

Strengthening The Sense of Patriotism in Madrasah Ibtidaiyah, Indonesia Based on The Islamic Boarding School System

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Abstract

This is a new study that shows how the process of strengthening patriotism in Madrasah Ibtidaiyah, based on Pondok Pesantren Al-Azhar Menganti Gresik, is being carried out. The significance of this study can be seen in various issues concerning patriotism education for good citizens in countries such as Singapore, Japan, and Belgium. The researcher used a qualitative research method with a case study approach, in-depth interviews, and comprehensive analysis through condensation data, data display, and conclusions to arrive at the conclusion that Madrasah Ibtidaiyah's process of strengthening patriotism can shape students' personalities through several programmes. Parents and the madrasah worked together. According to Albert Bandura's triadic reciprocal determinism social learning theory, all elements play a reciprocal role in the process of strengthening the patriotism personality in students.

Abstrak

Penelitian ini menjadi sebuah penelitian baru yang mengadirkan proses penanaman Patriotisme di Madrasah Ibtidaiyah berbasis Pesantren Al-Azhar Menganti Gresik, pentingnya riset ini terlihat pada banyaknya isu pentingnya pendidikan cinta tanah air untuk warga Negara yang baik diberbagai Negara seperti Singapura, Jepang dan Belgia. Metode yang digunakan peneliti adalah metode penelitian kualitatif dengan pendekatan studi kasus disertai wawancara secara mendalam dan analisis yang komprehensif melalui data kondensasi, data display dan simpulan sehingga mendapatkan hasil bahwa proses penanaman pendidikan cinta tanah air yang dilakukan Madrasah Ibtidaiyah untuk membentuk karakter siswa melalui beberapa program madrasah yang tersinkronisasi dengan orang tua sebagaimana triadic reciprocal determinism social learning theory Albert Bandura yang menyatakan seluruh elemen mempunyai peran timbal balik dalam proses penanaman karakter cinta tanah air pada diri siswa.

Kata kunci:

Patriotisme, Pembelajaran Sosial, Pendidikan

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INTRODUCTION

Patriotism is a major issue throughout the world, particularly in Indonesia. There have been numerous reports of the issue of radicalism and intolerance being instigated by a small number of individuals or even specific groups to establish the Islamic state of the caliphate system.¹ The existence of this can be seen through a collection of research results accumulated in Indonesia in the form of eroded plurality faces, which have explained that the position constructs a narrative that leads to intolerance and radicalism, which is deliberately constructed through the real and virtual worlds. As a result, using technology is a must, in addition to providing a solid foundation in the world of education.² The Indonesian government should act quickly by incorporating patriotism into basic education, which should be instilled in students from primary school to college. Given Agustini, Kurniawan's and Ramdani high hopes, it is hoped that character education with an element of patriotism will solve various problems in Indonesia.³ Furthermore, various parties are currently posing challenges to the process of strengthening patriotism. Thus, instilling a sense of patriotism in students is the preferred option, particularly for children in primary school (SD/MI), as a platform for developing good citizens by ensuring that the country's ideology in the form of legislation can be followed responsibly and without coercion.⁴

A sense of patriotism, according to Adrianto, is a feeling that resides in an individual's soul and provides an incentive to contribute, serve, and provide protection against disturbances that threaten the integrity of the homeland⁵ As a result, individuals who have a love of the land and water will love whatever grows from it, including nature, culture, customs, and some problems that still have a relationship. As a result, instilling a sense of patriotism in children becomes essential. There is evidence that certain political parties are widely disseminating radical ideas. CNN Indonesia reported that the Mayor of Bandung (Oded M Danial) stated that nearly 600 elementary and primary school students had been exposed to radicalism (Bandung Mayor Says Primary School Students Are Also Vulnerable to Radicalism, ND). In his book *Islamic Political Transformation*, Azyumardi Azra asserts that the position of religion should be an essential foundation for providing comfort and peace to oneself,

¹ Muhamad Parhan et al., 'Education As an Attempt to Ward Off Islamophobia Virus in Strengthening Nationalism and Indonesian Spirituality', *Jurnal Iqra': Kajian Ilmu Pendidikan* 5, no. 1 (2020): 133-44.

² Sari Seftiani et al., *Wajah Pluralitas Yang Tergerus Intoleransi Dan Radikalisme Di Sembilan Daerah* (Sleman: PT Kanisius, 2020).

³ Aat Agustini and Wawan Kurniawan, *Pendidikan Karakter* (LovRinz Publishing, 2021); Agus Ramdani et al., 'Enhancing Prospective Teachers' Creative Thinking Skills: A Study of the Transition from Structured to Open Inquiry Classes', *Jurnal Cakrawala Pendidikan* 40, no. 3 (18 October 2021): 637-49, <https://doi.org/10.21831/cp.v40i3.41758>.

⁴ A. Abduh, 'Voices of English Department Students on Multicultural Values in an Indonesian Islamic Higher Education', *International Journal of Language Education* 4, no. 3 (2020): 459-68, <https://doi.org/10.26858/ijole.v4i3.17829>; Abdul Qodir Ahmad, *Pengembangan Pendidikan Bela Negara di Madrasah/Sekolah* (Bandung: Media Sains Indonesia, 2021).

⁵ Sopan Adrianto, *Indonesia Pusaka* (Jakarta: PT. Alex Media Komputindo, 2019); R. Brubaker, 'In the Name of the Nation: Reflections on Nationalism and Patriotism', *Citizenship Studies* 8, no. 2 (2004): 115-27, <https://doi.org/10.1080/1362102042000214705>.

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the environment, society, country, and even the world. When religion's main mission is fully conveyed, peace grows.⁶ Thus, religion holds the highest place in a citizen's life as a means of strengthening patriotism.

