



Strengthening The Characters of Love for The Country Trough Civic Education of Students in School Based on Pesantren

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ABSTRACT	ARTICLE INFO
<p>Facing the era of globalization and modernization in this very dynamic era, researchers believe in the importance of strengthening the character of love for the country in students as the nation's next generation, one way is through Civic Education. Because Civic Education aims to prepare the next generation with a personality, culture and national perspective. By preparing the next generation who have a spirit of nationalism and a good national insight, this can be said to be a long-term plan for the continuity of the Indonesian nation and state in the future, because they are the ones who will continue leadership in this country and are responsible for maintaining unity and national unity and the ideology of Pancasila as the life guide for every Indonesian citizen in the future. Fostering a sense of patriotism or nationalistic values in the nation's future generations, which is one way through Civic Education, which is the most appropriate answer in facing the challenges of today's era and modernization. Because these efforts are very important and fundamental, so that the future generations of the nation can implement or practice the values of nationalism and Pancasila in their daily lives.</p> <p>© 2020 Jurnal Civicus</p>	<p>Article History: <i>Submitted/Received 23 Jul 2020</i> <i>First Revised 23 Aug 2020</i> <i>Accepted 06 Dec 2020</i> <i>First Available online 15 Dec 2020</i> <i>Publication Date 15 Dec 2020</i></p> <hr/> <p>Keyword: <i>Character Strengthening,</i> <i>Love of the Country,</i> <i>Students.</i></p>

1. INTRODUCTION

Civic education is education that reminds us of the importance of nationalism values, national insight, and the rights and obligations of citizens to be in accordance with the goals and ideals of the Indonesian nation and not deviate from what is expected ([Tachyudin et al., 2020](#)). In addition, Civic Education also teaches how to be a good citizenship and be able to actively participate in carrying out their rights and obligations as citizens including their participation in Indonesian democracy. Civic Education is a process carried out by educational institutions where a person studies political orientations, attitudes and behaviors so that the person concerned has political knowledge and the ability to make political decisions rationally and beneficial for himself as well as for society and the nation ([Hemafitria & Rianto, 2015](#)). Civic Education is Democratic Education that aims to educate the younger generation to become democratic and participatory citizens through a diagonal education ([Juliardi, 2015](#)). Thus, strengthening the character of love for the homeland in this case for students in pesantren-based schools can be done through Civic Education which teaches national values and insights, love for the motherland, being a good citizen and being able to understand and implement their rights and obligations as citizens in their daily lives, these things ultimately lead to an increase in nationalism.

While strengthening the character of love for the homeland aims to teach habits of thinking, acting and insightful that place the interests of the nation and state above the interests of oneself and groups ([Daniah, 2016](#)). In addition, it also aims to help individuals in this case students in pesantren-based schools to live and work together as students, communities and citizens and to make decisions that can be accounted for both in the school environment, family and community. The various things above basically lead to efforts to strengthen the character of love for the homeland which aims to increase nationalism among students in pesantren-based schools.

The definition of character according to the Language Center of the Ministry of National Education is innate, heart, soul, personality, ethics, behavior, personality, nature, character, temperament, character. The character is personality, behavior, character, character and character ([Suwartini, 2017](#)). Etymologically, the word character means character, character, psychological qualities, morals or ethics that distinguish a person from others ([Sajadi, 2019](#)). Based on the understandings expressed by some of the experts above, researchers argue that what is meant by character is a trait that is different from one individual to another.

Love of the homeland is the love of one's own nation, namely the emergence of feelings of love by citizens for their country by being willing to serve, sacrifice, maintain unity and unity, protect their homeland from all threats, disturbances and challenges faced by their country ([Amalia et al., 2020](#)). In another definition, love of homeland is the emergence of a sense of pride, a sense of love, a sense of belonging, a sense of respect, respect, a sense of loyalty and obedience that every citizen has to his country or homeland. Love for the homeland is an attitude and behavior that reflects a sense of pride, loyalty, care and high appreciation for language, culture, economy, politics and so on, so that it will not be tempted by the offers of other nations that can harm their own nation. More concretely, love for the homeland is a feeling that arises from the heart of a citizen to serve, maintain, protect his homeland from all threats and disturbances. Love of the homeland is an affection and a love for the place of birth or homeland ([Megawati & Megawanti, 2019](#)).

2. METHODS

In the approach taken, researchers use a qualitative approach. The qualitative approach was chosen because looking at the title of the study is considered appropriate and appropriate if done with this approach, because the results obtained are not based on the calculation of numbers and statistics. This approach is oriented towards natural symptoms where several opinions, responses, information, concepts and information are collected in the form of descriptions in expressing problems. One of the characteristics of a qualitative approach focuses on the processes that occur, or results ([Gumilang, 2016](#)). Qualitative research is particularly interested in trying to understand how things arise.

This qualitative approach is open and in-depth by obtaining data both orally and in writing that can assist researchers in describing which is then analyzed for the needs of researchers. Through this qualitative approach, it is hoped that the information obtained will help the research researched by the researcher. The main instrument in this approach is the researcher himself in seeking information by making observations and interviews. For qualitative researchers, humans are the main instrument because they become everything for the entire research process ([Sidiq et al., 2019](#)). He was at once a planner, executioner, data collector, analysis, interpreter and ultimately a pioneer of his research.

