

## **BUILD AN ATTITUDE OF NATIONALISM STUDENTS AT SDN 7 KADIPATEN WITH THE METHOD OF DISCUSSION IN THE SUBJECT PPKN**

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### **Abstract**

The research aims to determine the increase in nationalism through learning of PPKn-in to the discussion method of class VI students of SDN 7 duchy. This class action research uses quantitative methods. Conclusion of the research result is the level of student nationalism through learning PPKn with the method of discussion on students of class VI SDN 7 Duchy is very good. A student nationalism before being given an action of 45.93%, after being given action in the I-cycle gained by 54.08%, was on cycle II acquired by 84.89% or very good. Nationalism in the study of PKN, associating the lesson material with the usual things observed and experienced by students daily, so that students learn to reconstruct a new knowledge and skills when students study. PKN learning requires learning interactions.

**Keyword:** nationalism, discussion, PPKn,

### **I. INTRODUCTION**

Human pride against the nation itself will never happen without proper education. Whether it's education from parents, school or the environment. The education of the family will be a strong foundation because it first knows the education in his family's environment and when the children are more home than in school. Education in schools will provide enormous benefits. In school, children are not only learning to gain knowledge, but also socialize and learn other things that cannot be learned at home or in their environment.

The environment will provide a great educational influence for a child. In the child's environment, learning is community, socializing and doing everything like other adult people in general and their peers. Seeing the importance of education in these three environments, between home education, at school and in a community environment, should be in line. Similarly, the education of nationalism for children must be grown early and there is cooperation between parents, government, society and schools in order that all can run smoothly and get the result as desired.

The attitude of nationalism is very important in the life of nation and state, nationalism is needed in the framework of nation building. Indonesian society is a very plural society, and is a strategic wealth when used to strengthen the integrity and personality of the nation. Plurality is not used as a threat in implementing nationalism, but pluralism and differences of community karakter in the life of nation and state to be the primary importance of individuals performing nationalism.

Through education, it is expected to educate Indonesian human resources (SDM) early to have nationalism. For if we internalize and understand ourselves as part of the nation of the world, it is necessary to ponder how it can stop and save the Earth and homeland from destruction. Because because of the weakness of some communities has caused loss of many things. That is why from now on we have to make ourselves, strive and strive.

Early need to be implanted in the child that every citizen and community has the same responsibility in maintaining and building the beloved Indonesia country without seeing the status, class or department. It should not only be spoken through words or a discourse without practice in a day-to-night life. Anyone can carry out his or her responsibilities according to any role

he has assumed. As part of the Indonesian nation no longer need to question what this country has given. But ask ourselves what we have given to advance this country and save it from destruction. Because this responsibility not only belongs to the law and policy makers but it feeds the responsibilities of all citizens. For example as part of a nation and a human being that lives in an educational environment can do so through education. As well as entrepreneurs, executives, leaders and policy-makers should do their role.

The attitude of nationalism is able to build this nation with full of peace and solidarity, soul togetherness, high sense of responsibility, tolerance and not be a difference as a problem. It has been realized together that differences as a constructive solution in establishing a fair and prosperous nation and state. But when there are reforms and decentralized systems open wide, the difference actually creates divisions in the life of nation and state. In his key nationalism began to appear blurred, even the threat of a nation's breakup looks increasingly wide-ranging in the lives of nations and states that are much reflected through local "egoism" that is not controlled at the level The area (Ahmad Ashari, 2004:2).

The implementation of nationalism in a country requires nationalism from every citizen in the nation's life and state, as every citizen has an obligation to develop nationalism in his life. Citizens who have an attitude of nationalism assume a shared responsibility in implementing and developing the future of the nation by continuing to maintain the fundamental values of unity and unity as a nation.

Big phenomenon in Indonesian life at this time is the occurrence of gaps, both in the field of economic, socio-political, culture caused by lack of unity and unity of citizens in the life of nation and State, Cultural diversity, mindset, disability in deliberation, resulting in a crisis that is a major challenge of the Fenomea and

needs to be addressed by all walks of life both by the political elite and the components of the people. One of the efforts done is through the packaging of education that is given to the young generation, i.e., citizenship education, especially those oriented to the problem of matter and unity or "nationalism", and students are more emphasized on Attitude Ability Naisonalism. Strategic place in the implementation of nationalism is the environment of family, school and community.

The family is a place for beginner education, meaning that education is first felt and gained from the family environment. The family environment is very potential in establishing the implementation of nationalism in children, which can be developed through the experience of religious teachings, parental care oriented to the practices of tolerance, appreciating differences Opinions, and the soul discipline.

