

Statistics on Instilling Nationalism Values in Elementary School Students : A Systematic Literature Study

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Abstract

The decline in nationalism among the younger generation, especially elementary school students, is a serious challenge in the era of globalization. Many students are more familiar with foreign cultures than their own and do not understand the importance of maintaining national unity. This study aims to examine various strategies for instilling national values in elementary school students through systematic literature studies. The method used is the Systematic Literature Review (SLR) with the PRISMA approach and the SR (State of the Research) screening criteria which include five selected articles published between the years two thousand twenty and two thousand twenty-five. The results of the study indicate that the strategy for instilling national values is carried out through various approaches such as thematic learning with social studies content, integration of Pancasila values, familiarization with national activities, and participatory competitions. The obstacles faced include students' lack of understanding of the meaning of nationalism, limited learning time, and the negative influence of technology. This article concludes that if learning strategies are packaged contextually and innovatively, national values can be effectively instilled in students. These findings can be a reference for educators in designing relevant learning models to strengthen students' national character from an early age.

1. Introduction

In the current era of globalization, the spirit of love for the homeland or nationalism among the younger generation tends to decline. This can be seen from the number of students who are more familiar with foreign cultures than their own cultures, as well as the lack of awareness of the importance of maintaining the unity and unity of the nation. In fact, nationalism is very important for every citizen to have so that the Indonesian nation remains intact and not easily divided. Therefore, instilling the values of nationalism from an early age, especially at the elementary school level, is very important. Teachers play a big role in shaping students' character through learning that is fun and relevant to their daily lives (Alfitri et al., 2024). Through subjects such as Pancasila and Citizenship Education (PPKn), teachers can teach values such as love for the homeland, the spirit of mutual cooperation, and respect for differences. Research from (Alfitri et al., 2024) shows that activities such as singing the national anthem, attending flag ceremonies, and student involvement in extracurricular activities are very effective in fostering attitudes of nationalism in primary schools. (Alfitri et al., 2024)

The cultivation of nationalism in elementary schools is not only through teaching materials, but can also be done through approaches that touch on students' hands-on experiences, such as project-based learning, value discussions, and contextual introduction to state symbols. In practice, these strategies must be adapted to the characteristics of students and the school environment. In addition, the active involvement of parents and the school community is also an important factor in fostering the spirit of nationalism in children. According to (Kartini et al., 2024) participatory activities such as making national-themed posters, regional cultural competitions, and visits to historical places can increase students' understanding and pride in national identity. Therefore, cooperation between schools, teachers, parents, and the community is needed so that the values of nationalism can be instilled comprehensively and sustainably from an early age.

Instilling the values of nationalism is not an easy thing (Shiama Varelasawi, 2023.). Teachers often face obstacles such as students' lack of understanding of the importance of nationalism, lack of advances. Some previous research has indeed discussed the importance of cultivating nationalism and character education, but not many have specifically and systematically examined the strategies

used in the process, including the approaches used, the obstacles faced, and the results obtained in their implementation. Thus, there are still research gaps that need to be filled so that we can understand more deeply how to instill nationalism at the elementary school level.

This research aims to find out the strategies that have been used in instilling nationalism values in elementary school students. This research was conducted through a systematic literature review of articles published in the last five years. This study can provide ideas and inspiration for teachers and educators in applying innovative and relevant approaches to form a nationalist character in children from an early age

2. Method

This study utilizes the Systematic Review (SR) or Systematic Literature Review (SLR) method, a structured technique to collect, critically analyze, combine, and summarize research findings related to research questions or topics that have been decided. The implementation of this study was carried out by reviewing relevant journal literature in accordance with the research topic, based on the keywords that have been determined.

After determining the research topic, the next stage is to find data sources from electronic journals that are indexed and have ISSN. Google Scholar is the main platform for the application of data collection. This population analysis focuses on journals that discuss nationalism in the context of basic education. Journal searches were then filtered using the PRISMA method with elimination techniques. From the various types of articles found, the researcher will choose scientific literature that contains findings and discussions related to the focus of the research.