Patriotism education must be sown from the start in the world of education, particularly education based on the pesantren system. According to the facts, on October 26, 1945, Indonesia's largest organisation Nahdlatul Ulama 'with its leader Hadratus Shaykh Muhammad Hasyim Asy'ari, stated that defending the homeland and sovereignty of the Republic of Indonesia from invaders is obligatory (sabilillah).⁷ Thus, instilling a Patriotism becomes a driving force in educating primary school children and preventing the loss of knowledge of Indonesian culture due to a preference for the west. Culture is a red flag that must be addressed immediately.⁸ In their study, Nur Aini et al. stated that the positive development of students who understand Indonesian culture can foster a sense of Patriotism.⁹ As a result, the essence of education and culture is the most important key in instilling a sense of homeland in students in the digital age.¹⁰

The discussion of studies on strengthening patriotism is quite diverse and conducted from various perspectives, particularly with the advent of the digital era in which all information can be communicated openly and tends to be unfiltered, posing a challenge to educators in schools.¹¹ Rokhani described a method that is quite suitable in implementing patriotism education, which is the best practise by strengthening the learning of heroic history, which is less interesting for students in basic education in Kota Pati, giving quite positive feedback, because history learning students can appreciate heroes by applying it in daily life at school, such as the process of participating in flag ceremonies in a timely and disciplined manner to cultivate conceit.¹² Anderson and Ulfa, on the other hand, mention civic education learning as

⁶ M. Adraoui, 'The Jewish Issue in Islamic Radicalism: Historicity, Impact and Evolutions', *Journal of Historical Sociology* 32, no. 2 (2019): 275–91, <https://doi.org/10.1111/johs.12237>; Azyumardi Azra, *Transmansi Politik Islam (Radikalisme, Khilafatisme Dan Demokrasi)* (Jakarta: Prenada Media Group, 2016).

⁷ Ahmad Baso, K Ng H Agus Sunyoto, and Rijal Mummaziq, KH. Hasyim Asy'ari *Pengabdian Seorang Kyai Untuk Negeri* (Jakarta: Museum Kebangkitan Nasional Direktorat Jenderal Kebudayaan Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2017).

⁸ Nur Tri Atika, Husni Wakhuyudin, and Khusnul Fajriyah, 'Pelaksanaan Penguatan Pendidikan Karakter Membentuk Karakter Cinta Tanah Air', *Mimbar Ilmu* 24, no. 1 (29 April 2019): 105, <https://doi.org/10.23887/mi.v24i1.17467>.

⁹ Nur'aini Nur'aini, Mohamad Abduh, and Suidat Suidat, 'Pemahaman Siswa tentang Globalisasi dan Sikap Cinta Tanah Air dengan Pelestarian Budaya Bangsa', *Jurnal Citizenship Virtues* 1, no. 1 (18 March 2021): 22–26, <https://doi.org/10.37640/jcv.v1i1.911>.

¹⁰ Dodik Harnadi, Hotman Siahaan, and Masdar Hilmy, 'Pesantren and the Preservation of Traditional Religious Authority in the Digital Age', *Masyarakat, Kebudayaan Dan Politik* 34, no. 3 (22 June 2021): 272, <https://doi.org/10.20473/mkp.V34I32021.272-280>.

¹¹ Istianah Abubakar, 'Strengthening Core Values Pesantren as a Local Wisdom of Islamic Higher Education through Ma'had Jami'ah', in *IOP Conference Series: Earth and Environmental Science*, vol. 175 (IOP Publishing, 2018), 012144; Safa Amalia, Anis Fuadah Zuhri, and Umniati Rofifah, 'Menampilkan Sikap Cinta Tanah Air Pada Era 4.0', *Jurnal Edukatif* 6, no. 1 (January 2020): 68–75.

¹² Brubaker, 'In the Name of the Nation: Reflections on Nationalism and Patriotism'; Cicilia Tri Suci Rokhani, 'Mewujudkan Peserta Didik Berkarakter Indonesia Melalui Peningkatan Penanaman Cinta Tanah Air: Best Practice Di SD Negeri Dengkek 01 Pati', *Journal Industrial Engineering&Management Research (Jiemar)* 1, no. 2 (August 2020).

one way they can learn. the process of instilling a sense of patriotism in elementary school children. Citizenship education is one of the education that prioritises the process of critical thinking, caring, and being more concerned with patriotism, despite the fact that there are obstacles in the field, such as students who have not been able to fully appreciate the sense of patriotism.¹³

Komalasari and Wihaskoro, on the other hand, have different ways of strengthening patriotism education for primary school children. the results of their study show that the right choice of media can increase students' patriotism quickly,¹⁴ as it builds students' understanding of the meaning of diversity that occurs in Indonesia. this is the initial key in the process of strengthening a sense of patriotism. So, Komalasari and Wihaskoro provide interactive multimedia that contains cultural diversity in Indonesia in thematic learning, as a focal point in primary schools, showing a good significance of 0.023 through school curriculum. The study of Taubah and Chasanah focuses on strengthening the patriotism through scouting movements, such as the obligation to memorize the national anthem of Indonesia Raya, songs from all regions, as well as the typical culture of all regions in Indonesia through attractive packaging, thus arousing curiosity in students, with the ultimate goal of cultivating a sense of patriotism for the Indonesian Nation.¹⁵

Several successes have been achieved in strengthening patriotism education at the elementary school level. The existence of basic educational institutions in the world of boarding schools, on the other hand, is enough to cause deep thought. Some research on the world of non-formal education, specifically boarding schools that contribute to the establishment of formal education, is sufficient to record the history of the past and the future in strengthening the country's patriotism education as the main focus. According to Azyumardi Azra,¹⁶ religion (pesantren that study the teachings of religion as a whole) becomes a glue and a wave of peace between citizens. According to Margustam, giving a religious point of view on (spirituality) as a glue of harmony strengthens the existence of patriotism education.¹⁷ Thus, education in pesantren can be said to be final in terms of patriotism by referring to the history of the establishment of the Indonesian nation, as conveyed by ulama 'KH. Muhammad Hasyim Asy'ari in

¹³ Irzal Anderson and Maria Ulfa, 'Penerapan Nilai Cinta Tanah Air Pada Pembelajaran Pendidikan Kewarganegaraan Di Kelas IV Sekolah Dasar', *Jurnal Gentala Pendidikan Dasar* 3, no. 1 (29 June 2018): 145-62, <https://doi.org/10.22437/gentala.v3i1.6776>; S.D. Anderson, 'The French Médersa in West Africa: Modernizing Islamic Education and Institutionalizing Colonial Racism, 1890s-1920s', *Islamic Africa* 11, no. 1 (2021): 42-70, <https://doi.org/10.1163/21540993-011101002>.

¹⁴ T. Blank, 'National Identity in a United Germany: Nationalism or Patriotism? An Empirical Test with Representative Data', *Political Psychology* 24, no. 2 (2003): 289-312, <https://doi.org/10.1111/0162-895x.00329>.

