism in the younger generation. The urgency and contribution of this research is to strengthen the character of patriotism through cultural activities. This qualitative research uses data collection techniques through observation, interviews, and documentation. The data analysis technique uses interactive data analysis by Miles and Hubberman. The results showed that through cultural activities in the form of "DONGKLAK DANCE" and folk songs entitled "REK AYO REK", they were able to strengthen the character of patriotism, namely being proud of their own culture, cooperation, togetherness, enthusiasm and never giving up.

Keywords: strengthening, character, patriotism, cultural activities

1 Background

Changes in the mindset and values of the younger generation as a result of technological developments must be addressed wisely [1]; [2]. These changes had an impact on the education system in Indonesia [3];[4]. It endeavors to minimize the negative impacts of globalization so that the morals and ethics of the younger generation can be maintained properly. The role of the government through its policies protecting regional arts which are a source of national culture, needs to be supported and strengthened.

Learning that is closely related to efforts to preserve national culture is increasingly emphasized. The introduction of regional cultures is a priority for emphasizing students from an early age [5], [6], [7]; [8]; in this case, schools have an important role in inculcating cultural values and strengthening character in students, so that students get to know the culture around where they live.

Culture is aesthetic ideas and thoughts which include imagination, views, atmosphere, and objects, which can create beauty that makes human civilization more advanced [9]. Education that is culturally charged is expected to be able to develop the imagination of students, which in turn can develop analytical skills towards the potential of the environment in which students live.

At Darul Ulum Bungurasih Elementary School, Waru District, Sidoarjo Regency, one of the efforts made by the teacher to develop the creativity of students is through the introduction of local culture. The aim is to strengthen the character of patriotism and to provide provisions for students to become part of the community who love their local culture. The teacher seeks to explore students' creations from regional dances and regional songs. This effort is expected to be able to overcome the influence of the influx of foreign cultures that are not in accordance with the personality of the nation and prevent the younger generation from falling under the negative influence of foreign cultures. Currently, the existence of regional dances in East Java is threatened because the younger generation is more interested in dance movements from abroad.

Patriotism, which is a manifestation of pride as a citizen of Indonesia, is important for students to develop from an early age so that later they become good citizens and are able to defend their country from all challenges and threats [6], [10]. Patriotism is a feeling of pride and also belonging to a certain territory. It is important to have a sense of patriotism so that the lives of citizens become peaceful and secure and avoid all forms of hostility and division. One way to foster a sense of patriotism is to foster a sense of pride in the culture and customs of the region. This can be pursued through the educational process both in schools and in society. The form of an attitude of patriotism includes being proud as an Indonesian citizen, using products made in Indonesia, complying with applicable laws and regulations, and learning and getting to know the culture and customs of the Indonesian nation [8].

Based on the background above, this study will describe how the teacher's efforts to instill the character of patriotism in SD Darul Ulum Bungurasih students, Waru District, Sidoarjo Regency through cultural activities, namely the creation of regional dances and regional songs. This study focuses on examining students in grades 1 and 2. It is hoped that through cultural activity content, students will have the character of patriotism in accordance with the goals of National Education in the field of character education can be realized, not only the character of patriotism but strengthened by other character values can be instilled early.

2 Method

This type of research is qualitative research which aims to analyze cultural activities individually or in groups. The research location was at Darul Ulum Bungurasih Elementary School, Waru District, Sidoarjo Regency, with 35 grade 1 and 2-grade students who specifically took specialization in talent as research subjects. Data collection techniques in this study were carried out by observation, interviews, and reviewing documents. Data analysis in this study uses interactive model data analysis. The steps for the interactive model data analysis technique are as follows: data collection, data reduction, data presentation, and drawing conclusions [11].

3 Result and Discussion

Efforts to foster a spirit of patriotism in grade 1 and 2 students at Darul Ulum Elementary School, Waru District, Sidoarjo Regency, which were carried out from an early age through cultural activities are described in the following table:

Table 1. Indicator to Strengthen The Character of Patriotism And Instilling Values

No	Indicator	Description	Value cultivation
1	Regional creative dance	Students perform Dongklak Dance activities together in learning process using project based model	Love the local culture of cooperation, togetherness, and mutual cooperation in facing difficulties or in celebrating happiness.
2	Singing folk song	Students perform sing the song Rek Ayo Rek together in learning process using project based model	Invite me to be happy friendship Togetherness Cheers Never give up Recognize regional songs

Fostering a sense of patriotism through dance and singing regional songs is a factor that supports the formation of student character, namely patriotism [7]. In learning the dongklak dance, students express themselves through illustrations of humans and their lives. The teacher innovates by making moving image visualizations in the form of videos of dance creations that students can imitate and demonstrate

Before students can present their dance, the teacher gives examples of dance through videos. The dance exemplified by the teacher is the dongklak dance. Dongklak dance is a dance originating from East Java that is a symbol of mutual cooperation, cooperation, and celebrating joy. The character value that is instilled in addition to patriotism to students, in this case, is the willingness to be creative [12]. In the process of learning the dongklak dance the teacher can instill discipline, creativity, confidence, and work together. The teacher fosters students by working with parents so that the objectives of this learning can be realized properly [13].

