

## FOSTERING THE CHARACTER OF LOVE FOR THE HOMELAND THROUGH THE SMART CARD LEARNING MEDIA IN ELEMENTARY SCHOOLS

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### ABSTRACT

The application of character in the school environment still needs to be developed further. This research tries to implement character values into the learning process. Learning is designed according to syntax containing the character of love for the homeland through smart card media. This type of research is qualitative descriptive research. The informants involved in this research were the principal, class V teacher, and class V students at Elementary School (ES) Baban I Sumenep, East Java, Indonesia. The data collection technique in this research is using questionnaires and observation. The data analysis technique used is a descriptive statistical analysis to obtain the percentage value of student activity toward character learning treatment. These findings show that student activity was 85% of Observer I and 88.5% of Observer II with very good criteria. The percentage of questionnaire scores obtained after character learning was 82.6%. Before character learning was carried out, the questionnaire score percentage was 72.4%. Developing the character of love for the homeland through smart card learning media can optimize a sense of courtesy, mutual respect between others, and mutual love and appreciation for the services of heroes.

**Keywords:** elementary schools; love for the homeland; smart card media

### INTRODUCTION

A great nation is a nation that appreciates the services of its heroes who have fought for the interests of the nation and state.<sup>1</sup> The heroes' struggles are based on the character of love for the homeland.<sup>2</sup> Through the character of love for the homeland, the Indonesian people will have a perspective on how to reflect the attitude and personality of the Indonesian nation that upholds unity and unity, has a sense of togetherness to build the Indonesian nation towards a better future during globalist world competition without losing its roots in the culture and fundamental values of Pancasila that we already have.<sup>3</sup>

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<sup>1</sup> Pininta Veronika Silalahi, "representations of beauty, love, homesick and memory to homeland expressed in the lyrics of batak toba songs," *parafrese: Jurnal Kajian Kebahasaan & Kesastraan* 20, no. 1 (2020).

<sup>2</sup> Almutairi, Nawaf Mohammed K. "Exploring Global Identities in Mohsin Hamid's Exit West." *Theory and Practice in Language Studies* 14, no.1 (2024): 110-115. <https://doi.org/10.17507/tpls.1401.12>

<sup>3</sup> Vika Anggela Shinta and Dikdik Baehaqi Arif, "The Role of Dance Extracurriculars in Forming the Character of Love for the Homeland at SMP Muhammadiyah 4 Yogyakarta," *Jurnal Penelitian Ilmu-Ilmu Sosial* 4, no. 1 (2023): 1–12.



In line with the swift currents of globalization, the love for the homeland that upholds unity and integrity in building the nation, as encouraged by the heroes in-achieving noble and prosperous ideals, began to fade.<sup>4</sup> If the founders of the nation (*the founding fathers*) still had time to witness the nation's current state, of course, they would be unfortunate and regretful.<sup>5</sup> By sacrificing all its property, soul, and body, an independent Indonesian nation must become a nation with no character (*izzah*) and has lost the principle of nationality (character crisis).<sup>6</sup>

The loss of the principle of nationality (character crisis) experienced by the nation today is due to the damage to individuals in society that occurs collectively, thus forming the nation's personality, which was previously known to be patient, friendly, full of manners, now becomes grumpy, abusive and vengeful.<sup>7</sup> Not only between tribes but also between families. Many Indonesian children who are still in school can hurt each other, and children kill their parents and many parents rape their biological children.<sup>8</sup> Moreover, most importantly, many of the nation's next-generation (youth) are proud of the lifestyle from other nations, and people call it a lifestyle "*western*" this signifies that social, cultural, and humanitarian propriety values are fading/ decreasing.<sup>9</sup> The waning of the character of love for the homeland will impact the Indonesian nation.

If our nation loses the character of love for the homeland, the impact will cause the collapse or dissolution of a nation because foreign nations can colonize it.<sup>10</sup> Foreign nations will quickly enter if their next generation loses its identity as Indonesian citizens. The degradation of the nation's culture is marked by a decrease in mutual respect for

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<sup>4</sup> Asrial Asrial et al., "Response, Peace-Loving Characters and Homeland Love Characters: Integrating Traditional Game of Petak Umpet," *Jurnal Iqra': Kajian Ilmu Pendidikan* 7, no. 1 (2022): 275–94.

<sup>5</sup> Agus Supriyanto, Sri Hartini, and Amien Wahyudi, "What Is The Character of Student Tolerance in The Indonesian Political Situation?," *Multicultural Education* 10 (2019): 11.

<sup>6</sup> Christopher C Martell and Kaylene M Stevens, "Equity-and Tolerance-Oriented Teachers: Approaches to Teaching Race in the Social Studies Classroom," *Theory & Research in Social Education* 45, no. 4 (2017): 489–516.

