

NATIONAL CHARACTERISTIC PROGRAM FOR GROWING STUDENT'S NASIONALISM CHARACTER AT IMMERSION PRIMARY SCHOOL PONOROGO

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Abstract

Education is an effort to form individuals to grow into responsible, moral, creative, independent, and noble individuals. In forming individuals with noble character, character education is needed to prepare individuals who have character and are ready to face the challenges of the times. The implementation of character education is in line with the character crisis caused by the increasing development of globalization. The impact of the development of globalization has brought students to like some trends in social media that are not in accordance with the development of students' ages. In minimizing the impact of the development of globalization, Immersion Primary School Ponorogo developed a national habituation program to cultivate the character of nationalism as the basis for students' identity to love and respect the nation's culture. The purpose of this study is to describe: (1) the form of inculcating the character of nationalism through a national habituation program; (2) the implication of the national habituation program on the development of the character of nationalism; and (3) the effectiveness of the implementation of the national habituation program in instilling the character of nationalism. This research was designed using a qualitative approach with the type of case study. As a result, at Immersion Primary School Ponorogo: (1) focusing on national habituation on aspects of the character of discipline and love for the homeland with three forms of habituation, namely giving examples, spontaneous activities, and routine activities. Meanwhile, in fostering the character of habituation nationalism, in the form of routine activities and programmed activities; (2) national habituation activities have implications for the growth of students' awareness and responsibility to carry out national habituation without any encouragement from the teacher and the growth of students' self-confidence to take part in various competitions; (3) the implementation of the habituation program has been as expected and there is a match between the implementation of the habituation program and the initial goal.

Keywords: *habituation program, national habituation, nationalism character*

Introduction

Education is an effort to form individuals to grow into responsible, moral, creative, independent, and noble individuals. As in Law no. 20 of 2003 concerning the National Education System which states that the purpose of education is to form students to have religious spiritual strength, intelligence, personality, noble character, and skills needed by themselves, society, nation and state (*Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, 2003*). In forming individuals with noble character, character education is needed to prepare individuals who have character and are ready to face the challenges of the times.

The importance of strengthening character cultivation from an early age is to form a moral, moral, religious and responsible society for future generations. The fact is that in the last two decades, Indonesia is experiencing a character crisis which is marked by several phenomena in society, including behavior that exceeds the norms of decency and morality, fights, justifies all means to achieve goals such as corruption and extortion, criticizing, and so on. This behavior indicates that there are problems regarding the applied character education. The existence of an indicator of the character crisis problem should be

immediately resolved to maintain a permanent identity in humans. Because, character is not about the power of life or the desire to achieve peace, but the basic characteristics of the person in shaping himself fully through his psychological experience (Irene Astuti, 2010).

Empirical evidence of character crises in elementary school age students includes bullying behavior, easily ignited emotions, dirty talk, truancy, low attitude of respect and respect, and starting to be contaminated with western culture which is manifested in the form of students' tendencies towards western songs rather than songs about nationalism.ⁱ This tendency of students indirectly diminishes their interest in the entire culture of the archipelago. It should be at this golden age that they instilled in them a love for the country with all its culture. One way is the introduction of folk songs, national obligatory songs, regional culture, national heroes, and other things related to Indonesian culture. The urgency of character cultivation for those aged 6-11 years is due to the immaturity of the student's personality so that they are easily influenced by character cultivation, as well as the existence of a strong memory record so that character values can be taught as a provision for them in the future (Zubaedi, 2015). The school environment is the basis for cultivating norms, beliefs, and habits to form a strong nationalist character to become a person in the face of a dynamic and diverse future life. The behavior of nationalism as part of the development process becomes an important asset for the survival of the nation and state (Yuli Erviana, 2021).

The formation of the character of nationalism in elementary school students should start with simple but consistent things. One method that can be used in character building is the habituation method. The habituation method is one of the methods used by teachers to students in the teaching and learning process by doing certain actions continuously and consistently for quite a long time, so that the instilled actions are truly mastered and become habits that are difficult to abandon (Putri Endahwati, 2021). Habits that are carried out every day and are repeated will be embedded and remembered by students so that it is easy to do without having to be warned. In the personal development of students, habituation and training are needed that are suitable and in accordance with the development of their souls. Therefore, the habituation method will form a certain attitude in students which will gradually become clearer and stronger and finally unshakable because it has become a part of his personality (Angdreani, 2020).

