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National Resilience: Homeland Indonesia
(Instilling the Character of Love for the Homeland
in Elementary School/Islamic Elementary School Children)

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ABSTRACT

The character of love for one's country is an attitude that every individual must have towards their nation and country. This character of love for one's country is also a positive value that needs to be instilled in students at school. Bearing in mind that currently many of the younger generation have begun to lose their sense of love for their country. Love for their country is a character that must be possessed by every citizen regarding the implementation of their rights and obligations and participating in efforts to defend the country. The aim of this research is to instill the character of love, homeland to children from an early age with the hope of creating a sense of pride, appreciation, respect and motivating themselves as adults to serve and be useful to the nation. This research uses qualitative research with literature study methods by collecting library data, reading, taking notes and discuss the material under discussion. The results of this research show that efforts to instill the character value of love for the homeland in elementary school children are through activities 1) Singing the National Song, 2) Flag ceremony activities, 3) Getting used to using good and correct Indonesian, 4) teaching material that supports love of the homeland, 5) Using domestic products.

ABSTRAK

Karakter cinta tanah air adalah sikap yang harus dimiliki oleh setiap individu terhadap bangsa dan negaranya. karakter cinta tanah air ini juga merupakan salah satu nilai positif yang perlu ditanamkan kepada peserta didik di sekolah. Mengingat saat ini banyak di kalangan generasi muda yang sudah mulai luntur rasa cinta tanah air. Rasa cinta tanah air adalah karakter yang harus dimiliki oleh setiap warga negara terkait pelaksanaan hak dan kewajibannya dan ikut dalam usaha bela Negara. Tujuan penelitian ini adalah untuk menanamkan karakter cinta tanah air kepada anak sejak usia dini dengan harapan dapat menciptakan rasa bangga, rasa menghargai, menghormati serta memotivasi dirinya sendiri kelak saat dewasa untuk mengabdikan dan berguna bagi bangsa. Penelitian ini menggunakan penelitian kualitatif dengan metode studi literatur dengan cara pengumpulan data pustaka, membaca, mencatat dan mendiskusikan mengenai materi yang menjadi pembahasan. Hasil penelitian ini menunjukkan bahwa upaya penanaman nilai karakter cinta tanah air pada anak sekolah dasar melalui kegiatan: 1) Menyanyikan Lagu Nasional, 2) Kegiatan upacara bendera, 3) Pembiasaan menggunakan bahasa Indonesia yang baik dan benar, 4) mengajarkan materi yang mendukung cinta tanah air, 5) Menggunakan produk dalam negeri.

PRELIMINARY

The collapse of moral values in today's society also has a negative impact on children's values and attitudes today. This is due to several influencing factors, one of the strongest factors is the use of gadgets in elementary school children. Where they are easily influenced by the development of trends and socialization on social media. So parents must be extra in educating children at home.

The decline in ethics and morals also requires schools to work very hard in educating and imparting knowledge to their students. One way to improve this moral decline is to use character education not only at home, but also in a structured manner at school. This problem has triggered the Indonesian government to improve this, starting from instilling the values/norms of the Indonesian nation, especially in educational institutions.

One of the positive values that need to be instilled in students at school is the character of love for the homeland. Given the current reality, many young people have begun to lose their love for the homeland. The low sense of love for the homeland is shown by the reality in the field that students who arrive late for ceremonies, lack of appreciation from students during flag ceremonies, national songs and regional songs are less popular, while students prefer adult songs that are not yet appropriate for children their age to understand. If this condition is allowed to continue, it is feared that students will not know the Indonesian nation and all its cultural riches which can have an impact on the lack of love for the homeland in students.

The character of love for the homeland is an attitude that must be possessed by every individual towards their nation and country. This character of love for the homeland is also one of the positive values that need to be instilled in students at school. The low values of love for the homeland are due to the negative influence of western culture that entered Indonesia. The values of love for the homeland need to be instilled from an early age so that as the successors of the nation, they can manifest attitudes and behaviors that are beneficial to the interests of society. Schools, especially teachers, are expected to find ways to increase love for the homeland so that students have noble morals, are healthy, intelligent, skilled, have achievements and are competitive and have a commitment to advancing the nation (Atika, et al. 2019). Based on the formulation of the problem, the purpose of writing this article is to describe the instillation of the character of love for the homeland in elementary school children.