In the systematic analysis of the cultivation of nationalism values, relevant journal articles were selected and categorized based on the approaches, methods, and strategies of character education applied in the context of learning in elementary school. The research is focused on elementary school students, especially in instilling nationalistic values through learning activities inside and outside the classroom. The researcher then reviewed and selected journals related to the research theme, focusing on research methodologies, samples, data collection techniques and instruments, as well as research models applied in the cultivation of nationalism values. The main focus of this research is to evaluate various implementations used in the learning process in elementary schools that aim to instill an attitude of love for the homeland, national spirit, and social concern as a form of nationalism values.

To find a journal to be researched using the PRISMA method, you need to start a journal search on Google Scholar (Saputra et al., 2023). From the database, it was then narrowed down again by filtering journals published 5 years earlier, namely from 2020 to 2025. After that, two journals that were identified were both excluded from the database, then followed by a further exclusion process to screen journals that did not meet the research inclusion criteria. From the entire selection process, 5 journals were obtained that specifically discussed the strategy of instilling nationalism values in elementary school students and in accordance with predetermined data criteria. SLR is a research method that aims to find, review, and systematically evaluate all articles relevant to research questions to produce comprehensive and accurate answers. This SLR process can be illustrated in Figure 1 below.

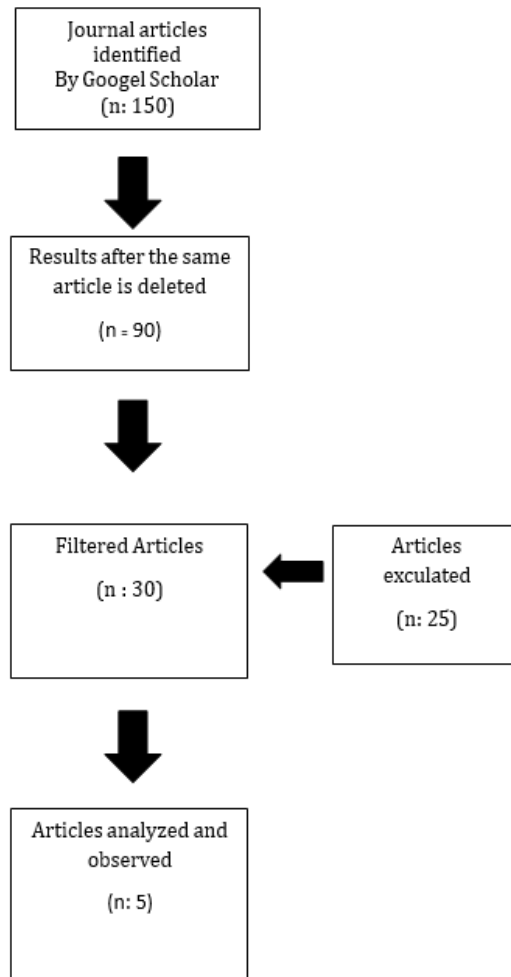


Figure 1. Diagam Flow of the Exclusion and Inclusion Process of Journal Selection

This research employed a Systematic Literature Review (SLR) guided by the PRISMA model to collect and analyze literature on nationalism education in elementary schools. Articles were selected based on relevance, indexed status, and inclusion criteria focusing on the years 2020–2025. Google Scholar was used as the main database. The PRISMA flow diagram guided the inclusion and exclusion process, resulting in the selection of five relevant journal articles.

A total of 150 articles were initially identified. After removing duplicates and applying screening criteria, five articles were selected for final analysis. Thematic analysis was used to extract and synthesize data. Inclusion criteria included publication year, focus on elementary students, emphasis on nationalism education, and empirical study design. Each article was reviewed based on methodology, sample characteristics, data collection techniques, and relevance to instilling nationalism.

