



The Role of Teachers in Developing Nationalist Attitudes in Class V Elementary School Students

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Info Article

Received: 15 Dec 2017

Revised: 20 Jan 2018

Accepted: 12 Feb 2018

OnlineVersion: 20 Mar 2018

Abstract

This research aims to describe the role of teachers in developing nationalistic attitudes in fifth grade elementary school students. This research was conducted at SDN NO. 34/1 Teratai, Muara Bulian. This research was aimed at determining teachers' skills in developing nationalist attitudes in elementary school students. This research uses a qualitative research approach, with a phenomenological research method. The subjects of this research were teachers and students of class V C. Data collection techniques in this research used observation and interviews. Data analysis uses data reduction steps, data presentation, and drawing conclusions. Checking the validity of the data uses triangulation techniques. The research results show that the role of teachers in developing nationalist attitudes in fifth grade elementary school students focuses on the role of teachers in developing nationalist attitudes through 1) teachers as educators in developing nationalist attitudes, (2) teachers as facilitators in developing nationalist attitudes; (3) teachers as models and role models in developing nationalist attitudes; (4) teachers as motivators in developing nationalist attitudes; (5) teachers as guides in developing nationalist attitudes; (6) forms of manifestation of students' nationalist attitudes, such as attitudes of unity and oneness, love of the homeland, willingness to sacrifice, tolerance, pride as an Indonesian nation and homeland, and discipline.

Keywords: The role of teachers, Nationalist Attitudes, Elementary Schools

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INTRODUCTION

A teacher is someone who plays an important role in managing learning so that the teaching and learning process can be achieved well (Erwinsyah, 2017). In the process of learner activities in class, the teacher not only plays the role of conveying material to students, but the teacher has the task of being a guide for his students (Inah, 2015). Teachers as professional educators must have all abilities, including personal, professional and social competence (Hasyim, 2014). One of the criteria that a teacher has is the ability to teach, the ability to educate, and present an educational process that is

understandable, comprehensible and encouraging for students (Sundari, 2017). The role of the teacher as an educator whose role is to provide assistance and encouragement, to provide supervision and guidance (supervisor), and to have duties related to student discipline regarding school rules, as well as norms of life in the family and society (Arkani, 2017).

The history of nationalism in Indonesia's struggle for independence is known as a word that was able to generate strength to fight against colonialist oppressors for hundreds of years. The feelings of shared destiny and struggle experienced by nations were able to shape the history of Indonesian nationality by overcoming various ethnic, cultural and religious differences (Oentoro, 2013). Nationalism comes from the word nation which means nation (Azman, 2017), the meaning of nation itself is: 1) the similarity of a person's unity, whether from descent, customs, language, 2) a group of living creatures, whether humans, animals or plants that originate from the same origin and have the same distinctive characteristics, 3) groups of humans live together in a certain area, then are bound by the same language and culture (Hafid, 2013).

The attitude of nationalism is a feeling of love for the homeland because of a sense of the same fate and similar stories in the past which aims to instill a sense of love, loyalty and realize the desire to become an even better country together (Ikhsan, 2017). The application of the attitude of nationalism through the elements of nationalism include loving the homeland and nation, participating in development, upholding the law and upholding social justice, utilizing existing resources and investing in the future, achieving, being independent, being responsible and respecting yourself and others. (Sugiman, 2017). The manifestation of nationalist attitudes in elementary school students can be done through flag ceremonies, namely (1) creating a solemn, orderly and comfortable ceremonial atmosphere. (2) related to time, when officers prepare facilities and infrastructure, the solution to waiting for boredom could be to play national songs or documentary films related to nationalism. (3) carry out evaluations at the end of each ceremony so that students understand what they got during the ceremony.

Based on the explanation above, the aim of this research is to describe the role of teachers in developing nationalist attitudes in fifth grade elementary school students.

RESEARCH METHODS

Research Design

This research uses a qualitative approach. The qualitative approach is related to the theories used by researchers, the purpose of these theories is as a basis for compiling interview instruments and observation instruments (Slameto, 2015). This research uses a type of phenomenology, research related to the understanding of apparent truth (Gumilang, 2016). This research is an illustration of the role of teachers in developing nationalist attitudes through Civics subjects in fifth grade elementary school students. So the researcher used a qualitative approach by describing the data obtained according to the facts in the field.

