



Teachers' Strategies in Improving Students' Nationalism and Love for the Country in the Era of Globalization

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Abstrak

Penelitian ini bertujuan untuk mengetahui strategi guru dan tantangan atau kendala dalam meningkatkan wawasan kebangsaan dan cinta tanah air siswa di era globalisasi. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Lokasi dalam penelitian ini adalah di SMP Swasta Bunga Mawar, SMP Swasta BNKP, SMP Negeri 2 Gunungsitoli Alo'oa dan SMP Swasta BNKP AGIOS Nikolaus, keempat lokasi penelitian yang dipilih ini berada di Kota Gunungsitoli, dengan informan Guru PPKn dan siswa. Teknik pengumpulan data yang digunakan adalah teknik observasi, wawancara dan dokumentasi. Teknik analisis data dalam penelitian ini adalah pengumpulan data, reduksi data, penyajian data dan verifikasi data. Dari hasil penelitian ditemukan bahwa Strategi Guru dalam Meningkatkan Wawasan Kebangsaan dan Cinta Tanah Air Siswa di Era Globalisasi yakni memupuk nilai nasionalisme dalam diri siswa melalui pelajaran, mengintegrasikan nilai-nilai kebangsaan dan cinta tanah air kepada siswa dalam aktivitas yang berbasis teknologi seperti media sosial dan internet, melaksanakan nilai-nilai dari pengamalan Pancasila dalam kehidupan lingkungan sekolah, mengajak siswa agar menyaring informasi dan budaya yang masuk dalam rangka melestarikan kebudayaan tradisional. Tantangan dalam Meningkatkan Wawasan Kebangsaan dan Cinta Tanah Air Siswa di Era Globalisasi yakni adanya perkembangan teknologi dapat mempengaruhi pola pikir, pola sikap dan pola tindak siswa dalam berbangsa dan bernegara sehingga melupakan wawasan kebangsaan. mengakibatkan terjadinya konflik nilai pada diri siswa. Menurunnya kualitas moral siswa, meningkatnya kesenjangan sosial, munculnya tradisi serba cepat dan instan, susah di atur bahkan melawan guru. Sekolah mengalami kesulitan dalam membatasi siswa untuk mengakses media sosial dan keterbatasan sarana prasarana untuk mendukung siswa dalam mengikuti kegiatan pembelajaran. Kendala dalam Meningkatkan Wawasan Kebangsaan dan Cinta Tanah Air Siswa di Era Globalisasi kurangnya kesadaran siswa dalam menerapkan nilai-nilai atau karakter yang telah diajarkan, rendahnya kepedulian orang tua terhadap pendidikan anaknya, terjadinya perubahan gaya hidup yang menjurus pada perilaku tidak sehat, keterbatasan waktu yang dimiliki guru untuk mendidik siswa dalam penanaman nilai moral dan cinta tanah air.

Kata Kunci: Strategi Guru, Wawasan Kebangsaan dan Cinta Tanah Air, Globalisasi

Abstract

This study aims to determine the teacher's strategy and challenges or obstacles in improving students' national insight and love for the country in the era of globalization. This research uses a qualitative method with a descriptive approach. The locations in this study were at Bunga Mawar Private Junior High School, BNKP Private Junior High School, Gunungsitoli Alo'oa State Junior High School 2 and BNKP AGIOS Nikolaus Private Junior High School, the four research locations chosen were in Gunungsitoli City, with Civics Teacher and student informants. The data collection techniques used are observation, interview and documentation techniques. Data analysis techniques in this study are data collection, data reduction, data presentation and data verification. From the results of the study, it was found that the Teacher's Strategy in Improving Students' Nationalism and Love for the Country in the Era of Globalization is to foster the value of nationalism in students through lessons, integrating nationalism and love for the country values to students in technology-based activities such as social media and the internet, implementing the values of Pancasila in the life of the school environment, inviting students to filter incoming information and culture in order to preserve traditional culture. Challenges in Improving Students' Nationalistic Insight and Love for the Country in the Era of Globalization, namely the development of technology can affect the mindset, attitude and action patterns of students in the nation and state, thus forgetting nationalistic insight. resulting in a conflict of values in students. Decreasing the moral quality of students, increasing social inequality, the emergence of fast-paced and instant traditions, difficult to organize and even against teachers. Schools have difficulty in restricting students from accessing social media and limited infrastructure to support students in participating in learning activities. Constraints in Improving Students' Nationalistic Insight and Love for the Country in the Era of Globalization lack of student awareness in applying the values or characters that have been taught, low parental concern for their children's education, changes in lifestyle that lead to unhealthy behavior, limited time owned by teachers to educate students in instilling moral values and love for the country.

