

Needs analysis study: Integrating nationalism into Pancasila education

Arikah Nur Fitriyah*, Didik Sukriono, Mardhatillah Mardhatillah

Universitas Negeri Malang, Indonesia

Submitted:
17-07-2025

Accepted:
14-08-2025

Published:
17-08-2025

Abstract: This study aims to analyze elementary school students' attitudes toward nationalism, both in terms of understanding and implementation. This is a mixed-method study combining quantitative and qualitative data. The participants consisted of 54 fifth-grade students at SDN Kauman 1 in Malang City, selected using purposive sampling. The methods used to collect data included interviews, observations, and questionnaires. Students' understanding of nationalistic attitudes was found to be quite good; however, the implementation of these attitudes was still lacking. Students' understanding of nationalistic attitudes was assessed through a questionnaire consisting of 7 indicators with 15 statements, with 5 indicators receiving "strongly agree" responses from over 50% of participants. Furthermore, the implementation of nationalistic attitudes was obtained from observations during the learning process of the Pancasila education subject and interviews to reinforce the information found by the researcher during the observation. Further research can use the results of this study to develop learning media that are appropriate to the needs and actual conditions in the field, utilizing the results of the needs analysis conducted in this study.

Keywords: Elementary school, nationalism, Pancasila education

Abstrak: Penelitian ini bertujuan untuk menganalisis sikap nasionalisme siswa sekolah dasar, baik secara pemahaman maupun implementasinya. Penelitian ini merupakan penelitian mix-method dengan menggabungkan data kuantitatif dan data kualitatif. Partisipan berjumlah 54 siswa kelas V SDN Kauman 1 Kota Malang dengan teknik purposive sampling. Metode yang digunakan untuk memperoleh data yaitu wawancara, observasi, dan angket. Pemahaman siswa mengenai sikap nasionalisme sudah cukup baik, akan tetapi implementasi sikap nasionalisme siswa masih kurang baik. Pemahaman siswa mengenai sikap nasionalisme diperoleh dari angket yang diberikan pada siswa berupa 7 indikator dengan 15 pernyataan, dengan 5 indikator memperoleh jawaban sangat setuju lebih dari 50%. Selanjutnya, untuk implementasi sikap nasionalisme diperoleh dari observasi selama proses pembelajaran mata pelajaran pendidikan pancasila dan wawancara untuk memperkuat informasi yang ditemukan peneliti saat melakukan observasi. Penelitian selanjutnya dapat menggunakan hasil penelitian ini untuk mengembangkan media pembelajaran yang sesuai dengan kebutuhan dan kondisi nyata di lapangan, dengan memanfaatkan hasil analisis kebutuhan yang telah dilakukan dalam penelitian ini.

Kata kunci: Sekolah dasar, nasionalisme, pendidikan Pancasila

This is an
open access
article under
the CC-BY-SA
license



*Corresponding author: arikahwinarto@gmail.com

INTRODUCTION

Nationalism is an attitude of love for one's country shown by every individual as a citizen towards their country (Tumanggor & Dariyo, 2024). Nationalism, which is the embodiment of love for the homeland, awareness of sovereignty, and agreement to form a nation based on nationality in order to live as a nation (Imtiyaz & Najicha, 2022). Nationalism is one of the attitudes that every individual must have in civic life. This is because nationalism plays an important role in the survival of a nation and state, especially Indonesia, which is a multicultural country (Rahayu, 2022). Nationalism also plays a role in uniting and preserving the integrity of the Indonesian nation (Izzuddin et al., 2022). From the experts' definitions of nationalism, it can be concluded that nationalism is a form of love

for the homeland that every citizen must have in order to maintain the unity and integrity of the nation and state.

Indonesia is currently experiencing a phenomenon where the values of nationalism in society are gradually fading. This is because the rapid advancement of information and communication technology has made it easier for people to access information from various countries (Budiono, 2021). In addition, modernization and globalization in culture have caused the erosion of nationalistic values in society (Imtiyaz & Najicha, 2022). This culture consists of mindsets, behaviors, appearances, and language styles (Rahayu & Kharisma, 2020). These various factors have influenced the attitude of nationalism among Indonesians, especially the younger generation, resulting in a decline in pride, love for the country, and the attitude of the Indonesian people (Hafnidar et al., 2021).

Globalization has led to the influx of many foreign cultures, which has resulted in the erosion of national identity if not balanced with nationalism, which serves as an important foundation for the nation's sustainability and progress (Damayanti et al., 2024; Fausta et al., 2024; Rahayu et al., 2025). Another impact of globalization is the erosion of national values among citizens (Retnasari & Hidayah, 2020). In addition, the rapid pace of globalization has led to a moral crisis among the younger generation (Evi & Prabowo, 2022). Rapid globalization poses new challenges to the understanding and implementation of nationalism among the younger generation. In relation to this, the younger generation, as the future leaders of the nation, need to be equipped with knowledge about nationalism, which can be imparted through education.

