



The Role Of Citizenship Education Learning In Forming Students' Nationalism Attitudes In Grade VIII

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Abstract

This study aims to explore the extent to which Civic Education (PPKn) contributes to fostering nationalism among eighth-grade students at SMP Negeri 2 Pancur Batu. The research is grounded in the urgency of instilling nationalist values to face the challenges of globalization, which threatens the national identity of the younger generation. A qualitative approach was employed, with data collected through observation, interviews, and documentation. The findings reveal that Civic Education plays a significant role in shaping students' nationalist attitudes. Teachers actively engage in delivering contextually relevant material and apply interactive teaching methods. Several factors influence the development of nationalism in students, including the role of teachers, teaching strategies, family environment, peer influence, and social media. Overall, students exhibit a relatively strong sense of nationalism, reflected in their participation in school activities with national themes, respect for national symbols, and an appreciation for diversity. In conclusion, Civic Education contributes meaningfully to the internalization of nationalist values among students. Therefore, synergy among teachers, parents, and schools is essential to strengthen students' nationalism so that they grow into citizens who love their country and uphold Pancasila values.

Keywords: Civic Education, Nationalism, Civic Subject

INTRODUCTION

Education plays a crucial role in shaping the character and personality of the younger generation. The primary goal of education is to produce individuals who love their homeland, are proud of their nation, and have a passion for maintaining unity. In this regard, Civics Education (PKn) serves as a subject designed to instill the values of nationality, democracy, and national awareness in students (Sofannah, Amrullah, & Wardana, 2023).

Civics Education (PKn) plays a crucial role in shaping students' character and personality as responsible citizens. In an era of increasingly rapid globalization and massive development of information technology, the spirit of nationalism among the younger generation is beginning to face significant challenges (Nazara, Lase, Hulu, & Harefa, 2024). The emergence of symptoms such as a weakening sense of patriotism, a lack of appreciation

for cultural diversity, and an increasing individualistic attitude are issues that require attention. This situation places a primary responsibility on education to effectively instill national values in students (Kurnia, 2019).

Amidst the strong currents of globalization, nationalist values among the younger generation often face challenges. Several emerging issues, such as the influx of foreign cultures that conflict with local ones, a lack of understanding of the nation's history, and a decline in concern for others, are indicators of a waning spirit of nationalism. Therefore, civics education in schools is one way to address these negative influences by instilling a sense of nationalism from an early age (Sati & Dewi, 2021).

Looking at the current situation, there is a tendency among Indonesians, especially the younger generation, that their sense of nationalism and love for their homeland is fading, even eroding. This can be seen in the large number of Indonesian teenagers who tend to imitate Western lifestyles in various aspects, and who prefer and are proud to use foreign products over domestic ones, because they are considered more modern (Itasari, 2022).

As formal educational institutions, schools have a significant responsibility to instill a spirit of nationalism from an early age. Civics education is a crucial tool for introducing the fundamental values of national life, such as Pancasila, the 1945 Constitution, the motto "Bhinneka Tunggal Ika," and the importance of maintaining unity within the framework of the Unitary State of the Republic of Indonesia (NKRI). Therefore, civics instruction should not only focus on knowledge but also foster attitudes and behaviors that reflect nationalist values in everyday life (Faisal & Sulkipani, 2016).

However, in practice, the civics learning process has not fully addressed students' attitudinal or affective aspects. Many students still merely memorize national concepts without truly understanding and internalizing them. This situation underscores the need for more in-depth research to assess the extent to which civics learning can contribute to shaping students' nationalist attitudes (Nur Wijayanti & Muthali'in, 2023).

As a junior high school (SMP Negeri 2 Pancur Batu), it is responsible for fostering nationalism in students through various civics learning approaches. Eighth-grade students are in a crucial period of character development. Therefore, how teachers design and implement civics learning will significantly influence the development of nationalism in students, such as patriotism, respect for diversity, and a spirit of unity.

According to (Rifa, 2018) civics learning must be able to guide students to become citizens who possess a sense of nationalism and responsibility for the fate of their nation. This aligns with (Suwandi, Putri, & Sulastri, 2024) who states that nationalistic values can be effectively instilled through active, participatory, and contextual learning methods tailored to students' lives (Akhyar & Dewi, 2022).