<sup>7</sup> Benjamin Flöhr, "'Love of One's Homeland Is Part of Faith'—Islam and Nationalism in Ahmet Hamdi Akseki's 'catechism' for the Military," in *Kemalism as a Fixed Variable in the Republic of Turkey* (Ergon-Verlag, 2019), 45–74.

<sup>8</sup> Aniek Irawatie, Iswahyuni Iswahyuni, and Marina Eri Setyawati, "Education Learning Development of Character Education-Based State Defense," *International Journal of Multicultural and Multireligious Understanding* 6, no. 8 (2019): 27–42.

<sup>9</sup> Natan Sharansky and Anatoly Shcharansky, *The Zionist Ideas: Visions for the Jewish Homeland—Then, Now, Tomorrow* (U of Nebraska Press, 2018).

<sup>10</sup> Framz Hardiansyah and Zainuddin Zainuddin, "The Influence of Principal's Motivation, Communication, and Parental Participation on Elementary School Teachers' Performance," *Al Ibtida: Jurnal Pendidikan Guru MI* 9, no. 2 (2022): 319–34, <https://doi.org/10.24235/al.ibtida.snj.v9i2.9936>.

differences, the fragility of unity and integrity, and the fading of nationalist feelings.<sup>11</sup> To avoid national degradation, it is necessary to build a loving character. The formation of the character of love for the homeland is essential in government administration and realizing the ideals or goals of the Indonesian nation in forming an excellent next generation.<sup>12</sup> Therefore, planting or forming the character of love for the homeland starts early.<sup>13</sup> The character of love for the homeland can be formed in the social and cultural environment, both in the family and community.<sup>14</sup> Another alternative to facilitate the realization and formation of love for the homeland is character education.<sup>15</sup>

Character education is a conscious and earnest effort from a teacher to teach values to his students.<sup>16</sup> The purpose of character education is to implement and develop the ability of students to become human beings who have a noble character, are healthy, knowledgeable, capable, creative, independent, and make citizens who are democratic, responsible, competitive, and have a patriotic spirit or love the homeland as well as forming citizens who are oriented to science and technology, all of whom are inspired by faith and piety to God Almighty based on Pancasila.<sup>17</sup> A learning process is also needed in developing character in schools, not just pouring out lesson material.<sup>18</sup> However, the most important thing is that someone who teaches can develop the child's personality, even though learning suitable lessons will provide experience generating various traits

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<sup>11</sup> Amien Wahyudi, "Character Education: Literatur Study Religious Tolerance Character," in *Prosiding Seminar Bimbingan Dan Konseling*, vol. 1, 2017, 49–56.

<sup>12</sup> Framz Hardiansyah, A R Muhammad Misbahudholam, and Yetti Hidayatillah, "IPAS Learning Assessment To Measure Science Process Skill In Elementary School," *International Journal of Elementary Education* 6, no. 4 (2022): 612–23, <https://doi.org/https://doi.org/10.23887/ijee.v6i4.54217>.

<sup>13</sup> Framz Hardiansyah and Agus Wahdian, "Improving Science Learning Outcomes Through the Development of the Magic Card Box Learning Media," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 1 (2023): 823–33, <https://doi.org/https://doi.org/10.35445/alishlah.v15i1.2711>.

<sup>14</sup> Rosyida Nurul Anwar, "Management of Islamic Religious Education Learning in Children with Special Needs," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6, no. 1 (2021): 539–48.

<sup>15</sup> Subiyantoro, "Effectiveness of Countering Radicalism Through Character Education," *Educational Administration: Theory and Practice* 28, no.3 (2022): 97-108. <https://doi.org/10.17762/kuey.v28i03.397>.

<sup>16</sup> Devita Wahyu Azhar, Warlina Febrita Putri, and Masduki Asbari, "The Role of Islamic Religious Education in Growing a Sense of Nationalism," *Journal of Information Systems and Management (JISMA)* 1, no. 1 (2022): 24–28.

<sup>17</sup> Martell and Stevens, "Equity-and Tolerance-Oriented Teachers: Approaches to Teaching Race in the Social Studies Classroom."