Nationalism is always closely associated with education, because nationalistic values do not simply appear in humans. This is because the purpose of education is not only to improve the quality of human beings through the knowledge they acquire, but also to improve the quality of the nation (Adistiana & Hamami, 2024). In addition, children who have a strong sense of nationalism have a greater appreciation for their nation's history, language, and culture (Annisa et al., 2024). Therefore, elementary schools, which are the first level of formal education, play an important role in instilling and fostering a sense of nationalism in students, who are the future generation of the nation (Pujianingsih et al., 2024).

Recently, elementary school students have been losing their sense of nationalism. This can be seen from the students who are noisy and talking among themselves during the flag ceremony. The causes of declining nationalism among elementary school students are the erosion of national values, a lack of understanding of the meaning of flag ceremonies, and technological developments that have changed their perspective on national symbols as mere symbols of the state without any meaning (Annisa et al., 2024). The decline in nationalism can be seen from the decline in student discipline in obeying school rules, where discipline is an attitude that students must have. This is because discipline plays a role in shaping a person to do things in accordance with prevailing values, norms, and rules (Melati et al., 2021). Therefore, it is very important to instill a sense of nationalism in elementary school students.

The cultivation of nationalism must be done as early as possible, because children at the elementary level are easier to teach about nationalism (Sholeh & Rizki, 2022). In line with this statement, elementary schools, which are the first formal educational institutions, serve as the foundation for shaping students' character (Rachman et al., 2023). Instilling

nationalism in elementary schools aims to lay the foundation for facing the changing times and the rapid flow of information, so that students are not easily influenced by values that conflict with those of the Indonesian nation. The cultivation of nationalism in elementary schools can be done by integrating it with Pancasila education lessons. This is because Pancasila education substantively aims to shape good citizens (Saskia, 2023).

Pancasila education is a subject that has characteristics as education in values and morals (Nurgiansah, 2021). Pancasila education aims to instill the values of Pancasila in the nation's future generations, one of which is nationalism. In line with this statement, nationalism aims to foster a spirit of sacrifice for the nation and state that is in line with a love for the homeland (Nurgiansah & Rachman, 2022). In addition, Pancasila education plays a role in helping students understand their rights and obligations as good citizens (Natalia & Saingo, 2023). Thus, Pancasila education plays an important role in instilling and enhancing nationalism among elementary school students, who are the future generation of the nation.

There has been no specific research on the integration of nationalism in Pancasila education based on the understanding and implementation of nationalism in schools, especially elementary schools. However, many previous studies have emphasized the importance of instilling and enhancing attitudes of nationalism (Azhari et al., 2022; Bagiada et al., 2024; Cahyaningtiyas et al., 2023; Samudra et al., 2018). Based on previous studies, this paper explains school strategies in fostering students' nationalism through culture, learning, and extracurricular activities such as scouting. Furthermore, in the learning process to enhance nationalism, the Value Clarification Technique (VCT) learning model was used in Civics Education subjects and the PjBL model in Social Studies subjects.. Therefore, this study seeks to complement previous studies by identifying students' needs in this topic. This study aims to determine the extent of students' understanding and implementation of nationalism in elementary schools. In addition, this study also emphasizes the importance of instilling nationalism in elementary school students from an early age, with the aim of laying the foundation for their outlook on life as citizens of a nation and state.

METHOD

Using a mixed-method research approach, this study identifies how elementary school students understand and implement nationalism by combining quantitative and qualitative data. There were 54 students used as research samples using purposive sampling techniques. Observation, interviews, and questionnaires are methods used by researchers to obtain data. Researchers observed the learning process to find out how it was carried out and to identify students' attitudes toward nationalism during the learning process. Interviews were conducted with each classroom teacher and student from study groups VB and VC to reinforce the findings of the researcher's observations. Interviews and observations of the learning process were used as qualitative data. Meanwhile, quantitative data was collected using questionnaires. The questionnaire was developed by researchers based on the student book "Education and Development of Pancasila Ideology for Grade 5 Elementary School Students." The questionnaire contained seven indicators: appreciation of national culture (one statement), preservation of national culture (one statement), willingness to make sacrifices (two statements), love of country (two statements), discipline

(three statements), preservation of the environment (two statements), and respect for diversity (three statements). The questionnaire was scored using a Likert scale. There are four answer options on the questionnaire: 4 indicates strongly agree, 3 indicates agree, 2 indicates disagree, and 1 indicates strongly disagree. Before use, the questionnaire was first validated by experts in the field to ensure that it was accurate and usable. Finally, the data analysis used by researchers was descriptive statistics to describe in detail the quantitative data obtained.

