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The Relationship Between The Value of PPKn Subjects and Nationalism of Grade IV Student of Insan Mulia Banyumas Integrated Islamic Elementary School

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Abstract: This study aims to examine the relationship between Civics values and student nationalism. The study population was all fourth grade students of SD IT Insan Mulia Banyumas in the 2023/2024 academic year. From the population, 65 students of class A, B, C were selected. The data collection technique used a nationalism questionnaire. The results showed that students' PPKN scores were significantly related to students' Nationalism. PPKN scores provide a positive relationship of 88.9% to the character of student nationalism and the remaining 11.1% is influenced by other factors outside the student's PPKN score.

Keywords: *civics; nationalism; integrated Islamic elementary school insan mulia banyumas*

A. INTRODUCTION

Nationalism can be defined as attitudes and behaviors that show loyalty and concern for the nation and state. Nationalism comes from the word "National" which means an understanding of the teachings of the nation and state itself or awareness of membership in a nation that potentially maintains identity, integrity, and prosperity together (Sugiman, 2017). This national value consists of nationalist character and character respect for diversity. Nationalism is a way of thinking, behaving, and doing

that shows loyalty, concern, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation. While respecting diversity is an attitude of respect for various kinds of things, both in physical form, nature, customs, culture, ethnicity, and religion. Nationalism is reflected in the third principle of Pancasila, namely "Persatuan Indonesia". The third principle implies the unification of various forms into an inseparable whole. Nationalism character



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education needs to be implemented to form quality Indonesian human resources.

Education produces learners with personalities that have the strength to struggle to overcome the problems they will go through in the future (Suwahyu, 2018). Therefore, developing character education in learning is fundamental to the formation of students' morals. The development of nationalism in students is very important because it affects their behavior and decisions in the life of the nation and state. By having an attitude of nationalism, students will be better able to assume joint responsibility in carrying out and developing the nation's future. The phenomenon of nationalism in the life of the nation and state in Indonesia today shows a gap in various fields. This gap can be overcome by developing a stronger nationalism attitude among citizens.

Planting the character value of nationalism can be done in the family, school and community environment (Indraswati et al., 2020). At this time, the author will focus on discussing the value of Nationalism in the school environment. The cultivation of the value of Nationalism can be done in learning activities and can also be done outside of learning.

Learning is an activity that trains a person mentally and physically, so that any changes and developments that exist must be clearly reflected in the physical and mental development of students. This success can be measured and seen through how much change or range students get before and after students follow the learning process. The process that is passed is

expected to provide changes that occur, so this is called learning outcomes.

In other words, learning outcomes are a result or achievement of a child obtained from a learning process or activity. In addition, Achdiyat (2017) suggests that learning outcomes can also be expressed in the form of numbers, this is intended to determine how much absorption the students have obtained through the subjects that have been presented.

Civics can be a subject that aims to strengthen national unity or nationalism on the basis of the spirit of nationalism, prepare for the transfer of generations responsibly and empower the younger generation to face a future full of challenges and uncertainties. On this basis, Civics learning needs to accommodate various actual issues concerning the life of society, nation and state in a comprehensive context, such as social conflict, SARA, drug abuse and disputes between groups and countries.

Civic values have a very important position in learning. Civics values cover various aspects such as Pancasila, citizenship, and the basic values of national unity and integrity. By having strong PPKN values, students will be better able to understand and live these values in the life of the nation and state.

Nationalism and the value of PPKN (Pancasila and Citizenship Education) are two very important concepts in education in Indonesia. Nationalism can be defined as attitudes and behaviours that show loyalty and concern for the nation and state. Meanwhile, PPKN values include various aspects such as Pancasila, citizenship, and

the basic values of national unity. Pancasila and Citizenship Education (PPKn) has the main objective of forming a young generation that is faithful, devoted, knowledgeable, moral, and has an attitude of nationalism. In the KDP learning process, teachers must be able to instil these values in students through various methods and strategies.

Habits or attitudes carried out by students at school will become their character and attitude in life as students, society and the state, if a lazy culture is familiarised and allowed to be carried out by students, it will become an ingrained attitude and very difficult to change. However, on the contrary, if a culture of harmony, obeying the rules, being fair, respecting each other, cooperation, tolerance, helping each other is taught and familiarised by teachers to students through learning, of course such cultures and attitudes will be implemented, so for the implementation of students' nationalism attitudes, teachers must accustom and teach this to students, then try to apply it in attitudes and practice it in everyday life.

The existence of Civics learning in the school environment will make it easier to instil the value of nationalism in each individual. Based on the results of observations at Madrasah Aliyah Negeri 1 Gresik during the Civics learning process, the form of instilling the value of nationalism in Civics learning can be seen from preserving the culture around, loving domestic products, tolerance and cooperation when discussing and expressing opinions, discipline in the rules that apply in the classroom, caring and maintaining

cleanliness during the learning process. In addition, students are expected to play a more active role in the learning process, with teachers always providing encouragement to get to know the Indonesian nation which has a lot of potential and natural resources that are not owned by other countries, as well as diversity in religion, ethnicity, culture, race, language that needs to be respected and preserved.