Community environment is a place of social interaction that is to promote social or societal interest, and this can be realized through the activities of community social organizations such as in the form; Social or other kinds of community-devoted activities. The implementation of nationalism can also be packaged through the media of the time, information delivered through television, internet, radio, magazines that all have a positive impact on the implementation of the nationalism attitude to the students. This means that through the mass media, students or learners are able to respond i.e. reading and seeing actual phenomena about issues related to unity and unity that develop in the community.

The school as an educational institution has the responsibility to form a young generation who believes, is Taqwa, knowledgeable, immoral and has an attitude of nationalism. In particular, Pancasila education and Citizenship (PPKn) courses strive to instill the value, norms, and moral of students with the aim of having knowledge of the laws, politics, capital and attitudes of unity and unity or Nationalism. PKN-

learning is aimed to improve the understanding, passion and practice of the values of Pancasila in the life of society and State conducted by the process of assessment and practice in his life both as individuals As social communities.

The objectives, materials, strategies and evaluation of PKn learning in an effort to apply the concepts, values and ideals of the nation. The learning component seeks to be packaged according to its development in the hopes of getting better results in empowering, awareness in community and state life.

Generally speaking in class, PKn teachers emphasize the cognitive aspects of the affective and psychomotor aspects, so the students have knowledge of nationalism, but they cannot practice it in The life of State DNA. The fact that is still the case, that in the learning process in the teaching teacher class tends to indoctrination, provides less opportunity for students to convey ideas, develop the experience and the potential it possesses. Consequently, students are less critical and creative about a problem related to unity and unity or nationalism. In addition to this during the teachers more use the method of discourse that only transfers knowledge to students only, so the situation is precisely create a boring learning situation students, and students become passive and less supportive in Forming an attitude of nationalism.

Based on the conceptual analysis and the real condition of learning of PKn in class V SD Negeri Sumberadi Mlati especially the problem of nationalism is a challenge to be faced, because the condition of the class V students have less attitude As an example students are less obedient to the school order. This study of nationaism can be developed and applied with a more meaningful method of discussion and is easy to practice by the teacher in answering the challenge.

## II. RESEARCH METHODS

### Variable Research

According to Sugiyono (2002:224) The variable is an attribute or nature or aspect of the person or object that has a certain variation set by the researcher to be learned and drawn conclusions. With another meaning the variable is a quantity that can change-the value of the fox.

Margono (2003:333) distinguishes the variables into two, i.e. independent variables, and non-dependent variables. The free variable is a variable controlled by the researcher and imposed on the subject to determine its effect on the subject's reaction. While the variable is not free is a subject reaction or one variable that is altered is the result of other variable changes.

### Research subjects

Research subjects are the same meaning with the research population, i.e. the whole of the person or thing to be researched. Suharsimi Arikunto (2000:102) says that the population is the overall subject of research that will be subjected to generalization of research results.

The subject of this study is all students of grade VI SDN 7 duchy.

### Data Collection Methods

#### 1. Observation methods.

As the scientific method of observation is usually interpreted as observation and systematic recording of the phenomena investigated (Sutrisno Hadi, 2001:159).

#### 2. Interview Method/interview.

The interview is a data collection with a path of question and answer that is conducted systematically and based on the purpose of investigation, to obtain the complete data, clear and precise the author held the question and answer to the official or the competent.

#### 3. Documentation method

The method of documentation is a method of investigating past events and events, the present and to know the upcoming plans and events. In collecting data with this method is to achieve a steady and accountable results

### **Data Analysis Techniques**

Data analysis is done in a quantitative descriptive, namely to process the value data that is the ability of PKn analyzed by the achievement of percentages. It is intended that students be able to master the material if it reaches a mastery level of 80% or more. Qualitative analysis is carried out with the flow method of data analyzed since the learning action is carried out, developed during the learning process which includes: data reduction, data presentation, line conclusion or verification (Sudjana, 2000:14).

The percentage formula used to interpret the data analysis result is as follows:

$$P = \frac{F \times 100\%}{N}$$

P: Presentation

F: Frequency

N: Number of Population

The calculation results are consulted with a table of descriptive criteria of the percentage, which are grouped in 5 categories, namely good, good, enough, less, and very less as follows:

**Table 1 Classification category of levels and Prosentase**

No	Criteria	Learn Result
1	86 – 100	Excellent
2	71 - 85	Good
3	56 – 70	Enough
4	41 - 55	Less
5	< 40	Very lacking

(Depdiknas, 2002:4)

### **III. RESULTS AND DISCUSSION**

In the early stages, the teacher did the exception by giving some questions about the attitude of nationalism in everyday life. Furthermore, successive teachers explain the attitude of nationalism in everyday life. Teachers explain learning by writing the key words on the board. At the beginning of learning, when the teacher explained the attitude of nationalism in daily life, then students look enthusiastic enough and listen to

the teacher explanation. The activation of students is also seen when it describes the attitude of nationalism in daily life, the teacher asks a few questions. Students scramble answered the teacher's question, especially the students on the front bench.

