



**JOURNAL OF CONTEMPORARY
ISLAMIC PRIMARY EDUCATION**

Vol. 3, No. 3, 2025 Page 292-302

<https://zia-research.com/index.php/jcipe>

Initial Understanding of Increasing National Spirit Through Project Based Learning on the Story of the Nation's Struggle in Madrasah Ibtidaiyah

Lisa Nurfadila Ningsi¹, Nurzakiah Simangunsong²

¹ Institut Agama Islam Negeri Kendari, Indonesia

² STIT Hasyim Asy'ari Padangsidimpuan, Indonesia

Email: lisanurfadila23@gmail.com¹, simangunsongnurzakiah@gmail.com²

ARTICLE INFO

Keywords

Experiential Learning
Nationalism
Primary Education
Project-Based Learning

ABSTRACT

This study aims to explore how Project-Based Learning (PjBL) based on the nation's struggle stories can enhance the spirit of nationalism among students at Madrasah Ibtidaiyah (MI) in Kendari City. The main issue addressed is how to integrate the teaching of national struggle history to foster a sense of nationalism among young learners. This research employs a qualitative approach using a case study method. Data were collected through in-depth interviews with teachers and students, classroom observations, and documentation of learning products. The data analysis technique used is thematic analysis, with data validity ensured through source triangulation. The findings show that the implementation of PjBL based on national struggle stories significantly improves students' understanding of national history and strengthens their sense of nationalism. Through active involvement in projects such as creating models and documentary videos, students feel more connected to national values. As a result, they demonstrate improved national character, a greater sense of pride in Indonesia's history, and a stronger spirit of unity. This research provides important implications for curriculum development and experience-based teaching methodologies that emphasize national values in primary education.

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi bagaimana *Project Based Learning* (PjBL) berbasis kisah perjuangan bangsa dapat meningkatkan semangat kebangsaan siswa Madrasah Ibtidaiyah (MI) di Kota Kendari. Permasalahan yang diangkat adalah bagaimana cara mengintegrasikan pembelajaran sejarah perjuangan bangsa dalam meningkatkan semangat kebangsaan di kalangan siswa usia dini. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui wawancara mendalam dengan guru dan siswa, observasi kelas, serta dokumentasi produk pembelajaran. Teknik analisis data yang digunakan adalah analisis tematik dengan uji keabsahan data menggunakan triangulasi sumber. Hasil penelitian menunjukkan bahwa penerapan PjBL berbasis kisah perjuangan bangsa dapat meningkatkan pemahaman siswa terhadap sejarah bangsa, serta membangun semangat kebangsaan yang lebih kuat. Melalui keterlibatan langsung dalam proyek seperti pembuatan maket dan video dokumenter, siswa merasa lebih terhubung dengan nilai-nilai kebangsaan. Dampaknya, siswa menunjukkan peningkatan dalam karakter kebangsaan, rasa bangga terhadap sejarah Indonesia, dan semangat persatuan. Penelitian ini memberikan implikasi penting bagi pengembangan kurikulum dan metodologi pembelajaran berbasis pengalaman yang mengedepankan nilai-nilai kebangsaan di pendidikan dasar.

INTRODUCTION

The spirit of nationalism is one of the fundamental values in the formation of the character of the young generation of Indonesia. At the elementary school level, especially in Madrasah Ibtidaiyah (MI), national values need to be instilled from an early age to become a solid foundation in facing the challenges of globalization and the increasingly rapid flow of foreign culture. Unfortunately, reality shows that the current young generation is starting to experience a degradation of the spirit of nationalism. Phenomena such as the lack of appreciation for the nation's history, the lack of role models for national heroes, and the low involvement in national activities are signals of the need for renewal in the approach to national value education. History education and the story of the nation's struggle have great potential in fostering national identity and forming a character of love for the homeland. However, its delivery in class is often still conventional and does not touch the affective aspects of students (Asih & Aufa, 2023).

The problem faced in the context of learning national history in MI is the less than optimal method that is able to bring to life the meaning of the values of the nation's struggle (Wati & Sudigdo, 2019). Many students view history lessons as memorizing figures and dates, not as an inspiration for struggle. Lecture and assignment methods still dominate the classroom, while active involvement of students in exploring national values directly has not been widely attempted. In addition, teachers tend not to utilize the heroic stories of the Indonesian nation creatively and applicatively, so that students find it difficult to relate lessons to their personal experiences. Therefore, a more contextual and participatory approach is needed, which not only conveys knowledge, but also encourages students' emotional and social involvement. One approach that has the potential to answer this challenge is Project Based Learning (PjBL), because this model provides space for students to learn through real, collaborative, and reflective experiences (Aulia, *et.al.*, 2021).

