

## TEACHERS' PERCEPTIONS OF THE CHARACTER OF LOVE FOR THE COUNTRY IN ELEMENTARY SCHOOLS

Ratno Saputra<sup>1\*</sup>, Sapriya<sup>2</sup>

<sup>1,2</sup>Universitas Pendidikan Indonesia, Indonesia

<sup>1</sup>ratno.saputra90@upi.edu

### Abstract

*The cultivation of the character of love for the country is necessary in 4.0 era as a means of strengthening the identity of the nation. The character of love for the country can be fostered from an early age through education. Teachers are at the forefront of education and their direct interactions with students are crucial. Teachers' perceptions of the character of love for country influence strategies in the learning process. This study aims to explain teachers' perceptions of the character of patriotism at the primary school level. This research follows a qualitative approach with a descriptive element. Data collection was conducted using interviews, observation and documentation. This research involved four teachers, consisting of two class teachers and two subject teachers, in one cluster in West Bandung Regency. The results showed an understanding related to the character of love for the country. The learning process made more use of local products and local culture as learning resources that are close to the daily lives of students. The cultivation of the love for the country's character is carried out in an integrated manner through both the intracurricular, co-curricular, and extracurricular paths. It can be concluded that there is a positive perception that aligns with the character of patriotism, which is demonstrated by the same comprehension of the ideas and strategies implemented.*

**Keywords:** teacher perception; character of love for the country

### Abstrak

Penanaman karakter cinta tanah air sangat diperlukan di era industri 4.0 sebagai penguatan jati diri bangsa. Karakter cinta tanah air dapat ditumbuhkembangkan sejak usia dini melalui pendidikan. Guru merupakan ujung tombak pendidikan yang berinteraksi langsung dengan peserta didik. Persepsi guru terhadap karakter cinta tanah air mempengaruhi strategi dalam proses pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan persepsi guru mengenai karakter cinta tanah air yang ada di jenjang sekolah dasar. Penelitian ini menggunakan metode kualitatif dengan pendekatan kualitatif deskriptif. Pengumpulan data dilakukan dengan menggunakan wawancara, observasi, dan dokumentasi. Penelitian ini melibatkan empat guru yang terdiri dari dua guru kelas dan dua guru mata pelajaran pada salah satu gugus di Kabupaten Bandung Barat. Hasil penelitian menunjukkan adanya kesepahaman terkait dengan karakter cinta tanah air. Proses pembelajaran yang dilakukan lebih memanfaatkan produk lokal dan budaya lokal sebagai sumber belajar yang dekat dengan kehidupan sehari-hari peserta didik. Penanaman karakter cinta tanah air dilakukan secara integrasi baik intrakurikuler, kokurikuler, maupun ekstrakurikuler. Dapat ditarik kesimpulan bahwa terdapat persepsi yang positif dan sesuai dengan karakter cinta tanah air yang ditunjukkan dengan pemahaman yang sama baik dari ide maupun strategi yang dilakukan.

**Kata Kunci:** persepsi guru; karakter cinta tanah air

Received : 2023-11-30

Approved : 2024-01-22

Revised : 2024-01-20

Published : 2024-01-31



Jurnal Cakrawala Pendas is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

### Introduction

Education remains a crucial topic in national development, particularly in light of the challenges posed by the fourth industrial revolution and globalisation. The rapid growth of technology in today's world can alter people's way of life (Widhi et al., 2023). Therefore, education must adapt to changes and innovations to produce superior and resilient human

resources. A well organised education system can effectively prepare future generations. Preparing education for the next generation is a long term investment in developing quality human resources. Education aims to develop intelligent and virtuous individuals who possess competitiveness in the present and future.

The development of one's character is a challenging and lengthy process. Character can be developed through education by involving teachers in an active role (Sukidin et al., 2022). The definition of character varies, but it generally refers to a person's disposition, behaviour, attitude, or personality that is shaped by internalising moral principles considered to be good, which in turn influence the way they see, think, act, and behave (Drajat et al., 2020). Additionally, genetic factors can also contribute to the formation of one's character from birth (Harahap, 2021). The term character can also refer to the behaviour exhibited by an individual in their daily life. Etymologically, character comes from the Latin word 'character' which means psychological traits, personality, morals, and character itself.

Character can be defined as the ethical values that every individual possesses (Rhindra, 2022). Throughout history, numerous values have been upheld, and they continue to be relevant today. These values are inherent in everyone, including learners, and are reflected in their behaviour. Character is not only a personal characteristic but also an identity that shapes an individual's perspective, attitude, and behaviour. It is continuously developed through both natural and nurturing factors (Mujahid, 2021).