Research Target/Subject

This research will be carried out at SDN 34/I Teratai, Muara Bulian District. This research is an illustration of the role of teachers in developing nationalist attitudes through Civics subjects in fifth grade elementary school students.

Research Procedure

The procedures carried out by this researcher are in the form of a preparation stage, which is carried out by making an initial visit to the school, making observations and interviews with teachers related to the research data that the researcher is looking for. To avoid misunderstandings, the researcher submitted a letter of permission to conduct initial research observations at the school. Next is the implementation stage, the activities carried out at this stage are collecting data, managing data, analyzing data and concluding data. Through observation data, interviews and supporting documentation data.

Finally, the completion stage, in this stage, is compiling the data that has been obtained and analyzing it in the form of a research report contained in chapters IV and V.

Instruments, and Data Collection Techniques

Data is collected based on actual conditions, so that the research obtains more accurate data, the researcher uses data collection techniques in the form of observation and interviews. In this discussion, observation is emphasized as the author's observation of the object of his research where the author himself is directly involved in the object being studied. This observation was carried out in class V of SD Negeri 34/I Teratai Muara Bulian. In this research, the researcher describes the role of teachers in developing nationalist attitudes through Civics subjects in fifth grade elementary school students. Meanwhile, the aim of the interview method is to obtain information directly from respondents, as well as a method that obtains detailed information from sources related to the role of teachers in developing nationalistic attitudes through Civics subjects in fifth grade elementary school students.

Data analysis technique

Data in the role of the class teacher in developing an attitude of nationalism in fifth grade elementary school students was collected continuously until it was felt that the required data was sufficient. Data analysis uses the Miles and Huberman model which suggests activities in data analysis, namely data reduction, data display, and data verification (Syifa & Simatupang, 2015).

RESULTS AND DISCUSSION

This research was carried out at SDN 34/ I Teratai to examine teachers and students of class V C by conducting direct observations regarding the role of teachers in developing nationalist attitudes in class V elementary school students.

Researchers obtained observation data that there were 23 students in class V C of SD N 34/I Teratai, consisting of 15 male students and 8 female students. In line with the results of research observations regarding the role of teachers in developing nationalistic attitudes in fifth grade elementary school students, these are: 1) before starting learning, the teacher orders students to pray first; (2) occasionally the teacher invites all students to sing national songs, such as the song Indonesia Raya or Bagimu Negeri; (3) the teacher checks the attendance of students one by one before learning begins; (4) teachers use additional media when learning takes place; (5) the teacher activates all students during the learning process; (6) the teacher links learning to contextual examples or everyday life; (7) a form of manifestation of students' nationalist attitudes

Researchers conducted research on all class V C students by making direct observations regarding the role of teachers in developing nationalist attitudes in class V elementary school students. Researchers conducted interviews with Mr (ZH) and 6 students of class V C at SDN 34/I Teratai as research informants. The purpose of conducting an interview with Mr. (ZH) was to obtain information regarding the role played by Mr. (ZH) in developing nationalist attitudes in class V C students at SDN 34/I Teratai. Therefore, based on the results of observations and interviews, researchers stated that the role of teachers in developing nationalist attitudes in fifth grade elementary school students is as follows:

1. Teachers as educators

The role of the teacher as an educator carried out by the class V C teacher is first, the teacher in developing students' nationalist attitudes at school in the teaching and learning process through subjects in class, the teacher provides material related to the development of nationalistic attitudes in students through the media or real examples. For example, in the material on the obligations of citizens, the teacher explains the material using the question and answer method to students directly by relating it to everyday life, what are the obligations of every citizen. The second role of the teacher as an educator, the teacher does this through good habits which can be seen when the teacher carries out the lesson on time,

and checks the attendance of the students one by one in class. The results of this observation data are in line with the results of an interview with Mr (ZH) as a class V C teacher who stated that:

"My father's way as an educator is to develop a nationalist attitude, by linking learning to everyday life which is in accordance with the development of a nationalist attitude. I associate examples such as citizenship learning with nationalist attitudes, such as inviting students to sing national songs first. "I also try my best to make it a habit to enter class on time and check students' attendance."