Keywords: *Teacher's Strategy, Nationalism and Love for the Country, Globalization*

Introduction

Citizens who have national insight and love for the country are citizens who respect, appreciate and uphold the struggle and integrity of their nation. Awareness of national insight and love for the country is a necessity that must be owned and imbued by every person as a society that loves its country. Building public awareness requires synergy with elements of the nation, especially in the current era of globalization which increasingly provides convenience in various aspects of community life. The threat of erosion of the values of national

insight and love for the country in the era of globalization is not impossible to occur in society, especially in the school environment. The era of globalization, which is marked by the development of advances in science, technology, communication, and information, can affect the patterns and ways of thinking of society. However, it must be recognized that the era of globalization does not only connote a bad direction but also has a positive impact that supports various efforts, creativity and progress of the community including schools and students in supporting the progress of education.

Schools as a means of education for the community have the responsibility to direct and foster students so as not to have an impact on the erosion of the values of national insight and love for the country in the era of unlimited world progress. Teachers in schools have a strategic role in educating, shaping and fostering the character and personality of students to become a generation that is noble, has an innovative and creative spirit, as well as being a human being who is responsible for himself and his environment, as well as his nation and country. The existence of teachers has a strategic function and position in producing the next generation of quality and quality.

Article 1 paragraph 1 of Law No. 14/2005 on Teachers and Lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. In addition, in carrying out their profession as teachers, they are required to have pedagogical, personality, social, and professional competencies.

Teachers as an important component, in carrying out their duties in the learning process, are also responsible and have a role in building and increasing students' self-awareness of national insight and love for the country. In the general explanation of Government Regulation Number 74 of 2008 as amended by Government Regulation Number 19 of 2017 concerning Teachers, it is explained that professional teachers will produce quality education processes and results in order to realize smart and competitive Indonesian people, namely humans who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and

responsible citizens. Budimansyah (in Rika Hanipah; 2022) argues that fostering national insight and love for the country needs to be done continuously, especially in the school environment to ensure the sustainability of the nation's life. The concept of national insight mandates the entire nation to put unity, integrity, and the interests and safety of the nation and state above personal or group interests. Nationalistic insight develops Indonesian unity in such a way that the principle of Unity in Diversity is maintained, giving no place to cunning patriotism. Through nationalistic insight based on Pancasila, the Indonesian nation has successfully paved the way for its mission in the midst of the world order (Wiratmaja et al., 2021).

Furthermore, the concept of love for the homeland relates to the feelings that every citizen has towards his own nation and country. Love for the country is reflected through attitudes and behaviors that love, maintain and preserve the environment, appreciate and prioritize the work of the nation's children with the slogan love domestic products, maintain the good name of the nation and know the region / region without promoting ego fanaticism. Love for the country is an attitude and action that is willing to sacrifice itself and is loyal to the nation and country, and is able to master and keep up with the development of globalization.

Waters (in Nur'Aini, et al) stated that globalization is a social process that has an impact on geographical limitations, and social culture is not the main thing, what emerges is individual awareness. This shows that the level of individualism and materialism tends to increase so it is feared that it will have an impact on the lack of national insight and love for the country in the younger generation, especially in the world of education. For example, the waning of respect for local cultural values,

deifying foreign products, social relations and empathy for others began to decrease as well as respect and appreciation for state symbols. This condition has developed and become one of the problems that began to be felt by several schools in Gunungsitoli City. Thus, teacher strategies are needed to improve and strengthen students' national insight and love for the country to prevent the negative effects of globalization, so that the goals of national education can be achieved.