RESULTS AND DISCUSSION

This study presents quantitative results obtained through questionnaires given to fifth-grade students at SDN Kauman 1 in Malang city. Data was collected from 54 students who already had knowledge about nationalism and had participated in Pancasila education. The following are the results of the nationalistic attitude questionnaire.

Table 1. Nationalism attitude questionnaire

Number	Indicators	Categories	Percentage
1.	Appreciation of National Culture	Strongly agree	38.89%
		Agree	50%
		Disagree	7.40%
		Strongly disagree	3.71%
2.	Preserving National Culture	Strongly agree	56.48%
		Agree	39.81%
		Disagree	3.70%
		Strongly disagree	0%
3.	Willing to Make Sacrifices	Strongly agree	50%
		Agree	49.07%
		Disagree	0.92%
		Strongly disagree	0%
4.	Love for the Homeland	Strongly agree	50.92%
		Agree	35.18%
		Disagree	11.11%
		Strongly disagree	2.77%
5.	Discipline	Strongly agree	46.29%
		Agree	46.91%
		Disagree	6.79%
		Strongly disagree	0%
6.	Protecting the environment	Strongly agree	59.25%
		Agree	37.96%
		Disagree	1.85%
		Strongly disagree	0.92%
7.	Respecting Diversity	Strongly agree	59.81%
		Agree	36.41%
		Disagree	3.70%
		Strongly disagree	0%

As can be seen from indicator 1 in Table 1, 38.89% of respondents “strongly agree” and 50% ‘agree’ to appreciate the nation's culture. In addition, 56.48% “strongly agree” to preserve the nation's culture. This shows that students agree to participate in national holidays, including appreciating the nation's culture. Furthermore, studying regional cultures and taking pride in using Indonesian as a means of communication are expressions of preserving national culture. Based on interview results, students explained the importance of preserving and appreciating the culture of their own nation.

“I am very happy to watch cultural performances during school activities such as P5. In addition, this school also has a dance extracurricular activity to learn traditional dances from various regions in Indonesia. Therefore, it is necessary to know and learn about the diverse cultures of Indonesia so that the nation's culture can be preserved.” (interview with student A in class VB on July 26, 2024).

According to fifth-grade students at SDN Kauman 1, it is necessary to know the cultures of the Indonesian people because Indonesia has many cultures from various regions. In addition to knowing them, they must also be studied so that the cultures of the Indonesian people can be preserved and maintained so that everyone can witness and enjoy the diverse cultures of the Indonesian people. Therefore, all Indonesian citizens must preserve the cultures of the Indonesian people, especially with the rapid development of the times. In line with this statement, culture is a distinctive characteristic of a nation that serves as a symbol of its identity (Maulida et al., 2021).

Indicator 3 shows willingness to make sacrifices. The results show that 50% of respondents “strongly agree” and 49.07% “agree” that willingness to make sacrifices is a tangible form of nationalism. The following are the results of interviews with students:

“Friends should help and support each other.” (Interview with student A in class VC on July 26, 2024).

This shows that students understand very well that friends must help and assist each other when someone is experiencing difficulties. Based on the results of interviews and observations conducted by the researcher, the tangible form of sacrifice in the attitude of nationalism in grade V of SDN Kauman 1 is helping friends to understand difficult lesson material. In addition, they also lend stationery to friends if their stationery is damaged or left behind. These concrete forms are examples of the social concern character present in the school, where the school also serves as a place to shape one's character to become better. In line with this statement, social concern character plays an important role in creating an environment that is more responsive to issues around it (Ismi et al., 2024). Thus, social justice and stability can be achieved in the surrounding environment.

Indicator 4 shows love for the country. The results show that 50.92% of students “strongly agree” with the statement about love for the country. However, the results of the questionnaire filled out by the students differ from the actual conditions in the field. The following are the results of interviews with classroom teachers:

“Students still talk among themselves and are noisy during the flag ceremony. Additionally, every Thursday at 10:00 AM at SDN Kauman 1,

there is a routine where everyone in the school, without exception, stands up from their seats to sing the national anthem, Indonesia Raya. During this activity, the students are still engrossed in talking to themselves, being noisy, and not standing upright and properly." (Interview with the VB class teacher on July 26, 2024).