Furthermore, according to Collins et al. (2021a), teachers play a strategic role in instilling national values through a learning approach that encompasses not only cognitive but also affective and psychomotor aspects. With the right approach, civics learning can be an effective tool in shaping students' overall nationalist attitudes.

However, based on initial observations at SMP Negeri 2 Pancur Batu, students were still found to lack a sense of national spirit, such as reluctance to participate in flag ceremonies, a lack of respect for national symbols, and a lack of familiarity with national figures. This indicates that the civics learning process has not been fully optimal in shaping students' nationalist attitudes (Abih Gumelar, Maftuh, Hakam, & Budimansyah, 2023).

However, the current generation's primary focus should be developing a sense of nationalism that fosters pride in one's nation and state. Thus, attitudes can be understood as guiding or guiding individual behavior in responding to an object. This attitude begins with belief in the object being encountered.

The instillation of nationalist values, one of which is through formal educational institutions such as schools, is carried out through the Pancasila and Citizenship Education subject. This subject focuses on developing diverse identities in terms of religion, socio-cultural aspects, language, age, and ethnicity, with the goal of producing intelligent, skilled, and character-based Indonesian citizens in accordance with the mandate of Pancasila and the 1945 Constitution (Utami & Pitra, 2023).

The material contained in the Pancasila and Civics Education curriculum, such as the proclamation of independence and the first constitution, is expected to foster awareness of nationalist values in students and encourage them to comply with applicable regulations. Based on this explanation, it can be concluded that nationalism is a component of the Pancasila and Civics Education curriculum, which serves to instill nationalist values in students at school from an early age (Dahliyana, Budimansyah, & Nurdin, 2020).

The formation of nationalistic attitudes in students cannot be left solely to the family or community environment alone, but is also the primary responsibility of formal educational institutions, particularly through Civics (PKn) learning. VIII-grade junior high school students are in a crucial phase of social and emotional development, where national values need to be consistently and continuously instilled (Abidin, Pitoewas, & Adha, 2015). This is where the importance of the role of Civics teachers in developing learning strategies that not only transfer knowledge, but also touch on the realm of student attitudes and behavior. Through an interactive and contextual learning approach, teachers can link Civics material to the realities of students' daily lives, thereby further analyzing the extent to which the Civics learning process implemented at SMP Negeri 2 Pancur Batu can contribute significantly to shaping the nationalistic attitudes of VIII-grade students as the nation's successors (Anggraini & Wibawa, 2019).

The goal of instilling nationalistic values in students at school is to create a generation of future generations with a sense of nationalism. Pancasila and Civics Education, as mandated by the curriculum, is expected to produce more mature behavioral changes, both psychologically and socioculturally, particularly in developing citizens who are aware of their mandated rights and obligations (Ade, 2020).

Based on the background described above, the researcher formulated the research title "The Role of Civic Education Learning in the Formation of Nationalist Attitudes of Students in Class VIII of SMP Negeri 2 Pancur Batu"

RESEARCH METHODS

This study uses a qualitative approach with a descriptive approach. This approach aims to analyze the role of Civics Education (PKn) learning in shaping students' nationalist attitudes. Civics Education plays a crucial role in instilling national values, as well as a sense of patriotism, tolerance, and respect for diversity. With the application of effective learning methods, PKn can serve as a strategic tool in building nationalist attitudes among students.

A qualitative approach was used in this study because it can in-depth describe the dynamics of learning and students' responses to the nationalist values conveyed in Civics. Through this approach, the research can explore and understand the meaning of various student behaviors, actions, and experiences during the learning process. The research method used is descriptive, which aims to systematically and factually describe the role of teachers, the methods applied, and their influence on the formation of students' nationalist attitudes in the classroom (Rachman, Nurgiansyah, & Kabatiah, 2021)..

This study uses a qualitative approach to provide a deep understanding of the role of Civics learning in shaping students' nationalistic attitudes (Naibaho et al., 2024). This approach was chosen because it allows researchers to explore students' meanings, views, and experiences related to Civics learning. The subjects in this study were Civics teachers who teach in grade VIII and grade VIII students of SMP Negeri 2 Pancur Batu. This study was conducted at SMP Negeri 2 Pancur Batu, with a focus on grade VIII students during the learning period in the even semester of the 2025/2026 academic year (Febrianti & Dewi, 2021).