Methods

This research uses a qualitative method approach with a descriptive approach. According to Loncoln and Guba in Nana Syaodih Sukmadinata (2011: 60-61), qualitative research is naturalistic research. Furthermore, it is said that the researcher and the researched are interactive, inseparable, a unity is formed simultaneously and reciprocally, it is impossible to separate cause and effect and this research involves values. This research was conducted at Bunga Mawar Private Junior High School with informant Natalius Harefa (NH), BNKP Private Junior High School namely Tri Lilin Natalia Zendrato (TLZ), then Gunungsitoli Alo'oa State Junior High School 2 namely Denny Kurniawan Laoli (DKL) and BNKP AGIO Nikolaus Private Junior High School is Mrs. Lestariani Zebua (LZ), the four research locations chosen are in Gunungsitoli City. Data collection procedures used in collecting data are observation, interviews, and documentation. The data analysis technique used in this research is qualitative data analysis of the Miles and Huberman model (Sugiyono, 2018), with data collection, data reduction, data presentation and verification. Checking the validity of the data is done by classifying the data and checking the suitability of the data analysis obtained, by carrying out the

testing stages, namely, 1). credibility test, 2). transferability test, 3). dependability test, and 4). confirmability test (Sugiyono, 2018).

Results and Discussion

Teachers' Strategies in Improving Students' Nationalism and Love for the Country in the Era of Globalization

Based on the findings obtained through interviews with several informants in the framework of the teacher's strategy to improve students' national insight and love for the country in the era of globalization, namely first, through learning activities the school tries to emphasize that students can provide feedback and responses in learning, for example by inviting students to memorize the national anthem and make it an assignment for assessment. Second, through the habit of ceremonies and morning roll call, the school always tries to motivate students to continue to maintain cultures. Third, increasing the sense of nationality and love for the country such as telling and being proud of themselves as a generation in Indonesia because they are part of the history of Indonesian independence, (DKL).

DKL further said that it is necessary to integrate national values and patriotism to students in technology-based activities such as social media and the internet. Give an appeal to students in using technology properly, and invite students to learn to use technology by searching about the lessons learned.

Meanwhile, according to the informant (TLZ), increasing the sense of nationalism and love for the country is done by fostering the value of nationalism in students, meaning through lessons and lectures given by the teachers by reminding students to love the country, be

grateful for the independence that has been achieved, implement the values of the guidelines for the implementation of Pancasila and this is also not only told, but taught to be applied in the life of the school environment, for example starting from the way they behave, cooperate, work together, respect others, that is the most important way to do. Next is filtering incoming information and culture, especially in the school environment.

This means that incoming information must be investigated first, whether the information is true or false. Next, in the school environment there are also often activities to preserve traditional culture through lessons, such as Cultural Arts, Music, and Crafts. Students are taught to recognize cultures, especially on Nias Island. The aim is to know the culture that exists in the Nias area, although in general in the community it may exist but at least in the school environment it must also be preserved.

Meanwhile, according to NH, in increasing the sense of nationality and love for the country can be done through apple coaching every morning, through holidays, holding end-of-month worship, scouting activities, self-coaching, extra-curricular activities, school regulations, filtering foreign cultures in accordance with the guidance of local values, norms and traditions, understanding the values of Pancasila well and through civic education lessons.

The other side that can be applied is first, providing motivation and getting used to continuing to learn new things. The school in this case tries to give appreciation through learning so that students can be moved to care. Second, instill a sense of love for the country through love for the environment. The school tries to provide/invite students to be moved in mutual cooperation. Third, patriotism,

schools try to provide problem issues and invite students to solve them together, (DKL).

Meanwhile, according to LZ, what can be done is integrating local and national culture in learning; encouraging active participation in national activities; and strengthening character education in learning.