This shows that the attitude of nationalism regarding love for the country among fifth-grade students at SDN Kauman 1 differs between their understanding and its implementation. The students' understanding of love for the country is very good, with more than 50% agreeing strongly. However, this understanding differs from the actual conditions found by the researcher during observation and supported by interviews with classroom teachers. The implementation of patriotism among students remains low, as evidenced by their noisy behavior and talking among themselves during the flag ceremony and singing the national anthem every Thursday as a routine school activity. This indicates that students view such activities as ordinary, routine tasks devoid of any deeper meaning. Therefore, patriotism among students must be enhanced, not only in terms of understanding but also in its implementation, which should align with their existing understanding. This is because patriotism is one of the positive values that must be instilled in students as good citizens. In line with this statement, patriotism is a sense of pride, concern, and appreciation for the nation and state, rooted in nationalistic spirit and willingness to sacrifice (Atika et al., 2019).

Data on the importance of discipline is shown in indicator 5. The results show that 46.29% of respondents "strongly agree" and 46.91% "agree." This indicates that students agree with the statements about discipline provided by the researcher. These statements include wearing neat and proper uniforms in accordance with school rules and arriving at school on time. Based on observations conducted by the researcher and supported by interviews with classroom teachers, the following are the results of the interviews with classroom teachers:

"The students at this school are neat and tidy in their uniforms, which is good and in accordance with school rules. In addition, they always arrive at school on time because their parents drop them off and pick them up." (Interview with a fifth-grade teacher on July 26, 2024).

Environmental protection is one of the indicators used to determine students' attitudes toward nationalism. The results show that 59.25% of respondents "strongly agree." This indicates that students agree that environmental protection is a tangible expression of nationalistic attitudes. The statements presented regarding environmental protection include disposing of trash in trash bins and not defacing school facilities. These results also align with the actual conditions observed by researchers in the field, where the implementation at SDN Kauman 1 demonstrated a clean and tidy school environment and classrooms. This was evident from the walls of classroom facilities such as desks, chairs, and even classroom walls, which had no graffiti or trash around them. Additionally, SDN Kauman 1 provides trash bins that separate waste by type. As a result, fifth-grade students at SDN Kauman 1 understand the importance of environmental conservation. Environmental conservation is crucial for sustainability and well-being (Gule et al., 2023;

Silahooy et al., 2024). Furthermore, environmental conservation aims to provide comfort in activities conducted within that environment.

Data on respecting diversity is found in indicator 7. The results show that 59.81% “strongly agree” with respecting diversity. The following are the results of interviews with classroom teachers:

“Here, respecting diversity is quite good as far as I know because, as far as I know, none of my friends joke about religion or ethnicity. In addition, I have never received any reports about such things. When it comes to disagreeing with friends, sometimes there are still those who cannot accept it, but I try to provide understanding and explanation.” (Interview with VC class teacher on July 26, 2025).

This shows that fifth-grade students at SDN Kauman 1 have a common understanding that is consistent with the implementation of respecting diversity. This was evident from the results of the student questionnaire, which showed that 59.81% of students strongly agreed, and was supported by the results of interviews with classroom teachers. Respecting diversity is important as a means of maintaining unity and harmony, as Indonesia is a country composed of various ethnic groups, religions, and cultures. Schools play a role in fostering an attitude of respecting diversity in the surrounding environment. Therefore, the purpose of elementary schools is not only to impart knowledge but also to unite students with diversity (Anggraeni et al., 2022; Nasir et al., 2024). Thus, fifth-grade students at SDN Kauman 1 agree that maintaining diversity is important and is a concrete expression of nationalistic attitude.

Based on observations conducted by researchers at SDN Kauman 1 on July 26, 2024, researchers found that fifth-grade students at SDN Kauman 1 had low levels of nationalism. This was evident in the students talking loudly or talking among themselves during the flag ceremony. Furthermore, every Thursday at 10:00 AM at SDN Kauman 1, there is a routine where all school members, without exception, stand up from their seats to sing the national anthem, “Indonesia Raya.” During this activity, students were still talking to themselves, being noisy, and not standing upright and properly. Furthermore, during the learning process, students do not pay attention to the material presented by the teacher at the front, especially male students. They are unfocused, talk to themselves, or disturb other students who are focused on listening to the teacher's explanation. At SDN Kauman 1, during classroom learning, shoes are removed and placed on the rack at the front of the classroom. Therefore, during the learning process, students only wear socks. The school environment is clean, as evidenced by the absence of litter. Additionally, SDN Kauman 1 provides trash bins that separate waste by type. The VB and VC classrooms used by the researcher for observation are also clean and tidy, as evidenced by the absence of trash inside the classroom and the neat arrangement of classroom facilities, with no graffiti. The facilities available at SDN Kauman 1 for technology-based learning are adequate, as evidenced by the presence of school Wi-Fi, LCD screens, projectors, computers, laptops, and adequate computer labs.