This study aims to describe and analyze the initial understanding of MI students towards the spirit of nationalism after participating in project-based learning that raises the story of the nation's struggle. In addition, this study also aims to explore the process of implementing the PjBL model in the context of learning national history in MI. The main focus of the study is directed at how students build the meaning of the spirit of nationalism through active involvement in projects that are designed thematically and are relevant to their lives (Nursamsi & Jumardi, 2022).

Although a number of studies have examined the effectiveness of PjBL in improving learning outcomes in various subjects, most have focused on science or mathematics. On the other hand, studies on national character education tend to be general in nature and have not specifically explored the integration between PjBL and learning the history of the nation's struggle, especially at the Madrasah Ibtidaiyah level. Previous studies have also rarely discussed how students form an initial understanding of national values through active and project-based learning experiences. This gap is what this study aims to fill, namely by presenting a learning model that is able to directly link the values of the nation's struggle with concrete activities carried out by students.

From this research lies in an integrative approach that combines Project Based Learning with narratives of the Indonesian nation's struggle in the context of Islamic elementary education. This approach offers a learning strategy that is not only cognitive, but also touches on the affective and psychomotor aspects of students. In the context of Madrasah Ibtidaiyah, this research has its own urgency because it can strengthen the synergy between the general curriculum and the religious curriculum in forming the character of students who are both nationalist and religious. Thus, the results of this study are expected to provide a real contribution to the development of innovative and applicable national history learning practices, as well as being a reference for teachers and policy makers of Islamic elementary education in Indonesia.

Elementary education plays a crucial role in shaping the national character of the young generation. Madrasah Ibtidaiyah, as an Islamic-based elementary education institution, has a strategic mandate to instill nationalist values that are in line with moral and spiritual teachings. In the context of globalization marked by the rapid flow of information and the influence of foreign cultures, the spirit of nationalism among early-age students is starting to show signs of weakening. The lack of emotional involvement in national symbols, low interest in the history of the nation's struggle, and the dominance of individualistic values are challenges in building a strong national identity. Therefore, a learning approach is needed that not only emphasizes cognitive aspects, but also touches on the affective and social dimensions of students as a whole (Zulfikar & Dewi, 2021).

One approach that is considered relevant and adaptive in responding to these challenges is Project Based Learning (PjBL), which emphasizes contextual, collaborative, and real product-oriented learning. When combined with the material of the nation's struggle history, this model has the potential to not only improve students' conceptual understanding, but also foster a spirit of nationalism through authentic and meaningful learning experiences. However, the implementation of this approach in the context of history learning in Madrasah Ibtidaiyah is still relatively limited. Therefore, exploration of the effectiveness of PjBL based on the story of the nation's struggle in forming an initial understanding of nationalism is an urgency that cannot be ignored in the development of character education at the elementary level.

Although national education has become an integral part of the Madrasah Ibtidaiyah curriculum, its implementation in the field still faces significant challenges. The learning process that takes place is often still one-way, teacher-centered, and emphasizes memorizing historical facts without linking them to the context of students' lives. As a result, students have difficulty in understanding the meaning of national values in depth, and tend to see historical material as an academic burden, not as a source of character inspiration. This phenomenon shows the imbalance between the ideal goals of national education and the reality of learning that takes place in the classroom (Lubis, 2020).

In addition, the limited use of relevant learning media and contextual methodological approaches reinforce this problem. Stories of the nation's struggle that are full of moral values, fighting spirit, and exemplary behavior have not been fully utilized as pedagogical instruments that are able to shape students' nationalistic attitudes affectively. In these conditions, a more interactive, participatory, and real-experience-based learning model—such as Project Based Learning—is very necessary. However, there has not been much research that specifically examines the effectiveness of this approach in fostering the national spirit of MI students through strengthening the historical context of the nation's struggle. This problem is the basis for the importance of this research to be carried out (Wibowo, 2023).