Data sources refer to the parties or subjects from whom research data is obtained. In this study, the researcher used primary data, obtained directly from respondents through interviews and observations (Winata, Sudrajat, Yuniarsih, & Zaqiah, 2020). The data for this study were taken from eighth-grade students at SMP Negeri 2 Pancur Batu.

Data analysis is a process that involves processing data from interviews, observations, and documentation to identify emerging patterns. In this study, the collected data was analyzed using qualitative data analysis techniques, appropriate to the type of data obtained.

RESULTS AND RESEARCH

Description of Research Location

This research was conducted at SMP Negeri 2 Pancur Batu which is a public junior high school located at Jl. Besar Namorambe No. 6, Baru Village, Pancur Batu District, Deli Serdang Regency, North Sumatra Province, Postal Code 20353. SMP Negeri 2 Pancur Batu is one of the public junior high schools under the auspices of the Deli Serdang Regency Education Office. This school has a conducive environment for teaching and learning activities, with adequate facilities such as classrooms, libraries, laboratories, teacher rooms, and other supporting facilities (Faidy & Arsana, 2014).

Pancur Batu 2 Public Middle School is a top choice for the local community due to its strategic location and easy access from the Pancur Batu district center. The school also boasts competent and professional teaching staff.

The suitability of the school's characteristics to the focus of the problem in this research, along with the ease of data access and also good cooperation from the school in implementing the research underlies the selection of SMP Negeri 2 Pancur Batu as the research location.

Research result

Research results are findings obtained after conducting fieldwork. Valid and relevant data sources are needed to obtain research results on the topic under study. Analysis of the obtained data provides answers to the formulated problems. The principal and Civics teachers were the sources of data for this study. The eighth-grade students of SMP Negeri 2 Pancur Batu also served as data sources (Edi, 2021).

This study aims to determine the role of Pancasila and Citizenship Education (PPKn) in shaping nationalistic attitudes among eighth-grade students at SMP Negeri 2 Pancur Batu. Data were obtained through interviews and observations. The following are the research findings based on the previously determined research focus.

The Role of Pancasila and Civic Education in Shaping Students' Nationalistic Attitudes

Pancasila and Citizenship Education (PPKn) plays a strategic role in instilling nationalistic values in students. At SMP Negeri 2 Pancur Batu, PPKn teachers utilize the subject matter as a medium to foster a spirit of patriotism, pride in the nation, and respect for diversity. The material is delivered not only theoretically but also in relation to everyday life contexts that are close to students' experiences.

One method employed is connecting the material to historical stories of the nation's struggle. By introducing national figures and their struggles, students are encouraged to understand the importance of unity and sacrifice in achieving independence. This approach fosters empathy and pride in the Indonesian nation. Teachers also provide discussion spaces for students to express their views on relevant national issues (Perbukuan, 2022).

In addition, Civics teachers instill constitutional awareness, respect for state symbols, and an understanding of the rights and obligations of citizens. For example, when discussing Pancasila and the 1945 Constitution, students are encouraged to understand how these values are applied in everyday life, such as being tolerant, maintaining harmony, and being active in social activities.

Extracurricular activities, such as Monday flag ceremonies, national day commemorations, and national-themed competitions, also support the learning process. Students are directly involved, either as ceremony officers, Pancasila text readers, or history readers. These activities serve as concrete means of instilling nationalistic values directly through real-life experiences (Nugraha, 2020).

The teacher's role as a mentor and role model is crucial to the success of this process. Teachers who can mentor students personally, provide examples through their behavior, and actively participate in national activities will be more effective in instilling nationalist values. An interactive and reflective learning approach allows students to engage

emotionally and intellectually, thus fostering an awareness of the importance of being responsible citizens.

The school's Civics teacher explained that she consistently strives to make the learning process more relevant to students' daily lives. She frequently employs a thematic approach, utilizing current issues such as social conflict, interfaith tolerance, and national holidays as topics for classroom discussion. This approach aims to ensure students not only understand the values of nationalism theoretically but also see them in a real-life context.

On Thursday, June 19 2025, researchers conducted an interview with the PPKn teacher at the school, he said that:

"I don't want students to just memorize the articles on Pancasila values. I want them to be able to apply them in their daily lives. For example, when discussing the topic of unity, I invite them to discuss events that reflect the importance of mutual respect.

Interviews with several students revealed that civics lessons made them more aware of the importance of unity. One student stated that through civics lessons, he learned to appreciate differences and recognize the ethnic, religious, and cultural diversity in Indonesia, which must be preserved (Rudiawan & Asmaroini, 2022).