METHOD

This writing uses a qualitative approach. This approach involves a library research method that involves an explanation of books that are relevant to the object of study that contain Love for the Homeland. As well as a study of the importance of introducing the instillation of love for the homeland in elementary school children. The research stages begin by collecting relevant literature and studying it in detail and in depth and conducting discussions to discuss the context related to the material in the journal to compile this article. The data sources used in this study are academic literature including related journals through reliable sources. The selection of data sources must be based on relevance to the research topic and the latest information. In this writing, data analysis is carried out in two stages: the selection stage and the content analysis stage. At the selection stage, relevant data will be identified and selected from the sources that have been collected, the selected data will be analyzed carefully to identify the basic concept. So that readers can understand the contents of this research easily and quickly. And it is hoped that readers can also apply all the information in the writing of this research.

FINDINGS AND DISCUSSION

National Resilience Problems

National resilience is essentially a condition of a nation that describes the ability to overcome all kinds of threats, challenges, obstacles, disturbances, and challenges. The factors that strengthen a nation's national resilience are ideology, politics, socio-culture, economy and defense and security. Socio-culture as one of the factors that strengthen national resilience. If we look at the phenomena that are developing among Indonesian society today, the Indonesian nation and state are experiencing various challenges or even threats, both from within the country and from abroad. From within the country, the reform movement that has been rolled out at this time has left a lasting impact.

The spirit of democratization that emerged in the reformation only gave birth to freedom values that were devoid of spiritual moral and ethical values, then spread to become a socio-cultural crisis of the

Indonesian nation. The widespread cultural crisis among the people can be witnessed in various forms, such as disorientation and distortion. Disorientation means that people lose their direction in national and state life, due to increasingly being separated from the basic values that serve as guidelines, supports, and outlooks on life. Value distortion, namely the reversal of perspectives, old values that used to be used as guidelines, and outlooks on life are now understood as something old and outdated. Threats from abroad are in the form of multidimensional impacts of globalization. There is tension between the forces of local wisdom and global values (Iriyanto, et al. 2006).

In this case, what we can do as educators to strengthen national resilience is to instill a character of love for the homeland in students, especially elementary school children, to defend the country to strengthen national resilience.

Love for the Motherland in Maintaining National Resilience

In the interests of maintaining National Resilience, efforts are needed to defend the country. The form of national defense is adjusted to the situation and conditions as well as the form of threat faced, both internal and external threats. In essence, every citizen in defending the country does their best for the sake of their love and responsibility towards their nation and country based on Pancasila and the 1945 Constitution. One form of national defense is love of the homeland (Julfian, 2019).

Love for the homeland is a behavior that shows concern, appreciation, which is based on the spirit of nationalism and willingness to sacrifice for the sake of the nation and country. One form of love for the homeland is a sense of belonging by protecting and caring for every inch of the Indonesian homeland, not exploiting it for one's own interests or those of one's group and guarding oneself from doing things that can damage the good name of one's homeland (Mukhtadi, et al. 2018).

Love for the Motherland is an experience and manifestation of the principle of Indonesian Unity which can be realized in everyday life in the family, school, and community. Every citizen has the right and obligation to participate in national defense efforts, the conditions for state defense are regulated in the Law. Awareness of love for one's country is essentially devotion to the country and a willingness to make sacrifices to defend the country. Therefore, a sense of love for one's country needs to be cultivated in the soul of every individual from an early age who becomes a citizen of a country or nation so that the goals of living together can be achieved (Salsabila, et al. 2021).

Implementation of the Character of Love for the Country Through Daily Habits

Education is an effort to change and develop humans towards a better and ideal direction. According to Ki Hajar Dewantara, education is not only about forming characters to be smart, intelligent, and widely experienced, but also oriented towards noble morals, personality, and character. The purpose of education, thus, is to change behavior to be better by forming a noble personality so that it can benefit himself and the people around him (Roqib, 2009).

Character is a person's nature, nature, morals, or personality that is formed from the results of internalizing various virtues that are believed and used as the basis for the purpose of character education is the instillation of values in students and the renewal of a shared life order that values individual freedom more (Kurniawan 2018). Character education also aims to improve the quality of the implementation and results of education in schools that lead to the achievement of character formation and noble morals of students, so it can be said that character plays an important role in the lives of the younger generation, especially elementary school students for their perspectives, thinking, attitudes and actions (Sutarna, et al. 2016).

Islamic education can shape character. Character can be easily formed if it is built in the family environment (informal) from childhood so that when they grow up/young, the child's character is developed through formal and non-formal education. If they do not start from the family environment, in an era like this it will be an obstacle. Because the family environment is the closest environment to this millennial generation. If the closest environment still cannot provide good things about religion, how will they behave outside the family environment. So, there must be a lot of education for the family environment to educate children in an era like today (Ristantomo, 2022).