<sup>18</sup> Loh, Elizabeth Ka Yee, et al. "Tracking children's handwriting learning process using EEG: A system development and validation." *Learning and Instruction* 90, no.1 (2024): 101870. <https://doi.org/10.1016/j.learninstruc.2023.101870>

good behavior attitudes.<sup>19</sup> It is necessary to have media that supports the teaching and learning process to support learning process.<sup>20</sup>

Not all students have the character to love their homeland.<sup>21</sup> The lack of consistency of love for the country in students can be seen in the attitude of students who violate school regulations, reduce social feelings in Indonesian society, and use impolite language.<sup>22</sup> Many people think showing love for Indonesia is enough to attend ceremonies and show a lack of interest in their nation's products.<sup>23</sup> The low level of love for the country is also demonstrated by students who arrive late when attending the ceremony; students lack appreciation during the flag ceremony, national and regional songs are less liked, and they prefer adult songs that are not suitable for understanding.<sup>24</sup> Therefore, the character of love for the motherland needs to be applied to primary education. The character of love for the homeland has been inserted into extracurricular activities to foster a spirit of love for the homeland's culture and participate in maintaining culture, economy, language, and politics well.<sup>25</sup>

Based on previous research conducted by,<sup>26</sup> Nationality occupies an essential position in efforts to strengthen national character and identity. Various problems that occur, which are indicated as a weakening of Indonesia's surface, are not only the subject of essential discussions at this time but also require efforts to find solutions. Education

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<sup>19</sup> Karen Sewell and Stephen Newman, "What Is Education," *Education Studies: An Issue Based Approach*, 2014.

<sup>20</sup> Gabrielle Garon-Carrier et al., "Classroom Placement and Twins' Social Behaviors in Elementary School: Providing Empirical Evidence to Inform Educational Policy," *Educational Policy*, 2021, 1–26, <https://doi.org/10.1177/089590482111015626>.

<sup>21</sup> Boty, Middy, Johan Setiawan, and Muhammad Rijal Fadli. "The values of struggle character education KH Ahmad Hanafiah and its implementation in local history learning." *Pegem Journal of Education and Instruction* 13, no.2 (2023): 62-71. <https://doi.org/10.47750/pegegog.13.02.08>

<sup>22</sup> Framz Hardiansyah and Mas'odi Mas'odi, "The Implementation Of Democratic Character Education Through Learning Of Social Science Materials Of Ethical And Cultural Diversity In Elementary School," *Journal of Innovation in Educational and Cultural Research* 3, no. 2 (February 21, 2022): 234–41, <https://doi.org/10.46843/jiecr.v3i2.101>.

<sup>23</sup> Baan, Anastasia, Markus Deli Girik Allo, and Andi Anto Patak. "The cultural attitudes of a funeral ritual discourse in the indigenous Torajan, Indonesia." *Heliyon* 8, no.2 (2022): e08925. <https://doi.org/10.1016/j.heliyon.2022.e08925>

<sup>24</sup> Hardiansyah and Wahdian, "Improving Science Learning Outcomes Through the Development of the Magic Card Box Learning Media."

<sup>25</sup> Kurniawan, Dwi Agus, Nurul Delima Kiska, and Latipia Damayanti. "Teaching Primary School Students through Local Cultural Games for Improving Positive Characters." *International Journal of Instruction* 15, no.3 (2022): 1047-1078. <https://doi.org/10.29333/iji.2022.15356a>

<sup>26</sup> Framz Hardiansyah, "The Implementation of Tolerance Character Education Through Social Science Learning in Elementary School," *AULADUNA: Jurnal Pendidikan Dasar Islam* 9, no. 2 (2022): 168–80, <https://doi.org/10.24252/auladuna.v9i2a5.2022>.

becomes a place where knowledge transformation can be achieved. In this case, language understood as a means of expression and a symbol of cultural representation, can strengthen the spirit of nationalism. Understanding nation-building's philosophical and historical foundations is the basis for creating a strong national spirit.<sup>27</sup> Besides that, local values, national insight, and understanding of various phenomena in the global era are manifestations of a comprehensive effort to understand oneself as a nation and the national spirit within. Integrative language learning can be used to increase the sense and confidence of nationalism in students, strengthening the character of the Indonesian nation.<sup>28</sup> Furthermore, previous research by<sup>29</sup> shows the results of teachers' studies on developing a love for the homeland contained in Social Studies subject matter; the teacher implements the character of loving the homeland through self-development such as spontaneously admonishing, giving directions, and giving sanctions to students who deviate from the character of loving the homeland. The teacher provides praise to students who instill the value of loving the motherland; the teacher gives examples in the form of using Indonesian, obeying rules, using batik, and disposing of trash in its place. Another shows the results of research showing that the form of cooperation in the Kampung Naga community consists of farming, home repair or renovation, ritual events, and traditional ceremonies.<sup>30</sup> Every gotong royong is interpreted as togetherness by the community through the values of happiness, sadness, and tolerance; gotong royong is inseparable from conventional stakeholders and the community according to their respective functions, and the hectic visits require efforts from the community to maintain cooperation with solidarity through guide formation.<sup>31</sup>

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<sup>27</sup> Aseh, Nfamewih. "Ideologies, governance and the public sphere in Cameroon." *Africa Development* 36, no.1 (2011): 169-220.