The habituation method is also applied to Immersion Primary School Ponorogo, this inclusive elementary school based on Multiple Intelligences uses habituation as a program to instill character education in its students. This school also pays attention to the character development of its students as assets in the next phase. One of the characters that is considered is the character of nationalism to minimize the negative impact of students' tendencies with foreign cultures and developing trends. Based on the results of initial observations, the researchers found several habits in SD Immersion Primary School Ponorogo. The habituation includes reading short letters, Inspirational time, language studios, and national habituation. All of these habits are carried out alternately every day. These habits are carried out in instilling characters that will be used as provisions for students in the future.

The implementation of the national habituation program as one of the efforts to instill the character of nationalism in the midst of the rapid development of globalization is as a basis for students' identity to love and respect the nation's culture. Because, if the basis does not exist, then students will easily accept foreign cultures that enter through the development of this globalization. Therefore, the purpose of this study is to describe: (1) the form of instilling the character of nationalism through a national habituation program; (2) the implication of the national habituation program on the development of the character of

nationalism; and (3) the effectiveness of the implementation of the national habituation program in instilling the character of nationalism.

Method

This research uses a qualitative research approach with the type of case study research to conduct in-depth exploration of programs, events, processes, and activities of a person or group of people. In this study, the presence of the researcher is as a planner, data collector, data analyzer, and reporting of research results. This study uses several data collection techniques, namely observation (observation), documentation, and interviews with various parties including school principals, waka curriculum, fifth grade Pattimura teachers, and fifth grade Pattimura Immersion Primary School students. The data analysis technique in this study uses the theory of Miles, Huberman, and Saldana, which includes data condensation, data presentation, and conclusion drawing and uses source and technique triangulation as a data validity test.

Result and Discussion

Result

Immersion Primary School Ponorogo is an inclusive elementary school that has one mission, namely instilling a social spirit, promoting tolerance and democracy. This is due to the Immersion Primary School environment which is motivated by the diversity of student conditions and beliefs. Thus, it is necessary to have a strong foundation to create harmony on top of this diversity. The foundation is formed in the character of nationalism, which is expected that students have a Pancasilaist spirit that is divinity, humanity, prioritizes deliberation, respects differences and a sense of love for the homeland. In the implementation of nationalism character formation, it is necessary to have continuous stages and processes so that the good things that are implanted can be embedded in the minds of students so that they will do these good things repeatedly and will become characters. In this case, habituation is known to be effective in character building. Moreover, this character planting is applied to elementary school students which cannot be carried out instantly and only provides theory, but there must be activities that are carried out continuously. The implementation of national habituation in fostering the character of nationalism is focused on the character of discipline and love for the homeland as the main assets of students in the future.

1. Discipline character

The formation of a disciplined character through a national habituation program at Immersion Primary School Ponorogo in the form of giving examples, spontaneous activities, and routine activities.

a. Exemplary

The implementation of the habituation of giving examples starts from the teacher as a figure who is 'guided and imitated' to be a good example to students. The teacher's movements are a lesson for students. The form of giving teacher examples also appears in the observations of researchers related to dress discipline and teacher attendance. The teacher arrived on time before 07.00 am followed by filling in the absence and fingerprint and for the teacher on duty to greet and check the temperature,

they also prepared themselves and facilities related to temperature checks. When checking the temperature, the teacher also greets students and greets in the form of a high five in accordance with learning procedures during the pandemic. In terms of dress, the teacher has also set an example in the form of an appropriate uniform. As for new teachers, they wear neat batik uniforms.



Figure 1. Giving an Example by the Teacher

b. Spontaneous activity

Based on the results of the researcher's observations, habituation in spontaneous activities in fostering the character of discipline at Immersion Primary School in the form of greeting, being polite in behavior and speech, greeting the teacher, taking off shoes before entering class and arranging them on the available shelves, as well as a cue for rushed to prepare to pray in class.