2. Teacher as facilitator

The role of the teacher as a facilitator carried out by the class V C teacher is to help make it easier for students to understand the learning material. Regarding the development of a nationalistic attitude, teachers use additional media to develop a nationalistic attitude towards students through learning. This can be seen when the teacher explains material regarding teacher scales using audio media to make students enthusiastic and participate in singing regional songs according to those in the learning book. The teacher also uses picture media to explain material related to nationalism, such as pictures of the National Labang in class, using pictures of traditional houses in class to explain material about various Indonesian cultures. As for the teachers, teachers were also seen using audio-visual media when explaining material regarding Osing batik. Then the teacher relates it to batik in the region, aiming to introduce and give students a sense of concern for local products. The results of this observation data are in line with the results of an interview with Mr. (ZH) as a class V C teacher who stated that:

"The way you act as a facilitator is to develop a nationalistic attitude through classroom learning, by using additional media such as using audio media, video media, and utilizing pictures in class that relate to developing a nationalistic attitude to make it easier for students to understand the material"

3. Teachers as models and role models

The role of the teacher as a model and role model carried out by the class V C teacher is that the teacher becomes a good model and role model for students in developing an attitude of nationalism. This can be seen in how the teacher behaves and behaves when explaining learning material to students with a calm and firm demeanor when explaining the material. Another thing that researchers found related to the teacher's attitude which is related to other nationalist attitudes is that the class V C teacher is a friendly person and respects other people. Often say please and thank you to students. Another example that can be seen is that the teacher always dresses neatly and according to the rules, and uses domestic products such as shoes, bags and batik clothes. The results of this observation data are in line with the results of an interview with Mr. (ZH) as a class V C teacher who stated that:

"As much as possible, you can be a good model and role model for all students regarding the development of nationalist attitudes, by always dressing neatly, using domestic products and preserving batik."

4. Teacher as a motivator

The role of the teacher as a motivator carried out by the class V C teacher is that the teacher is a good motivator for students in developing an attitude of nationalism. This was seen when the teacher explained material about Indonesian masks, there were so many varieties of Indonesian masks. Then the teacher relates it to the diverse cultures that exist in Indonesia which need to be preserved and need to be protected. From there, the teacher provides motivations related to developing an attitude of nationalism so that students always love their homeland and maintain the existing unity and integrity. The results of this observation data are in line with the results of an interview with Mr. (ZH) as a class V C teacher who stated that:

"The way you act as a motivator is related to the attitude of nationalism, it is not always done verbally, but the habits you always teach there are such as singing nationalist songs, if conditions are normal like before, it is always mandatory for students to take part in the flag ceremony. Related to learning material related to nationalism. "You always emphasize things related to nationalism, such as maintaining unity, love of the country, tolerance and other forms of nationalism."

5. Teacher as a guide

The role of the teacher as a guide carried out by the class V C teacher is that the teacher is a good guide for students in developing an attitude of nationalism. This can be seen when the teacher gives advice to students at the end of the learning period by advising students to always maintain unity and integrity by respecting their fellow students. By maintaining your speech and behavior, you must not differentiate between friends or offend differences in ethnicity or religion. Provide guidance to always respect and obey both parents. And the people around students, both in the school environment and at home. Teachers also provide guidance to students who do bad things, such as making noise during the learning process. The teacher is seen reprimanding and giving advice to students. The results of this observation data are in line with the results of an interview with Mr. (ZH) as a class V C teacher who stated that:

"Yes... in between lessons or at the end of lessons, you often provide guidance to students regarding attitudes of nationalism so that students respect each other and teach each other good manners towards other people, especially parents and teachers at school."

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that there are several roles for teachers in developing nationalist attitudes, including; (1) teachers as educators in developing nationalist attitudes, (2) teachers as facilitators in developing nationalist attitudes; (3) teachers as models and role models in developing nationalist attitudes; (4) teachers as motivators in developing nationalist attitudes; (5) teachers as guides in developing nationalist attitudes.

ACKNOWLEDGMENTS

We would like to express our sincere thanks to all parties who have contributed and supported this research. We would also like to express our appreciation to all our fellow researchers who have shared valuable ideas, insights and suggestions that have helped steer this research in a better direction. Thank you to all research subjects who participated willingly, without their contributions this research would not have been possible.

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