Based on the results of questionnaires, interviews, and observations conducted by researchers on attitudes toward nationalism, it was found that out of seven indicators, there was one indicator with different results between understanding and implementation. The

indicator in question is love for the homeland. The students' understanding, as indicated by the survey results they completed, shows that 50.92% strongly agree with the statement provided; however, the implementation differs. This was determined based on interviews with the classroom teacher and observations conducted by the researcher. In addition to discovering this information during observations, the researcher also conducted observations during the learning process in the classroom for the subject of Pancasila education. Therefore, to strengthen the researcher's findings during observations, the researcher also conducted interviews with classroom teachers. Based on the interview results, classroom teachers explained the learning process for the subject of Pancasila education and the facilities available at the school.

"For Pancasila education lessons, I have been using Canva and Quiziz for questions. For delivering the lesson material, I still use the lecture method with the aid of pictures or videos, and students take notes in their books. Next, I and the students engage in a question-and-answer session regarding the material that has been studied. SDN Kauman 1 already has an LCD projector, computer, and laptop that can be utilized in the learning process, as well as a WiFi internet connection." (Interview with the VC class teacher on July 26, 2024).

Based on the data collected by researchers in the needs analysis, several pieces of information were obtained, including the following: SDN Kauman 1 has not used learning media in the Pancasila education learning process in grade V. Therefore, there is a need to develop learning media, especially for Pancasila education, to help teachers convey information to students. The development of learning media used in the learning process must consider the needs and abilities of students, so that learning media can serve as a solution to existing problems and improve the quality of learning (Yeni et al., 2023). Additionally, with adequate school facilities and the current state of education in Indonesia, which utilizes technology, digital-based learning media can be developed. Learning conducted using digital educational media greatly assists students in following the learning process, as digital media provides students with new learning experiences, enabling them to create a pleasant and memorable learning environment (Afifa & Astuti, 2024; Dita et al., 2024).

The learning material in Pancasila education that is in line with the needs analysis conducted by researchers regarding nationalism is the rights and obligations of citizens. The rights and obligations of citizens are regulated in legislation and serve as guidelines for living in a nation. Through education, an understanding of the rights and obligations of citizens towards nationalism is sought to be realized and implemented. This is because an understanding of the rights and obligations of citizens will give rise to a sense of citizenship in individuals, namely nationalism. Understanding the rights and obligations of citizens is one of the efforts that can be made to instill and enhance nationalism in Indonesian society (Ratih & Najicha, 2021). Attitude itself is a term used in psychology to refer to perceptions and behavior. Attitude is a belief or opinion within an individual toward an object, person, or idea (Arsini et al., 2023). In line with this statement, attitude originates from within the individual as a feeling toward an object, whether it be a feeling of liking or disliking (Kurniawan et al., 2019).

Nationalism is a manifestation of love for one's homeland. A nationalistic attitude is one of the essential qualities that every individual must possess in a nation-state. This is because, through a nationalistic attitude, it is hoped that individuals as citizens can cultivate and enhance their love for their homeland by fostering a spirit of self-sacrifice and protecting their beloved homeland. If nationalism can be manifested in attitudes or actions, it is hoped that the good values within it can be realized (Romadhan & Sutrisno, 2021). In line with this statement, in schools, the form of nationalism can be seen from the interaction between students and the cultural values of the Indonesian nation within themselves and their pride in their homeland (Putri et al., 2020). In light of this, it is essential to instill and cultivate a sense of nationalism in the next generation, particularly among students (Sutomo et al., 2021).

CONCLUSION

The findings from this needs analysis serve as the basis for developing learning media. Based on the results of the nationalism questionnaire completed by fifth-grade students at SDN Kauman 1, there is one indicator that does not match the questionnaire results with the actual conditions in the field. The indicator in question is love for the homeland. Therefore, to enhance not only students' understanding but also their implementation of nationalism, it is necessary to integrate nationalistic attitudes into the subject of Pancasila education, particularly in the material on the rights and obligations of citizens. This is because the rights and obligations of citizens serve as a guide for citizens in conducting their lives as part of the nation. Thus, the developed learning media will effectively help students not only to better understand the material but also to implement nationalistic attitudes effectively in their daily lives.