¹⁵ M. Ahmad, 'The Sufi Order against Religious Radicalism in Indonesia', *HTS Teologiese Studies / Theological Studies* 77, no. 4 (2021), <https://doi.org/10.4102/hts.v77i4.6417>; Mufatihatus Taubah and Uswatun Chasanah, 'Peranan Gerakan Pramuka Dalam Menanamkan Sikap Nasionalisme Di Madrasah Ibtidaiyah (Studi Kasus Di Min Kudus Tahun Pelajaran 2017/2018)', *ELEMENTARY: Islamic Teacher Journal* 6, no. 2 (2018): 337-54.

¹⁶ Azra, *Transmansi Politik Islam (Radikalisme, Khilafatisme Dan Demokrasi)*.

¹⁷ Ahmad, 'The Sufi Order against Religious Radicalism in Indonesia'; M Maragustam, 'Strategi Pembentukan Karakter Spiritualitas Keagamaan Dan Cinta Tanah Air Dalam Perspektif Filsafat Pendidikan Islam', *DAYAH: Journal of Islamic Education* 4, no. 1 (2021): 1-22.

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the process of fighting the invaders.¹⁸ Nonetheless, the advent of the digital age has resulted in many distortions, such as the existence of terrorism ideology (ISIS, for example) under the guise of religion. The findings of Priyambodo's study on the consolidation of patriotism character in schools with an Islamic background revealed a lack of infrastructure records, which resulted in the consolidation of patriotism character, in addition to assessment results and follow-up assessments that tended to stop at a certain point.¹⁹ In contrast to Julkifli, who believes that maximising Pancasila subjects will increase primary school students' nationalism.²⁰ Until now, the issue of patriotism education has become a major concern in a number of countries, including Singapore, Japan, and Belgium.²¹

Based on several published studies, there has been no specific research on instilling patriotism in Madrasah Ibtidaiyah in Pondok Pesantren System. It is necessary to instil patriotism from childhood.²² as part of the needs that must be given to all children born in Indonesia. So that the urgency of this research becomes important as is the historical record of pesantren with all its educational institutions that exist to instil patriotism to become number two after the love of the Islamic religion. This research is new and urgent research to be carried out with specific analysis on how to instil patriotism in Madrasah Ibtidaiyah Al-Azhar Menganti Gresik; Pondok Pesantren System, as well as the need to reveal the existence of obstacles that occur in the process of instilling patriotism in Madrasah Ibtidaiyah Al-Azhar Islamic boarding school; Pondok Pesantren System.

RESEARCH METHOD

In this type of study, researchers employ qualitative methods in conjunction with a case study approach. The study's focus is to discover how to strengthen the patriotism education in Madrasah Ibtidaiyah based on Al-Azhar Menganti Gresik

¹⁸ N Rofiq, 'Telaah Konseptual Implementasi Slogan Hubb Al-Wathan Min Al-Iman Kh. Hasyim Asy'ari Dalam Pendidikan Karakter Cinta Tanah Air', *Jurnal Keluarga Sehat Sejahtera*, no. Query date: 2021-09-21 06:15:46 (2018), <https://jurnal.unimed.ac.id/2012/index.php/jkss/article/view/11924>.

¹⁹ AB Priyambodo, 'Implementasi Pendidikan Karakter Semangat Kebangsaan Dan Cinta Tanah Air Pada Sekolah Berlatar Belakang Islam Di Kota Pasuruan', *Jurnal Sains Psikologi*, no. Query date: 2021-09-21 06:15:46 (2017), <http://journal2.um.ac.id/index.php/JSPsi/article/view/487>.

²⁰ Julkifli Julkifli, Masrukhi Masrukhi, and Endang Susilaningsih, 'Learning Strategy of Pancasila and Citizenship Education on Students' Character Development', *Journal of Primary Education* 9, no. 1 (2020): 14-21.

²¹ R. Ficek, 'Patriotism as Love of the Homeland or Another Form of Nationalism? Devotedness, Allegiance, and Loyalty to the Native Country in the Thought of Cardinal Stefan Wyszyński', *Collectanea Theologica* 91, no. 2 (2021): 77-117, <https://doi.org/10.21697/CT.2021.91.2.04>; Kazuya Fukuoka and Sachiko Takita-Ishii, 'Teaching How to Love Your Country in Schools?: A Study of Japanese Youth Narratives on Patriotic Education', *National Identities*, 8 June 2021, 1-24, <https://doi.org/10.1080/14608944.2021.1931084>; Dave Sinardet and Jade Pieters, 'Nationalism and COVID in Belgium: A Surprisingly United Response in a Divided Federal Country', *Nationalism and Ethnic Politics* 27, no. 3 (3 July 2021): 311-30, <https://doi.org/10.1080/13537113.2021.1954299>.

²² Margaret A. Nash, 'Contested Identities: Nationalism, Regionalism, and Patriotism in Early American Textbooks', *History of Education Quarterly* 49, no. 4 (November 2009): 417-41, <https://doi.org/10.1111/j.1748-5959.2009.00224.x>; Subaryana Subaryana, 'The Impact of History Learning to Nationalism and Patriotism Attitudes in the Globalisation Era', *Historia: Jurnal Pendidik Dan Peneliti Sejarah* 13, no. 2 (2012): 41-56.

boarding²³ school, as well as the need to reveal the existence of obstacles that arise in the process of strengthening patriotism education in Madrasah Ibtidaiyah. Data collection techniques include observation, interviewing, and documenting principals, classroom teachers, subject teachers, and co-curricular teachers.²⁴ During this process, the researcher focuses more on the research problems.

For example, in Madrasah Ibtidaiyah, the focus is on several madrasah activities, such as curriculum and co-curriculum. The best results can only be obtained through the use of the proper process. Furthermore, the researcher focuses on the findings of the obstacles that occur in the madrasah to be used as an evaluation of the institution in finding the best solution to strengthening patriotism education in Madrasah Ibtidaiyah.

While Miles and Huberman's theory²⁵ became the researcher's choice as a data analysis model beginning with brief data based on data collection strengthening patriotism in Madrasah Ibtidaiyah, without removing any findings from the study. Second, displaying data, the result of various data collection on the process of consolidation with constraints obtained by researchers, ranging from programmes that are included in the curriculum of Madrasah Ibtidaiyah, to programmes that are not included in the curriculum, but have an influence on increasing the spirit of nationalism in students. Third, for confirmation and conclusion, is the main path in deciding on the entire process of strengthening patriotism and resistance.