Researchers conducted interviews with students on Thursday, June 19, 2025, one of the students named Meiliya Sari Br Sembiring said that:

"I used to be indifferent to seeing people of different religions or ethnicities. But after studying Civics, I've come to understand the importance of mutual respect. We are one nation, so we must look after each other."

Factors Influencing the Formation of Students' Nationalistic Attitudes

Various factors contribute to shaping students' nationalist attitudes, both within and outside the school environment. One such influencing factor is the quality of the Civics and Citizenship Education (PPKn) teacher. Teachers who possess high integrity, broad national insight, and are able to teach with a fun approach tend to be more effective in instilling nationalistic values in their students.

The choice of learning method is also crucial for success. Overuse of lectures can lead to passive learning. Conversely, learning methods that involve active interaction, such as group discussions, presentations, debates, or mock trials, can encourage students to think critically and actively participate. When students are given the space to express their views on national issues, this fosters a strong emotional and intellectual engagement with nationalist values.

The school environment also plays a crucial role as part of non-formal education. Schools foster a positive culture, such as instilling discipline, respecting diversity, and appreciating student achievement, which fosters a climate conducive to the growth of patriotism. At SMP Negeri 2 Pancur Batu, routine activities such as Independence Day celebrations, nationalistic-themed competitions, and the practice of singing the national anthem Indonesia Raya are part of the strategy for building student character.

On the other hand, the role of the family is equally important. Children raised in families that uphold national values, for example by respecting national symbols, celebrating national holidays, or discussing history and domestic political issues, tend to develop a stronger sense of nationalism. Conversely, if families focus solely on academic

achievement without paying attention to character education, the instilling of national values can be neglected (Wahab, 2021).

Furthermore, the existence of social media and advances in information technology are also important factors. On the one hand, media provides students with easy access to the nation's history, national heroes, and other educational content that fosters nationalism. However, on the other hand, media can also spread negative content such as hoaxes, hate speech, or radical ideologies that have the potential to influence students' views of their nation. Therefore, guidance from teachers and parents in guiding wise media use is crucial.

The development of nationalism among students depends not only on the content of Civics lessons but also on various other supporting factors. Interviews revealed that the presence of teachers is the most influential factor. Teachers who are dedicated and provide real-life examples will have a significant impact on shaping students' national character.

The researcher conducted an interview with the PPKn teacher at the school on Friday, June 20, 2025. He stated that (Belladonna & Anggraena, 2019):

"I believe that students learn not only from the material presented, but also from our attitudes and actions as teachers. If we demonstrate nationalism, they will follow."

The learning methods used also play a crucial role. Methods that actively involve students, such as group discussions, role-playing, and watching historical documentaries, are considered effective in evoking students' emotional intelligence, making learning more meaningful.

From the students' perspective, family and social circles also contribute to fostering nationalism. Several students mentioned receiving parental support to participate in various nationalistic activities, such as flag ceremonies, Independence Day celebration competitions, and scouting.

A student named Viona Emora Br Ginting, is of the opinion that:

"My father was a member of the Indonesian National Armed Forces (TNI), so I was taught to love my country from a young age. I was thrilled to participate in the August 17th competitions and felt very proud of it." However, some students expressed the opinion that their families rarely talked about nationalism. Instead, they learned more about national values from school or social media (Mahanani & Muchtar, 2019).

A student named Rafael Bangun, is of the opinion that:

"At home, we rarely discuss the country, but they learn about it from social media like TikTok or from their teachers at school."

This emphasizes the importance of collaboration between schools and families in fostering a holistic sense of nationalism. A supportive social environment significantly contributes to strengthening the internalization of national values in students.

Nationalistic Attitudes of VIII Grade Students of SMP Negeri 2 Pancur Batu

Overall, eighth-grade students at SMP Negeri 2 Pancur Batu demonstrated a relatively good sense of nationalism. Interviews conducted with eighth-grade students and teachers at SMP Negeri 2 Pancur Batu revealed that civics learning helped them understand the importance of loving their homeland and maintaining national unity. They also expressed pride in being Indonesian citizens and a commitment to upholding the nation's reputation in various situations.