Many experts have spoken about character education, which is closely related to education. Character education is a process that emphasises a person's attitude as a result of interactions between individuals and their environment (Agustina, 2019). Character education is a conscious and planned activity aimed at helping and facilitating students to learn good and noble things, acquire intellectual abilities, become interesting, and have a strong desire to promote goodness and nobleness. This will enable them to make positive contributions to the nation and state (Ali, 2018). According to the explanations provided by the two experts, character education can be defined as an educational concept aimed at shaping and fostering an individual's personality as a whole, which can become a defining characteristic. Susilo et al. (2022) conducted research on character education, which is implemented in both public and private schools through integration into intracurricular, extracurricular, and co-curricular activities.

A person's character can shape the character of their nation. Character education is not only limited to the transfer of knowledge about attitudes, but also transfer in action. Furthermore, Aningsih et al. (2022) argued that character education is a system that instils character values in students which includes knowledge, individual awareness, determination, and willingness and action to apply good values towards God, self, fellow human beings, the environment, and the nation. Character education can also be said to be a process of instilling certain characters or values as well as providing seeds so that students can grow their distinctive characters in running life (Muhtar et al., 2020).

Each learner is a unique individual, and therefore, their abilities vary. Ki Hajar Dewantara argued that education is an effort to guide all the inherent qualities in children, enabling them to achieve the highest level of safety and happiness as both humans and members of society (Umar Bausir, 2023). Education is not only a means of transferring knowledge and skills, but also of shaping an individual's character. There are three components of good character including moral knowing, moral feeling, and moral behaviour (Lickona, 2012). Moral knowing refers to an individual's comprehension of ethical principles, moral values, and norms that guide moral behaviour. Moral feeling pertains to the emotional response of an individual

to situations or actions that involve moral judgement. This encompasses a range of emotions, such as guilt, respect, empathy, or moral disillusionment. Moral behaviour is the practical application of moral principles in daily actions. It is the manifestation of moral knowledge and feelings through concrete behaviour.

In today's digitalised world, access to information is unstoppable due to the use of sophisticated technology. This has led to the easy flow of foreign cultures that influence the perspectives and attitudes of students. Therefore, it is crucial to strengthen the character of love for the country through education. To achieve this, it is necessary to explore the extent to which teachers perceive the importance of instilling love for the country in their students. This issue requires serious attention as it affects education in schools and the values instilled in students. According to Sukowati et al.'s (2021) research, teachers' knowledge of national spirit and the strategies for improving students' national spirit character is still inadequate. While teachers acknowledge the significance of the national spirit character in learning, their understanding of it remains limited.

Teachers play a crucial role in fostering character development through education. Therefore, character education is seen as a viable solution to instilling positive character traits in students. However, there are several significant issues related to character development. Firstly, according to data obtained from the Ministry of Religious Affairs' Balitbang in 2021 ([balitbangdiklat.kemenag.go.id](http://balitbangdiklat.kemenag.go.id), 31 August 2021), the character index of the student decreased by 1.89 points, from 71.41 to 69.62, due to the impact of the pandemic.. The survey on character comprises five dimensions: religiosity, nationalism, independence, mutual cooperation, and integrity. Secondly, the level of understanding of national identity is quite low, at 59%. This requires serious action to overcome and prevent (Ritonga et al., 2022).

In addition to these issues, the use of gadgets by students can also affect their character. Agung et al. (2019) found that the use of devices significantly influences students' character. To tackle this, schools should take concrete steps to develop character through integrated education. Given the current situation, it is necessary to instil a sense of love for the country as a form of nationalism. It is important to instil a sense of love for the country, as it is a key aspect of nationalism and a noble value of the Indonesian nation. Love for the homeland is crucial for fostering equal rights and equality among the diverse Indonesian society, which comprises differences in ethnicity, race, religion, class, and culture (Baehaqi, 2022).

Instilling love for one's country is a crucial aspect of childhood development. Nationalism, also known as patriotism, is a mindset that demonstrates loyalty, care, and appreciation for the language, environment, society, culture, economy, and politics of the nation-state (Daulay, 2022). Love for one's country can be demonstrated through actions such as guarding and protecting it, preserving its culture, and being willing to make sacrifices for its benefit. Love for the country as behaviour that demonstrates concern, appreciation, and a national spirit that motivates individuals to make sacrifices for the sake of their country and nation (Atika et al., 2019)

The character of love for the country can be strengthened through a holistic learning process. This can be achieved through intracurricular, co-curricular, and extracurricular activities. The government has taken action to support character strengthening by issuing Presidential Regulation No. 87/2017 on character education. The regulation governs the implementation of education at all levels, including formal, non-formal, and informal education throughout Indonesia. Its purpose is to achieve three main objectives in strengthening character education. The first objective is to equip students with the spirit of Pancasila, building them as

the golden generation of Indonesia in 2045. The second goal is to prioritise character education as a fundamental aspect of the national education platform. The third objective is to enhance and reinforce the potential and capabilities of all elements within the education sector.