In addition to a thorough analysis process, researchers tested the validity of data using three poles,²⁶ first through source triangulation, which included the results of researchers' interviews with classroom teachers about some reinforcement processes and obstacles instilling patriotism. Nonetheless, the validity will be tested by the researcher using observation and documentation methods. Second, the triangulation method is used to collect data on how to strengthen the character of patriotism in Madrasah Ibtidaiyah, as well as the obstacles faced by teachers, as well as test the validity of data through other data sources, on the informants' conclusions. Third, theoretical triangulation was used, as it is a method of combining research findings from various theoretical studies that can be applied.

RESULT AND DISCUSSION

Escalating patriotism in Madrasah Ibtidaiyah

The process of strengthening patriotism in Madrasah Ibtidaiyah through a variety of models, including programmes designed by Madrasah Ibtidaiyah in the curriculum and several supporting programmes outside the curriculum. Several sources, including class teachers, deputy principal of curriculum, and Madrasah Ibtidaiyah, convey this existence. As the head of the madrasah stated during the

²³ Robert K. Yin, *Case Study Research and Applications: Design and Methods*, Sixth edition (Los Angeles: SAGE, 2018).

²⁴ John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (United States of America: SAGE Publications, 2018).

²⁵ Matthew.B Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis A Metode Sourcebook Edition 3* (Washinton: Sage, 2014).

²⁶ Michael Quinn Patton, *Qualitative Research & Evaluation Methods: Integrating Theory and Practice*, Fourth edition (Thousand Oaks, California: SAGE Publications, Inc, 2015).

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interview process, Madrasah Ibtidaiyah strengthens the character of patriotism through a variety of activities ranging from co-curricular, intra-curricular, extracurricular, and non-curricular that are directly related to the personality strengthening programme. All Madrasah Ibtidaiyah students have a strong attachment to their homeland. For example, in the subject of NU Aswaja (ahlu sunnah wal jama'ah), there is a process of learning about the birth of the Nahdlatul Ulama', memorising and understanding songs full of meaning for the struggle (syubbanul wathan), as well as lessons from history 'the founder of Nahdlatul Ulama' fighting spirit, and were willing to sacrifice for the country. Aswaja is a subject that emphasises the morality of patriotism, as exemplified by the founder of Nahdlatul Ulama (NU). Aside from some of the programmes mentioned above, Madrasah Ibtidaiyah has also established good communication with parents“.

According to FM, one of the programmes to strengthen patriotism that is The intra curriculum in thematic subjects can be coordinated with the formation of patriotism through PPKN subjects, with rules for all students are required to memorise Pancasila (Principles of the State of Indonesia). In addition, students are given examples of how to understand and apply each Pancasila in everyday life. In addition, the madrasah conducted a pilgrimage to the tomb of heroes in Menganti sub-district, as part of the co-curricular activities that support the process of strengthening patriotism under the guidance of teachers, in reviewing the history of heroes' struggle in the Republic of Indonesia against colonial oppression. This is also given to co-curricular programmes such as scouts who learn the basics of dharma, which is evidence of Pancasila practise; through scouting activities, madrasah students can enrich Indonesia's national vision. When Madrasah Ibtidaiyah does not overlook the religious side, such as congregational prayer activities, which can indirectly shape the character of patriotism, the process of strengthening the patriotism can be synchronised to the maximum. One method is to encourage students to make Hajat prayers, in which they pray for heroes and scholars, both those who have died and those who are still alive.

A similar statement was made by a VI class teacher at Pondok Pesantren Al-Azhar in Menganti Gresik, when (UF) explained some programmes carried out by madrasahs to instil patriotism in students, such as schooling, trip to the hero's tomb (Ir. Soekarno, KH. M. Hasyim Asy'ari, et al.), and a stop at Armatin, which houses a collection of the history of independence and its war fleet. The process of direct visits to historical sites is critical to the development of teachers of subjects such as PPKN subjects at the Madrasah Ibtidaiyah level who are not deprived of the country's vision, particularly in terms of strengthening the personality of patriotism. Furthermore, Madrasah Ibtidaiyah offers extracurricular scouts in an effort to instil patriotism in upper class students (4,5,6), as the scout position is a strong supporter in implementing and fostering the spirit of nationalism in the student. In addition to flag ceremonies, singing (memorising) the national anthem, and promoting cultural diversity in Indonesia.

NM also conveyed the strengthening of the personality of patriotism in students through like outbound activities at the predator fun park education park, students are given education on the literacy of the original Indonesian musical instrument (angklung), and students can add a sense of love for Indonesian culture through direct education. Furthermore, the department of lower class teachers (1,2,3) should be able to relate to the main subjects in thematic books, such as Citizenship Education, which contains the history of Indonesia's birth, the process of expelling the invaders, and some stories about heroes' struggles. Meanwhile, teachers provide more drawing or colouring models with the theme of Indonesian National Hero as part of the additional curriculum for lower level students. The theme of heroes is a stimulus to students in developing the spirit of nationalism or patriotism, so that students spontaneously participate in earnest in non-curricular activities such as flag ceremonies. This is the starting point for any programme aimed at instilling a patriotism in students at the Madrasah Ibtidaiyah level."

Obstacles to Building Patriotism in Islamic Madrasahs

The process of strengthening patriotism in students at Madrasah Ibtidaiyah runs optimally, as the head of the madrasah believes that the presence of strengthening patriotism is in line with the five souls of the pesantren, so that there are no significant obstacles in any process of consolidation. The lack of focus of some students in every activity process held by the madrasah is one of the obstacles. However, at that point, the class teacher can help individual students understand. Furthermore, students still require assistance in developing self-reliance, particularly in lower form Madrasah Ibtidaiyah students (grades 1,2 and 3).

According to (FM), one of the reasons for the existence of some obstacles in strengthening the character of patriotism in the application of Pancasila in daily life is that students cannot distinguish the precepts of each other. As a result, in this case, classroom teachers are encouraged to continue to set an example for students during the school learning process. Due to the constraints of non-curricular programmes such as prayer, as well as the obstacle of a lack of student focus in each agenda, this situation becomes the class teacher's homework in disciplining students. As a result, students can distinguish between activity time and play time with friends. The presence of obstacles that occurred in the madrasah Pondok Pesantren Al-Azhar was classified as normal, according to UF, because during the COVID-19 pandemic, all activities in the form of study visits were automatically terminated. However, the school and teachers provide a substitute in the form of video screenings to historical locations and an understanding of the name of the hero and his birth, so that the process of strengthening patriotism continues despite the ongoing pandemic that is affecting the world.