Dyah Indraswati and Deni Surtisna in 2020 with the title *Impelementasi Penanaman Nilai-Nilai Nasionalisme di SDN Karanganyar Gunung 02, Candisari, Semarang, Central Java*, with a descriptive research method qualitative approach. Based on the results of the study, SDN Karanganyar Gunung 02 has integrated the cultivation of nationalism values in learning activities, through exemplary and inserting character values, such as honesty, discipline, tolerance, and responsibility and respect. It is also instilled outside of learning activities, such as in extracurricular activities, flag ceremonies, dance and music. The obstacles faced when instilling the value of nationalism are the making of lesson plans which are still considered difficult when they have to be integrated into them, but in practice they have been implemented.

Teachers must be able to create lesson plans or teaching modules that are in accordance with the goals of nationalism and PPKN values. During implementation, teachers can use various methods such as discussions, lectures, and jigsaws to instill the value of nationalism.

Thus, this research is expected to contribute to efforts to increase students'

awareness and belief in nationalism values and assist in developing students' characters who have a strong and positive nationalism attitude.

B. MATERIALS AND METHODS

This study aims to describe the correlation between PPKN values and students' nationalism character. Understanding the values of nationalism is important to form a strong nationalist. This research shows that the appreciation of nationalist elements has a significant relationship with students' academic discipline.

This research uses the type of research used, namely relationships. The quantitative approach was chosen because researchers will analyze from the process to the results of the research in the form of data. Quantitative methods can be used to test hypotheses using existing theories. Relationship research is a quantitative method where researchers collect data from a population to be studied.

Thus, the relationship approach is very suitable for analyzing the closeness between PPKN values and students' Nationalism Character. This research was conducted at Insan Mulia Banyumas Integrated Islamic Elementary School. The research was conducted in the even semester of the 2023/2024 academic year.

To obtain data in this study, two kinds of instruments were used consisting of: a) students' PPKN subject grades that researchers obtained from the subject teacher; and b) a questionnaire to find out the students' Nationalism scale.

The questionnaire used to measure the student nationalism scale consists of 15 statement items. The score used in this scale consists of four alternatives, namely: 1 = Never, 2 = Rarely, 3 = Often, 4 = Always.

The indicators of national spirit character are: (1) participating in routine school ceremonies and national holiday ceremonies, (2) following the commemoration of national heroism days, (3) cooperating with and respecting classmates of different ethnicity, social status.

Before testing the hypothesis, a prerequisite test of data analysis is first carried out, namely: by conducting a normality test to determine whether the data comes from a population with normal or abnormal distribution.

Then proceed to test linearity to determine whether the regression equation obtained is linear or not, and test the research hypothesis to determine whether the research hypothesis is rejected or accepted. All data processing uses the help of SPSS 26.0 *software* and *Microsoft Excel*.

C. RESULT AND DISCUSSION

1. Data Description

a. Students' Nationalism Character

To find out the students' Nationalism scale, a questionnaire containing 15 statements to 56 students. The results of distributing questionnaires to students were

then processed using the SPSS 26.0 program. The data description of the students' Nationalism scale can be seen in the table below:

Table 1. Statistical Description of Student Nationalism Scale Questionnaire Results

N	56
Min	27
Max	47
Sum	2150
Mean	38.39
Std. Deviation	4.355
Variance	18.970

Based on Table 1, it can be seen that from the questionnaire distributed to 56 students, the mean of the students' Nationalism scale is 38.39 with a standard deviation of 4.355, a minimum value of 27, and a maximum value of 47.

b. Student Civics Score

From the results of the scores given by the teacher to the researcher for 56 students in grades IV A, B, and C of SD IT Insan Mulia Banyumas in the 2023/2024 academic year, the statistical description data of students' PPKN scores are obtained as follows:

Table 2. Statistical Description of Student Score Results

N	56
Min	78
Max	88
Sum	4645
Mean	82.95

N	56
Min	78
Max	88
Sum	4645
Mean	82.95
Std. Deviation	2.482
Variance	6.161

Based on Table 2, it can be seen that from the PPKN scores of students in Class IV A, B, and C, the average score is 82.95 with a standard deviation of 2.482, a minimum score of 78, and a maximum score of 88.

2. Data Analysis

a. Normality Test

The normality test is carried out to determine whether the data coming from the population is normally or abnormally distributed. The statistical test to be used is the Shapiro-Wilk test by taking a significant level (α) of

0.05. with the following hypothesis:

H_0 : Data comes from a normally distributed population

H_1 : Data comes from a population that is not normally distributed

The test criteria are: H_0 is accepted if the significant value > 0.05 and H_0 is rejected if the significant value < 0.05 . Calculations were carried out using the SPSS 26.0 program.