When the teacher explained the attitude of nationalism in everyday life, then there are some students in the back who look bored and sleepy. There were two people sitting on the bench behind her face to the table, and not listening to the teacher's explanation. Teachers strive to control the classroom atmosphere by reprimanding The sleepy-look students. Students then strive to focus attention on teacher explanations. However, students ' enthusiasm has been reduced. Some students from his rather watery eyes have begun to look sleepy, although attempting to listen to the teacher's explanation. There is a student in the back that looks unnoticed and busy making pictures on the back of the notebook.

At the end of his explanation, the teacher again asked a few questions to find out the students ' understanding of the material being taught. Students who are brandishing hands and answering the teacher's questions are only students on the front row. The teacher then attempted to motivate the students on the back bench, by enthe students who sat on the back bench to answer the question, but nobody wanted to answer the teacher's question. The teacher seeks to repeat the information that students have not understood about the attitude of nationalism in everyday life, but the bell reads the lesson clock has run out. Before concluding the study, the teacher gave a homework assignment to the students to work on a part of the evaluation of PKn class VI book.

#### **a. Observation**

Based on the outcome of PKn learning on the subject of nationalism, the following results are obtained:

**Table 2. Summary of nationalism in the pre-cycle**

The attitude of nationalism	Student	Child	Result (%)
The meaning of national spirit	37	14	37.80
Various embodiment of nationalism in life	37	20	54.05

Average

45.93

Based on table 7 80, it can be stated that the nationalism in the teaching of PKN-

#### b. Refleksi

In the learning that has been done, the interaction in the classroom is more dominated by lectures delivered by class teachers. During the course of the learning process, students' activities are limited to listening, noting important parts, and answering questions at the end of the lesson presentation process. In addition teachers also tend to waste a lot of energy to repeating explanations to students, because the material is not understood by students.

A monotonous classroom atmosphere, students who are busy doing other activities at the time of study, and occasionally appear tumult, caused by the boredom of students to the lecture method of the teacher. The lecture method has the potential to accelerate the saturation of students in the classroom. In addition, the method of discourse used in the learning of PPKn proved to be unable to improve the students' nationalism. This is seen from the unfulfilled study of the complete index.

From the results of the discussion with class VI teachers, then agreed to change the method of learning lectures that are commonly done by teachers. The learning Model that will be used in the next learning is a cooperative learning method. Teachers and researchers will plan and implement collaborative cooperative learning.

#### Cycle I

The result of reflection and data of nationalism in the early stages, was used as a reference in carrying out action on cycle I with the aim of obtaining an increase in nationalism. The activities carried out on the I cycle are as follows:

##### a. Planning

The planning activities are done by discussing with the teacher of class V. Cycle I was conducted 2 times meeting with each 2 hours meeting of the lesson covers the achievement of 1 basic competency, namely demonstrating the national spirit, nationalism and In the life of community, national and State 2 indicators of achievement, namely:

- 1) describing the meaning of national spirit
- 2) outlines the various embodiment of nationalism in life

##### b. Implementation of action

##### c. Observation

Observations conducted during the learning process in the I cycle show that generally teachers are good enough in providing learning with a method of discussion. Teachers show pictures as examples of learning and bringing students to the real world. The image shown is a picture of the meaning of the national spirit and the various embodiment of nationalism in life that students can observe. After displaying the model, teachers are also able to develop a student-like nature with discussions to comment on the learning model. The teacher also created a learning society by making groups given the task to complete the LKS followed by exposure of LKS results by students. At the end of learning, teachers also reflect on learning materials by hooking into the real world.

In the I cycle both at meeting 1 and meeting 2, learning has not run optimally. This is especially during the implementation of group discussions to complete the LKS. There are still children who do not want to work in the group. After the interview, it is caused by a mismatch with the group members so that the group situation becomes passive.

Overall class atmosphere is quite conducive. By the time the teacher was fishing the discussion by commenting on the picture at the beginning of learning, students' enthusiasm was good. Students comment on images and active interactions with questions and answers between teachers and students. A less conducive atmosphere occurs only during the execution of the discussion. Children

who do not want to cooperate with the group, precisely make their own activities and disrupt their friends who are conducting group discussions. At the time of exposure to the results of the discussion, the child also disrupts the course of exposure and makes a rowdy, by issuing unnecessary comments in order to lure a laugh. The child's activities followed several other children. Teachers strive to control the classroom situation by reprimanding a rowdy child, and then continuing to study.