The same thing was conveyed by (NM) as a grade I teacher who was classified as needing more understanding than the upper class, for example, in one case: One

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person inquired about the phrase "what kind of homeland, ma'am?" It must be difficult for first graders to grasp the concept of patriotism. Furthermore, when asked about their basic understanding of the state, they struggle with its meaning?". As a result, when dealing with the aforementioned case as a classroom teacher, he should be able to explain it in language and provide a measure of comprehension for lower level students. One of the madrasah's reinforcements is to promote parenting as a means of instilling patriotism in students.

Table 1. Interview with students

No	Interview	Answer
1	BR	There are no significant obstacles in any process of consolidation. The lack of focus of some students in every activity process held by the madrasah is one of the obstacles. However, at that point, the class teacher can help individual students understand. Furthermore, students still require assistance in developing self-reliance, particularly in lower form Madrasah Ibtidaiyah students
2	FM	The existence of some obstacles in strengthening the character of patriotisms in the application of Pancasila in daily life is that students cannot distinguish the precepts of each other. As a result, in this case, classroom teachers are encouraged to continue to set an example for students during the school learning process. Due to the constraints of non-curricular programmes such as prayer, as well as the obstacle of a lack of student focus in each agenda, this situation becomes the class teacher's homework in disciplining students. As a result, students can distinguish between activity time and play time with friends.
3	UF	Because during the COVID-19 pandemic, all activities in the form of study visits were automatically terminated. However, the school and teachers provide a substitute in the form of video screenings to historical locations and an understanding of the name of the hero and his birth, so that the process of strengthening patriotism continues despite the ongoing pandemic that is affecting the world.
4	NM	It must be difficult for first graders to grasp the concept of patriotism. Furthermore, when asked about their basic understanding of the state, they struggle with its meaning?". As a result, when dealing with the

aforementioned case as a classroom teacher, he should be able to explain it in language and provide a measure of comprehension for lower level students. One of the madrasah's reinforcements is to promote parenting as a means of instilling patriotism in students .

DISCUSSION

Strengthening Patriotism in Madrasah Ibtidaiyah

Hughes and Guo stated that building the spirit of nationalism is the duty of China to build nationalism in the early 1990s with the concept of strengthening the caring character and nationalism in every citizen.²⁷ The above-mentioned character strengthening model is still being developed by Madrasah Ibtidaiyah, because there are several activities that can be well coordinated from the elements of the madrasah's head and the maximum implementation process for parents, teachers, and students. Coenders agrees that the role of educational institutions in developing individual ideologies at a young age is critical in strengthening the spirit of patriotism and preventing the emergence of national rebel roots.²⁸ Gresik by bolstering the additional curriculum that is correctly calculated through appropriate time allocation. The presence of PPKN subjects²⁹ as the main supporting lesson in instilling patriotism in students, because it contains the history of the State's establishment, knowing the heroes, knowing the stated policies, and the implementation process in daily life. Nurdin believes that the subject of Civic Education has a significant influence in developing the personality of patriotism. As a result, patent policy in education is required.³⁰

Another subject that is a local wisdom in Madrasah Ibtidaiyah is Aswaja NU (ahlu sunnah wal jama'ah), in which there is a process of knowledge about the birth of the great organisation Nahdlatul Ulama', memorising and understanding the songs full of the meaning of struggle (syubbanul wathan), as well as historical lessons from 'the founder of Nahdlatul Ulama' who have a Aswaja is a subject that focuses on the moral development of patriotism, as demonstrated by the founder of Nahdlatul Ulama

²⁷ Y. Guo, *Cultural Nationalism in Contemporary China: The Search for National Identity under Reform*, *Cultural Nationalism in Contemporary China: The Search for National Identity under Reform*, 2004, <https://doi.org/10.4324/9780203300480>; C.R. Hughes, *Chinese Nationalism in the Global Era*, *Chinese Nationalism in the Global Era* (United States of America: LSE Research Online, 2006), <https://doi.org/10.4324/9780203482001>.

²⁸ M. Coenders, 'The Effect of Education on Nationalism and Ethnic Exclusionism: An International Comparison', *Political Psychology* 24, no. 2 (2003): 313-43; A. Wimmer, 'Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology', *International Migration Review* 37, no. 3 (2003): 576-610, <https://doi.org/10.1111/j.1747-7379.2003.tb00151.x>.

²⁹ A. Masrukhin, H. Sriyanto, and M. N. Willyarto, 'Relationship Between PPKN Subjects and Increasing the Spirit of Nationalism of Indonesian Students in Saudi Arabia', in *1st UMGESHIC International Seminar on Health, Social Science and Humanities (UMGESHIC-ISHSSH 2020)* (Atlantis Press, 2021), 6-10.

³⁰ Encep Syarief Nurdin, 'Civic Education Policies: Their Effect on University Students' Spirit of Nationalism and Patriotism', *Citizenship, Social and Economics Education* 16, no. 1 (2017): 69-82.

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(NU).³¹ According to Parhan et al, the presence of Aswaja Ke-NU is compatible with the concept of Islamic washatiyah in various countries.³² Teachers in Madrasah Ibtidaiyah instil the nature of patriotism in lower class students (1,2, and 3) through subjects such as drawing and colouring, one of the basic elements that need to be instilled in students,³³ such as recognising the faces of heroes who fell on the battlefield, many cultures and customs in Indonesia,³⁴ such as traditional dances, musical instruments, costumes, and so on.