This study aims to explore and describe how the Project Based Learning (PjBL) model based on the story of the nation's struggle can improve the initial understanding of Madrasah Ibtidaiyah students towards the spirit of nationalism. The main emphasis lies on the process of internalizing nationalist values through the active involvement of students in contextually designed projects, allowing them to build personal meaning towards the values of struggle, patriotism, and love for the country. Thus, this study not only assesses learning outcomes cognitively, but also observes the affective dynamics that emerge during the learning process.

This study is intended to identify how the integration between the content of the history of the nation's struggle and project-based learning strategies can create a more meaningful learning experience for students. The results of the study are expected to contribute to the development of thematic learning models that are in line with the characteristics of MI students, and can be used as a reference in designing more innovative and transformative national education strategies at the elementary level. By placing students as active subjects in the value construction process, this approach is believed to be able to form a stronger and more sustainable national foundation.

Several previous studies have discussed the effectiveness of the Project Based Learning (PjBL) model in improving 21st century skills, such as collaboration, problem solving, and creativity, especially in science and mathematics subjects. In addition, several studies in the field of character education have also highlighted the importance of integrating national values into the elementary school curriculum. However, studies that explicitly integrate PjBL with the content of the history of the nation's struggle to foster students' national spirit, especially at the Madrasah Ibtidaiyah level, are still very limited. Affective aspects such as internalizing nationalism values through a contextual learning approach have not been the main focus in most existing studies.

This gap marks an important gap in the literature that needs to be filled, especially in the context of religious-based basic education which has its own uniqueness in the approach to values. By highlighting how students build an initial understanding of the spirit of nationalism through project activities that are linked to the narrative of the nation's struggle, this study is expected to be able to bridge the theoretical and practical gaps. This study not only enriches the literature on the implementation of PjBL, but also contributes to developing a learning model that is adaptive to the needs of the national and local curriculum simultaneously.

This study offers novelty through the integration of the Project Based Learning model with the content of learning the history of the nation's struggle thematically and contextually at the Madrasah Ibtidaiyah level. This approach not only places students as active subjects in the learning process, but also directly involves them in the reconstruction of national values through projects based on real experiences. The uniqueness of this study lies in how students do not simply understand history as a narrative of the past, but as a source of living and applicable values in everyday life. Thus, this study emphasizes the affective and participatory aspects that are often overlooked in the practice of learning history at the elementary level.

The main justification of this study is based on the urgent need for a learning model that is relevant to the characteristics of MI students and is able to answer the challenge of weak internalization of national values at an early age. In the context of basic Islamic education, the integration of spiritual values and nationalism is very important to form a generation that is not only religious, but also has a strong social concern and national spirit. Therefore, the results of this study are expected to provide theoretical and practical contributions in the development of integrative thematic learning designs and become a reference in strengthening character education in madrasas more systematically and sustainably.

METHOD

This study uses a qualitative approach with a descriptive research type, which aims to describe the initial understanding of Madrasah Ibtidaiyah (MI) students towards the spirit of nationalism after participating in Project Based Learning (PjBL) based on the story of the nation's struggle. Qualitative descriptive research allows researchers to explore in-depth information about students' experiences, understandings, and perceptions of learning the history of the nation's struggle which is applied in the form of a project, as well as its impact on instilling the spirit of nationalism.

Research Approach

The research approach used is a case study approach, which allows researchers to investigate phenomena that occur in a specific and limited context, namely in the Madrasah Ibtidaiyah environment in Kendari City. With this approach, the study focuses on collecting in-depth data related to the interaction between students and the project-based learning process, and how it shapes their understanding of national values (Zulfikar, 2018).

Research Background

This research was conducted at State Elementary School 2 located in Kendari City, Southeast Sulawesi. The selection of this location was based on the fact that madrasahs in Kendari, although having a curriculum that integrates religious and general education, still face challenges in terms of strengthening national character through applied and experience-based history education. Several MIs in Kendari City have implemented a project-based learning approach, but the application of PjBL in the context of national history education has not been widely studied, making it an appropriate setting for this research.

Research Informants

The informants in this study consisted of two main groups. The first group were elementary school students who were directly involved in project-based learning about the story of the nation's struggle. Students were selected purposively based on certain criteria, such as age, grade level (grades IV to VI), and their experience in participating in project-based learning. The second group were teachers who taught history and civics at the madrasah. The selection of teachers as informants was also carried out purposively, by considering their experience in implementing project-based learning, as well as their understanding of strengthening the spirit of nationalism in learning.