One of the teacher's efforts to preserve national culture is to introduce regional culture to students [8]. Dance creation is a learning movement and song that must be remembered and memorized so that it becomes a complete and interesting dance performance. Through dance creations, students' social and emotional movements can be seen through the interactions and self-expression they show, expressions of smiles, laughter, and singing, while social interactions can be realized when students dance in pairs or groups, in which cooperation and cohesiveness are needed. So that they can position themselves according to their respective positions.

Apart from dance, the easiest expression of self-expression, both sad and happy, is through song lyrics. A song can foster a spirit of patriotism in students [14], [15]. The folk song that is closest to students in Sidoarjo Regency is the song Re kayo rek, even though the song tells about a place in the Surabaya area. The song is an expression of

joy among the younger generation. When Saturday night comes, they can go on walks to entertain themselves; not only do those who sing the song feel happy, but the listeners are also happy.

The lyrics of the song *Rek Ayo Rek* are as follows:

Re kayo rek mlaku mlaku nang tunjungan
 Rek ayo rek rame rame bebarengan
 Mangan thu dadi campur nganggo timun
 Malam minggu gak apik digawa ngelamun
 Ngalor ngidul liwat tok numpak motor
 Masih untung nyenggal nyenggol ati lego
 Sopo ngerti nasib awak lagi mujur
 Kenal anak e sing dodol rujak cingur
 Ja dipikir kon podo nggak duwe sangu
 Ja dipikir angger padha gelem melu aku
 Cah ayo cah sapao gelem melu aku
 Cah ayo cah golek kenalan cah ayu

Fostering an attitude of patriotism through cultural activities in the form of regional dances and songs, as in the activities described above, makes the learning activities of students more interesting and varied. The meaning of values and character education, which is the content of each subject, is fulfilled. Teachers have clear indicators in this learning activity. Changes in student behavior as a result of their learning can be assessed from their ability to dance and sing folk songs.

Assessment is an attempt to obtain comprehensive and continuous information about processes, growth outcomes, and character development achieved by students. The aim is to measure the extent to which the values formulated as minimum standards can be applied, internalized, and practiced by students.

From the results of the study, it can be seen from the research sample that there were 83 students in grades 1 and 2 as a whole. 35 children under the care of Mrs. Vivi Ismawati, S.P.d., then the percentage can be known as follows:

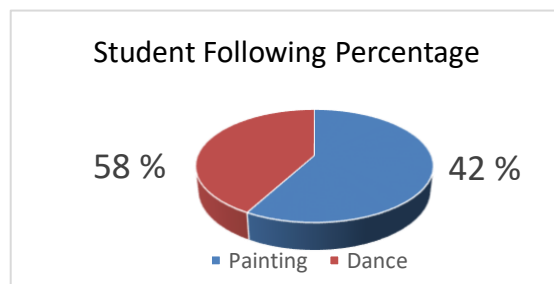


Fig. 1. Student Following Percentage

From the results of the percentages above, it can be concluded that the teacher's efforts to foster an attitude of patriotism in students through cultural activities achieve maximum results and have a direct impact on students by showing that the percentage reaches 42 percent assuming that the percentage is still said to be maximum because the activity. In terms of culture through dance creativity and regional songs, the demand is dominated by female students, while male students prefer to specialize in painting with a percentage of 58 percent. The school's efforts in providing learning experiences for students are an important contribution to the formation of the character and potential of students so that they are able to face global challenges in their lives.

4 Conclusion

Based on the results and discussion of the research, it can be concluded that cultivating the character of patriotism in SD Darul Ulum, Waru District, Sidoarjo Regency can instill and cultivate the character of patriotism from planning, implementing, and evaluating in the learning of Kupang dance creations and Rek Ayo Rek songs. Through dance creation activities and singing regional songs, learning feels alive and enjoyable. Students are enthusiastic and happy in following the lesson. Students know the Kupang dance and its meaning, memorize the song re kayo rek and its meaning, and most importantly, understand the values and character that develop in students. Students will understand how important the attitude of patriotism is, togetherness, enthusiasm, and happiness.

Acknowledgments

This research includes activities to develop higher education tridharma especially in school. We are grateful to all of those with whom we have had the pleasure to work during this and other related projects. Each of the author has provided extensive personal and professional guidance and taught a great deal about both scientific research and education of patriotism in general.