To ensure successful education, it is crucial to investigate teachers' perceptions of instilling the value of water conservation in students. Teachers play a vital role in executing the learning process and implementing the curriculum (Indahwati et al., 2023). Teachers play a crucial role in education as they serve as models for their students (Salsabilah et al., 2021). The process of shaping students' character depends on teachers' understanding of character education. The goal of character education is to instil values in students to prepare them for their future. Teachers should motivate their students to develop a unique personality. In addition to being educators and motivators, teachers also serve as mentors (Ajmain & Marzuki, 2019).

Teachers design learning based on the curriculum and applicable regulations. They provide information as a transfer of knowledge, attitudes, and skills, and also serve as mentors. Guiding activities emphasise students' potential development. Therefore, teachers play a crucial role in education, and their perceptions can significantly impact the learning process. Thus, this study aims to describe teachers' perceptions regarding the cultivation of love for the country among students, in order to foster this character trait in them.

## Research Methods

Qualitative methods were used to conduct this research. Specifically, a descriptive qualitative approach was employed to describe teacher perceptions of patriotism. The research was conducted with four teachers, including two class teachers and two subject teachers, in one of the primary school clusters in West Bandung Regency during August-September 2023. This research employs interview, observation, and documentation as data collection methods. In qualitative research, these methods are open-ended tools that allow for a deeper exploration of the research objectives without limiting the views of informants (Creswell, 2015).

Interviews were conducted to collect information directly from respondents through a dialogue containing questions and answers to explore perceptions of love for the country. Additionally, researchers used observation to strengthen these perceptions. Observation is a data collection technique used to obtain information on the character of patriotism in conducting learning at school as a transfer of patriotic character values to students. Observation is a research activity that involves direct visual examination of the object under study. Its purpose is to obtain empirical data that can be used to describe an event. Documentation is a data collection technique that supports research through note-taking or report writing on the perception of patriotism in relation to the development of students' potential.

Researchers developed guidelines for collecting data to determine teachers' perceptions of patriotism. The guidelines were adapted from Supinah dan Parmi (2011), Mustari (2014), and Kemendiknas (2011), the table below illustrates the characteristics of a person who loves their country:

**Table 1.** Character Indicators of Love for the Country

Character Indicators of Love for the Country
Appreciate the service of heroes
Using local products
Understand and use proper Indonesian language
Performing national and regional songs
Appreciate the natural beauty of Indonesia
Appreciating the diversity of cultures and arts in Indonesia

The data analysis techniques employed include data reduction, data presentation, and conclusion drawing. Data reduction involves summarising the research data by sorting out the relevant information. Once the data has been reduced, it can be presented in tables and brief descriptions to facilitate drawing conclusions. The final stage is to draw conclusions based on the collected and presented data. These techniques are part of the data collection process (Uin & Banjarmasin, 2018). The obtained data is analysed and reviewed in-depth. To ensure data validity, it is necessary to check for credibility, transferability, dependability, and confirmability (Sugiyono, 2017). Credibility is established through the triangulation process of observation. Transferability is achieved by presenting clear and detailed findings. Dependability is ensured by reconfirming research findings. Confirmability is achieved by focusing on the findings, together with dependability, as a process. Confirmability is achieved by focusing on the findings, together with dependability, as a process.

### Results and Discussion

This section presents the results of interviews, observations, and documentation from four teachers, including two class teachers and two subject teachers. The class teachers were from high-grade and low-grade classes, while the subject teachers taught religion and sports in a cluster of primary schools in West Bandung Regency. The data were analysed to describe the teachers' perceptions of love for their country. The researcher conducted interviews with four teachers to answer the research question, 'How do teachers perceive the character of patriotism?' The participants were asked five questions:

1. What do you know about the character of patriotism?
2. What are the indicators that show the character of patriotism?
3. Have you ever taught the character of patriotism? If so, how do you teach the character of patriotism?
4. Are there any obstacles in instilling the character of patriotism?
5. What do you think about the cultivation of the character of patriotism in elementary schools?

The researcher drew several conclusions from the facts obtained during the research. These findings were compiled into a description of the research results. The following presents the findings of the research.