3. Results and Discussion

To find out the most important things discussed from each study, a distribution table based on indicators is compiled. It contains the strategies used, learning approaches, obstacles faced, or results achieved in instilling nationalism values in elementary schools. By looking at these indicators, it can be easier to understand what are the main concerns of researchers in their efforts to form attitudes of love for the homeland in students. The following table shows the distribution of these parts.

Table 1. Dissection of the Results of the Strategy of Instilling Nationalistic Values to Students in Elementary Schools

No.	Researchers	Dominant indicators that are met
1.	Dewi Damayanti et al. (2024)	Integration of local values and effective use of technology
2.	Rahmatiya & Zulfiati (2020)	Strengthening character values through integrative thematic learning
3.	Zuyina S. Bila & M.I. Kurniawan (2022)	The example of teachers as a model for habituating nationalism values
4.	Nandita Gusti Pangesti (2022)	The effectiveness of the PPK program in the formation of nationalist character
5.	Azhima A.S. Munggaranti et al. (2024)	Participatory activities increase the love of the homeland

Table 2. Results of the Strategy for Instilling Nationalism Values to Students in Elementary School

Name	Method	Article Title	Research Results
Damayanti D, Youanda E, Utami R (2024)	Literature Review	Instilling the Spirit of Nationalism Through PKn Learning in Elementary Schools	The strategy used is to apply active learning methods, integrate local values in teaching materials, and utilize technology as a means of learning. The approach used is holistic through learning of PKn, which is designed to not only transfer knowledge, but also shape the character of students. The obstacles faced include limited time in the learning process and lack of understanding of teachers in conveying nationalism values in a contextual manner. Nevertheless, the results of the study show that PKn learning carried out in a planned and contextual manner is able to effectively instill the character of nationalism in elementary school students.(Damayanti et al., 2024)
Rahmatiya & Zulfiati (2020)	Qualitative Studies	Instilling Character Values of Nationalism and Patriotism in Social Studies- Loaded Thematic Learning for Grade IV Students of SD Negeri Singosaren Bantul	Using the strategy of integrating nationalism values into social studies- based thematic learning. The learning approach used is integrative thematic that allows students to learn in a real- life context. The obstacles identified in this study are the lack of deepening of character material by teachers and limitations in the consistent application of these values in the classroom. However, this study shows that students experience an increased understanding of the values of nationalism and patriotism through the integration of these materials in daily learning.(Rahmatiya et al., 2020.)
Zuyina Salsa Bila & Machful Indra Kurniawan (2022)	Qualitative Studies	Awakening Students' Nationalism Through Instilling Pancasila Values in Class VI of SDN Kejapanan III	The strategies applied are habituation and exemplary in contextual learning activities, such as discussion of values and direct practice at school. The approach used is contextual learning, by relating the values of Pancasila in students' daily lives. This study found obstacles in the form of a lack of school activities that specifically support the Implementation of Pancasila values and nationalism. Nevertheless, the results of the study showed that students experienced a marked increase in nationalism attitudes in their daily behavior in the school environment.(Salsa Bila C Kurniawan, 2022)
Nandita Gusti Pangesti (2022)	Qualitative Studies	Implementation of the Character Education Strengthening Program (PPK) Policy on Nationalis in Elementary School Students	explain the strategy for implementing nationalism values through the PPK program policy, with a focus on character formation through structured activities such as ceremonies, literacy, and extracurricular activities. The approach used is a character education- based policy approach that is integrated with the school curriculum. The