References

1. L. Nurhasanah, B. P. Siburian, and J. A. Fitriana, "Pengaruh Globalisasi Terhadap Minat Generasi Muda Dalam Melestarikan Kesenian Tradisional Indonesia," *J. Glob. Citiz. J. Ilm. Kaji. Pendidik. Kewarganegaraan*, vol. 10, no. 2, pp. 31–39, 2021, doi: 10.33061/jgz.v10i2.5616.
2. Nurhaidah and M. I. Musa, "DAMPAK PENGARUH GLOBALISASI BAGI KEHIDUPAN BANGSA INDONESIA," *J. Pesona Dasar*, vol. 7, no. 2, pp. 1–9, 2019, doi: 10.24815/pear.v7i2.14753.
3. Y. Rooselia, L. Jurusan, P. Guru, and S. Dasar, "Dampak Globalisasi Terhadap Karakter Peserta Didik dan Kualitas Pendidikan di Indonesia," *J. Pendidik. Tambusai*, vol. 5, no. 1,

- pp. 1544–1550, May 2021, Accessed: Sep. 09, 2023. [Online]. Available: <https://jptam.org/index.php/jptam/article/view/1134>
4. M. Afnan, I. W. Lasmawan, and I. G. Margunayasa, “Media Pembelajaran IPS Berbasis Android pada Topik Globalisasi di Sekitarku Bermuatan Tri Hita Karana untuk Siswa Kelas VI Sekolah Dasar,” *Mimb. PGSD Undiksha*, vol. 10, no. 1, pp. 1–8, 2022, doi: 10.23887/jjpgsd.v10i1.44487.
 5. K. Saidah, “Implementasi Pendidikan Karakter Melalui Pengenalan Nilai-Nilai Kearifan Lokal di SDN Burengan 2 Kota Kediri,” *J. Chem. Inf. Model.*, vol. 53, no. 9, pp. 1689–1699, 2017, [Online]. Available: <http://ejournal.iaiiibrahimy.ac.id/index.php/tarbiyatuna/article/view/132/145>
 6. A. Masruroh, N. Medika, and H. Kristiawati, “Membentuk Karakter dan Disiplin Siswa melalui Pembinaan Apel Pagi,” *Bul. Pengemb. Perangkat Pembelajaran*, vol. 1, no. 1, pp. 15–24, 2019, doi: 10.23917/bppp.v1i1.9292.
 7. J. H. Hendrawan, L. Halimah, and K. Kokom, “Penguatan Karakter Cinta Tanah Air melalui Tari Narantika Rarangganis,” *J. Basicedu*, vol. 6, no. 5, pp. 7978–7985, 2022, doi: 10.31004/basicedu.v6i5.3716.
 8. N. Chofifah, S. C. Relmasira, and F. Pinda, “Desain Pembelajaran Tematik Integratif Berbasis Budaya Untuk Meningkatkan Hasil Dan Kebermaknaan Belajar,” *J. Penelit. Hum.*, vol. 20, no. 1, pp. 39–46, 2019, doi: 10.23917/humaniora.v20i1.7041.
 9. D. Daryanti, D. Desyandri, and Y. Fitria, “Peran Media dalam Pembelajaran Seni Budaya dan Keterampilan Di Sekolah Dasar,” *Edukatif J. Ilmu Pendidik.*, vol. 1, no. 3, pp. 215–221, 2019, doi: 10.31004/edukatif.v1i3.46.
 10. Risvan Akhir Roswandi, “Menakar Keselarasan Islam Dan Patriotisme,” *Al-Ihda’ J. Pendidik. dan Pemikir.*, vol. 16, no. 1, pp. 610–618, 2022, doi: 10.55558/alihta.v16i1.50.
 11. B. A. Wicaksono, K. Khotimah, N. B. Segara, and H. Prastiyono, “Analisis Potensi Ekosistem Mangrove Center Tuban Sebagai Sumber Belajar Pendidikan Lingkungan Bahari Dalam Pembelajaran IPS,” *SOSEARCH Soc. Sci. Educ. Res.*, vol. 3, no. 2, pp. 66–80, 2023, doi: 10.26740/sosearch.v3n2.p66-80.
 12. H. Prastiyono, S. Utaya, S. Sumarmi, I. K. Astina, S. Amin, and M. Aliman, “Development of E-Learning, Mobile Apps, Character Building, and Outdoor Study (EMCO Learning Model) to Improve Geography Outcomes in the 21st Century,” *Int. J. Interact. Mob. Technol.*, vol. 15, no. 7, pp. 107–122, 2021, doi: 10.3991/ijim.v15i07.21553.
 13. W. S. Utami, B. S. Widodo, N. H. Purnomo, and I. Mardiani, “Teacher ’ s Perception of Environment Project-Based Collaborative Learning as Strengthening Implementation Curriculum of Merdeka,” pp. 100–114, 2023, doi: 10.18860/jpips.v9i2.20490.
 14. V. High, S. Zurqoni, H. Retnawati, J. Arlinwibowo, and E. Apino, “Strategy and Implementation of Character Education in Senior High Schools and,” *www.jsser.org J. Soc. Stud. Educ. Res. Sos. Bilgiler Eđitimi Arařtırmaları Derg.*, vol. 2018, no. 3, pp. 370–397, 2018, [Online]. Available: www.jsser.org
 15. D. R. Novica, D. A. Awliya, and I. K. Hidayat, “Reintroducing Indonesian Folk Songs to Children Using Augmented Reality Books,” no. April, pp. 309–319, 2021, doi: 10.1007/978-3-030-70198-7_17.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