REFERENCES

- Adistiana, O., & Hamami, T. (2024). Pengembangan Tujuan Kurikulum Pendidikan Agama Islam. *Edukatif: Jurnal Ilmu Pendidikan*, 6(1), 260–270. <https://doi.org/10.31004/edukatif.v6i1.6102>
- Afifa, K., & Astuti, T. (2024). The Effect of Digital Learning Media on Motivation and Learning Outcomes of IPAS. *Jurnal Penelitian Pendidikan IPA*, 10(6), 3155–3165. <https://doi.org/10.29303/jppipa.v10i6.7513>
- Anggraeni, M., Febriyani, S. A., Wahyuningsih, Y., & Rustini, T. (2022). Pengembangan Sikap Toleransi Siswa Sekolah Dasar Pada Keberagaman Di Indonesia. *Jurnal Gentala Pendidikan Dasar*, 7(1), 16–24. <https://doi.org/10.22437/gentala.v7i1.15694>
- Annisa, H., Dewi, D. A., & Adriansyah, M. I. (2024). Berkurangnya Rasa Nasionalisme Dalam Pelaksanaan Upacara Bendera Pada Anak Usia Sekolah Dasar. *PRIMER: Jurnal Ilmiah Multidisiplin*, 2(1), 53–65. <https://doi.org/10.55681/primer.v2i1.287>
- Arsini, Y., Sitompul, F. A. F., & Nasution, K. A. (2023). Hubungan Psikologi Sosial Dalam Perilaku Manusia. *Guruku: Jurnal Pendidikan Dan Sosial Humaniora*, 1(3), 174–190. <https://doi.org/10.59061/guruku.v1i3.274>
- Atika, N. T., Wakhuyudin, H., & Fajriyah, K. (2019). Pelaksanaan Penguatan Pendidikan Karakter Membentuk Karakter Cinta Tanah Air. *Jurnal Mimbar Ilmu*, 24(1), 105–113. <https://doi.org/10.23887/mi.v24i1.17467>
- Azhari, I., Utaminingsih, S., & Fardani, M. A. (2022). Penanaman dan Strategi Sekolah dalam

- Menumbuhkan Sikap Nasionalisme Siswa di SDN 3 Padurenan. *Jurnal Integralistik*, 33(1), 37-43. <https://doi.org/10.15294/integralistik.v33i1.32876>
- Bagiada, M., Dantes, N., & Sariyasa. (2024). Implementasi Model Project Based Learning: Dampaknya terhadap Sikap Nasionalisme dan Prestasi Belajar IPS. *Jurnal Ilmiah Pendidikan Profesi Guru*, 7(1), 1-13. <https://doi.org/10.23887/jippg.v7i1.75166>
- Budiono, B (2021). Urgensi Pendidikan Multikultural Dalam Pengembangan Nasionalisme Indonesia. *Jurnal Civic Hukum*, 6(1), 79-89. <https://doi.org/10.22219/jch.v6i1.15250>
- Cahyaningtiyas, N., Ananthia, W., & Furnamasari, Y. F. (2023). Pengaruh Model Pembelajaran Value Clarification Technique (VCT) Terhadap Sikap Nasionalisme Peserta Didik Dalam Pembelajaran PKN. *Jurnal Bintang Pendidikan Indonesia*, 1(4), 59-73. <https://doi.org/10.55606/jubpi.v1i4.1983>
- Damayanti, D., Youanda, E., & Utami, R. M. (2024). Menanamkan Jiwa Nasionalisme Melalui Pembelajaran PKN di Sekolah Dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, 1(3), 1-11. <https://doi.org/10.47134/pgsd.v1i3.652>
- Dita, K. I., Nunaki, J. H., Nasir, N. I. R. F., Winarno, N., Damopolii, I., & Latjompoh, M. (2024). Flipbook digital sistem peredaran darah manusia: Dampaknya terhadap hasil belajar siswa. *Biogenesis*, 20(2), 55-70. <http://dx.doi.org/10.31258/biogenesis.20.2.55-70>
- Evi, M., & Prabowo, A. (2022). Membangun Karakter Nasionalisme Pada Generasi Milenial Di Era Globalisasi. *Jurnal Penelitian Dan Pengkajian Ilmiah Sosial Budaya*, 1(2), 449-453. <https://doi.org/10.47233/jppisb.v1i2.564>
- Fausta, T. E., Muslihati, M., & Indreswari, H. (2024). Percentage of Pancasila student profile dimensions in the Merdeka curriculum and the implications for high school guidance and counseling programs. *Journal of Research in Instructional*, 4(2), 314-323. <https://doi.org/10.30862/jri.v4i2.416>
- Gule, Y., Limbong, N. L. B., Tarigan, P. P. B., & Tarigan, F. A. (2023). Edukasi Pentingnya Menjaga Lingkungan Hidup Sejak Dini. *Jurnal Abdidas*, 4(1), 75-81. <https://doi.org/10.31004/abdidas.v4i1.756>
- Hafnidar, H., Karina, M., & Hadiah, C. M. (2021). Pengembangan Alat Ukur Sikap Nasionalisme pada Mahasiswa. *Jurnal Penelitian Psikologi*, 12(1), 43-51. <https://doi.org/10.29080/jpp.v12i1.528>
- Imtiyaz, M. N. A., & Najicha, F. U. (2022). Membangun Kembali Sikap Nasionalisme Bangsa Indonesia Dalam Menangkal Budaya Asing Di Era Globalisasi. *Harmony*, 7(2), 140-144. <https://doi.org/10.15294/harmony.v7i2.61267>
- Ismi, L. N., Sufa, F. F., & Sarafuddin, S. (2024). Analisis Penanaman Karakter Peduli Sosial pada Peserta Didik Kelas V SD. *Jurnal Basicedu*, 8(4), 2683-2693. <https://doi.org/10.31004/basicedu.v8i4.8189>
- Izzuddin, M. I. K., Ismaya, E. A., & Wiranti, D. A. (2022). Penanaman Sikap Nasionalisme Melalui Mata Pelajaran IPS Kelas IV Sekolah Dasar. *Wasis: Jurnal Ilmiah Pendidikan* 3(1). 21-28. <http://dx.doi.org/10.24176/wasis.v3i1.7446>
- Kurniawan, D. A., Astalini, A., Perdana, R., & Kurniawan, W. (2019). Identification Attitudes of Learners on Physics Subjects. *Journal of Educational Science and Technology (EST)*, 5(1), 39-48. <https://doi.org/10.26858/est.v5i1.8231>
- Maulida, R., Nadiya, D. W., Annisa, K., Dewi, Y. K., & Ahsani, E. L. F. (2021). Peran Budaya