Based on some of the above opinions, it can be concluded that the teacher's strategy in improving students' nationalistic insight and love for the country in the era of globalization is first, through learning activities the school tries to emphasize so that students can provide feedback and responses in learning, for example by inviting students to memorize national anthems and use them as assignments for assessment. Second, through the habit of ceremonies and morning roll call, the school always tries to motivate students to continue to maintain cultures. Third, increasing the sense of nationality and love for the country such as telling and being proud of themselves as a generation in Indonesia because they are part of the history of Indonesian independence, Fourth, integrating the values of nationality and love for the country to students in technology-based activities such as social media and the internet. Fifth, encouraging and inviting students to use technology properly, by prioritizing searching about the lessons taught. Sixth, fostering the value of nationalism in students through lessons and lectures given by teachers by reminding students to love the country, be grateful for the independence that has been achieved. Seventh, implementing the values of Pancasila in the life of the school environment, for example starting from the way they behave, cooperate, work together, respect others. Eighth, inviting students to filter incoming information and

culture, especially in the school environment, so that it is in accordance with the guidelines of local values, norms and traditions. Ninth, in the school environment encourage activities in order to preserve traditional culture through lessons, such as Cultural Arts, Music, and Crafts. In addition, it can carry out other activities such as holding end-of-month worship services, scouting activities, self-coaching, extra-curricular activities. Tenth, integrating local and national culture in learning; encouraging active participation in national activities; and strengthening character education in learning.

In addition to this, another strategy that can be done is to create school situations and conditions that have a level of discipline of students including teachers and prioritize the quality of education that students must have, which of course is supported by the existing rules in the school environment. The importance of a persuasive approach for students who tend to have behavior that is not in accordance with ethical and cultural values as students. Encourage supervision and socialization that can stimulate the thoughts and behavior of students in order to have responsibility as a generation who loves the nation and homeland.

Challenges in Improving Students' Nationalism and Love for the Country in the Era of Globalization. According to DKL, the challenge of globalization is technological development. Technological developments and the development of a global society are associated with the world of education without borders, which of course becomes a challenge for national insight, considering that this development can affect the mindset, attitude and action patterns of students in the nation and state. This certainly causes more and more students to forget about national insight. Such as national songs, where nowadays

there are still students who do not know any more national songs but instead want to know the songs of the outside world.

Students are more interested in the new culture offered by out-of-school cultural agents, especially television media, compared to our own culture that is instilled at school. The contradiction between the values derived from the noble culture of the Indonesian nation and the values brought by the agent of globalization results in a value conflict in students. In the current era of globalization, technological advances cannot be stopped anymore, the development of technology is currently feared to bring a change in people's lives. The birth of social media makes students' behavior patterns shift both culture, ethics and existing norms. In addition, other challenges such as awareness in flag ceremonies, in terms of lifestyles that are more likely to follow cultural styles from outside and the use of drugs, (NH).

The next thing is the influence of dominant foreign cultures. Through mass media, information technology, and intercultural interactions, students can be exposed to dominant foreign cultures, such as popular culture, lifestyles, and values that are not always in line with local or national culture. This can affect students' understanding of national identity and love for the country, as well as reduce their sense of pride in local culture, (LZ).

In addition, the decline in the moral quality of students. For example, when students already have technological tools such as cellphones, they only focus on these objects, when the teacher teaches in front of them they do not listen and that has become clear evidence. Next is the increasing social gap. Usually occurs due to differences in student backgrounds, some come from the wealthy, upper, lower, and middle class, then the occurrence of

student groups and choosing friends, especially if there are those with wealthy backgrounds, they usually boast and compare themselves with their peers. Then the emergence of fast and instant traditions, usually school children prefer to do assignments instantly by copying from the internet then printing and submitting without reading first, (TLZ). Children in the past could be directed, nowadays children are difficult to manage, if they are told to do the task, they do not do it, instead they underestimate the task, sometimes there are even students who fight the teacher, (LZ).

Furthermore, TLZ said that the changes in student behavior in the past and today are very different. It can be seen that in ancient times, the values of cooperation, sense of brotherhood, mutual cooperation were very high, while nowadays these values have almost disappeared both in terms of the attitude and morals of students, due to the rapid development of the times. The emergence of various information technologies, one of which is cellphone, the sense of brotherhood between people has changed, due to the lack of interaction between individuals.

Meanwhile, according to DKL, other challenges in the current era of globalization are first, the ease of technology, with the development of the times technology is also growing rapidly and increasingly sophisticated. Schools have difficulty in limiting students to access their social media due to time constraints. Because the time of the existence of students at school is not comparable to the time at home. In addition to economic challenges, schools certainly have problems in maintaining students' love for the country due to limited infrastructure to support students in participating in learning activities.