Data collection technique

The techniques used in this research include interviews, observation and documentation (Assingkiy, 2021). Semi-structured interviews were conducted with student and teacher informants to explore their understanding of the material taught, their experiences during the learning process, and their perceptions of national spirit after participating in the project. Observations were conducted in the classroom during project-based learning activities to record the dynamics of interactions between students and teachers, and to see the extent to which students were actively involved in the learning process. In addition, documentation was also collected in the form of learning materials used, final products of projects produced by students, and field notes that recorded the learning process and student activities.

Data Analysis Techniques

The data analysis used in this study is thematic analysis. Data obtained from interviews, observations, and documentation will be analyzed by identifying the main themes that emerge related to students' understanding of nationality, the implementation of project-based learning, and its impact on students' nationalism attitudes. The analysis process begins with transcription of interview data, then continues with data coding to identify relevant categories and themes. After that, the categorized data will be analyzed to gain a deeper understanding of the phenomenon being studied. This analysis process is carried out iteratively, where researchers continuously re-examine the data and refine the themes or categories that have been identified to ensure that the interpretation of the data is in accordance with the existing context.

Data Validity Test

Validity in this study was carried out through triangulation and member checking techniques. Triangulation was carried out by comparing data obtained from various sources, namely interviews with students, interviews with teachers, and observation and documentation results. This was done to ensure the consistency and validity of the data collected. In addition, member checking was carried out by returning the initial findings to several informants (students and teachers) to ensure that the interpretation given by the researcher to the data collected was in accordance with their understanding and experience. This process provides an opportunity for informants to provide feedback, as well as ensuring that the research results reflect the reality that occurs in the field (Husnullail & Jailani, 2024).

Through the use of this comprehensive qualitative research method, this study aims to provide a deeper understanding of how project-based learning can contribute to increasing students' national spirit at Madrasah Ibtidaiyah, especially in the context of national struggle history education.

FINDINGS AND DISCUSSION

Research Findings on the Application of Project Based Learning Model

Interpretation The results of this study indicate that Project Based Learning (PjBL)-based learning that raises the story of the nation's struggle is able to improve the initial understanding of Madrasah Ibtidaiyah (MI) students regarding the spirit of nationalism. Students not only learn history as a narrative of the past, but also interpret national values that exist in the current context. This finding is in line with the theory of constructivism, which emphasizes that knowledge is built through direct experience and reflection on that experience. In addition, the results of this study support the theory of project-based learning, which states that students' active involvement in a project can improve their understanding and skills in a more holistic and applicable context. In this case, the story of the nation's struggle functions as a context that provides deeper meaning, connecting historical learning with the formation of students' nationalistic character (OK., *et.al.*, 2023).

The impact of this research on educational theory and practice is very significant. Theoretically, the results of this study enrich the understanding of citizenship education, especially in its application in Madrasah Ibtidaiyah. The approach that integrates PjBL with the teaching of the history of the nation's struggle contributes to the theory of character and citizenship education by emphasizing the importance of real experiences in building a spirit of nationalism. Practically, this research has major implications for curriculum development and teaching strategies in madrasahs. Teachers can utilize project-based learning models to increase student engagement and teach national values in a more interesting and contextual way. This also opens up opportunities to introduce more adaptive learning methods, which can be applied in various other educational contexts.

However, this study has several limitations. One of them is the use of a case study approach in several Madrasah Ibtidaiyah in Kendari City, which limits the generalization of the results of this study to a wider context. This study is also limited to a short period of time, so it cannot observe the long-term impact of project-based learning on students' national spirit. In addition, the use of interview and observation techniques as data collection methods also has the potential for bias, because the interpretation of the data obtained can be influenced by the personal perceptions of researchers and informants.