The initial teacher is of a lower grade. She believes that love for one's country is an attitude of appreciation towards the nation and its land. Therefore, if someone loves their homeland, they will be willing to defend it sincerely as a form of gratitude towards the heroes who sacrificed for the nation's independence, utilise goods produced within the country, and care for the environment to ensure its sustainability. He introduced goods from the neighbourhood such as brown sugar, *nyere broom*, wajit, and seblak, to teach the importance of loving one's country. Using these items can increase income in the neighbourhood. Additionally, participating in camp activities related to nature is a great way to showcase the beauty of Indonesia's nature. If a teacher aims to instil a love for their country in their students, they may face obstacles from other strategies that also aim to teach this value. The rapid pace of the fourth industrial era can also have an impact on the character development of children. The rapid pace of the fourth industrial era can also have an impact on the character development of children. Schools can instill a love for one's country by incorporating cultural elements such as wearing traditional clothing, displaying images of national heroes, and sharing stories of their struggles. Additionally, project activities related to local products can further reinforce this sense of pride and appreciation for one's community. The use of local products also has an influence on the

formation of one's character (Yusuf, 2023) .The use of local products can strengthen the sense of love for the nation.

The second teacher is a high-grade teacher and one of the leading teachers in her school cluster. She recognises that the concept of patriotism is closely linked to one's actions and behaviour towards their country, including showing love, protection, and care. Boty et al. (2023) examined the struggle of K.H. Ahmad Hanafiah, who was deeply devoted to his country, and fought with all his body and soul. His struggle embodies character values that can be passed on to the next generation through studying the period of his struggle. Someone who loves their homeland will care for and preserve what belongs to their country. This includes using locally produced goods, studying the art and culture of the nation, using proper and correct Indonesian language, and appreciating the services of heroes by studying hard and protecting the environment from destruction. The text describes a strategy for instilling love for one's country through both intracurricular and co-curricular activities. However, there are obstacles to implementing this strategy, such as a lack of facilities and infrastructure. Despite these challenges, the author utilises environmental assets as learning resources. The school collaborates with cultural figures from the surrounding community to organise local cultural extracurricular activities, such as pupuh, pencak silat, and degung, to instil a love for the country in its students.

The third teacher is a sports teacher. He believes that love for one's country involves defending it against all threats, both internal and external, in order to maintain its sovereignty. This attitude should be instilled in students as a way of expressing gratitude for the sacrifices made by national heroes. Furthermore, demonstrating love for one's country can be achieved by proudly utilising locally sourced products and taking pride in the richness of language, culture, and customs. Strengthening a sense of patriotism can also be achieved through the mastery of regional and national songs. To instil a sense of patriotism in her students, the teacher has habituated them to sing national and regional songs and play traditional games such as pickles and clogs. However, she has faced the challenge of finding engaging activities to further enhance her students' sense of patriotism. Character cultivation cannot be achieved in a short period, but requires a sustainable and holistic approach.

The fourth teacher is a teacher of religious studies. Love for one's country is an affectionate feeling towards the place where one grows and develops. This attitude is related to the values of cultural heritage, which help to maintain one's culture as a part of their identity. As a cultured nation, one way to strengthen the character of patriotism is through *the Mapag Puasa tradition*. This involves the habit of eating together with family, friends, and other relatives before entering the fasting month. This culture is one of the defining features of Indonesia's cultural heritage. It involves the use of local products and the promotion of the Indonesian language as a unifying force for the nation. To instill patriotism, students are taught to sing national and regional songs as part of their curriculum. However, there are obstacles to this, such as a lack of inspiration or ideas for organizing activities that strengthen patriotic character. The cultivation of patriotism among students is a collaborative effort involving teachers, education personnel, stakeholders, and parents. Activities promoting patriotism are conducted continuously and holistically, both intracurricularly and extracurricularly. This aligns with the current curriculum, which aims to strengthen the profile of students who embody Pancasila values.

The table below presents the character of love for the country based on the findings from the four informants:

Table 2. Understanding the Character of Love for the Country

Informan	Love of Country Explained
Low Grade Teacher	An attitude of patriotism towards one's nation and country
High Grade Teacher	Methods of demonstrating love, protection, and care for one's country
Sport Teacher	A patriotic attitude involves defending one's country in all aspects
Religion Teacher	A sentiment of attachment to the place of one's upbringing

According to Table 2, each informant's perspective conveys their understanding of the character of love for their homeland. However, it can be concluded that all informants share the same understanding, which focuses on how to behave in order to love, defend, protect, and care for their country as their birthplace.