Figure 2. Arrangement of Shoes in Place as a Form of Habituation of Spontaneous Activities

c. Routine activities

Habituation in the form of routine activities to instill the character of nationalism in Immersion Primary School in the form of a weekly Monday morning apple ceremony that trains student discipline and marching activities before entering class led by the class teacher or class leader. Technically, the weekly morning apple ceremony on Monday is carried out to train student discipline. The implementation of marching before entering

class is carried out conditionally, it can be done by giving learning puzzles or just checking for neatness considering this will cut learning time, especially in pandemic learning which has more limited time.



Figure 3. Weekly Morning Apple Ceremony as a Form of Habituation of Routine Activities

2. The character of love for the homeland

The character aspect that Immersion primary school focuses on after discipline is love for the homeland. This character is intended to prepare the younger generation to have a spirit of nationalism in the midst of technological developments so that students do not lose their national identity. Implementation of the national habituation program to love the homeland in the form of routine activities which include reciting Pancasila and singing the obligatory and regional songs every day before starting learning, introducing independence figures using the facilities provided, weekly morning apple ceremonies, and commemorating national holidays. In addition, there are programmed activities in the form of Traditional Day as a momentum for the use of traditional clothes from the Ponorogo area on the 23rd of every month by all school residents.



Figure 4. Traditional Day

In supporting the implementation of the national habituation program, teachers play an important role as role models that students will emulate in their every move. In addition, the teacher acts as a motivator so that students do not get bored and remain enthusiastic in carrying out habituation and using several strategies and utilizing existing facilities. In supporting teacher development, teachers are also prioritized to attend seminars and training related to learning. The form of teacher development is also carried out

independently by Immersion Primary School with the IHT (In House Training) program to provide education and training to teachers related to teacher creativity, teacher development, and handling children with special needs.

The implementation of the national habituation program at Immersion Primary School is intended to instill the character of nationalism in students. The impact of the implementation of the national habituation program can be seen after several grade levels, as evidenced at the beginning of the character of new students who are still spoiled, and the sense of responsibility is still minimal, with this habituation program the character of students, especially discipline, responsibility, and love for the homeland continues to be fostered. The impact of the implementation of this national habituation program also leads to the growth of students' sense of responsibility in carrying out habituation properly without any orders from the teacher. Through this program, students' self-confidence is honed which will develop in several achievements achieved by students in various competitions.

The implementation of the national habituation program can run as expected with the existence of supporting factors which include the quantity and cooperation of teachers in implementing the program, the awareness and responsibility of students, as well as several facilities that support the implementation of the habituation program. However, there are inhibiting factors that become the evaluation material, namely some infrastructure that still needs to be improved, including parking lots and additional classrooms to stimulate the cognitive development of students with special needs.

Discussion

The character of nationalism is one of the basic characters as the formation of student identity as the relay holder of the nation's generation. The basic character of this nationalism is the provision of students to be willing to sacrifice and be loyal to their country and protect the country from threats from other countries. In the midst of increasing globalization, activities and even human character have been changed, including the nationalism character of the younger generation. The more advanced the flow of globalization, the less love and pride in culture, so that the love and pride will disappear over time and reduce the sense of belonging to the nation's own culture (Widiyono, 2019). This phenomenon will allow other countries to claim the Indonesian culture.

Character has the meaning of the characteristics possessed by individuals and is a motivating factor for a person to act, behave, and respond to something, can be instilled with various methods, one of which is the method of habituation. The habituation method according to Ibnatul is a method that is carried out repeatedly to get the individual to behave and act correctly and in this method the core is experience, while what is accustomed is something that is practiced (Abidin, 2018).

The habituation method is known to be practical and effective in fostering and building student character because the essence of this method is repetition, so it has deep implications than inculcating ways of doing and speaking (Abidin, 2018). Cultivating the character of nationalism through habituation is also found in Immersion Primary School Ponorogo. The habituation method was chosen because the use of this method will provide students with experience so that it will enter their memory. In addition, character planting requires a long process so that it must be carried out repeatedly and consistently so that the character that is implanted will be formed.

Aspects of the character of nationalism that are focused through the national habituation program are discipline and love for the homeland. These two aspects of nationalism are the main aspects that students must have as their character provisions, if these two main aspects go well, other characters will develop. As stated by Sudrajat and

Wibowo, that the character of discipline will encourage the growth of other character values, such as responsibility, honesty, cooperation, and others (Wuryandani, 2014). The character of love for the homeland is focused on efforts to balance the character of students to always love their nation in the midst of the development of globalization. Given the reality, many of the younger generation have started to fade. If this condition is left unchecked, it is feared that students will no longer know their own nation with all its cultural richness. The value of love for the homeland needs to be instilled from an early age as the nation's successor, able to realize attitudes that can be useful and able to be competitive in advancing the nation (Tri Atika, 2019).