- Indonesia melalui Kegiatan Ekstrakurikuler dalam Pembentukan Karakter di Sekolah Indonesia Kuala Lumpur. *Jurnal Pendidikan Ke-SD-an*, 17(1), 21-32. <https://doi.org/10.17509/md.v17i1.30569>
- Melati, R. S., Ardianti, S. D., & Fardani, M. A. (2021). Analisis Karakter Disiplin dan Tanggung Jawab Siswa Sekolah Dasar pada Masa Pembelajaran Daring. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 3062–3071. <https://doi.org/10.31004/edukatif.v3i5.1229>
- Nasir, N. I. R. F., Mahanal, S., Ekawati, R., Damopolii, I., Supriyono, S., & Rahayuningsih, S. (2024). Primary school students' knowledge about animal life cycle material: The survey study. *Journal of Research in Instructional*, 4(1), 253–262. <https://doi.org/10.30862/jri.v4i1.320>
- Natalia, L., & Saingo, Y. A. (2023). Pentingnya Pendidikan Pancasila dalam Membentuk Karakter dan Moral di Lembaga Pendidikan. *Jurnal Ilmiah Multidisiplin*, 1(10), 266–272. <https://doi.org/10.5281/zenodo.10109883>
- Nurgiansah, T. H. (2021). Pendidikan Pancasila Sebagai Upaya Membentuk Karakter Jujur. *Jurnal Pendidikan Kewarganegaraan Undiksha*, 9(1), 33-41. <https://doi.org/10.23887/jpku.v9i1.31424>
- Nurgiansah, T. H., & Rachman, F. (2022). Nasionalisme Warga Muda Era Globalisasi: Pendidikan Kewarganegaraan di Perbatasan. *Jurnal Kewarganegaraan*, 19(1), 66-75. <https://doi.org/10.24114/jk.v19i1.33214>
- Pujianingsih, J. P., Wibowo, R. B. J., Prandika, R. R. P., & Rawanoko, E. S. (2024). Peranan Upacara Bendera Dalam Menanamkan Sikap Nasionalisme Pada Siswa Sekolah Dasar. *Jurnal Kajian Penelitian Pendidikan Dan Kebudayaan*, 3(1), 23–36. <https://doi.org/10.59031/jkppk.v3i1.520>
- Putri, H. R., Metiadini, A., Rahmat, H. K., & Uksan, A. (2020). Urgensi Pendidikan Bela Negara Guna Membangun Sikap Nasionalisme Pada Generasi Millenial Di Indonesia Azizoel Metiadini Hayatul Khairul Rahmat Arifuddin Uksan. *Jurnal Ilmu-Ilmu Sosial Dan Keislaman*, 5(2), 2528–2492. <https://doi.org/10.31604/muaddib.v5i1.257-271>
- Rachman, M. A., Handayani, T., & Riyanti, W. (2023). Penanaman Sikap Nasionalisme Melalui Pembelajaran Ilmu Pengetahuan Sosial di Sekolah Dasar. *Dirastul Ibtidaiyah*, 3(2), 218-228. <https://doi.org/10.24952/ibtidaiyah.v3i2.10150>
- Rahayu, D. (2022). Model Pembelajaran Sentra Dalam Menumbuhkan Sikap Nasionalisme Anak Usia Dini Di Paud Nusa Indah Surabaya. *Kajian Moral dan Kewarganegaraan*, 10(1), 164-179. <https://doi.org/10.26740/kmkn.v10n1.p164-179>
- Rahayu, I. K., & Kharisma, G. I. (2020). Hambatan Dalam Proses Penanaman Nasionalisme Pada Mahasiswa Di Kawasan. *Harmony*, 5(2), 120-125. <https://doi.org/10.15294/harmony.v5i2.42508>
- Rahayu, K. P., Ngazizah, N., & Suyoto, S. (2025). Using the local wisdom of Wayang Kulit in implementing the project to strengthen the pancasila students profile (P5) in primary school. *Journal of Research in Instructional*, 5(1), 300–310. <https://doi.org/10.30862/jri.v5i1.610>
- Ratih, L. D., & Najicha, F. U. (2021). Wawasan Nusantara Sebagai Upaya Membangun Rasa Dan Sikap Nasionalisme Warga Negara : Sebuah Tinjauan Literatur. *Jurnal Global Citizen: Jurnal Ilmiah Kajian Pendidikan Kewarganegaraan*, 10(2), 59–64. <https://doi.org/10.33061/jgz.v10i2.5755>
- Retnasari, L., & Hidayah, Y., (2020). Menumbuhkan Sikap Nasionalisme Warga Negara Muda