<sup>28</sup> Ajodhia, Amanda, and A. S. CohenMiller. "Can arts-informed pedagogy facilitate communities of learning and belonging for minoritised early years children? An integrative review of research." *International Journal of Early Years Education* 32, no.1 (2024): 52-67. <https://doi.org/10.1080/09669760.2019.1685467>

<sup>29</sup> Marudut Bernadtua Simanjuntak, "The Educational Values of The Main Character In Beautiful Mind Film," *Journal Of Advanced English Studies* 3, no. 1 (2020): 1-6.

<sup>30</sup> Prestasia, Ayu Tri, and Boomi Kim. "Living with Nature: Water Stories of Kampung Naga, Indonesia." *Spool* 7, no.2 (2020): 59-76. <https://doi.org/10.7480/spool.2020.2.5047>

<sup>31</sup> Anwar, Doddy, Gagoek Hardiman, and Rumiati R. Tobing. "Sustainability study based on ecological footprint of traditional housing Kampung Naga." *International Journal of Engineering Research and Technology* 11, no.11 (2018): 1685 - 1697.

One learning medium that can be applied to learning is smart cards.<sup>32</sup> This media can make students active and enthusiastic in learning in class so that students do not get bored quickly in learning.<sup>33</sup> Through the media of smart cards and appropriate materials, teachers can develop students' character, especially their love for the homeland. In learning Social Sciences, students can appreciate the diversity of ethnic groups and cultures in Indonesia that the teacher conveys well, so the character education process is essential to form a nation that loves the Indonesian homeland.<sup>34</sup> Based on the information above, the authors are interested in researching fostering the character of love for the homeland through the smart card learning media for ethnic and cultural diversity in elementary schools.

## RESEARCH METHODS

The research method used is descriptive qualitative research. Qualitative research is conducted on natural objects to obtain in-depth and meaningful data such as views, judgments, or public opinion about a matter.<sup>35</sup> This research was conducted at Baban 1 Elementary School, Sumenep. Sources of data/informants used in this study were school principals, teachers of grades Vb and Vc, and students from grade V. Data collection techniques in this study used interviews, questionnaires, and observation. This research was carried out at the beginning of the even semester of learning for the 2022–2023 academic year.

Table 1  
Interview Instruments

Variable	Indicator	Question Number
Love for the homeland Character	Character education in school	1-3
	fostering the character of love for the homeland to students	4-6

<sup>32</sup> Muhammad Anas Maarif and Muhammadiyah Husnur Rofiq, "The Role of Islamic Education Teachers in Improving the Character of Nationalism in Boarding School," *EDUKASI: Jurnal Pendidikan Islam (e-Journal)* 6, no. 1 (2018): 64–78.

<sup>33</sup> Simanjuntak, "The Educational Values of The Main Character In Beautiful Mind Film."

<sup>34</sup> L E W Fajari, "Student Critical Thinking Skills and Learning Motivation in Elementary Students," in *Journal of Physics: Conference Series*, vol. 1440 (IOP Publishing, 2020), 12104.

<sup>35</sup> Hardiansyah and Mas'odi, "The Implementation Of Democratic Character Education Through Learning Of Social Science Materials Of Ethical And Cultural Diversity In Elementary School."

Variable	Indicator	Question Number
Social studies learning material for ethnic and cultural diversity	the character of love for the homeland through smart card learning media	7-10

Source : <sup>36</sup>

Researchers used semi-structured interviews to find problems more openly, where respondents were asked for their opinions and ideas. Interviews were conducted with the school principal, class Vb teacher, and the class Vc teacher.

Table 2  
Questionnaire Instrument

Character	Indicator	Questionnaire Number
Homeland love	Ways of thinking, behaving, and acting that show loyalty and concern for others	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
	High respect for language, culture, and society	11, 12, 13, 14, 15, 16, 17, 18, 19, 20

Source : <sup>37</sup>

The questionnaire in this study was given to grade V students to determine the student's character, totaling 20 questions using a Likert scale. The Likert scale measures attitudes, opinions, and perceptions of a person or group of people about social phenomena consisting of 4 alternative answers.<sup>38</sup> With a Likert scale, the variables to be measured are translated into sub-variables. Then the sub-variables are translated into components. Components are used as a starting point for compiling instrument items in the form of questions or statements, which respondents then answer. Questionnaire analysis in this study uses indicators of the percentage of students' character understanding, as follows:

<sup>36</sup> Roman Prots et al., "Psychophysical Training of Young People for Homeland Defence Using Means of Physical Culture and Sports," *BRAIN. Broad Research in Artificial Intelligence and Neuroscience* 12, no. 3 (2021): 149–71.

