

Pancasila Literature: A Strategy for Instilling Nationalism in Elementary School Students

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ABSTRACT

Instilling nationalism from an early age is a fundamental aspect of primary education, especially in the midst of globalization and rapid socio-cultural change. The values of Pancasila, as the ideological foundation of Indonesia, play a crucial role in shaping students who are characterized by integrity, civic responsibility, and love for their homeland. This article aims to examine strategies for fostering nationalism through literature learning based on Pancasila values in elementary schools. The study employs a descriptive qualitative approach, using literature review and analysis of teaching practices at SD Yapita Keputih Surabaya. The analysis focuses on the integration of Pancasila values within literary texts, such as folktales, children's poetry, and fables, combined with participatory teaching methods. The findings indicate that literature learning grounded in Pancasila values significantly enhances students' sense of nationalism by strengthening unity, tolerance, cooperation, and social justice

INTRODUCTION

Education in Indonesia is not only oriented towards cognitive aspects but also carries a moral responsibility in shaping the nation's character. One important aspect of character education is instilling a sense of nationalism in students from an early age. Nationalism is not simply understood as love for one's country, but also as a collective awareness to uphold the values of unity, justice, and humanity. This aligns with the goals of national education as stated in Law Number 20 of 2003 concerning the National Education System, namely to develop students' potential to become people of faith, noble character, knowledgeable, capable, creative, independent, and democratic and responsible citizens.

In the context of primary education, instilling national values needs to be done through an approach that is appropriate to children's psychological development. Elementary school students are at the concrete operational stage, so narrative, imaginative, and contextual learning is more easily understood. One effective learning medium for internalizing these values is literature. Literary works, whether in the form of folk tales, children's poetry, or simple dramas, have strong suggestive power because they present moral and social values through characters, plots, and messages that are close to children's daily lives. Therefore, literature can be a strategic entry point for instilling nationalism from an early age.

Pancasila, as the foundation of the Indonesian state, serves as a guideline for life and a source of values that must be internalized in every aspect of education. The values of divinity, humanity, unity, democracy, and social justice are not merely normative principles but also concrete practices that can be instilled through learning. Integrating Pancasila values into literature learning not only strengthens students' understanding of literary texts but also shapes nationalistic character reflected in everyday attitudes and behavior. Therefore, Pancasila-based literature learning can be a relevant and contextual strategy for strengthening nationalism in elementary schools.

Several previous studies have shown that literature learning makes a significant contribution to character education. Research conducted by Santosa (2020) found that the use of folk tales in literature learning can increase empathy, tolerance, and a sense of unity in elementary school students. Similarly, Wulandari (2021) emphasized that literary texts imbued with moral values can serve as a means of internalizing Pancasila through students' aesthetic and emotional experiences. On the other hand, a study by Hidayat and Pratiwi (2022) emphasized that the implementation of Pancasila values in learning is often declarative and does not address practical issues. This results in students understanding Pancasila as merely an abstract concept, unable to relate it to real life. Therefore, learning media are needed that can bridge normative values with children's everyday realities. Literature is a potential alternative due to its narrative, imaginative nature, and proximity to children's worlds.

Furthermore, international research also supports the importance of integrating literature in developing national character. For example, a study by Nussbaum (2016) emphasized that literature plays a crucial role in developing

narrative imagination, namely the ability to understand others' perspectives, which in turn strengthens civic identity. In the Indonesian context, this narrative imagination can be enriched with Pancasila values as the foundation of national life. Thus, there is a gap in research and educational practice to integrate literary learning with Pancasila values to foster nationalism in the nation's children. Elementary school is a strategic educational phase for instilling national values. If these values are instilled early on, students will not only grow into academically intelligent individuals but also develop a strong sense of nationalism. Yapita Keputih Elementary School, Surabaya, as a primary education institution, plays a crucial role in this effort, given its location in an urban area with cultural and social diversity. Surabaya's multicultural context presents both challenges and opportunities for schools to develop students who not only value diversity but also uphold unity based on Pancasila values.