The identification of the learning of the meaning of the national spirit and the various embodiment of nationalism in life can be described in the table as follows:

**Table 3. Summary of the meaning of national spirit and various nationalistic embodiment in life Meeting I and meeting II at cycle I**

Indicator	Category	1 <sup>st</sup> Meeting		2 <sup>nd</sup> Meeting	
		f	%	f	%
The meaning of national spirit	NKRI has many privileges	4	10,8	8	21,7
	Natural wealth	15	40,5	15	40,5
	Untapped Indonesian nation has no history of struggle	18	48,7	14	37,8
	Amount	37	100,0	37	100,0
Various embodiment of nationalism in life	Not wearing school uniforms	10	27,0	4	10,8
	Disobeyed the school rule	19	51,4	17	46,0
	Don't want to visit a sick friend	14	37,8	10	27,0
	Amount	37	100,0	37	100,0

Study activities of PKn students were observed from activities in following the study, such as in the implementation of group discussions, enthusiasm in responding to the model of the image attached to the teacher on the board and during the exposure of the results Discussion, in the interaction of teachers and students at the time of question and answer about the meaning of national spirit and the

various embodiment of nationalism in the life that teachers have taught.

The results of the meaning of the national spirit and the various embodiment of nationalism in life on the I cycle showed improvement compared to initial observation, as shown in the table as follows:

**Table 4. Summary of the meaning of national spirit and various The embodiment of nationalism in At the pre cycle and I cycle**

Student attitudes	N	Pra Cycle		Cycle I	
		Student	%	Student	%
The meaning of national spirit	37	14	37,80	23	62,20
Various embodiment of nationalism in life	37	17	45,95	20	54,05
Average				54,08	

Looking at the table above if compared to the pre-cycle and cycle I showed there is a good increase in the student nationalism, even though it has not fulfilled the criteria that has been determined by 80% students have an attitude of nationalism.

#### a. Reflection

Based on the observation and study of PKn-learning activity at the time of cycle I, then discussed between teachers and researchers, and then the reflection. The results of the reflection on cycle I are as follows:

- 1) The success criteria improves the nationalism according to the formulation in the action hypothesis of at least 80% has not been reached.
- 2) When viewed from the perspective of students' learning activities, as well as learning situations, teachers and researchers agreed that cooperative learning methods were better than the lecture methods at early observations.

- 3) The number of group members as many as 6 people is too much, thus making the group condition less conducive.
- 4) needs variation in learning scenarios, so learning is not boring.

From the final reflection of cycle I was agreed to continue the action on the next learning, i.e. carrying out cycle II.

## Cycle II

The result of reflection obtained from the execution of cycle I, was used as a reference in carrying out the action on cycle II, so that the learning in cycle II can run more effectively and achieve the objectives to obtain an improvement in the student nationalism. The activities performed on cycle II are as follows:

### a. Planning

Planning activities are done by discussing with class VI teachers. Sikus II held 3 meetings with each 2 hours meeting of the lesson covering the achievement of 1 basic competency, namely demonstrating the spirit of nationality, nationalism and patriotism in the life of society, nation and state through 2 Achievement Indicators:

- 1) Show examples of behaviors that correspond to the national spirit
- 2) showed a positive attitude towards Indonesian patriotism.

### b. Implementation of action

Indonesian patriotism, can be described in the table as follow:

**Table 5. A summary of the behaviour in accordance with the national spirit and showed a positive attitude towards Indonesian patriotism, In Cycle II**

Indicator	Category	End of Cycle		1 <sup>st</sup> Meeting		2 <sup>nd</sup> Meeting	
		Student	%	Student	%	Student	%
Behavior that complies with the national spirit	Follow the organization even where it's near home	8	21,6	10	27,0	12	32,4
	Watch TV continuously throughout the day	15	40,5	17	46,0	18	48,6

### c. Observation

Observations performed during the teaching and learning process in the II cycle show that generally teachers are good enough in providing learning with cooperative methods. Teachers present models as examples of learning and bringing students to the real world. The Model presented is a picture of an attitude of nationalism in the real world that students can observe in daily life. After displaying the model, teachers are also able to develop a student-like nature with discussions to comment on the learning model. Teachers also created learning communities by making interactive, conducive class discussions. At the end of learning, teachers also reflect on learning materials by hooking into the real world.