<sup>37</sup> Roman Prots et al., "Psychophysical Training of Young People for Homeland Defence Using Means of Physical Culture and Sports," *BRAIN. Broad Research in Artificial Intelligence and Neuroscience* 12, no. 3 (2021): 149–71.

<sup>38</sup> Framz Hardiansyah and Mulyadi, "Improve Science Learning Outcomes for Elementary School Students Through The Development of Flipbook Media," *Jurnal Penelitian Pendidikan IPA* 8, no. 6 (December 30, 2022): 3069–77, <https://doi.org/10.29303/jppipa.v8i6.2413>.



Table 3  
Student Activity Achievement Level

Achievement Level	Criteria	Description of Student Activities
81%-100%	Very Good	Students carry out all activities according to predetermined indicators ( $\pm 100\%$ ).
61%-80%	Good	Students almost do all activities according to predetermined indicators ( $\pm 80\%$ ).
41%-60%	Quite Good	Students do half the activity according to the indicators that have been set ( $\pm 60\%$ ).
21%-40%	Less Good	Students almost do half of the activities in the indicators that have been set ( $\pm 40\%$ ).
0%-20%	Not Good	Students do not do activities at all ( $\pm 0\%$ ).

Sumber : <sup>39</sup>

## RESULT AND DISCUSSION

Character education is an effort to educate children in making wise choices and how to apply these choices in everyday life to make a positive contribution to their environment.<sup>40</sup> Moreover, it is an attempt to influence student behavior positively. Previously inappropriate behavior can be changed into appropriate behavior through character education.<sup>41</sup> Character education has been successfully implemented at Baban I Sumenep elementary school, as evidenced by a morning handshake culture between teachers and students. The teacher greets and shakes hands with students as they enter the gate. As stated by the Principal as follows: This school has implemented character education since participating in the school health efforts competition in 2009. as well as for cultural habits, in addition to shaking hands with the teacher to instill character, in the morning we say good morning/greetings, the teacher picks up students, both clean cultures, the children bring food and drink from home. Disciplined character, the children came 20 minutes before the lesson started. Throw garbage in its place.

<sup>39</sup> Arikunto, S. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

<sup>40</sup> Saidov Ixtiyor Muzropovich, "Scientific And Methodological Fundamentals of Studying the Concept of Patriotism," *Zien Journal of Social Sciences and Humanities* 3 (2021): 4–8.

<sup>41</sup> Rostin Talapessy, Dyah Kumalasari, and Joniel Hendrik Salouw, "Urgency of Character Building of Students' Love of Homeland through the Historical Teacher's Role in State Senior High School 4 of Kairatu, Ambon," *ScienceRise: Pedagogical Education* 6, no. 39 (2020).



The classroom teacher Vb conveyed the same thing as the homeroom teacher for class Vb : I enjoy teaching here. After all, I want to be a teacher because everything I have I can practice here; for example, I am a class teacher and a theater teacher because I have some knowledge of theater. I can bring the children to become champions at the provincial level. Moreover, here all that I need can be fulfilled/facilitated. In character, education begins with the child entering from the gate, and the teacher welcomes the children by shaking hands. Apart from entering the gate from outside, we are also in the classroom in the learning process, plus time outside the classroom during breaks; when we meet students, we must provide character education.

The same thing was conveyed a Vc classroom teacher, as follows: here we have implemented character education; actually, we have implemented character education from the, only the name is different, madam, in the past it was *not* character but habit. It is like shaking hands in the morning. That is already a form of implementation of character education here.

Based on the three explanations above, schools that adhere to character education provide comprehensive education to their students. Schools can manage character education effectively. Character education in elementary schools is not only implied in theory but has also developed into practice, with character education occurring at any time, not only at a specified time.<sup>42</sup> Baban I Sumenep Elementary School has done an excellent job of implementing character education. This happened before character education at the Baban I Elementary School in Sumenep had implemented character education under the name of habituation.

Efforts are being made to cultivate and facilitate the formation of the character of love for the homeland through the implementation and implementation of character education for the love of the homeland, both from school and classroom activities.<sup>43</sup> When we perform ceremonies and other forms of cultural arts, we can instill a sense of pride in our homeland. This is by what the Principal said, as follows: We have implemented the character of love for culture and the homeland, for example through art

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<sup>42</sup> I Suarta, "Revitalization of Oral Literature Tradition of Balinese Society Based Character Values as Deradicalism Effort," *International Journal of Social Sciences and Humanities* 1, no. 3 (2017): 8–16.