The upper level student guidance programme is an attempt to strengthen the co-curricular programme of Madrasah Ibtidaiyah (4,5 and 6). Scouting programmes are extremely effective in instilling patriotism in individuals, and Pryke's presentation in his article provides a valuable insight into the presence of scouting programmes as supporters of the emergence of nationalism,³⁵ national emblem, and encouragement to students to love the Indonesian nature. Mina compares the scout to a royal soldier who is accustomed to having a sense of concern for the country and the emergence of a patriotism character at every state moment.³⁶ Scouts are encouraged to understand the spirit of nationalism (love of country) unconditionally,³⁷ according to Warren and Albbaran. In addition to scouts, Madrasah Ibtidaiyah offers lower-class students additional curriculum (1,2, and 3) in the form of colouring and drawing programmes that can elicit student responses in which there is knowledge of Indonesian national figures, customs, dances, and heroes, which can be a way to build the emotional dimension of effective citizenship in unaccompanied children, taking into consideration national exclusive goals.³⁸

The process of strengthening patriotism's personality is not only through intracurricular and extracurricular programmes,³⁹ as Al-Azhar Menganti Gresik boarding school is strengthened through co-curriculum as a platform for students to strengthen classroom materials. Muchtar et al. agree that in order to strengthen

³¹ Aji Sofanudin, 'Curriculum Typology of Islamic Religion Education in Integrated Islamic School (SIT)', *Edukasi* 17, no. 1 (2019): 42-56.

³² Parhan et al., 'Education As an Attempt to Ward Off Islamophobia Virus in Strengthening Nationalism and Indonesian Spirituality'.

³³ Cyrus H. Peake, *Nationalism and Education in Modern China* (Columbia University Press, 1932).

³⁴ C. Calhoun, 'Nationalism and Ethnicity', *Annual Review of Sociology*. Vol. 19, 1993, 211-39, <https://doi.org/10.1146/annurev.so.19.080193.001235>.

³⁵ Sam Pryke, 'The Popularity of Nationalism in the Early British Boy Scout Movement', *Social History* 23, no. 3 (1998): 309-24.

³⁶ Pawaris Mina, 'The Procedure of Nationalism in King Rama VI's Play: A Case Study of Hua Jai Nak Rob', *The European Conference on Literature & Librarianship 2015 Official Conference Proceedings*, 2015.

³⁷ Elena Jackson Albarrán, 'Boy Scouts under the Aztec Sun: Mexican Youth and the Transnational Construction of Identity, 1917-40', in *Transnational Histories of Youth in the Twentieth Century* (Springer, 2015), 45-69; Allen Warren, 'Citizens of the Empire: Baden-Powell, Scouts and Guides, and an Imperial Ideal', in *Imperialism and Popular Culture* (Manchester University Press, 2017).

³⁸ Zsuzsa Millei, 'Affective Practices of Everyday Nationalism in an Australian Preschool', *Children's Geographies* 19, no. 5 (3 September 2021): 526-38, <https://doi.org/10.1080/14733285.2019.1649361>.

³⁹ R. Brubaker, 'Between Nationalism and Civilizationism: The European Populist Moment in Comparative Perspective', *Ethnic and Racial Studies* 40, no. 8 (2017): 1191-1226, <https://doi.org/10.1080/01419870.2017.1294700>.

patriotism in educational institutions, it must be integrated into students' daily lives.⁴⁰ Pilgrimages to the tombs of the nation's fighters (Tomb of Ir. Soekarno; first President of Indonesia, tomb of KH. Hasyim Asy'ari, founder of the organisation Nahdlatul Ulama' where there is a museum for the process of introducing students directly to the history and heritage of the country's founders are part of the Madrasah Ibtidaiyah programme.⁴¹ Museums are a place to learn about the history of the nation ⁴², and providing live education (visiting museums) can aid in the process of building students' conceptualization of the history of the nation's founding.⁴³ In addition to museum visits, Madrasah Ibtidaiyah offers an outbound programme to educational parks,⁴⁴ predatory fun parks with education about various cultures and indigenous Indonesian musical instruments such as reog ponorogo,⁴⁵ angklung⁴⁶ and others. Noerkhalishah et al. emphasised the importance of visiting educational parks as a medium of direct learning for students, particularly in Social Science (IPS) subjects that reflect the country's diversity.⁴⁷ Given that some of Madrasah Ibtidaiyah's co-curricular presentations are optimally prepared in the process of strengthening students' personalities of patriotism.

In addition to three programmes to strengthen students' patriotism personalities. Madrasah Ibtidaiyah employs a continuous support programme in the form of non-

⁴⁰ Nicky Estu Putu Muchtar, Imam Suprayogo, and Triyo Supriyatno, 'Educational Values of Religious Tolerance and Nationalism in Lamongan Islamic Boarding School', *TADRIS: Jurnal Pendidikan Islam* 16, no. 1 (2021): 111-26.

⁴¹ Desy Rini Mahmudah and Isna Nurul Inayati, 'The Implementation of Inquiry Learning to Improve Islamic Primary Students' Learning Outcome/Implementasi Pembelajaran Inkuiri Untuk Meningkatkan Hasil Belajar Siswa Madrasah Ibtidaiyah', *Al-Mudarris: Journal Of Education* 4, no. 1 (2021): 64-73; Johan Setiawan and Taat Wulandari, 'The Implementation of Nationality Insights Values in Indonesian History Learning to Build Nationalism of Senior High School Students', *Jurnal Prosiding Internasional ISSSHE* 3, no. 1 (2018).

⁴² Madeline C. Michalk, 'Imprisoned Within the National Narrative: A Case Study of the Modern Chinese Move Toward Pragmatic Nationalism', 2019.

⁴³ Lorenzo Posocco, 'The Politics of Nationalism in Recently Built Turkish Museums: The Case of the Kabatepe Simulation Centre and Museum', *International Journal of Politics, Culture, and Society* 33, no. 1 (2020): 67-87.

⁴⁴ Nicholas B. Colvard, C. Edward Watson, and Hyojin Park, 'The Impact of Open Educational Resources on Various Student Success Metrics.', *International Journal of Teaching and Learning in Higher Education* 30, no. 2 (2018): 262-76.

⁴⁵ Abubakar, 'Strengthening Core Values Pesantren as a Local Wisdom of Islamic Higher Education through Ma'had Jami'ah'; Sulton Sulton, Ayu Wulansari, and PRIHMA SINTA UTAMI, 'An Introduction To Character Education For Early Childhood Through Music Instruments In Wayang Golek Reyog Ponorogo', *JURNAL INDRIA (Jurnal Ilmiah Pendidikan Prasekolah Dan Sekolah Awal)* 5, no. 2 (2020): 181-89.