Name	Method	Article Title	Research Results
Azhima Alfitri Syifa Munggaranti Nunu Nugraha & Resti Awalinda (2024)	Qualitative Studies	Implementation of Nationalism Values of SDN Sukamaju 02 Students Through the 79th Indonesian Independence Day Competition	The strategy used is the organization of various competitions in commemoration of the 79th Anniversary of the Republic of Indonesia. This activity is designed to foster the spirit of nationalism, cooperation, and pride as Indonesian citizens among students. The approach used is participatory and contextual, by actively involving students in activities that have national meaning. The obstacles faced include the lack of students' deep understanding of nationalism and the memorization of national songs. Nevertheless, the results of the study show that competition effective in teaching the values of nationalism to students, and through socialization and the improvement of activities related to nationalism, students' understanding of these values can be further strengthened. (Alfitri et al., 2024)

3.1. Strategies for Instilling Values of Nationalism to Students in Elementary School

Based on the results of the analysis, it was found that the strategy applied in instilling nationalistic values in elementary school students. These strategies are not only implemented through teaching and learning activities in the classroom but are also integrated into school activities more broadly. The article in the statement by (Damayanti et al., 2024) revealed that Civic Education (PKn) learning can be an effective means to instill the spirit of nationalism if it is packaged actively and contextually. In practice, teachers combine active learning methods, integrate local values into teaching materials, and utilize technology as a learning medium. This holistic approach has been proven to help students understand national values more clearly and applicatively. The obstacles that are still often faced in the field include limited time in implementing the strategy as a whole and the lack of teachers' understanding of the value of nationalism itself.

The article statement by (Rahmatiya et al., 2020) highlights the importance of a thematic approach that contains the content of social studies as a means to build the character of nationalism and patriotism from an early age. The integration of nationalistic values into lesson themes provides opportunities for students to understand the concept of nationality thoroughly through various material contexts. However, the challenges that arise in the implementation of this strategy include the shallowness of the material and the lack of consistency of teachers in conveying these values explicitly and sustainably. This article states (Salsa Bila & Kurniawan, 2022), emphasizes the effectiveness of habituation and exemplary strategies in instilling the values of Pancasila and nationalism. Through contextual approaches associated with everyday life, students can develop attitudes of nationalism naturally. However, the limitations of school activities that specifically support the cultivation of nationalistic values are obstacles that still need to be overcome.

The statement (Pangesti et al., 2022) from discussing the implementation of the Strengthening Character Education (PPK) program which is integrated into the curriculum as a systemic strategy in building students' nationalist character. This program places the values of nationalism as an integral part of the educational process, from planning to the implementation of school activities. Although the program has shown positive results, the main challenge still lies in the low understanding and participation of education stakeholders such as teachers, principals, and parents. The last statement in (Alfitri et al., 2024) his research shows that a participatory approach through Indonesian Independence Day competition activities can be an effective vehicle in building the spirit of student nationalism. This activity is able to increase the love of the homeland and pride in national identity. However, students still have difficulty in understanding the deep meaning of the national symbols and national anthems used in these activities

3.2. Conclusion

Based on the results of the analysis, it is concluded that instilling nationalistic values in elementary school students requires a systematic approach, relevant to the context of students' lives, and encourages their active participation. Strategies that have proven effective include learning Pancasila and Citizenship Education (PKn), thematic approaches that contain aspects of Social Sciences (IPS), integration of Pancasila values, and the implementation of the Strengthening Character Education (PPK) program. In addition, participation-based activities, such as Independence Day commemoration competitions, also play a role in strengthening students' sense of nationalism. A wide range of approaches can be applied in learning including holistic, contextual, and participatory approaches, all of which emphasize the importance of emotional involvement as well as hands-on experience in shaping the understanding and attitude of nationalism. Thus, there are various challenges in the implementation of the strategy, namely limited time in learning, lack of teachers' understanding of effective methods, and lack of support from the school environment. In general, this article examines that if the strategy of instilling nationalism is applied consistently and adjusted to the reality of students' lives, this learning can have a positive impact on the formation of their nationalism character and attitude from an early age.

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Adefia Dzikrul Hidayah : Conceptualization, Methodology, Investigation, Data Curation, Writing – original draft, Writing – review & editing. The author has read and approved the final manuscript..

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