Table 3. List the indicators that someone has the character of love for the country

Informan	Low Grade Teacher	High Grade Teacher	Sport Teacher	Religion Teacher
Appreciate the service of heroes	✓	✓	✓	
Using local products	✓	✓	✓	✓
Understand and use proper Indonesian language		✓	✓	✓
Performing national and regional songs			✓	✓
Appreciate the natural beauty of Indonesia	✓	✓		
Appreciating the diversity of cultures and arts in Indonesia		✓	✓	✓

Based on the data in table 3, each informant provided the indicators of a patriotic person according to their understanding. The low-grade teachers mentioned three indicators, religion teachers mentioned four, and high-grade and sports teachers mentioned five. Fewer informants mentioned singing national and regional songs and appreciating Indonesia's natural beauty. The informants mentioned several indicators of patriotism, including using local products, appreciating the services of heroes, understanding and using good and correct Indonesian, and liking the diversity of culture and arts in Indonesia.

Table 4. Developing a Love for One's Country

Informan	Ever/Never	Strategy
Low Grade Teacher	Ever	Introduction to local products and nature-related activities
High Grade Teacher	Ever	Intra-curricular and co-curricular learning
Sport Teacher	Ever	Habituation and traditional games
Religion Teacher	Ever	Intracurricular learning

According to table 4 data, each informant has instilled a love for their country based on their understanding and conveyed indicators. This has influenced the strategies used to instil patriotism, such as introducing local products, nature-related activities, integrating them into intracurricular and co-curricular activities, habituation, and traditional games.

Table 5. Obstacles in Cultivating the Character of Love for the Country

<b>Informan</b>	<b>Obstacles</b>
Low Grade Teacher	Strategy selection to attract
High Grade Teacher	Facilities and infrastructure
Sport Teacher	Attractive presentation of activities
Religion Teacher	Lack of inspiration for organising activities.

Table 5 presents the obstacles faced by each informant in instilling love for their country. These obstacles include strategy selection, interesting activity packaging, facilities and infrastructure, and a lack of inspiration for activity ideas.

Table 6. Cultivating Love for the Country in Primary Schools

<b>Informan</b>	<b>Obstacles</b>
Low Grade Teacher	Creating a schedule of traditional clothing, presenting images of historical figures, and engaging in project activities related to local products
High Grade Teacher	Extracurricular activities that promote local culture are necessary
Sport Teacher	Character cultivation should be approached holistically and sustainably
Religion Teacher	The cultivation of love for one's country, as taught in schools, involves all teachers, education personnel, stakeholders, and parents. This process is carried out holistically and continuously

Based on the data in table 6, the ideas regarding the cultivation of the character of love for the country in elementary schools are different for each informant. Low-grade teachers have ideas in instilling the character of patriotism by making a schedule of traditional clothing, displaying pictures of heroes and telling stories of struggle, and conducting project activities related to local products. High grade teachers have the idea that extracurricular activities of local culture are needed. Sports teachers have the idea that character cultivation needs to be done holistically and sustainably. Religion teachers have the idea that the cultivation of the character of love for the country carried out at school involves all teachers and education personnel, stakeholders, and the role of parents. In addition, it is done holistically and continuously.

Based on the results obtained in Tables 2 to 6, it can be seen that the teachers' perception of the character of patriotism is similar and in line with the indicators of the character of patriotism. This understanding of the character of patriotism is implemented in the learning process, both intracurricular and co-curricular, through the implementation of different strategies. Teachers experience obstacles in developing the character of patriotism such as monotonous strategies, availability of facilities and infrastructure, packaging of interesting activities and lack of inspirational ideas for organising activities. However, teachers also have ideas or suggestions for the development of the cultivation of the character of love for the country, which is carried out at the primary school level, with all the limitations that exist.

Character cultivation should not be taken lightly as it is closely related to the development of noble values that shape a person's identity. Therefore, it is important to have a clear understanding of character education. The research conducted revealed similar findings from four informants who were asked five questions.



The four informants' understanding of love for one's country is that it is an attitude, behaviour, and feeling of affection towards one's place of birth. It involves caring for, loving, protecting, and defending it with all one's body and soul against threats from both within and outside, in order to create peace and tranquillity in the nation and state. This finding is consistent with the studies conducted by Rizkia Putri Nur et al. (2021) and Abdatisyah et al. (2021), which suggest that love for one's country involves a willingness to make sacrifices for the nation and state, as well as an appreciation and respect for the diversity of races, cultures, ethnic groups, and religions that are reflected in everyday life.