<sup>43</sup> Turgunboev tokhirjon abduqafurovich and mekhmonaliyev shokhmukhammad, "the role of educating students in the spirit of military patriotism in educational institutions," *Galaxy International Interdisciplinary Research Journal* 9, no. 9 (2021): 126–30.

culture, the arts branch here is divided into several branches, dance, drama, speech, musical, choir, and poetry. This proves that we have changed the *mindset* of students' character to take one of the arts according to their talents and interests. In addition, we also carry out character changes in the environmental field.

Not much different from Vc classroom teacher, who stated as follows: if the application of the character of love for the homeland here is through the ceremony, wherein the ceremony the children are taught to appreciate the services of the heroes, and the national anthem is also introduced. The primary purpose of character education is to strengthen and develop specific values in children's behavior both during and after the school process (after graduating from school)<sup>44</sup>. Reinforcement and development mean that education in the school environment is not just an effort to transmit values to students but a process that allows students to understand and reflect on the importance of the agreement in everyday human behavior, including children. In addition, strengthening directs the educational process towards a habituation process accompanied by logic and reflection on the process and impact of school-based habituation processes both in the classroom and school environment<sup>45</sup>. The term reinforcement refers to the relationship between strengthening behavior at school and home through habituation.

I referred to the learning objectives using smart card learning media for class V students. The character of love for the homeland can be implemented through the learning material on ethnic and cultural diversity using smart card media. This is evident from Vc classroom teacher explanation, as follows: I have used card media, but I do not know what the name of the media is; what is clear is that I have used card media. The students are very interested and enthusiastic about receiving lessons using media such as cards. The students are also compact in doing the task.

The school principal stated different things: if the application of media for character implementation could use learning media to affect the formation of students' character, they must choose and match the material being taught. To apply the media and choose the model/ media for learning, I leave it entirely to each class teacher, Vb

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<sup>44</sup> Fathul Jannah and Reja Fahlevi, "Strengthening the Pancasila Character Values in Forming the Character of Pancasila Generation," in *1st International Conference on Creativity, Innovation and Technology in Education (IC-CITE 2018)* (Atlantis Press, 2018), 77–80.

<sup>45</sup> Muslimatul Husna and Elza Triani, "Comparison of the Character of the Love of the Homeland of Students in Public Elementary Schools," *Jurnal Mimbar Ilmu* 28, no. 1 (2023): 48–57.

classroom teacher, the homeroom teacher of class VB, also stated the following: smart card learning media; frankly, I have never implemented it in subjects, it seems exciting and good for engaging students' attention after I heard and saw from Riska's mother, I wanted to try it. I usually use ordinary media, just pictures, and ask my students to explain.

Based on the explanation above, the principal leaves the choice of learning media entirely to the respective class teachers. The formation of the character of love for the homeland through Vc classroom teacher card media is easy for students to digest; students also enjoy the media, which makes learning more fun, and the character of students is also easy to shape through the media. Meanwhile, Vb classroom teacher never used card media, so he wants to experiment with learning through innovative card media. In implementing character education in schools, there is usually an obstacle or obstacle in implementing character education.

While the difficulties in developing character education, the principal stated as follows: To develop student character values through the learning process to become even better, it is clear that we do not provide input to students, but class teachers, so our monitoring is from the class data and the assessment. If we see that the score is not working, we have to find out with the teacher what the problem is that it does not work; if we tell the students, it is not possible, and we only monitor it from an evaluation point of view. Then from the problems faced by the students, we saw from the student map, it was seen that there were forms of intelligence, naughty, have disorders, and so on. From there, we learn the source of the problems faced by students.

In contrast to what was stated by Vb classroom teacher, he stated that the difficulty is they are afraid that they are not suitable for their students; they are afraid that the children can do it. Vc classroom teacher conveyed the same thing: The difficulty in applying the character of love for the homeland lies in the students because the students in my class are very selfish. Because they are brilliant. So, they feel that other friends are also smart, so their care is relatively reduced.

Based on the description above, the students' difficulties arise because there are indeed many students, so it takes patience in implementing the character education. Moreover, the teacher is afraid that in its application, the fear does not match the conditions of the students there, whether the students there can apply the character or not.

Based on the data collected, the observations of teachers' teaching activities involving ethnic and cultural diversity material with the help of smart card learning media for fifth-grade students. Vb classroom teacher learning about ethnicity and culture for fifth-grade students using smart card learning media is worth 76 points. The value of 76 is obtained from the assessment of each indicator using the respective assessment criteria; is 1 if you do not perform activities according to indicators, 2 if you do little activities with indicators, 3 if you do not take actions according to indicators, 4 if you actively perform according to indicators. 5, if you are very involved in carrying out activities according to the indicators, they are evaluated and then totaled. The percentage of results is then calculated using indicators of teacher activity. If expressed as a percentage, the value of 76 is equal to 95 percent. As is known in Rubik's Assessment of teacher activities, the level of achievement between 81-100 percent is classified as a superior product. The percentage of 95% shows that the implementation of teacher patriotism character education through learning about ethnic diversity through smart card learning media is going very well. Teachers can apply all stages of understanding with character-based learning syntax.