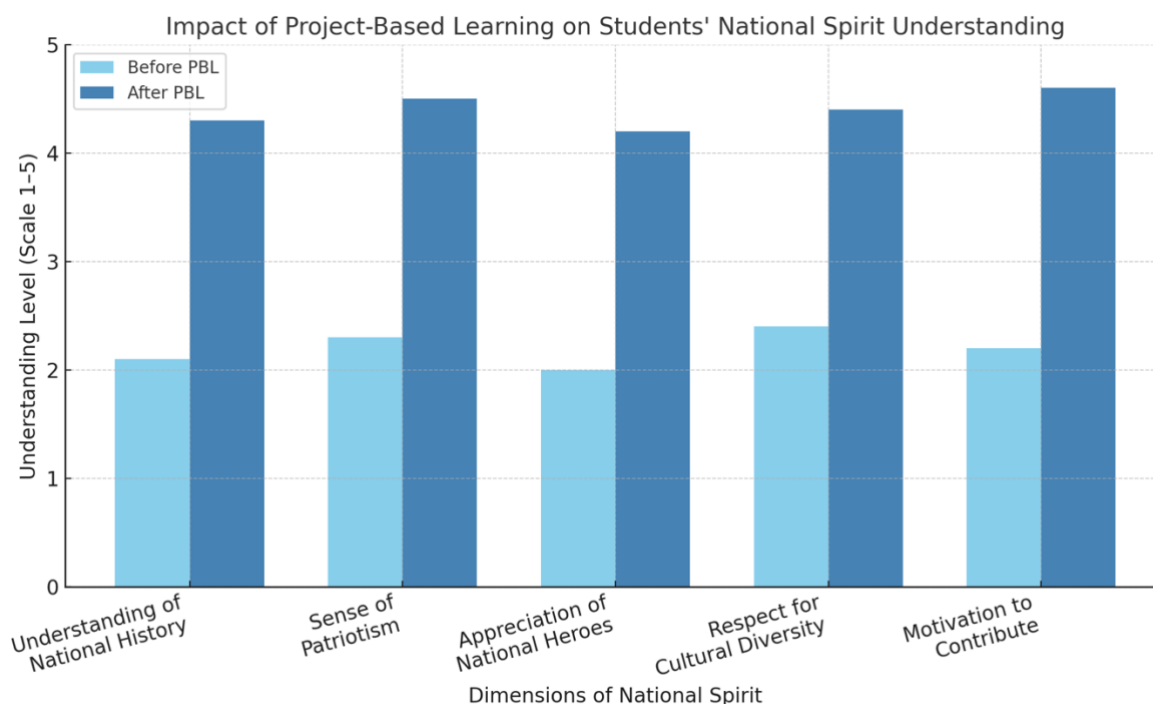


Figure 1. Impact of Project-Based Learning on Students' National Spirit Understanding

As illustrated in the graph above, the implementation of Project-Based Learning significantly enhanced students' understanding across all dimensions of national spirit. This notable improvement serves as a foundation for deeper analysis of how narrative-based projects on national struggles contribute to civic engagement and identity formation among Madrasah Ibtidaiyah students.

The data presented in the graph demonstrate a substantial increase in students' understanding of national spirit dimensions following the implementation of Project-Based Learning (PBL). Prior to the intervention, students exhibited relatively low levels of comprehension, with average scores ranging between 2.0 and 2.4 across five key areas: national history, patriotism, appreciation of heroes, respect for diversity, and motivation to contribute. After the PBL approach was applied using stories of the nation's struggle, these scores rose sharply, reaching levels above 4.2 in all categories. The most significant gains were observed in students' motivation to contribute to the nation and their sense of patriotism, indicating that the contextual and experiential nature of PBL fostered a deeper emotional and cognitive connection with civic values. This trend confirms the effectiveness of project-based narratives in making civic education more meaningful and impactful at the elementary level.

Based on the results and limitations of this study, several suggestions for future research can be put forward. First, further research can examine the implementation of project-based learning in Madrasah Ibtidaiyah in other areas with different social and cultural conditions, in order to enrich the understanding of the diversity of implementation of this method. Second, longitudinal research that observes changes in students' national spirit in the long term can provide deeper insight into the sustainable impact of the project-based learning model. In addition, research that covers higher levels of education, such as secondary school, is also needed to observe the continuity of national spirit education in students' lives.

Social and Ethical Implications of Research

The social implications of this study are very important, especially in the context of building national identity among the younger generation. Project-based learning that highlights

the story of the nation's struggle can increase students' social awareness, teach them the importance of a sense of responsibility towards the country, and form an attitude of caring for the nation's history and culture. Through this approach, students not only learn about the past, but also internalize national values that are relevant to their current lives. From an ethical perspective, it is important to ensure that the material taught not only creates a sense of pride in the nation, but also respects the pluralism and diversity that exist in Indonesia. Learning the spirit of nationalism must be carried out in an inclusive manner and does not offend certain social or cultural groups, to prevent polarization and strengthen social cohesion in a pluralistic society (Nur, *et.al.*, 2023).