⁴⁶ Totok Sumaryanto Florentinus and Tjetjep Rohendi Rohidi, 'Character Education of Children in the Banyuwangi Angklung Caruk Festival, East Java, Indonesia', in *Proceedings of the 4th International Conference on Learning Innovation and Quality Education*, 2020, 1-9; Lia Indah Septiwin Widorini, Rachma Hasibuan, and Retno Trihariastuti, 'The Effect of Angklung Musical Instrument on the Ability to Recognize Number Symbols and Fine Motorik of Children Aged 5-6 Years', *International Journal of Trends in Mathematics Education Research* 2, no. 1 (2019): 40-42.

⁴⁷ Noerkhalishah Noerkhalishah, Ersis Warmansyah Abbas, and Melly Agustina Permatasari, 'The Utilization of Tourism Education Packages in Amanah Borneo Park as a Learning Resources on Social Studies', *The Innovation of Social Studies Journal* 1, no. 2 (2020): 158-68; Umi Salamah et al., 'Technology Literacy and Religious Interest of Madrasah Ibtidaiyah Teacher Education (PGMI) Program Students/Literasi Teknologi Dan Peminatan Keagamaan Mahasiswa Pendidikan Guru Madrasah Ibtidaiyah', *Al-Mudarris: Journal Of Education* 4, no. 1 (2021): 28-35.

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curricular activities, such as a joint prayer event on August 17, one of Indonesia's historic moments in escaping from colonial tyranny,⁴⁸ until every second of August 17, students are invited to pray together to remember the services of the heroes who fell on the battlefield. Furthermore, the flag ceremony programme⁴⁹ every Monday can be one of the reinforcements to evoke the spirit of student nationalism,⁵⁰ singing Indonesian songs is one of the indicators of progress in maximising patriotism strengthening.⁵¹ This situation in Madrasah Ibtidaiyah students is consistent with what Bandura says in the social learning theory of triadic reciprocal determinism⁵² that character does not become an instinct of the individual from birth (character cannot be changed). However, Bandura contends that an individual's personality can be influenced by three interconnected factors (personal, environmental and behavioral). The existence of facts done by Madrasah Ibtidaiyah in instilling patriotism since childhood has been a reinforcement to Albert Bandura's theory of social learning, as shown in the image structure below;

⁴⁸ David Hanan, 'Approaches to Islam in the Indonesian Cinema 1970s-1990s', in *Moments in Indonesian Film History* (Springer, 2021), 109-64; Panakajaya Hidayatullah, 'Islam, National, and Local History in Tabbhuwan Walisanga Performance Art', *Journal of Urban Society's Arts* 7, no. 2 (2020): 94-108; Michael Laffan, 'The Forgotten Jihad under Japan: Muslim Reformism and the Promise of Indonesian Independence', *Journal of the Economic and Social History of the Orient* 64, no. 1-2 (2021): 125-61.

⁴⁹ Inoe Saputro, Retno Winarni, and Mintasih Indriayu, 'The Role of Character Education in Internalizing Nationalism Value', in *Proceedings of the 4th International Conference on Learning Innovation and Quality Education*, 2020, 1-6; A. Senen, M. A. Wulandari, and I. Muyassaroh, 'The Evaluation of Strengthening Character Education Program to Enhance Primary Students' Nationalism', 2020; Setiawan and Wulandari, 'The Implementation of Nationality Insights Values in Indonesian History Learning to Build Nationalism of Senior High School Students'.

⁵⁰ Fukuoka and Takita-Ishii, 'Teaching How to Love Your Country in Schools?'

⁵¹ Winda Agustina, Zahra Chairani, and Norhabibah Norhabibah, 'Aktivitas Dan Hasil Belajar Siswa Pada Pembelajaran Matematika Menurut Teori Belajar Jerome Bruner Untuk Materi Keliling Dan Luas Lingkaran Di Kelas VIII', *Media Pendidikan Matematika* 8, no. 1 (2020): 11-11, <https://doi.org/10.33394/mpm.v8i1.1928>.

⁵² Albert Bandura, *Social Foundations of Thought and Action: A Social Cognitive Theory* (Englewood Cliffs: Prentice Hall, 1986); Albert Bandura, 'Social Cognitive Theory. In Handbook of Theories of Social Psychology: Volume 1', 2012, 349-74, <https://doi.org/10.4135/9781446249215.n18>.

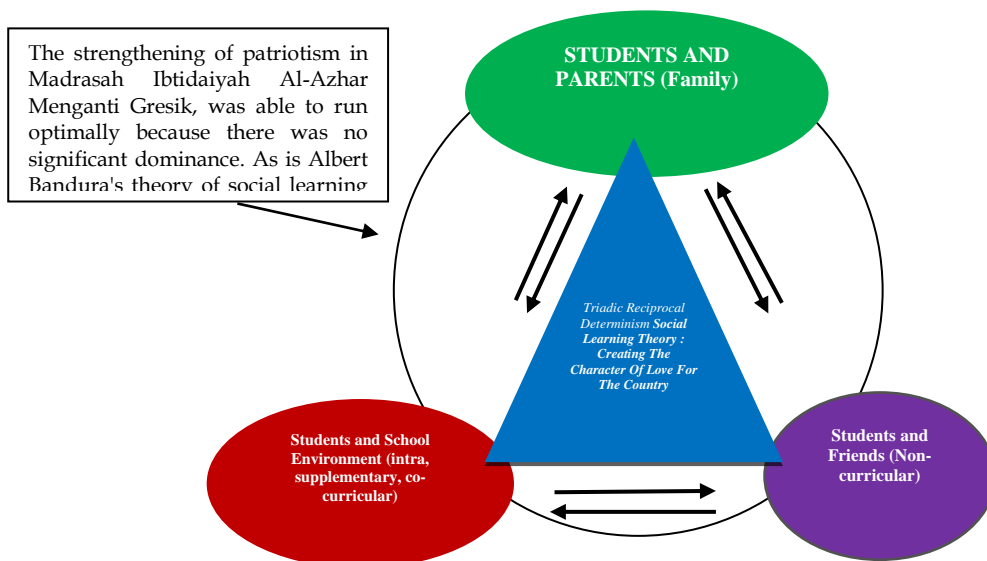


Figure 1: Reinforcement of patriotism in Albert Bandura's Triadic Reciprocal Determinism Learning Theory.