Al-Gazālī in *Ihyā'* mentioned that habituation is through a learning process. The learning process can be through formal education at school, non-formal in the environment, and informal at home. Education that takes place at home is a practice of habituation. Parents accustom their children to be

disciplined in carrying out worship, behaving politely to everyone, loving each other among family members, respecting parents, and so on. This habituation is carried out through the sincerity and training of children who are expected to have a character of love for their homeland, they must be charged to always care about others, appreciate the services of their heroes by actively studying to defend the independence of their homeland (Widiatmaka, 2016).

The manifestation of love for one's homeland is by defending Allah's religion. As Allah says in QS. Al Mumtahanah. Good character can be produced from habits through study, seriousness, and practice. This is done until the perpetrator finds the good behavior enjoyable. Why is it necessary to impose such commendable behavior? Because, if a commendable action is carried out, it is easier for the brain to perceive it. As these commendable actions are often captured by the brain, the behavior enters the subconscious and is implemented through actions (Wisnarni, et al. 2017).

The character of love for the homeland must be instilled in children from an early age, especially at the elementary school/MI level, the role of educators is very much needed in this case as *uswatun hasanah*, an example or role model for their students, that is why a teacher/educator should also first instill in themselves the character of love for the homeland by disciplining themselves so that they can be an example and easy to provide and instill character education in elementary school children, it should be remembered that elementary school students are imitators, meaning they easily follow and store in their memory, what they see is what they imitate, that is why a teacher must be able to be a good motivator in instilling the character of love for the homeland in elementary school children so that these children can become humans who can respect their nation and country (Salsabila, et al. 2021).

Good character values will guide a person in behaving in everyday life. This statement is also in line with the opinion of (Wibowo, 2012) who said that by instilling noble values in students, they will have noble characters and apply them in their lives, both in the family environment, community environment and in national and state life. Currently, the morals of children, especially the millennial generation, are experiencing a very significant decline, even children are now experiencing a moral crisis such as lack of manners, appearance that is even above their age or can be said to be impolite, and other behaviors that children may imitate through the influence of technology, namely gadgets (Setiawati, 2006).

As an educator, one must pay attention to the child's behavior at all times so that it can be a reference for any development that has been passed. Educating by giving attention means always paying attention and always following the child's development in their daily behavior (Ainiyah, 2013). How to instill a character of love for the homeland in children can be done by instilling cultural values in children, telling the history and figures of Indonesian heroes/fighters so that children can appreciate and have a high sense of love for the country and make their struggles a motivation to fight to give something that is best for the Indonesian nation, teach children to maintain cleanliness and environmental sustainability, love fellow religious adherents, be tolerant and respect others, practice thrifty attitudes and behavior, discipline and responsibility in realizing integrity and togetherness in order to achieve inner and outer happiness. Creating national peace is also a manifestation of love for the homeland (Abidin, 2014).

The implementation or role that must be carried out by elementary school children is to hold a ceremony every Monday by saluting the Red and White flag, singing the song *Indonesia Raya*, and memorizing the *Pancasila*. Although the song *Indonesia Raya* is still difficult and long for early childhood or elementary school children, but by getting used to singing it every Monday, children will memorize and be able to understand the contents of the song. Other activities that can be done are commemorating national holidays with competitions or cultural performances, wearing local (domestic) products, learning about various kinds of national cultures in a simple way by showing miniature temples and reading their stories, drawing houses and traditional clothes, wearing traditional clothes on Kartini Day, and visiting the nearest museum, getting to know the names of heroes through storytelling or role playing, and displaying photos of heroes in the classroom, using good and correct Indonesian, and realizing order and peace in the surrounding environment.

CONCLUSION

Based on the description above, it is concluded that in the interests of maintaining National Resilience, efforts are needed to defend the country, while the form of national defense is adjusted to the situation and conditions and the form of threats faced, both internal and external threats, the point is that every citizen in defending the country does his best for the sake of love and responsibility towards his nation and country based on Pancasila and the 1945 Constitution. One form of national defense is love for the homeland. The character of love for the homeland must be instilled in children from an early age, especially at the elementary school/Islamic elementary school level. Ways to instill a character of love for the homeland in children can be done by instilling cultural values in children, namely: (1) Telling the history and figures of Indonesian heroes/fighters so that children can appreciate and have a high sense of love for the country and make their struggle a motivation to fight to give something that is best for the Indonesian nation, (2) Teaching children to maintain cleanliness and environmental sustainability, love fellow religious adherents, be tolerant and respect others, (3) Practicing attitudes and behavior that are thrifty, disciplined and responsible in realizing integrity and togetherness in order to achieve inner and outer happiness, (4) Creating national peace is also a manifestation of love for the homeland. This study aims to instill a sense of love for the homeland in every citizen to defend the country to realize the interests of maintaining national resilience.

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