As educators, teachers should also be aware of the indicators of patriotism. This will serve as a guide for teachers to cultivate a love for their country in their students. The informants revealed that the indicators of patriotism were conveyed to them. Based on the obtained results, the most significant indicators are the appreciation of local products, recognition of the services of heroes, the use of proper and correct Indonesian language, and the appreciation of the diversity of Indonesian arts and culture. According to Hasanah et al. (2022) research, a person's indicators of loving their country include loyalty to the homeland, concern for Indonesia's natural beauty and culture, and appreciation for the sacrifices made by heroes to defend the nation and state. The character of loving the country is also linked to the presence of local cultural wisdom. Rosala & Budiman (2020) found that nationalism can be fostered through the learning of local wisdom culture, such as dance. This allows students to appreciate and preserve their respective regional cultures. Therefore, teachers should instil a love for their country from an early age in 21st century learning. Harun et al. (2020) discovered that patriotism is a character trait that is related to the environment. Building an environment that incorporates multiculturalism and local community knowledge can enhance the love for one's country. Research has shown that teachers have a good understanding of the concept of patriotism, albeit with varying perspectives, but in line with the indicators of love for one's homeland.

The third finding concerns the process of instilling love for the country in students. Based on the data obtained, the four informants have carried out activities to instil patriotism in students according to their respective perceptions. The four informants' views align with previous research on patriotism. To instil patriotism, it is necessary to provide comprehensive and continuous education both within and outside the curriculum. To instil patriotism, it is necessary to provide comprehensive and continuous education both within and outside the curriculum. This approach may present challenges and different perspectives.

The findings are consistent with the Master Design of Character Education (Kemendiknas, 2010) and Bilgiler et al., (2022), which outlines several principles for implementing character education. These include sustainability, integration across all subjects, self-development, fostering a culture of education, and the development of values through the learning process. The description emphasizes that character development encompasses all aspects of the learning process.

The character of patriotism can be reinforced through the promotion of local culture. This can be achieved by instilling local cultural values, which are closely tied to the community and the natural environment. By fostering a love for human life and the universe, local culture can have a profound impact on the development of national character (Setyaningrum, 2018).

Local culture can serve as a model for character education, emphasising the wisdom inherent in local traditions. Local culture can serve as a model for character education,

emphasising the wisdom inherent in local traditions. This approach can be employed in Local Culture-Based Character Education (PKBKL) to instil values aligned with Pancasila (Husni, 2021), thereby reinforcing the Indonesian national identity. If this aspect of local culture is relevant to the lives of students, it can serve as a means of instilling a love for the country. Extracurricular karawitan, which has rich cultural and character values (Wulandari et al., 2020), can also aid in the integration of Acehnese local culture into the learning process (Muhammad et al., 2021). The integration occurs through both intracurricular and co-curricular activities, as outlined in the lesson plan.

Game activities can serve as an engaging and enjoyable learning process. Traditional games possess character values, making them effective tools for transferring such values. As per Sunarti's research (2019), character values can be instilled through traditional performances and games based on local wisdom. Traditional games can shape an individual's character through their interactions and relationships with others. In other words, traditional games can serve as a means of instilling positive character traits. It is important to note that this process is not always intentional or explicit, but rather a natural outcome of participating in traditional games.

The strengthening of patriotism in students' personalities can be influenced by teachers' perceptions, which can have a significant impact on learning. Teachers' perceptions of character strengthening can be used as a basis for developing more effective and relevant teaching strategies. This can be achieved by adjusting learning materials, integrating character strengthening into the curriculum, empowering learners, modelling positive behaviour, and using an emotional engagement approach.

## Conclusion

This study examines primary school teachers' perceptions of patriotism. The results indicate that all teachers share similar views on cultivating patriotism. They approach the learning process from different perspectives and translate their understanding into activities. The cultivation of patriotism should be approached holistically and continuously, both through intercurricular, co-curricular, and extracurricular activities, and with support from various parties. Teachers may face obstacles in developing varied strategies for these activities, but they still carry out the learning. Utilising local culture is one alternative solution for developing a love for the country that is in accordance with everyday life. Based on the study findings, there is a positive perception regarding the understanding of love for the country's character. This perception is expected to assist schools in formulating policies aimed at instilling a love for the country as part of character education. Positive perceptions can help create a learning environment that fosters character development.