Table 3. Normality Test

	Shapiro-Wilk		
	Statistic	df	Sig.
Value	.960	56	.060
Inquiry	.965	56	.099

Based on Table 3, from the normality test with the Shapiro-Wilk test, the sig values are obtained. 0.060 and 0.099. The significance value in the table above is greater than 0.05, so H_0 is accepted. So it can be concluded that the data comes from a normally distributed population.

b. Linearity Test

Regression linearity is used to determine whether the correlation used is linear or non-linear. Correlation linearity is obtained using the help of the SPSS 26.0 program. The data obtained is as follows:

Table 4. Linearity Test

Deviation from Linearity	108.925	9	12.103	.588	.800
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From Table 5, it can be seen that the significant value in Linearity is 0.800. Because the significance value is more than 0.05, the relationship between PPKN scores and student nationalism is linear.

c. Hypothesis Test

Hypothesis testing is carried out to determine whether there is a relationship between PPKN grades and student nationalism, then further hypothesis testing can be carried out using the t test statistical test, with the following hypothesis provisions:

H_0 : There is no positive and significant relationship between PPKN scores and student nationalism.

H_1 : There is a positive and significant relationship between PPKN scores and student nationalism.

By using the help of the SPSS.26.0 program, the following results were obtained:

Table 5. Hypothesis Test

		Value	Inquiry
Value	Pearson Correlation	1	.084
	Sig. (2-tailed)		.536
	N	56	56
Inquiry	Pearson Correlation	.084	1
	Sig. (2-tailed)	.536	
	N	56	56

Based on the results of the SPSS analysis in Table 5, it shows that the t_{count} value is 0.084 and the significance is 0.536. For t_{tabel} is sought at a significant level of 5% with degrees of freedom (df) $n-k-1$ or $56-2-1 = 53$. With a 2-sided test (significance = 0.05) the result obtained for t_{tabel} is 1.67412. Because t_{count} (0.084) < t_{tabel} (1.67412) then H_0 is accepted. This means that the value of PPKN provides a positive relationship to the character of student nationalism.

D. CONCLUSION

Based on the results of research and discussion of the relationship between PPKN values and student nationalism, it is concluded that: PPKN values have a positive effect on student nationalism. The value of PPKN provides a positive relationship of 88.9% to the Nationalism of students and the remaining 11.1% is

influenced by other factors outside the value of PPKN students.

Strengthening student nationalism influenced by other factors outside the implementation of PPKN subjects in class at Insan Mulia Banyumas Integrated Islamic Primary School is carried out with the help of a habituation programme consisting of carrying out flag ceremonies, speaking good and correct Indonesian, singing Indonesia Raya songs, singing national songs at the beginning and at the end of lessons.

Habits or attitudes carried out by students at school, will become their character and attitude in life as students, society and the state, if a lazy culture is familiarised and allowed to be carried out by students, it will become an ingrained attitude and very difficult to change. However, on the contrary, if the culture of harmony, obeying the rules, fairness, mutual respect, cooperation, tolerance, helping each other are taught and familiarised by teachers to students through learning, of course such cultures and attitudes will be implemented, so for the implementation of students' nationalism attitudes, teachers must familiarise and teach these things to students, then try to be applied in attitudes and practised in everyday life.

The researcher analysed the relationship between the value of Pancasila and Citizenship Education (PPKn) subjects and the level of nationalism of students at SD IT Insan Mulia Banyumas. The main finding of this study shows that there is a significant

positive relationship between the two variables. This means that students who score high in Civics tend to show a higher level of nationalism compared to students who score lower in Civics.

This research shows that a deep understanding of Pancasila values and citizenship concepts contributes to an increase in students' sense of nationalism. A well-taught Civics subject helps students understand their rights and obligations as citizens and the importance of appreciating the nation's culture and history. This proves that an effective Civics curriculum can be an important tool in building national spirit among students.

Students who achieve high scores in Civics show that they have better knowledge of the principles of Pancasila and citizenship. This knowledge includes aspects such as the history of the nation's struggle, the rights and obligations of citizens, and the values of democracy and diversity. With a better understanding of these things, students tend to appreciate and love their homeland more.

However, the study also identified that although there is a positive relationship between Civics grades and nationalism, there are still other factors that influence students' level of nationalism. These factors include family environment, social experiences, as well as extracurricular activities related to nationalism. Therefore, it is important to look at this relationship in a broader context and consider the various aspects that can influence students' nationalism.

The recommendation from this study is for schools and educators to strengthen Civics teaching methods with a more contextualised and interactive approach. This approach could include activities that engage students in discussions on national issues, projects that promote the values of Pancasila, as well as activities that introduce them to the nation's history and culture in more depth.

Overall, this research confirms the importance of Civics in building a sense of nationalism among students. By improving and developing the teaching of Civics, it is hoped that students will not only gain good knowledge but also develop strong national attitudes. This effort will support the formation of a young generation that is not only intelligent but also has high national awareness.

Based on the above conclusions, the authors put forward the following suggestions:

1. For educators, they can consider various aspects in developing students' Nationalism character, one of which is the daily social aspect.
2. For future researchers to examine how it affects samples in higher grades (Grades 5 and 6 elementary, junior high or high school).

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