The observation shows that overall in cycle II both meeting 1 and meeting 2 are quite conducive. Discussion to discuss the results of the interview at meeting 1 and meeting 2, went quite smoothly. When students who expose their duties are less able to respond to questions from other students, the other group members strive to add. Students' enthusiasm followed the discussion also quite well. At meeting 2 There are students who try to make rowdy at the time of discussion, but can be controlled by the teacher by reprimanding the student, so that the noise has no effect on the course of discussion.

The results of the identification of PKn learning results on behaviors that are in accordance with the national spirit and demonstrate a positive attitude towards

	Not following the Ectrakurikuler in schools can add to the skills	14	37,8	10	27,0	7	19,0
	Amount	37	100	37	100	37	100
Positive attitude towards Indonesian patriotism	A sense of pride in the Indonesian nation	10	27,0	10	27,0	11	29,7
	Not protecting Indonesia's unity and unity	17	46,0	17	46,0	16	43,3
	Do not obey the regulations in Indoensia	10	27,0	10	27,0	10	27,0
	Amount	37	100	37	100	37	100

Study activities of PKn students were observed from the activity in following the learning, for example in response to the image of the teacher, exposure to the interview results, active in the question and answer with the teacher.

PKn-Learning with behavioral indicators in accordance with the national spirit and positive attitude towards Indonesian patriotism, in the II cycle shows a splash compared to the study of PKn in the II cycle, as shown in the table as follows:

**Table 6. Summary of behavior in accordance with the national spirit and positive attitude towards patriotism Indonesia Cycle I and in cycle II**

Student attitudes	N	Cycle 1		Cycle 2	
		Students	%	Students	%
Behavior that complies with the national spirit	37	23	62,20	31	83,80
Positive attitude towards Indonesian patriotism	37	17	45,95	32	86,49
		Average		84,89	

Based on table 6, the student nationalism increased by 84.89%, this percentage above with the provisions set by 80%.

#### a. Reflection

Based on the results of the observation and learning of PKn at the time of the II cycle, then discussed between the teachers and researchers, then the reflection. The results of reflection on cycle II are as follows:

1. The criteria of success according to the formulation in the action hypothesis is at least 80% has been achieved, so the research is discontinued in cycle II.

2. The attitude of nationalism can improve the learning of PKn using cooperative learning methods and in the group discussion of the number of members of the group is not too much.
3. Students ' understanding can be better when learning to associate material with day-to-day activities.

#### Research activity Discussion

Based on the results of the study, the results of increased nationalism through the study of PPKn in grade VI students at SDN 7 Duchy reached a criterion of 84.89%.

This indicates that the level of student nationalism through the study of PPKn in grade VI students of SDN 7 Duchy is very good because because of the achievement in the Cycle II Sebasar 84.89%.

The implementation of the study of PPKn given in class VI students of SDN 7 Duchy was taken with the course of action Research Class (PTK) using cycle I and cycle II.

The attitude of nationalism is the learning that associates the lesson material with the usual things observed and experienced by students everyday. In the

learning attitude of nationalism students reconstruct new knowledge and skills as students learn. Through the nationalism that is presented in the learning, the students can relate the material with daily life, so that the process of Discovery (inquiry). It will cause students to easily understand the lesson materials taught by the teacher. Understanding through the process of reconstruction and inquiry will be relatively more settled. This will affect the improvement of student learning performance.

Findings at the time of study also showed that nationalism in learning of PKN-Teacher interactions with students are well-established, so the messages that teachers should provide relate to the subject matter can be effectively transmitted to students. The nationalism in the learning of PKN is very effective and is a capital for students to understand the material submitted by the teacher, so that the learning achievement can be improved.

In improving the learning of PKN, we need student learning interaction, in the end expected to change the learning behaviour of students. Effective learning behaviour as a result of the implementation of nationalism

will be very beneficial to achieve the effectiveness of teaching learning, so it is expected that PKN-learning achievement can be maintained and even improved.

#### **IV. CONCLUSION**

Based on the results of the research and discussion above, can be drawn conclusions as follows:

1. Level of student nationalism through the study of PPKn with a method of discussion on students of class VI SDN 7 Duchy, very good because of the achievement in the Cycle II Sebasar 84.89%.
2. Implementation of the study of PPKn given by the method of discussion on students of class VI SDN 7 Duchy, traveled by the course of action Research Class (PTK) using cycle I and cycle II. Results obtained before the action amounted to 45.93%, in the cycle I was held at 54.08%, was on cycle II gained by 84.89%.
3. The attitude of nationalism in the learning of PPKN, associating the lesson material with the usual things observed and experienced by students daily, so that students learn to reconstruct new knowledge and skills when students Learn. The study of PPKn requires student learning interactions, eventually expected to change student learning behaviour.

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