Based on the understanding and characteristics of a qualitative approach that is open and deep, the researcher assumes that the research entitled strengthening the character of love for the homeland through Civic Education for students in pesantren-based schools uses an appropriate qualitative approach so that this research can provide results and benefits that can be used for the purposes of further research.

3. RESULTS AND DISCUSSION

3.1. Result

Strengthening the character of love for the homeland through Civic Education in students is a very important effort to foster and even increase the love of the homeland or nationalism values in students. In the aspect of student learning motivation in Civic Education learning, in general, students understand quite well the learning material and can follow the process well.

In terms of strengthening the character of love for the homeland through Civic Education for students, the fundamental thing that is the basis of the purpose of efforts to strengthen the character of love for the homeland is so that students who are the next generation of the nation, can know and understand the meaning of love for the homeland or nationalism. In its implementation, students are expected to be able to understand and practice nationalism values in their daily lives, both as students at school, as family members at home and as part of the community. Love for the homeland or nationalism values can be applied or practiced by students such as better understanding the importance of learning for their future, in the school environment students are able to behave orderly and disciplined and follow the rules of school order. In addition, in following the learning process in class and outside the classroom, students are able to behave well and pay attention to the learning delivered by the teacher seriously, so that students can understand well the learning material they learn.

3.2. Discussion

Reinforcement is a positive response in learning given by teachers to positive student behavior with the aim of maintaining and improving these behaviors ([Magdalena, 2018](#)). Reinforcement is a response to a behavior that is deliberately given so that the behavior can recur. The reinforcement provided by the teacher is very important for students. While the

character according to the Language Center of the Ministry of National Education is innate, heart, soul, personality, ethics, behavior, personality, nature, character, temperament, character ([Suwartini, 2017](#)). The definition of love for the homeland, love for the homeland is an attitude and behavior that reflects a sense of pride, loyalty, care and high respect for language, culture, economy, politics and so on, so that it will not be tempted by the offers of other nations that can harm their own nation ([Saputra et al., 2019](#)). More concretely, love for the homeland is a feeling that arises from the heart of a citizen to serve, maintain, protect his homeland from all threats and disturbances. Love of the homeland is an affection and a love for the place of birth or homeland.

In the implementation process of strengthening the character of love for the homeland through civic education for students, in general, it went quite well. In this implementation process, teachers plan, implement, provide structured and systematic assessments and supervision, so as to be able to provide "Output" or results from the implementation process of strengthening the character of love for the homeland in these students. In addition, the role of the principal is also very important in the implementation process, such as in terms of supervision, the principal will ask each teacher regarding the development and learning conditions of students and the development of student attitudes during teacher evaluation meetings, if there are shortcomings, the principal will immediately provide suggestions and directions and solutions.

Building character is a process or effort made to build, improve, and or shape character, character, morals (ethics), human beings (society) so as to show good behavior based on the values of Pancasila ([Anwar, 2018](#)). Regarding the implementation process of strengthening the character of love for the homeland in students, three competencies in Civic Education are civic knowledge (citizenship knowledge), civic skill (citizenship skills) and civic virtue which include civic commitment and civic disposition. Civic commitment is by accepting and having commitment, while civic disposition is the basic values ([Alfiansyah & Wangid, 2018](#)). Based on this explanation, civic knowledge in the discussion of nationalism is knowledge about nationalism, civic skills include the skills of students to explain, analyze, think critically about nationalism, then the civic commitment here accepts and is committed to the values contained in Pancasila and the 1945 Constitution. Civic disposition includes that learners are encouraged to have nationalism, patriotism, national spirit, religious and responsible characters ([Widiatmaka, 2016](#)).

The implementation process of strengthening the character of love for the homeland through Civic Education in students, in this case in students in pesantren-based schools is an important and fundamental process or effort to foster and even increase the love of the homeland or nationalism values in students through Civic Education learning. The implementation process is planned, implemented and there are assessments and supervision carried out by Civic Education teachers. In the implementation process, there is an important role for the principal and as an element of guidance and supervisory as school leaders, the principal has a role in providing direction and monitoring of every policy and activity that has been planned. The implementation of strengthening the character of love for the homeland in students through Civic Education includes aspects of national insight and student attitudes and behaviors that reflect nationalism values.

4. CONCLUSION

The implementation process of strengthening the character of love for the homeland through Civic Education for pesantren students, which is the process of strengthening the character of love for the homeland through Civic Education for students at the school.

Specifically, the implementation process of strengthening the character of love for the homeland went well, students simply understood the Civic Education learning taught by the teacher and learned. In the implementation process, it includes national insight and student attitudes and behaviors that reflect nationalism values. Civic Education teachers plan, implement, and assess and supervise the implementation process of strengthening the character of love for the homeland through Civic Education. In addition, teachers have fun teaching strategies or methods and motivate students to be enthusiastic in following the learning process, in addition to support and direction and supervision carried out by the principal.

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