- Di Era Globalisasi Melalui Pendidikan Kewarganegaraan Di Perguruan Tinggi (Studi pada Mahasiswa PGSD UAD). *Jurnal Basicedu*, 4(1), 79-88. <https://doi.org/10.31004/basicedu.v4i1.303>
- Romadhan, S., & Suttriso. (2021). Pengembangan Bahan Ajar Buadya Literasi Melalui Cerita Rakyat dalam Membentuk Sikap Nasionalisme Siswa Sekolah Dasar. *Jurnal Riset Madrasah Ibtidaiyah (JURMIA)*, 1(1), 81-88. <https://doi.org/10.32665/jurmia.v1i1.206>
- Samudra, N. B., Ibrahim, M. M., & Syahri, M. (2018). Peran Kegiatan Pramuka Dalam Pengembangan Sikap Nasionalisme Siswa MAN 1 Banyuwangi. *Jurnal Civic Hukum*, 3(2), 216-225. <https://doi.org/10.22219/jch.v3i2.8663>
- Saskia, S. I. (2023). Analisis Peran Pendidikan Kewarganegaraan Dalam Membangun Sikap Nasionalisme Warga Negara. *Journal of Civic Education Research*, 1(1), 6-10. <https://doi.org/10.60153/jocer.v1i1.8>
- Sholeh, A., & Rizki, M. M. (2022). Penanaman Sikap Nasionalisme Di Madrasah Ibtidaiyah. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 11(4), 1103-1116. <https://doi.org/10.33578/jpkip.v11i4.8855>
- Silahooy, P. V., Nunaki, J. H., Jeni, J., Wambrau, H. L., Nasir, N. I. R. F., Damopolii, I., Siregar, N. N., & Budirianto, H. J. (2024). Papuan local wisdom and problem-based learning: Integrated into student books and its effect on students' conservation attitudes. *Inornatus: Biology Education Journal*, 4(1), 57-68. <https://doi.org/10.30862/inornatus.v4i1.568>
- Sutomo, Miftahusyai'an, M., Kamil, M. S. A., & Mulyoto, G. P. (2021). Penerapan nilai-nilai pancasila untuk menumbuhkan sikap nasionalisme di MTS Ahmad Yani Jabung. *Citizenship: Jurnal Pancasila dan Kewarganegaraan* 9(2), 95-104. <https://doi.org/10.25273/citizenship.v9i2.1206>
- Tumanggor, R. O., & Dariyo, A. (2024). Peran Moderasi Beragama Untuk Pengembangan Sikap Nasionalisme Remaja Dalam Kerangka Ketahanan Sosial Di Lampung Tengah, Propinsi Lampung. *Jurnal Ketahanan Nasional*, 29(3), 346-367. <https://doi.org/10.22146/jkn.90235>
- Yeni, D. F., Rahmatika, D., Muriani & Putri, D. A. E. (2023). Pengaruh Penggunaan Media Pembelajaran Digital terhadap Hasil Belajar Siswa. *Edu Journal Innovation in Learning and Education*, 1(2), 93-102. <https://doi.org/10.55352/edu.v1i2.571>