Therefore, this research stems from the need for a learning strategy that not only educates intellectually but also fosters a nationalist spirit in students. Literature learning based on Pancasila values is expected to be an innovation in grounding Pancasila among elementary students. This approach not only brings moral values to life in literary works but also positions literature as a medium for reflection and internalization of national character. This research aims to describe strategies for instilling nationalism through Pancasila-based literature learning in elementary schools. Through this study, it is hoped that a model for integrating Pancasila values into literature learning will be identified that is effective, contextual, and relevant to the needs of students in the era of globalization. Furthermore, this research is expected to provide theoretical contributions to the development of literary education studies as well as practical contributions for teachers in designing learning that supports the strengthening of students' nationalist character.

LITERATURE REVIEW

1. Literature in Elementary Education

Literature is a learning medium with educational, aesthetic, and moral functions. Through literature, students can learn about life values embodied in characters, plots, and messages contained within the text. According to Semi (2019), literature in elementary schools not only functions to develop language skills but also to cultivate children's emotional, social, and cultural sensitivity. The most appropriate forms of literary works for elementary school-aged children include folktales, fables, and simple poetry, as they have concrete storylines, clear characters, and easy-to-understand moral messages. Thus, literature can be used as a strategic tool to instill national values.

2. Pancasila as the Foundation for Character Education

Pancasila is the foundation of the state and the source of values in national life. The five principles of Pancasila reflect universal moral principles that can serve as guidelines for developing students' character. According to Kaelan (2020), internalizing Pancasila in education is an urgent need to face the challenges of globalization, which often weaken national identity. In the context of learning, the values of divinity, humanity, unity, democracy, and social justice

can be integrated into learning activities through materials, methods, and social interactions in the classroom. Thus, Pancasila is not understood merely as a normative discourse, but as a concrete practice in students' daily lives.

3. Nationality and Basic Education

Nationality is a collective awareness as citizens with identity, responsibility, and loyalty to the nation. Tilaar (2018) emphasized that national education must foster a sense of nationalism through the curriculum and learning practices. At the elementary school level, nationalism is crucial because children are at the stage of forming their basic character. If national values are not instilled early on, students risk losing their sense of pride in their nation and being easily influenced by foreign cultures that are inconsistent with the Indonesian character.

4. Integration of Literature, Pancasila, and Nationality

Several studies have shown that literature is effective as a medium for instilling national values. Santosa (2020) demonstrated that the use of folklore in learning can increase empathy, tolerance, and a sense of unity. Wulandari's (2021) research also shows that children's poetry rich in moral values can strengthen students' national awareness. Furthermore, Hidayat and Pratiwi (2022) emphasize the need for teachers to bridge Pancasila values with students' concrete experiences so that Pancasila does not remain conceptual. Integrating literature and Pancasila can address this challenge, as literary texts provide imaginative contexts that are easily connected to everyday life.

5. Research Position

Based on previous studies, it appears that literature learning has been extensively researched in relation to character education. However, research specifically examining strategies for instilling nationalism through literature based on Pancasila values in elementary schools, particularly in the context of SD Yapita Keputih Surabaya, is still limited. Therefore, this research makes a theoretical contribution by enriching the body of character education studies, as well as a practical contribution by providing recommendations for relevant and contextual literature learning strategies.

METHODOLOGY

1. Research Type and Approach

This research uses a qualitative approach with descriptive methods. The qualitative approach was chosen because the research objective was to deeply understand strategies for cultivating nationalism through literature learning based on Pancasila values. Descriptive methods are used to describe phenomena, practices, and learning experiences as they are without variable manipulation, thus producing a comprehensive and contextual understanding.

2. Research Location and Subjects

The research was conducted at Yapita Keputih Elementary School, Surabaya, an elementary school with a diverse socio-cultural background and a strategic space for researching national values-based learning. The research subjects included:

- a) The second-grade homeroom teacher who teaches literature and plays a role in the integration of Pancasila values.
- b) Second-grade students, because at this stage, children already have the ability to read, understand, and reflect on literary stories well.

3. Data Sources

The data sources in this research consist of:

- 1) Primary data: obtained from observations of the learning process, interviews with teachers and students, and documentation of literature learning activities.
- 2) Secondary data: obtained from books, articles, journals, and official documents related to literature learning, character education, and the implementation of Pancasila values.

4. Data Collection Techniques

Several techniques were used to ensure data completeness, namely:

- a) Participatory observation: directly observing the literature learning process in the classroom, particularly how teachers integrate Pancasila values.
- b) In-depth interviews: conducted with teachers to explore learning strategies, and with students to determine their understanding and attitudes toward nationality.
- c) Documentation: in the form of lesson notes, literary texts used, lesson plans (RPP), and student work products.
- d) Literature review: reviewing theories, previous research results, and literature relevant to the research theme.