According to Mulyasa, there are several forms of habituation in education, including spontaneous activities, giving examples, routine activities, and programmed activities (Mulyasa, 2011). This is in line with the implementation of habituation at Immersion Primary School Ponorogo in various forms of activities that support the cultivation of nationalism character education.

a. Exemplary

Giving an example or form of exemplary is closely related to the teacher as an ideal example in the view of students, whose form and behavior will be imitated. In learning theory, Bandura revealed that human behavior arises as a result of the interaction between the environment and the human cognitive schema itself. This learning theory emphasizes the need for imitation or imitation of student character development. Because, through observations that are seen, heard or felt, students will be able to imitate it, so it is important for the teacher to play the role of a character who can be an example for his students (Samsul Arifin & Rusdiana, 2019). In the implementation of habituation at Immersion Primary School, the teacher plays a role in setting an example in all his movements, starting from how to dress, discipline, and communication patterns. This can be seen when the teacher uses a neat uniform and according to the schedule specified on that day and arrives on time before 07.00 WIB as an example for students to be disciplined on time. Immersion Primary School students in general also apply discipline in terms of departure and awareness to check temperature and wash hands before entering class.

b. Spontaneous activity

Spontaneous activities are habits that are carried out directly and unscheduled in special events with the aim of providing spontaneous education, especially in getting used to being polite and commendable (Ihsani dkk., 2018). According to Gunawan, spontaneous activities are activities that students do spontaneously at that time (Kusuma Tri Dewi, 2019). As is the case in inculcating the character of discipline through spontaneous forms at Immersion Primary School. Before entering class, students arrange their shoes on the shelf, say hello before entering class, and immediately rush to prepare themselves for prayer. The implementation of spontaneous activities is also inseparable from the role of the teacher as a model and role model who always provides a good example to students. Such as the meaning 'digugu lan ditiru' which means that what they convey in the form of information or messages can be carried out and trusted by the general public, and 'imitated' which means that all of their attitudes are good examples and are imitated by students and the wider community (Kusuma Tri Dewi, 2019). Spontaneous activities in the habituation program at Immersion Primary School are indirectly a learning that cannot be separated from the teacher as a role model and will be followed by the students.

c. Routine Activities

Habituation in the form of routine activities is an activity that is not programmed which is carried out according to a specified schedule (Sari, 2017). Routine activities to instill the character of disciplined nationalism at Immersion Primary School are in the form of weekly morning apple ceremonies, marching before entering class, and checking neatness by the class teacher. The weekly morning assembly is also an effort to foster a sense of love for the homeland in the form of respect for the red and white flag and the anthem Indonesia Raya as the nation's identity. The implementation of habituation in the form of routine activities is supported by several facilities that can support the implementation of habituation, such as the use of LCDs and projectors in playing videos of the struggle for the seconds of the proclamation of independence and loudspeakers during the flag ceremony and singing the obligatory anthem. Therefore, facilities and infrastructure play an important role in achieving educational goals, so there is a need for good management and utilization of infrastructure facilities (Indrawan, 2015).

The form of planting love for the homeland is also applied in programmed activities such as Traditional Day which is held every 23rd of each month as a momentum for the use of regional traditional clothes and special days for using the Javanese language. This momentum is intended as an effort so that students love their local culture and do not fade in the midst of globalization developments. Although this Traditional Day uses an English name for universal understanding of the material in the classroom, the essence of the program is still rooted in local culture.

Another effort is the commemoration of state holidays such as the Indonesian Independence Day, youth oaths, and heroes' day which is filled with competitions with online implementation, considering that these conditions are still in a tight pandemic situation (Ulifah, 2020). In forming students who love the homeland, it needs to be maximized as early as possible to fortify students as the nation's generation who will inherit the nation so that they know the struggle of the Indonesian people to be better than before. In planting the character of love for the homeland is also supported by the existence of supporting facilities such as images of Pancasila and photos of the president and vice president as an introduction to the identity of the Indonesian nation. This is in accordance with one of the indicators of the success of developing students' love of the homeland character (Ministry of National Education Research and Development Center for Curriculum Center, 2010).