This study aims to identify and analyze the increase in national spirit through Project Based Learning (PjBL) based on the story of the nation's struggle for students of Madrasah Ibtidaiyah (MI) in Kendari City. Based on data obtained through interviews with students and teachers, observations during the learning process, and documentation of learning products, it was found that project-based learning that raises the story of the nation's struggle has a significant impact on the understanding and instillation of national spirit among students. The results of this analysis indicate that project-based learning that focuses on the story of the nation's struggle is able to increase student involvement in learning, deepen their understanding of the history of the nation's struggle, and form a stronger national character.

In the project-based learning process, students do not only receive historical information passively, but they are actively involved in designing, executing, and presenting projects related to the story of the nation's struggle. These projects include making models, making documentary videos, and presentations about independence fighters that are relevant to national values. The results of interviews with students showed that they felt more connected to the nation's history when they were invited to participate in activities that involved practical skills and creativity. They felt they had an active role in understanding the nation's struggle, not just memorizing historical facts. These projects gave them the opportunity to dig deeper into the values contained in the nation's struggle, such as the spirit of struggle, courage, and unity, which they could then apply in their daily lives (Baginda, 2018).

The Story of the Nation's Struggle in Increasing Student Nationalism

The use of stories of the nation's struggle in learning has also proven effective in raising the spirit of nationalism. These stories, which were carefully selected by teachers to reflect the diversity and complexity of the Indonesian nation's struggle, succeeded in stimulating students' sense of pride in the nation's history and culture. Based on observations, students appeared more enthusiastic and enthusiastic in discussing the struggles of the heroes, and more appreciative of the national values contained in the stories. They also showed a better understanding of the importance of unity and diversity in building Indonesia as a pluralistic nation. Student involvement in projects based on stories of the nation's struggle shows that contextual and experiential history learning has great potential in increasing the spirit of nationalism among students (Aminah, *et.al.*, 2022).

In terms of theory, the results of this study are in line with the constructivism theory proposed by Piaget and Vygotsky, which states that knowledge is built through active experience and social interaction. Project-based learning, which allows students to learn through direct experience and reflection, has been shown to improve their understanding of historical material and national values. In this case, history is not only taught as a collection of facts, but as a living process that can be connected to their current lives. In addition, the results of this study support the theory of project-based learning (PjBL), which emphasizes the importance of active student involvement in the learning process to develop critical, creative, and collaborative thinking skills (Amalina, *et.al.*, 2024).

The increase in national spirit seen in MI students in Kendari City also shows the relevance of character education theory in the context of basic education. Learning that

integrates national values in an applicable form, through project-based learning, strengthens students' national character. The results of interviews with teachers revealed that they felt that this learning model provided space for students to further explore the positive values contained in the history of the nation's struggle, such as unity, hard work, and a sense of responsibility towards the country. Teachers also expressed that this approach made it easier for them to instill a national spirit in students, because learning was not only based on theory, but also on practical experiences that made students more aware of the relevance of the history of the nation's struggle in their daily lives.

However, although the results of this study show a positive impact of implementing project-based learning in increasing national spirit, there are several factors that influence these results. One of them is the readiness and ability of teachers in managing project-based learning. In some cases, teachers have difficulty in compiling projects that are in accordance with the curriculum and student abilities. In addition, limited facilities and resources, such as teaching materials that support project-based learning, are also challenges that need to be considered. However, despite the challenges, the results obtained show that with the right support, project-based learning based on the story of the nation's struggle can produce a deeper understanding and a stronger national spirit among MI students (Sholeh, *et.al.*, 2024).

Another important finding is the involvement of parents in supporting student learning projects. Interviews with several parents showed that they felt more involved in their children's learning process through projects based on the story of the nation's struggle. This shows that project-based learning not only involves students and teachers, but also builds closer collaboration between schools and parents. This parental involvement contributes to strengthening the national values taught in schools, as well as expanding the influence of national spirit education to the family environment.

Overall, the results of this study indicate that project-based learning based on the story of the nation's struggle can be an effective strategy in increasing the spirit of nationalism of students at Madrasah Ibtidaiyah. By using a contextual approach and based on direct experience, history learning can be more interesting and meaningful for students. Instilling the spirit of nationalism through projects based on the history of the nation's struggle not only strengthens students' understanding of Indonesian history, but also forms a national character that will be beneficial for their lives as active and responsible citizens.