According to the above description, the process of strengthening patriotism education in Madrasah Ibtidaiyah is underway. Pondok Pesantren Al-Azhar Menganti Gresik has a solid foundation, as well as three determinations, namely personal, behavioural, and environmental.⁵³ In accordance with the facts in Madrasah Ibtidaiyah Al-Azhar Menganti (some students live in boarding schools), as well as cooperation between schools and parents in parenting activities,⁵⁴ to strengthen patriotism education for personal students. So that students have the personal goal of participating in the entire series of madrasah programmes through peer encouragement with extracurricular activities. It is also aided by a madrasah environment that promotes a patriotism education through intracurricular, extracurricular, and co-curricular activities. So that each individual can form a character through other people and the support of a conducive madrasah environment on a regular basis.

Obstacles to Increasing Patriotism in Islamic Madrasahs

The development of patriotism in Islamic educational institutions, particularly Madrasah Ibtidaiyah, does not rule out the discovery of some obstacles encountered by teachers, madrasah heads, and students.⁵⁵ Some of the findings on the obstacles

⁵³ Razieh Tadayon Nabavi, 'Bandura's Social Learning Theory & Social Cognitive Learning Theory', 2012, 24.

⁵⁴ Khadija Alsarhi et al., *Maternal Harsh Physical Parenting and Behavioral Problems in Children in Religious Families in Yemen*, Query date: 2021-11-11 11:38:39, 2019, <https://doi.org/10.3390/ijerph16091485>; M. Kosim, 'Parenting Education Module Development Based on Islamic Values and Local Wisdom', *International Journal of Interdisciplinary Educational Studies* 16, no. 2 (2021): 75-89, <https://doi.org/10.18848/2327-011X/CGP/V16I02/75-89>.

⁵⁵ Dwi Istiyani and A. M. Wibowo, 'Internalizing Nationalism Awareness in Early Childhood Islamic Education Institutions with the Spirit of Aswaja An-Nahdliyah', *Analisa: Journal of Social Science and Religion* 5, no. 02 (2020): 251-66.

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encountered by teachers in instilling the nature of patriotism in Madrasah Ibtidaiyah include a few students' lack of focus in each activity process held by the madrasah.⁵⁶ Nonetheless, the classroom teacher was able to provide understanding to the students at the time in the form of a structured programme in the madrasah curriculum.⁵⁷ Furthermore, students, particularly low-grade Madrasah Ibtidaiyah students, still require assistance in developing self-reliance⁵⁸ grades 1,2 and 3. Another barrier is the difficulty of incorporating Pancasila into students' daily lives.⁵⁹ One of the reasons is that students cannot distinguish between teachings, so in this case, classroom teachers are encouraged to be active in setting an example to students during the school learning process.⁶⁰ Due to the constraints of non-curricular programmes such as prayer, as well as the obstacle of a lack of student focus in each agenda, this situation becomes the class teacher's homework in disciplining students. As a result, students can distinguish between activity time and playtime with friends.

Natural constraints were also observed in the ongoing process of strengthening patriotism in students during the covid-19 pandemic.⁶¹ Because of the Covid-19 epidemic, all activities are now intracurricular, extracurricular, cocurricular, or non-curricular. Study tours were among those affected,⁶² as territorial restrictions were automatically lifted throughout Indonesia. However, there are obstacles above, and schools and teachers provide a substitute for study tour programs in the form of video screenings to historical places (digital museums),⁶³ and an understanding of the names of heroes and their births, so that the process of strengthening patriotism continues even though the pandemic period has not yet ended.

⁵⁶ Deva Indah Saputri and Herwin Herwin, 'The Effect of the Spirit of Nationalism and Cinta Tanah Air on the Self Independence of Elementary School Students', *JMIE (Journal of Madrasah Ibtidaiyah Education)* 4, no. 1 (1 June 2020): 114, <https://doi.org/10.32934/jmie.v4i1.162>.

⁵⁷ Senen, Wulandari, and Muyassaroh, 'The Evaluation of Strengthening Character Education Program to Enhance Primary Students' Nationalism'.

⁵⁸ Julkifli, Masrukhi, and Susilaningsih, 'Learning Strategy of Pancasila and Citizenship Education on Students' Character Development'.

⁵⁹ Subaidi Subaidi, 'Strengthening Character Education in Indonesia: Implementing Values from Moderate Islam and the Pancasila', *Journal of Social Studies Education Research* 11, no. 2 (2020): 120-32.

⁶⁰ Victoria Carrington and Muriel Robinson, eds., *Digital Literacies: Social Learning and Classroom Practices* (Los Angeles: SAGE Publications, 2009); Umi Salamah et al., 'Students' Perceptions of Online Learning on Social Interaction/Persepsi Mahasiswa Pada Pembelajaran Online Terhadap Interaksi', *Al-Mudarris: Journal Of Education* 3, no. 2 (2020): 215-25.

⁶¹ Muhamad Arif, Kusnul Munfa'ati, and Mei Kalimatusyaroh, 'Homeroom Teacher Strategy in Improving Learning Media Literacy during Covid-19 Pandemic', *Madrasah* 13, no. 2 (1 May 2021): 126-41, <https://doi.org/10.18860/mad.v13i2.11804>; Shivangi Dhawan, 'Online Learning: A Panacea in the Time of COVID-19 Crisis', *Journal of Educational Technology Systems* 49, no. 1 (September 2020): 5-22, <https://doi.org/10.1177/0047239520934018>.

⁶² Fukuoka and Takita-Ishii, 'Teaching How to Love Your Country in Schools?'

⁶³ Dr Sezgin Elbay, 'Distance Education Experiences of Middle School 7th Grade Students in the Turkey During Covid-19 Pandemic: Virtual Museum Example', *Turkish Online Journal of Distance Education-TOJDE* 23, no. 1 (January 2022): 237-56.

CONCLUSION

The findings of this study show that the process of strengthening the personality of patriotism in the boarding school Al-Azhar Menganti Gresik is carried out in a systematic manner through a variety of programmes such as intra-curricular, extracurricular, co-curricular, and non-curricular. Furthermore, Madrasah Ibtidaiyah Al-Azhar offers personal reinforcement to students through parents as part of a parenting programme. Because there is no significant dominance, establishing the character of patriotism in Madrasah Ibtidaiyah can run optimally. Social learning theory is based on Albert Bandura's triadic reciprocal determinism. This research is limited to instilling patriotism in students in Islamic boarding schools (Pesantren) specifically, starting from the program to some of the obstacles found. So recommendations for further research can discuss the analysis of the success of each program that has been carried out or reveal how far the influence of the madrasa program has in instilling patriotism in individual student understanding.

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