5. Research Instruments

The primary instrument for this research was the researcher herself (human instrument), who served as the data collector, processor, and analyzer. To support this, observation guidelines, interview guidelines, and document analysis sheets were used.

6. Data Analysis Techniques

Data analysis was conducted interactively following the model of Miles, Huberman, & Saldana (2014), which includes:

- a) Data reduction: selecting, simplifying, and focusing data relevant to the research.
- b) Data presentation: organizing information in the form of narrative descriptions, tables, or thematic matrices to facilitate understanding.
- c) Conclusion drawing and verification: summarizing the strategies, impacts, and role of Pancasila-based literature learning in instilling nationalism.

7. Data Validity

To ensure data validity, source and method triangulation techniques were used. Source triangulation was conducted by comparing information from teachers, students, and documents. Meanwhile, method triangulation was conducted by combining observations, interviews, and literature studies.

8. Research Procedures

The steps in this research include:

- a) Preparation: determining the research focus, developing observation and interview guidelines.
- b) Data collection: conducting observations, interviews, and documentation at Yapita Keputih Elementary School, Surabaya.
- c) Data analysis: organizing, interpreting, and verifying data to identify patterns in learning strategies.

Reporting research results: compiling findings into a systematic scientific article

RESEARCH RESULTS

This research was conducted at Yapita Keputih Elementary School in Surabaya, with students in grades 2A, 2B, 2C, and 2D. Each class had 30 students, resulting in a total of 120 respondents. The research focused on how literature learning strategies based on Pancasila values can foster students' nationalism. Data were obtained through classroom observations, interviews, and document analysis of student learning outcomes.

1. Research Class Profile

- a) Class 2A (30 students) demonstrated high enthusiasm for participating in literature learning, particularly when reading folk tales with heroic themes. The majority of students were able to identify good and bad characters and relate them to Pancasila values.
- b) Class 2B (30 students) was relatively more active in group discussions. Students were able to cite concrete examples of unity and mutual cooperation based on the stories they read.
- c) Class 2C (30 students) demonstrated greater interest in writing simple poems with the theme of patriotism. Creative writing activities enabled them to express their nationalism in a more personal way.
- d) Class 2D (30 students) tended to be passive at first, but after the teacher used role-playing based on literary texts, students became more enthusiastic and demonstrated an understanding of the values of unity and tolerance.

2. Student Nationality Achievement

Observations and qualitative assessments indicate that Pancasila-based literature learning has a positive impact on students' nationalist attitudes. The

following table shows the percentage of achievement in the nationality indicators:

Table 1. Three Box Methode

Indikator Nasionalitas	2A	2B	2C	2D	Rata-rata
Rasa bangga terhadap bangsa Indonesia	83%	80%	85%	78%	81.5%
Memahami nilai persatuan dan gotong royong	86%	89%	84%	82%	85.25%
Menghargai keberagaman teman sebaya	80%	82%	83%	79%	81%
Menunjukkan perilaku sesuai nilai keadilan sosial	78%	81%	80%	76%	78.75%

The data shows that the highest achievement was in the unity and mutual cooperation indicator (85.25%), while the lowest achievement was in the social justice indicator (78.75%). This indicates that the value of unity is more easily instilled through literature learning, while social justice requires further guidance in daily practice.

3. Teacher and Student Responses

Teachers assessed that the integration of Pancasila values in literature made it easier for students to understand the abstract concept of nationality. For example, students understood folk figures who were willing to sacrifice for their village as a manifestation of the third principle (Persatuan Indonesia). Students also found it easier to remember Pancasila values when they linked them to stories or characters they liked. From the student perspective, the majority enjoyed learning literature because it was presented in the form of reading stories, writing poetry, and role-playing.

4. Key Findings

Several key findings from this study are:

- a) A Pancasila-based literature learning strategy effectively increased students' nationalistic attitudes in all grades, with significant variation in the methods used.
- b) Folktales and fables were more effective in teaching the value of unity, while poetry was more effective in fostering national pride.
- c) The teacher's role is crucial, especially in bridging Pancasila values with students' concrete experiences.