CONCLUSION

This study aims to explore how Project Based Learning (PjBL) based on the story of the nation's struggle can increase the spirit of nationalism of students of Madrasah Ibtidaiyah (MI) in Kendari City. Based on the results of the analysis, it can be concluded that the implementation of PjBL based on the story of the nation's struggle has a positive impact on increasing students' understanding and spirit of nationalism. Projects based on the history of the nation's struggle allow students to internalize national values in a more applicable and contextual way. Through active involvement in projects such as making models, documentary videos, and presentations, students not only learn history as information, but also as part of their life experiences that are relevant to everyday life.

The main findings of this study are that students involved in project-based learning that highlights the story of the nation's struggle showed an increase in learning engagement, a deeper understanding of the history of the nation's struggle, and positive changes in their national attitudes. Carefully selected stories of the nation's struggle serve as a bridge to connect students with national values such as unity, courage, and the spirit of struggle, which are then applied in their daily lives. In addition, parental involvement in supporting project-based learning also contributes to strengthening students' national spirit outside the school environment.

The implications of this study are very significant in the context of developing education in Madrasah Ibtidaiyah. The application of project-based learning based on the history of the nation's struggle can be used as an effective model to improve national character among students. In addition, the results of this study also show that contextual and experience-based learning can be a more interesting and relevant strategy for students, thereby improving overall learning outcomes. In practice, this study provides guidance for educators and educational policy makers to design curricula and teaching methods that are more focused on learning that integrates national values, as well as equipping students with the critical and creative thinking skills needed to become good citizens.

Recommendations for further research include several things. First, further research is needed that tests the implementation of the project-based learning model in schools with different social and cultural contexts, both in other regions in Indonesia and on an international scale. This is to enrich the understanding of the diversity of implementation methods and their impact on students' national spirit. Second, longitudinal research that observes the long-term impact of project-based learning on students' national spirit and character can provide deeper insights into the sustainability of the effects of this model. Third, further research can explore ways to overcome challenges in implementing PjBL, such as limited resources and teacher training, and strengthen collaboration between schools, families, and communities to create a more supportive learning environment.

Overall, this study suggests that project-based learning, especially those that highlight the story of the nation's struggle, can be an effective method in forming a spirit of nationalism and national character among students of Madrasah Ibtidaiyah. With the right support from teachers, parents, and schools, this approach has the potential to produce a young generation that is more caring, responsible, and proud of the history and culture of their nation.

REFERENCES

- Amalina, A. N., Afina, F. N., & Susilo, B. E. (2024, February). Pengaruh Digitalisasi Perangkat Sekolah terhadap Metode Pembelajaran Berbasis Proyek Menggunakan Teori Belajar Konstruktivisme. In *PRISMA, Prosiding Seminar Nasional Matematika* (pp. 541-545). <https://proceeding.unnes.ac.id/prisma/article/view/3001>
- Aminah, A., Hairida, H., & Hartoyo, A. (2022). Penguatan Pendidikan Karakter Peserta Didik melalui Pendekatan Pembelajaran Kontekstual di Sekolah Dasar. *Jurnal Basicedu*, 6(5), 8349-8358. <https://www.neliti.com/publications/452503/penguatan-pendidikan-karakter-peserta-didik-melalui-pendekatan-pembelajaran-kont>
- Asih, S. A., & Aufa, A. (2023). Analisis Penanaman Karakter Semangat Kebangsaan pada Pembelajaran PKn di Madrasah Ibtidaiyah Medan. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 32(1), 25-34. <https://journal-fip.um.ac.id/index.php/sd/article/view/803>
- Assingkily, M. S. (2021). *Metode Penelitian Pendidikan: Panduan Menulis Artikel Ilmiah dan Tugas Akhir*. Yogyakarta: K-Media.
- Aulia, U. S., Hidayat, H., Mulyani, H., Azhar, S. F., & Latifah, V. (2021). Menanamkan Nilai Pancasila dalam Pendidikan Kewarganegaraan Pada Siswa Madrasah Ibtidaiyah/Sekolah Dasar. *MADROSATUNA: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 4(1), 25-34. <http://jurnal.iailm.ac.id/index.php/madrosatuna/article/view/278>
- Baginda, M. (2018). Nilai-nilai pendidikan berbasis karakter pada pendidikan dasar dan menengah. *Jurnal Ilmiah Iqra'*, 10(2). <https://journal.iain-manado.ac.id/index.php/III/article/view/593>
- Husnullail, M., & Jailani, M. S. (2024). Teknik Pemeriksaan Keabsahan Data dalam Riset Ilmiah. *Jurnal Genta Mulia*, 15(2), 70-78. <https://ejournal.uncm.ac.id/index.php/gm/article/view/1148>
- Lubis, M. A. (2020). *Pembelajaran Pendidikan Pancasila Dan Kewarganegaraan:(PPKN) DI SD/MI: Peluang Dan Tantangan Di Era Industri 4.0*. Prenada Media.