## References

- Abdatisyah, K., Chairunissa, C., Naqiyyah, R., Anggraeni, D. D., & Furnamaisa, Y. F. (2021). Pengembangan Sikap Cinta Tanah Air untuk Anak Sekolah Dasar dalam Memajukan Kualitas Bangsa. *Aulad: Journal on Early Childhood*, 4(3), 131–136. <https://doi.org/10.31004/aulad.v4i3.198>
- Agung, I., Widiputera, F., & Widodo, W. (2019). The Effect of The use of Gadget on Psychosocial, Socio- Emotional, Self-Reliance, Responsibility, and Students Learning Results in Elementary School. *Education Quarterly Reviews*, 2(2). <https://doi.org/10.31014/aior.1993.02.02.60>

- Agustina, F. & K. A. M. B. (2019). *Penanaman Pendidikan Karakter Dan Metode Story Telling*. <https://doi.org/http://dx.doi.org/10.58836/jpma.v10i2.6408>
- Ajmain, & Marzuki. (2019). *Peran guru dan kepala sekolah dalam pendidikan karakter siswa di SMA Negeri 3 Yogyakarta The role of teachers and headmaster in character education of student of SMA 3 Yogyakarta*.
- Ali, A. M. (2018). *Pendidikan Karakter: Konsep dan Implementasinya*. Kencana.
- Aningsih, Zulela, M. S., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is the Education Character Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational and Social Research*, 12(1), 371–380. <https://doi.org/10.36941/jesr-2022-0029>
- Atika, N. T., Wakhuyudin, H., & Fajriyah, K. (2019). Pelaksanaan Penguatan Pendidikan Karakter Membentuk Karakter Cinta Tanah Air. In *Jurnal Mimbar Ilmu* (Vol. 24, Issue 1).
- Baehaqi. (2022). *Pesantren Gen-Z: Re-Aksentuasi Nilai Moderasi Beragama Pada Lembaga Pendidikan*. Deepublish.
- Bilgiler, S., Dergisi, E. A., Husen, A., Rudi Casmana, A., Hasan, R. O., & Erfinda, Y. (2022). *Journal of Social Studies Education Research Implementation of Teaching Character Education, Particularly in Environmental Care Value, in Labschool Jakarta* (Vol. 2022, Issue 13). [www.jsesr.org](http://www.jsesr.org)
- Boty, M., Dardiri, A., Sunarso, Setiawan, J., & Fadli, M. R. (2023). The Values of Struggle Character Education K.H. Ahmad Hanafiah and its Implementation in Local History learning. *Pegem Egitim ve Ogretim Dergisi*, 13(2), 62–71. <https://doi.org/10.47750/pegegog.13.02.08>
- Creswell, J. (2015). *Riset Pendidikan: Perencanaan, Pelaksanaan, dan Evaluasi Riset Kualitatif dan Kuantitatif*. Pustaka Pelajar.
- Daulay, A. (2022). *Cinta Tanah Air Perspektif Kepegawaian*. Penerbit Adab.
- Drajat, M., Abdullah Mu'Min, U., Azhari, H., Subhan, & Rachaju, K. (2020). Anti-corruption character education in children of early age. *International Journal of Psychosocial Rehabilitation*, 24(4), 5428–5439. <https://doi.org/10.37200/IJPR/V24I4/PR201639>
- Harahap, A. Z. (2021). *Pentingnya Pendidikan Karakter Bagi Anak Usia Dini*.
- Harun, Jaedun, A., Sudaryanti, & Manaf, A. (2020). Dimensions of early childhood character education based on multicultural and community local wisdom. *International Journal of Instruction*, 13(2), 365–380. <https://doi.org/10.29333/iji.2020.13225a>
- Hasanah, S. U., Hidayat, S., Pranana, A. M., & Naskah, H. (2022). *Edu Cendikia: Jurnal Ilmiah Kependidikan Analisis Penanaman Nilai Cinta Tanah Air Melalui Kegiatan Literasi Membaca Cerita Rakyat di Sekolah Dasar*. <https://doi.org/10.47709/educendikia.v2i2.1628>
- Husni, L. (2021). Character Education Based On Local Wisdom In Pancasila Perspektif. In *Journal of Legal, Ethical and Regulatory Issues* (Vol. 24, Issue 1).
- Kemendiknas. (2010). *Desain Induk Pendidikan Karakter*. Kemendiknas.