Observations of classrooms and school activities revealed that students participated in flag ceremonies in an orderly manner, wore their uniforms neatly, and showed respect for the flag and the national anthem. They also demonstrated politeness toward teachers and peers, and actively participated in various social activities such as community service and fundraising for those in need. This indicates that nationalistic values are taking root and are reflected in students' daily behavior.

Interviews revealed that students had a sufficient understanding of the nation's history, the importance of maintaining unity amidst diversity, and the dangers of intolerance and radicalism. Some students even reported an increased interest in reading history books and following national news after participating in Civics (PPKn) lessons.

However, a small number of students still show little enthusiasm for nationalistic activities, particularly in terms of discipline and responsibility. For example, some students still arrive late for ceremonies, are inactive in class discussions, or lack enthusiasm when singing the national anthem (Suanto & Nurdyiana, 2020). This indicates that the process of developing nationalistic values still needs to be improved through a more personalized and sustainable approach.

The research results generally show that eighth-grade students at SMP Negeri 2 Pancur Batu have a fairly high level of nationalism. This is reflected in their behavior in respecting state symbols, such as discipline during ceremonies, enthusiastic singing of the Indonesian national anthem, and showing respect for the Red and White flag.

Interviews with teachers and class representatives confirmed these findings. They stated that the majority of students felt a sense of pride in being part of the Indonesian nation. Their enthusiasm was evident in their active participation in nationalistic activities, such as the Independence Day speech contest, the Pancasila quiz, and serving as ceremony officers (Sakban & Wahyudin, 2019).

The researcher conducted an interview with the homeroom teacher on Saturday, June 21, 2025, he was of the opinion that:

"The children are very enthusiastic when there are national competitions. I think that shows their love for their country." However, some students still haven't shown a strong sense of nationalism. Some appear less enthusiastic during ceremonies or don't understand the meaning of national symbols. Teachers see this as a challenge and suggest using a more concrete and emotional approach to build student engagement.

The research conducted an interview with a PPKn teacher on Saturday, June 21, 2025, he stated that: "Some students feel that PPKn lessons are too theoretical and boring. But if they are invited to discuss with real examples, they become more interested." Thus, it is important to continue developing learning strategies so that the values of nationalism can be understood and deeply experienced. The process of forming a nationalistic attitude requires time and continuity, as well as collaboration between schools, families, and the surrounding environment.

Research Instrument Validation Results

This research instrument has undergone a validation process by an expert to ensure its suitability and suitability for measuring the formation of students' nationalistic attitudes

in Pancasila and Citizenship Education (PPKn). Validation was conducted by a teacher experienced in PPKn.

Validator Identity :

Name : Marsaria Rajagukguk, S.Pd
Position : Civics Teacher
Institution : State Junior High School 2 Pancur Batu
Last education : Bachelor's degree (S1)

Based on the results of the review of the instruments which include interview guidelines, observation sheets, and documentation, the validator provided the following assessment:

1. Conformity to Research Objectives
1. The instruments have been prepared according to the variables and objectives to be achieved in the research.
2. Clarity of Language
2. The questions are formulated using clear, concise language that is easy for both teachers and students as respondents to understand.
3. Relation to PPKn subjects
3. The instrument reflects the students' nationalistic attitudes taught in the PPKn subject, such as respect for others, a spirit of deliberation, and active participation in school life.
4. Accuracy in Measuring Nationalist Attitudes
5. The instrument contains important aspects in forming students' nationalistic attitudes, such as love for the homeland, pride in national identity, respect for differences, and active participation in national activities.

Based on the evaluation, the validator stated that this research instrument met scientific feasibility standards and could be used without revision. The validator also appreciated the systematic design and clarity of the instrument's content. It is hoped that this instrument will optimize the research process and produce valid and useful data, particularly in strengthening nationalism in schools (Sumawijaya & Berantas, 2018).

Discussion

The Role of Pancasila and Civic Education in Shaping Students' Nationalistic Attitudes

The results of the study indicate that Pancasila and Citizenship Education (PPKn) learning at SMP Negeri 2 Pancur Batu significantly contributes to shaping the nationalist attitudes of eighth-grade students. This is in line with the view that PPKn is a strategic tool in values education and national character formation. In this regard, PPKn focuses not only on developing students' cognitive aspects but also on shaping individuals who are aware of their rights and obligations and committed to national values.