Table 4  
Instruments for Observing Teacher's Teaching Activities

No.	Observed aspects	Indicator	Assessment criteria				
			5	4	3	2	1
1	Initial activity	review of learning by involving the character of love for the homeland	5				
		Provide motivation by instilling the character of love for the homeland in students		4			
		Appreciation by involving the character of love for the homeland		4			
		Explaining learning objectives related to the character of love for the homeland through material on ethnic and cultural diversity			5		
2	Core activities	Presenting material on the diversity of ethnic groups and cultures that exist in Indonesia and those related to the character of love for the homeland with smart card media	5				

No.	Observed aspects	Indicator	Assessment criteria				
			5	4	3	2	1
		Preparing students to play with smart card media related to the character of love for the homeland material about the diversity of ethnic groups and cultures in Indonesia	5				
		Distributing smart card media containing material on ethnic and cultural diversity involving the character of love for the homeland	5				
		Guiding students in finding/thinking about the answers to the questions contained in the smart card media that has been distributed to students	5				
		Invite students with groups to answer questions contained in smart card media related to the character of love for the homeland		4			
		Ask other groups to respond to the answers that have been answered then match them with the answers on the smart card		4			
		Distribute worksheets to find out the level of students' understanding of the material that has been taught	5				
		Concluding the results of learning activities that are characterized by love for the homeland	5				
		Give feedback to students with character	5				
3	End activities	Responsible for guiding students to conclude learning with character	5				
		Helping students conduct performance evaluations involving the character of love for the homeland	5				
		Closing the lesson	5				
Total Score						76	

Sumber : Personal Documents

The interview and observation data are excellent, and the questionnaire data. The questionnaires were classified into two categories: pre-test questionnaires and post-test questionnaires. The pre-test questionnaire was given before the lesson, while the post-test was given after the learning activity. This is to determine the level of understanding of previous students. After presenting the material about ethnic diversity and culture of smart

cart learning media in class 5. Questionnaires will be assessed based on percentages. Before teaching the multi-ethnic smart card learning media to fifth-grade students, the total value of the questionnaire obtained was 2549, indicating a percentage of 72.4 percent, which was considered acceptable.

Meanwhile, according to the questionnaire results, after being given the material on ethnic diversity smart card learning media for class V students, the total score obtained was 2908, indicating a response rate of 82.6 percent, classified as very good. The total score was calculated by evaluating each of the twenty questions. Each question was scored using the following criteria: 4 for always, 3 for often, 2 for sometimes, and 1 for never. Then, the total score obtained by each student is added up and expressed as a percentage. Based on interviews, observations of teacher activities, and questionnaires, it was shown that the implementation of the character of love for the homeland in the school environment was perfect, following the learning material on ethnic diversity and cultural media as smart card learning media by grade V students when viewed through percentage criteria.

Based on the study results, it can be stated things about schools that apply the character of love for the homeland. Character education is found as a habituation effort that is carried out repeatedly and continuously by an individual.<sup>46</sup> Character education is the practice of instilling attitudes and behaviors that enable people to live and work together as family, friends, neighbors, community, and nation.<sup>47</sup> At Baban 1 Sumenep elementary school, the character of love for the homeland is instilled through a series of processes. In particular, the process of school activities, especially outside of class hours, through extracurricular arts and culture activities and learning activities in class. Baban I Sumenep Elementary Schools embodies the character of love for the homeland through habits, especially by shaking hands in the morning when the teacher picks up students and greets them. The goal is to develop a sense of politeness, mutual respect, and mutual love. In addition, through ceremonial activities, the character of love for the homeland is

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<sup>46</sup> Mustapa Mustapa, "Love of Homeland Character Education through Green Harmony Program in State Elementary School Border Sambas-Malaysia," *JP2D (Jurnal Penelitian Pendidikan Dasar) UNTAN* 2, no. 1 (2019): 11–21.

<sup>47</sup> Silalahi, "representations of beauty, love, homesick and memory to homeland expressed in the lyrics of batak toba songs."

shown by including the national anthem, honoring the services of heroes, and raising students' concern for their classmates.