Creative activity-based learning (poetry and drama) is more successful in fostering student emotional engagement than lecture-based learning

DISCUSSION

The research results show that Pancasila-based literature learning fosters nationalism in students in grades 2A, 2B, 2C, and 2D at Yapita Keputih Elementary School, Surabaya. Of the 120 students studied, there was a significant increase in their understanding and appreciation of the values of unity, mutual cooperation, tolerance, and national pride. These findings confirm that literature has the power to internalize national values, appropriate to the cognitive and emotional developmental stages of elementary school-aged children.

1. Literature as a Medium for Internalizing Values

Literary works present characters, plots, conflicts, and moral messages that can stimulate students' imaginations while providing space for reflection. In line with Semi's (2019) opinion, literature in elementary schools serves not only as entertainment but also as a means of character development. This is evident when students are able to identify good and bad characters and relate them to Pancasila values. For example, folk tales about heroism help students understand the meaning of sacrifice for national unity.

2. Integration of Pancasila Values in Learning

This research supports Kaelan's (2020) findings, which state that Pancasila-based education is a strategic step in facing the challenges of globalization. The values of unity and mutual cooperation were the easiest indicators to instill, with a score of 85.25%. This aligns with Santosa's (2020) research, which showed that folklore is effective in building a sense of solidarity. However, the value of social justice is relatively more difficult to internalize, as it requires concrete examples in everyday life. Hidayat & Pratiwi (2022) also emphasized that Pancasila values must be bridged with students' real-life experiences to ensure they do not stop at the cognitive level.

3. The Role of Teachers as Facilitators

Teachers play a crucial role in utilizing literature as a vehicle for character education. In this study, participatory methods such as group discussions, poetry writing, and role-playing proved more effective than lectures. This supports Tilaar's (2018) view that national education must integrate national values through active, creative, and contextual learning practices. Teachers who present literary texts with a fun approach will be more successful in fostering students' nationalism.

4. Relevance to a Multicultural Context

Yapita Keputih Elementary School, Surabaya, is located in a multicultural urban environment. This situation presents both challenges and opportunities for the implementation of Pancasila-based learning. Research data shows that students can appreciate the diversity of their peers (81%), an achievement relevant to the second principle (Just and Civilized Humanity) and the third principle (Unity of Indonesia). This aligns with the concept of narrative imagination proposed by Nussbaum (2016), namely the ability to understand others' perspectives through literature. Thus, literature plays a role in strengthening multicultural awareness while affirming students' national identity.

5. Research Implications

The findings of this study have theoretical and practical implications. Theoretically, the research enriches the study of literature as a medium for character education, particularly in the context of internalizing Pancasila values. Practically, the results provide guidance for elementary school teachers in designing learning strategies that integrate folktales, poetry, and drama with Pancasila values contextually.

CONCLUSIONS AND RECOMMENDATIONS

This study demonstrates that Pancasila-based literature learning is effective in instilling nationalism in elementary school students, particularly in grades 2A, 2B, 2C, and 2D at Yapita Keputih Elementary School, Surabaya, with 120 students. Through the integration of literary texts in the form of folktales, fables, poetry, and simple dramas, students are able to understand and internalize the values of unity, mutual cooperation, tolerance, and national pride. The most prominent indicator is students' understanding of the values of unity and mutual cooperation, with an average achievement of 85.25%, while the social justice score remains relatively low (78.75%). This indicates that values that can be directly linked to concrete experiences are easier for students to grasp, while abstract values require intensive guidance. The teacher's role is proven to be crucial as a facilitator, bridging Pancasila values with students' everyday experiences. Participatory learning strategies, such as group discussions, poetry writing, and role-playing, are more effective than lectures in fostering nationalism. This research also confirms that Pancasila-based literature learning is relevant to the multicultural context of elementary schools in Indonesia and serves as a concrete strategy for grounding Pancasila in education.

- 1) Teachers are advised to be more creative in utilizing literary texts, particularly by integrating Pancasila values contextually so that students can relate them to real life.
- 2) Schools need to support sustainable Pancasila-based literacy programs, for example through group reading activities, national-themed poetry competitions, or folk drama performances.
- 3) For education policymakers, the results of this research can be used as considerations for developing a curriculum that emphasizes the integration of literature and Pancasila values as a systematic effort to build nationalist character from an early age.

- 4) Future researchers can expand the research to different grade levels or conduct comparative studies between schools with diverse socio-cultural backgrounds to enrich the study of the effectiveness of Pancasila-based literature learning.

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