Based on the above views, it can be concluded that the challenge of increasing students' nationalistic insight and love for the country in the era of globalization is the development of technology and the development of a global society associated with the world of education without borders, which can affect the mindset, attitude and action patterns of students in the nation and state. More and more students forget about national insight. Students are more interested in the new culture offered by out-of-school cultural agents, especially television media, compared to our own culture instilled at school. The contradiction between the values derived from the noble culture of the Indonesian nation and the values brought by the agent of globalization results in a conflict of values in students. The birth of social media has made students' behavior patterns shift both culture, ethics and existing norms. Awareness in attending the flag ceremony, a lifestyle that is more likely to follow the cultural style from outside. Declining moral quality of students, increasing social inequality, the emergence of fast-paced and instant traditions, difficult to regulate and even against teachers. Fading values of cooperation, sense of brotherhood, mutual cooperation, the use of cellphones triggers a sense of brotherhood to change, due to lack of interaction between individuals. Schools have difficulty in restricting students from accessing social media and limited infrastructure to support students in participating in learning activities.

Constraints in Improving Students' Nationalism and Love for the Country in the Era of Globalization

The results of interviews conducted according to NH, the obstacles to increasing students' national insight and love for the country are the lack of student awareness in applying the values or

characters that have been taught, low parental concern for their children's education, changes in lifestyle that lead to unhealthy behavior, the limited time teachers have to educate students in instilling moral values and love for the country, and differences in upbringing between school and home environments which result in students not being able to develop good character.

Meanwhile, according to LZ, the obstacles are the lack of opportunities for students to have direct experience in understanding and appreciating local culture. Lack of attention from parents and teachers, as well as students who prioritize android and play social media and online games and ignore learning.

Conclusion

Teachers' Strategies in Improving Students' Nationalism and Love for the Country in the Era of Globalization, namely through learning activities, schools try to emphasize that students can provide feedback and responses in learning, through habits for ceremonies and morning apples, schools always try to motivate students to continue to maintain cultures, increase their sense of nationalism and love for the country such as telling and being proud of themselves as a generation in Indonesia, integrating nationalism and love for the country to students in technology-based activities such as social media and the internet, encouraging and inviting students to use technology properly, fostering the value of nationalism in students through lessons and lectures given by teachers, implementing the values of the practice of Pancasila in the life of the school environment, for example starting from the way they behave, cooperate, work together, respect others, inviting students to filter incoming information and culture, especially in the school environment to be

in accordance with the guidelines of local values, norms and traditions, in the school environment encouraging activities in order to preserve traditional culture through lessons, such as Cultural Arts, Music, and Crafts.

Challenges in Improving Students' Nationalistic Insight and Love for the Country in the Era of Globalization are the development of technology and the development of a global society associated with the world of education without borders, which can affect the mindset, attitude and action patterns of students in the nation and state. More and more students forget about national insight. The contradiction between the values derived from the noble culture of the Indonesian nation and the values brought by the agent of globalization results in a conflict of values in students. The birth of social media makes students' behavior patterns shift both culture, ethics and existing norms. Awareness in attending the flag ceremony, a lifestyle that is more likely to follow the cultural style from outside. Declining moral quality of students, increasing social inequality, the emergence of fast-paced and instant traditions, difficult to manage and even against teachers. Fading values of cooperation, sense of brotherhood, mutual cooperation, the use of cellphones triggers a sense of brotherhood to change, due to lack of interaction between individuals. Schools have difficulty in restricting students from accessing social media and limited infrastructure to support students in participating in learning activities.

Obstacles in Improving Students' Nationalism and Love for the Country in the Era of Globalization lack of student awareness in applying the values or characters that have been taught, low parental concern for their children's education, changes in lifestyle that lead to unhealthy behavior, the limited time

teachers have to educate students in instilling moral values and love for the country, as well as differences in upbringing between school and home environments which result in students not being able to develop good character. lack of opportunities for students to have direct experience in understanding and appreciating local culture. Lack of attention from parents and teachers, as well as students who prioritize android and play social media and online games and ignore learning.

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