Meanwhile, through arts and extracurricular cultural activities that focus on culture, this program aims to familiarize students with skills and culture in Indonesia to appreciate and learn the arts according to their talents and interests.<sup>48</sup> Scouting activities also instill a sense of love for the homeland and brotherhood. In addition, learning can be used to eliminate the implementation of love for the homeland character education by selecting appropriate materials and the use of learning media that support the delivery of these characters during the learning process, the application of love for the homeland. Through Civics and Social Studies learning, the emphasis is on adequately implementing the nature of love for the homeland. Character development through education instills a sense of love for the homeland through material and cultural resources in Indonesia.<sup>49</sup> However, students are taught how to develop positive attitudes towards their peers, a sense of sharing, and concern for others. This can be fostered through group work activities, picket assignments, and a sense of camaraderie.

Baban I Sumenep elementary school has implemented character education effectively and consistently with the learning syntax based on the interview data collected. As evidenced by a score of 76 on the observation of teacher teaching activities, this happened. The score is calculated based on the statement made by the fifth-grade teacher. The score of 76 is then converted into a percentage to determine the level of achievement of teacher learning activities. The percentage yield of the 76 grades is 95 percent. As is known in the rubric of teacher activity assessment, the level of achievement between 81-100 percent is classified as a superior product. The percentage of 95% indicates that the teacher's implementation of patriotism character education for fifth graders at ES Baban I Sumenep is going very well. Teachers can carry out all stages of learning with a character-based learning syntax. The effectiveness of patriotism character education is determined not entirely by teacher teaching observations but also by student learning activities based on social studies learning materials about the ethnic and cultural diversity

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<sup>48</sup> Roman Prots et al., "Psychophysical Training of Young People for Homeland Defence Using Means of Physical Culture and Sports," *BRAIN. Broad Research in Artificial Intelligence and Neuroscience* 12, no. 3 (2021): 149–71.

<sup>49</sup> Azhar, Putri, and Asbari, "The Role of Islamic Religious Education in Growing a Sense of Nationalism."



of smart card learning media calculated by researchers. Based on observations of student learning activities carried out by observer I, the researcher obtained a score of 60, and if expressed in percentages, the results obtained were 85 percent. Meanwhile, the observation of student learning activities carried out by the second-grade fifth-grade ES Baban I Suemenp teacher (Vb classroom teacher) resulted in a score of 62 and a percentage of 88.5 percent.

The percentages are 85 and 88.5 percent, respectively, based on observations of student activities in applying material on ethnic and cultural diversity that contains characteristics of love for the homeland through smart card learning media. 100% of the products meet the criteria of a perfect product. In connection with the following problem formulation, the impact of the material on the ethnic and cultural diversity of smart card learning media on the implementation of patriotism character education in everyday life in the school environment can also be measured through questionnaires given before and after social science learning. That is, the questionnaires given before and after learning are different.

Based on the percentage obtained before the fifth-grade students of ES Baban I Sumenep was given social studies learning materials about ethnic diversity in smart card learning media, the total score of the questionnaire obtained was 2549, representing a percentage of 72.4 percent and can be categorized as good. Meanwhile, based on the results of the questionnaire distributed to the fifth-grade students of ES Baban I Sumenep after being given the material on ethnic diversity in the smart card learning media, the total value of the questionnaire obtained was 2908, representing a response rate of 82.6 percent, which is considered very good. Based on the results of the exposure of the questionnaire data, it is known that the value of the questionnaire before it is allowed to apply the character of love for the homeland is greater than the value of the questionnaire after being given the material on ethnic, cultural diversity. The results of the presentation of the data above show that Baban I Sumenep elementary school has succeeded in implementing the character of love for the homeland through smart card learning media for ethnic and cultural diversity.

## **CONCLUSION**

Based on the results of the research that has been described in the previous chapter, on this occasion, the researcher will put forward several conclusions as follows: Fostering the character of love for the homeland through the smart card learning media for ethnic and cultural diversity in elementary schools is categorized very well according to syntax character learning; Students' level of understanding in implementing the character of love for the homeland in everyday life in the school environment is categorized as very good. This is because students have carried out all activities by predetermined indicators. The most crucial thing in creating a sense of love for the homeland is starting with character education, which can be withdrawn from the habits formed by teachers and school members; learning does not only involve science. In this case, teachers, school members, parents, and other stakeholders have an equally important role in shaping the character of love for the motherland. The role of educators is not only to practice knowledge and provide teaching materials to their students, but an educator has a responsibility for the attitude and pride of students towards their nation and country so that they have the mindset of defending the country as written in the law. So, the philosophy of love for the motherland must be implemented daily to create a safe, peaceful, and prosperous environment. Therefore, it is essential to apply the values of loving the motherland to improve the quality and welfare of the nation and state of Indonesia by educating students to have a sense of love for the homeland through several activities listed in student thematic books.

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The author declares there is no potential conflict of interest in connection with the research, authorship, and publication.

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