Field data shows that Civics teachers utilize a variety of active and contextual learning approaches, such as group discussions, case studies, and value reflection. This approach aligns with constructivist learning principles, which emphasize the formation of knowledge through direct experiences relevant to students' lives. Real-life activities such as flag ceremonies, national holiday commemorations, and national-themed competitions strengthen students' understanding of the importance of unity and patriotism.

Therefore, PPKn learning is not merely a matter of delivering material, but also a process of internalizing national values, attitudes, and behaviors. This aligns with the national curriculum's direction, which positions PPKn as a means of developing democratic, responsible citizens with a strong national identity (Dewi, Suresman, & Suabuana, 2021).

Factors Influencing the Formation of Students' Nationalistic Attitudes

The process of developing nationalist attitudes in students is influenced by several factors, both internal and external to the school. Teachers are a key element in this process, given their central role in instilling national values.

Furthermore, the learning method used also determines the success of developing nationalist attitudes. An interactive approach involving active student participation allows them to think critically, analyze national issues, and practice expressing their opinions. This process indirectly shapes students' character as active and responsible citizens.

The school environment also plays a crucial role. Schools with a culture of discipline, respect for diversity, and a spirit of togetherness tend to be more successful in instilling nationalism. Positive family support and social media platforms also reinforce the national values instilled in schools. Conversely, a less supportive family environment and exposure to negative media content can hinder the development of nationalism in students.

Thus, successfully instilling a sense of nationalism requires synergy between schools, families, and the community. This responsibility rests not solely with civics teachers but is a shared responsibility in the effort to shape a generation with national character.

Nationalistic Attitudes of Grade VII Students of SMP Negeri 2 Pancur Batu

Based on observations and interviews, the majority of seventh-grade students at SMP Negeri 2 Pancur Batu demonstrated a positive sense of nationalism. They demonstrated respect and courtesy toward national symbols (Fadilah, 2018).

Despite this, some students still display inconsistent behavior, particularly in terms of discipline and concern for the school environment. This indicates that the process of developing nationalist character still requires strengthening. Teachers need to continue building student motivation, providing role models, and creating learning spaces that encourage reflection and in-depth discussion on national values (Manalu & Najicha, 2022).

Therefore, civics education needs to be evaluated and adapted to address the challenges of globalization and the influence of digital media, which can erode national identity. Civics education must transform into values education that addresses students' affective and cognitive domains in a balanced way to produce a generation that is not only intelligent but also imbued with national character.

CONCLUSION

This research concludes that Pancasila and citizenship education have a major contribution in shaping the nationalistic attitudes of class VIII students at SMP Negeri 2 Pancur Batu. Learning that focuses on national themes is delivered in a relevant and participatory manner, where the teacher functions as a facilitator and role model in implementing nationalist values. This approach has been proven to encourage students to not only understand the concept of nationality, but also apply it in everyday behavior.

The formation of nationalist attitudes is influenced by several factors, such as the quality and role of teachers, teaching strategies, and the external environment, such as

family, peers, and social media. Teachers who are able to inspire and create an active learning environment significantly facilitate the internalization of national values. Furthermore, family and the social environment also exert influence, both in the form of support and obstacles.

Overall, students demonstrated a relatively positive sense of nationalism. They enthusiastically participated in activities with a national theme, showed respect for national symbols, and felt a sense of pride in being part of the Indonesian nation. However, further efforts are needed to reach students who have not yet demonstrated a full sense of nationalism, particularly in understanding symbols and actively participating in national activities.

Suggestion

Based on the findings in this study, the author makes several suggestions as follows:

1. Civics teachers are advised to continue enriching their teaching methods with contextual, innovative, and engaging approaches to instill nationalistic values more effectively in students. Furthermore, teachers are expected to serve as role models, reflecting the attitudes and behaviors of good citizens.
2. Students are expected to actively participate in the civics learning process and other activities that foster a love for their country. The values of nationalism they acquire are expected to be reflected in their daily attitudes and actions, both within and outside the school environment.
3. For parents, it is important to provide moral support and foster national values within the family. Instilling nationalism should be a shared responsibility between the school and the family, the primary environment for character formation in students.
4. For schools, it is recommended to hold more activities that are aimed at raising the spirit of nationalism, such as national-themed competitions, commemorating national holidays, and student organization activities that are aimed at strengthening the sense of love for the homeland.
5. For further research, the findings in this study can be a basis for further research with a quantitative approach or a combination of methods, and involving wider educational levels or regions, so that the results obtained can be compared, developed, and deepened.

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