In the implementation of learning that is packaged in the national habituation program, the teacher generally acts as a model and role model. The teacher is responsible for his position as an example and being able to be a person who is imitated should be a good person in the way of speaking, habits, dressing, and acting (Purwaningsih & Izzah, 2017). The teacher's movements in terms of dressing, speaking, also need to be considered because they can be used as indirect learning by students. Students easily imitate what they see from the teacher. In addition, the teacher also plays an important role as a guide and motivator (S. Wilis, 2003). In this role, the teacher is tasked with helping students who have difficulties, developing their potential through creative activities in various fields. Based on the implementation of the national habituation program, teachers use various tricks and varied habituation models so that students do not feel bored and are supported by existing facilities. Especially in the implementation of the habituation contained in the activities in

the classroom. The teacher as a guide regulates the course of habituation through flowing and interesting activities, so that students follow the course of habituation without feeling burdened and boring.

The national habituation program at Immersion Primary School aims to foster students' nationalistic character in aspects of discipline and love for the homeland. According to Yasin, discipline is an act of obedience and obedience because of self-awareness of the rules and not breaking them. So that disciplinary action is carried out because of the desire in oneself without any coercion from outside parties and the activities carried out do not violate the rules (S. Wilis, 2003). This is also in accordance with the habituation program at Immersion Primary School that can raise students' awareness to make habituation without any encouragement from the teacher. Students already have a sense of responsibility to make habituation even if they have to do it independently without any control by the class teacher. In addition, the impact of implementing this habituation program is to raise students' confidence to take part in several competitions. Because they have been given the stigma that it has become their responsibility and whatever the result, the most important thing is to give the best. This responsibility for small things will be the provision of students in the future in facing bigger responsibilities. Departing from this, it is concluded that the character of discipline is one of the important characters for humans to have so that other good character values then emerge, such as responsibility, honesty, cooperation, and so on (Wuryandani dkk., 2014).

In general, the implementation of national habituation at Immersion Primary School has been running as expected and according to the effectiveness indicators according to Harry Firman which include; the existence of success in bringing students to achieve constructional goals, providing an attractive learning experience, and having the means to support the learning process. In addition, the effectiveness of the habituation program is also based on the existence of conformity with the initial goal of this national habituation program, namely to instill the spirit of nationalism in aspects of discipline and love for the homeland as a provision for students in the future. The implementation of the habituation program is also supported by several school infrastructure facilities, but there are still some infrastructures that are used as evaluation and development materials. The existence of classroom infrastructure such as images of Pancasila, the president and vice president, is also one of the indicators in the successful development of the character of love for the homeland. In addition, the existence of a flag ceremony habituation activity is also used as a moment that is eagerly awaited by students. The existence of the Traditional Day program also adds to the love and pride of students towards Indonesian culture. In addition, the existence of a national habituation program also fosters a sense of discipline and responsibility for students. Reflected by the awareness of students to make habituation independently without any orders from the teacher, if the teacher is unable to attend. Students can do what they usually do before starting independent learning.

Conclusion

Based on the findings and discussion of the research, it is concluded that at Immersion Primary School Ponorogo there is a national habituation program in growing the character of nationalism which is focused on the character of discipline and love for the homeland. The form of program implementation includes giving examples, spontaneous activities, routine activities, and programmed activities. The implication of the national habituation program at Immersion Primary School on the character of students' nationalism over time grows students' awareness to carry out national habituation without any encouragement from the teacher. Students have a sense of responsibility to make

habituation even if they have to be independent without any control from the class teacher. In addition, this national habituation program also has an impact on the growth of students' self-confidence to take part in competitions. The effectiveness of the implementation of the national habituation program in instilling the character of nationalism in students at Immersion Primary School has gone as expected and there is a match between the implementation of the habituation program and the initial goal. This effectiveness cannot be separated from the existence of supporting factors including the quantity and cooperation of teachers, awareness and responsibility of students, as well as several facilities that support program implementation. However, there are inhibiting factors including the existence of several facilities that need to be improved including parking lots and special classrooms to stimulate the cognitive of students with special needs, as well as limited learning time so that the implementation of habituation is sometimes less than optimal.

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