<https://books.google.com/books?hl=id&lr=&id=8A7uDwAAQBAJ&oi=fnd&pg=PR1&dq=tantangan+implementasi+pendidikan+kebangsaan+di+MI&ots=WuWBcKFC57&sig=alsk6qe1h9d6v64vUGyXJNsMMCQ>

- Nur, R. A. P., Truvadi, L. A., Agustina, R. T., & Salam, I. F. B. (2023). Peran Pendidikan Pancasila dalam Membentuk Karakter Bangsa Indonesia: Tinjauan dan Implikasi. *ADVANCES in Social Humanities Research*, 1(4), 501-510. <http://adshr.org/index.php/vo/article/view/54>
- Nursamsi, D. J., & Jumardi, J. (2022). Peran guru dalam menanamkan sikap nasionalisme terhadap peserta didik sekolah dasar. *Jurnal Basicedu*, 6(5), 8341-8348. <https://www.neliti.com/publications/451322/peran-guru-dalam-menanamkan-sikap-nasionalisme-terhadap-peserta-didik-sekolah-da>
- OK, A. H., Farabi, M. A., & Sanjaya, I. (2023). Implementasi Pembelajaran Berbasis Proyek dalam Pembentukan Karakter Siswa SD IT Sekabupaten Aceh Tenggara. *FIKROTUNA Jurnal Pendidikan dan Manajemen Islam*, 12(1). <http://repository.uinsu.ac.id/id/eprint/22774>
- Sholeh, M. I., Tasya, D. A., Syafi'i, A., Rosyidi, H., Arifin, Z., & binti Ab Rahman, S. F. (2024). PENERAPAN PEMBELAJARAN BERBASIS PROYEK (PJBL) DALAM MENINGKATKAN KEMAMPUAN BERPIKIR KRITIS SISWA. *Jurnal Tinta: Jurnal Ilmu Keguruan Dan Pendidikan*, 6(2), 158-176. <https://ejournal.alqolam.ac.id/index.php/jurnaltinta/article/view/1484>
- Wati, S. H., & Sudigdo, A. (2019, April). Keterampilan Menulis Karangan Narasi Sejarah Melalui Model Pembelajaran Mind Mapping Bagi Siswa Sekolah Dasar. In *Prosiding Seminar Nasional PGSD UST* (Vol. 1, No. 1). <https://jurnal.ustjogja.ac.id/index.php/sn-pgsd/article/view/4760>
- Wibowo, H. S. (2023). *Pengembangan Teknologi Media Pembelajaran: Merancang Pengalaman Pembelajaran yang Inovatif dan Efektif*. Tiram Media. https://books.google.com/books?hl=id&lr=&id=OhTJEAAAQBAJ&oi=fnd&pg=PA1&dq=pengembangan+pendekatan+pembelajaran+yang+efektif+melalui+pengalaman+nyata&ots=4d_OpMqqM7&sig=v5KLE1Y5rUYO5aY6yMjRb_baG8
- Zulfikar, F. (2018). Model Pembelajaran Studi Kasus Untuk Meningkatkan Pengetahuan Siswa dan Respon Siswa. In *Prosiding Seminar Nasional PPKn* (pp. 1-8). <https://ppkn.fkip.uns.ac.id/wp-content/uploads/2018/08/Fiqy-Zulfikar.-Universitas-Sebelas-Maret..pdf>
- Zulfikar, M. F., & Dewi, D. A. (2021). Pentingnya pendidikan kewarganegaraan untuk membangun karakter bangsa. *JURNAL PEKAN: Jurnal Pendidikan Kewarganegaraan*, 6(1), 104-115. <http://jurnal.stkipppersada.ac.id/jurnal/index.php/PEKAN/article/view/1171>