- Kemendiknas. (2011). *Panduan Pelaksanaan Pendidikan Karakter*. Kemendiknas.
- Lickona, T. (2012). *Character Matters*. PT. Bumi Aksara.
- Muhammad, A. R., Suhaimi, S., Zulfikar, T., Sulaiman, S., & Masrizal, M. (2021). Integration of character education based on local culture through online learning in Madras Ahaliyah. *Cypriot Journal of Educational Sciences*, 16(6), 3293–3304. <https://doi.org/10.18844/cjes.v16i6.6559>
- Muhtar, T., Supriyadi, T., & Lengkana, A. S. (2020). Character development-based physical education learning model in primary school. *International Journal of Human Movement and Sports Sciences*, 8(6), 337–354. <https://doi.org/10.13189/saj.2020.080605>
- Mujahid, I. (2021). Islamic orthodoxy-based character education: creating moderate Muslim in a modern pesantren in Indonesia. *IJIMS: Indonesian Journal of Islam and Muslim Societies*, 11(2), 185–212. <https://doi.org/10.18326/ijims.v11i2>
- Mustari, M. (2014). *Nilai Karakter Refleksi untuk Pendidikan*. PT. Raja Grafindo Persada.
- Rhindra, P. dkk. (2022). *Transformasi Pendidikan Karakter di Madrasah Pada Era Society 5.0*. 11(1), 1133–1148. <https://doi.org/https://doi.org/10.18860/jpai.v5i1.6234>
- Ritonga, J., Fadhillah, A., Pelawi, D., Naibaho, E., Nasha, M., Ginting, S., Yunita, S., & Medan, U. N. (2022). *Meningkatkan Rasa Cinta Tanah Air terhadap Indonesia Melalui Pemahaman Identitas Nasional Bangsa dan Penanaman Sikap Nasionalisme Pada Siswa SMP Negeri 39 Medan*. 12. <https://doi.org/10.21009/JIMD>
- Rizkia Putri Nur, S., Anggareni Dewi, D., & Guru Sekolah, P. (2021). *Menumbuhkan Rasa Cinta Tanah Air melalui Pendidikan Kewarganegaraan Di Era Relovulsi 4.0*.
- Rosala, D., & Budiman, A. (2020). Local Wisdom-based Dance Learning: Teaching Characters to Children through Movements. *Mimbar Sekolah Dasar*, 7(3), 304–326. <https://doi.org/10.17509/mimbar-sd.v7i3.28185>
- Salsabilah, A. S., Dewi, D. A., Furnamasari, Y. F., Studi, P., Guru, P., & Dasar, S. (2021). *Peran Guru Dalam Mewujudkan Pendidikan Karakter (Vol. 5)*.
- Setyaningrum, N. B. D. (2018). *Ekspresi Seni Budaya Lokal Di Era Global*. <https://doi.org/http://dx.doi.org/10.26887/ekse.v20i2.392>
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Alfabeta.
- Sukidin, Fajarwati, L., Imamyartha, D., Hasan, F., Yudianto, E., Hartanto, W., & Saputri, S. W. D. (2022). Teachers' and Student Teachers' Perception and Self-Efficacy on Character Education. *Pegem Egitim ve Ogretim Dergisi*, 12(4), 70–80. <https://doi.org/10.47750/pegegog.12.04.08>
- Sukowati, S., Sartono, E. K. E., Jerusalem, M. A., & Rahmawati, P. (2021). The Teachers' Knowledge of the Spirit of Nationality and Its Implementation Strategy: A Study to Improve the Spirit of Nationality. *Anatolian Journal of Education*, 6(1), 117–130. <https://doi.org/10.29333/aje.2021.6110a>

- Sunarti, et. al. (2019). Local Socio-Cultural Wisdom as a Basis of Character Education in Primary Schools. In *International Journal of Innovation, Creativity and Change*. [www.ijicc.net](http://www.ijicc.net) (Vol. 7, Issue 6). [www.ijicc.net](http://www.ijicc.net)
- Supinah dan Parmi, I. T. (2011). *Pengembangan Pendidikan Budaya dan Karakter Bangsa Melalui Pembelajaran Matematika di SD*.
- Susilo, M. J., Dewantoro, M. H., & Yuningsih, Y. (2022). Character education trend in Indonesia. *Journal of Education and Learning (EduLearn)*, 16(2), 180–188. <https://doi.org/10.11591/edulearn.v16i2.20411>
- Uin, A. R., & Banjarmasin, A. (2018). *Analisis Data Kualitatif* (Vol. 17, Issue 33).
- Umar Bausir. (2023). *Menggerakkan Pendidikan Indonesia*. Penerbit Adab.
- Widhi, B. A., Susilowati, D., Anggrawan, A., Wardhana, H., Satria, C., & Miswaty, T. C. (2023). Peran Pendidikan dalam Tantangan Era Revolusi Industri 4.0 menuju Era Revolusi Industri 5.0. *ADMA : Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, 4(1), 63–72. <https://doi.org/10.30812/adma.v4i1.3071>
- Wulandari, P., Yuwono, P. H., & Irawan, D. (2020). *Peran Ekstrakurikuler Karawitan dalam Penguatan Karakter Cinta Tanah Air pada Era Revolusi Industri 4.0 di SD Negeri 2 Kedungmenjangan*.
- Yusuf, F. A. (2023). Meta-Analysis: The Influence of Local Wisdom-Based Learning Media on the Character of Students in Indonesia. *International Journal of Educational Methodology*, 9(1), 237–248. <https://doi.org/10.12973/ijem.9.1.237>