



Character Education and Love of the Homeland: Integration of National Values in the Primary School Curriculum

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ABSTRACT

Purpose of the study: This study aims to analyze the implementation of character education in fostering a sense of love for the homeland in grade V students at 7 Tondano State Elementary School, Minahasa Regency, North Sulawesi. Character education is an important foundation in shaping a young generation that is not only intellectually intelligent but also has integrity, social responsibility, and strong nationalism.

Methodology: Data was collected using a qualitative descriptive approach through observation, interviews, and documentation studies of learning activities, extracurricular activities, and teaching tools related to national values.

Main Findings: The study's findings show that the values of love for the homeland are consistently integrated in the learning of Pancasila and Citizenship Education, and strengthened through school activities such as flag ceremonies, community service, and national holiday celebrations. The active role of teachers and principals as role models and creators of school culture that supports national character is the main factor in the implementation's success. Despite this, challenges are still encountered, especially regarding the limitations of engaging learning media and limited time in the curriculum. This study contributes to developing character education practices in primary schools by emphasizing the importance of a contextual approach based on local culture.

Novelty/Originality of this Study: This study's uniqueness lies in its incorporation of traditional Minahasa values such as cooperation (*mapalus*) into the formation of the character of love for the homeland, as well as recommendations for strengthening through innovative learning media relevant to the digital era.

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1. INTRODUCTION

Character education is the main foundation in creating a generation that excels academically and has integrity, ethics, and love for the nation and state. In the context of the Indonesian nation, character education plays a strategic role in strengthening national identity and resilience during increasingly complex global dynamics [1]-[3]. Globalization and advances in information technology have brought a massive and rapid flow of information, making it easier for various foreign cultural influences to enter daily life, including among elementary school-age children [2]-[5]. Not accompanied by strengthening the national character can threaten the nation's identity and noble values [6]-[8]. Therefore, character education oriented towards strengthening the love of the homeland is an urgent need in the national education system.

Children's age is a crucial phase in character and personality formation at the elementary education level. Children are at moral, affective, and cognitive development stages that are greatly influenced by their learning and social environment [9]-[11]. As the first formal educational institution children systematically attend, elementary schools shape students' attitudes and national values [10]-[13]. In this context, SD Negeri 7 Tondano, as one of the elementary schools in Minahasa Regency, North Sulawesi, has an important role in integrating character education into learning activities and school life to form a generation that has the spirit of nationalism and love for the homeland.

Today's main problem is how character education can be implemented effectively in elementary schools, especially in forming a sense of love for the homeland [14]-[16]. Although various character learning programs have been implemented, many are still formalistic and have not been fully internalised in student behaviour [2], [17], [18]. These challenges become even more complex when faced with the reality that today's children are highly exposed to the influence of social media, foreign pop culture, and digital content that does not always align with national values [2], [19], [20]. The decline in interest in local culture, low appreciation for state symbols, and weakening spirit of cooperation indicate the need for a more contextual and holistic strategy in instilling national character in the school environment.

A common solution widely developed in education is the integration of character values into the curriculum, learning, and school culture [21], [22]. Character education is not only taught through certain subjects, such as Pancasila and Citizenship Education (PPKn) [23]. Still, it must be brought to life in all aspects of school life, both inside and outside the classroom [24], [25]. The integration of Pancasila values in civic education learning at the elementary school level has a significant influence in shaping the character of students' love for the homeland [18], [26], [27]. However, the effectiveness of this approach depends heavily on the ability of teachers and schools to relate these values to the context of students' daily lives.

In line with that, implementing the Independent Curriculum is a strategic opportunity to strengthen nationality-based character education. The Independent Curriculum encourages the development of learning that is contextual, project-based, and relevant to local needs [7], [10], [28]. The Merdeka Curriculum allows for a more adaptive and flexible approach in instilling students' nationalism character through various experiential learning activities and value reflection [29]-[31]. This approach emphasises the importance of students' active involvement in activities that strengthen national identity, such as cultural projects, environment-based learning, and social activities [15], [32], [33].

Furthermore, effective character education must include three dimensions: moral knowing, feeling, and action. These three aspects must run in an integrated manner so that students understand national values theoretically and manifest them in daily behaviour [6], [34], [35]. In the context of love for the homeland, its application can be in the form of the introduction of state symbols, appreciation for cultural diversity, the implementation of flag ceremonies, and involvement in social activities [36], [37]. This aligns with holistic education, which places character formation as an integral part of the educational process.

In addition to curriculum and learning-based approaches, character education can be strengthened by integrating local culture into school activities. Character education based on local culture can increase students' awareness of the noble values in the surrounding community [38], [39]. In Minahasa, for example, the culture of "mapalus" or cooperation can be used as an effective character learning medium to foster the spirit of togetherness, social solidarity, and love for the homeland. Raising local values close to students' lives makes character education more contextual and meaningful.

Other literature also emphasises the importance of a holistic approach to character education. The entire school ecosystem—including principals, teachers, staff, and the school's physical environment—must actively shape students' character [40], [41]. Instilling national values cannot only be the responsibility of one subject but must be internalised in all school activities [42], [43]. This includes daily activities such as singing the national anthem, participating in flag ceremonies, and implementing extracurricular activities such as community service and independence-themed competitions [6], [19], [44].

Although various efforts have been made at SD Negeri 7 Tondano, the effectiveness of implementing character education still needs to be studied. Whether the national values taught are internalised in student behaviour or become a meaningless routine is an important question that needs to be answered through research. This is because the success of character education is measured not only by the existing program but also by its impact on students' character development in real life.

This study aims to comprehensively analyse the implementation of character education at SD Negeri 7 Tondano, especially in fostering a sense of love for the homeland in grade V students. In addition, this study will also identify the supporting and inhibiting factors for implementing character education and assess the extent to which these values affect students' attitudes and behaviours in daily life.

By providing an in-depth understanding of how character education is implemented contextually and sustainably in the elementary school environment, this study is expected to make a scientific contribution to the development of an effective and adaptive character education model to address the challenges of the times. The novelty of this research lies in its integration of mapalus, a traditional Minahasa cultural value, into character

education—something that is rarely explored in existing literature which tends to generalise approaches. Thus, this study offers a new scientific contribution by proposing a contextual and culturally grounded model of character education that can be adapted by schools across Indonesia, especially those in rural and culturally rich areas facing similar challenges in instilling love for the homeland among young learners.

2. RESEARCH METHOD

This research used a descriptive qualitative approach to explore how character education is applied to foster a sense of love for the homeland among grade V students at elementary school 7 Tondano, Minahasa Regency, North Sulawesi Province. This approach was chosen because it allows researchers to contextually understand the character education process that takes place in schools, including the dynamics of interaction between teachers and students and the activities carried out by schools in shaping national character.

Data was collected through three main techniques: observation, interviews, and documentation studies. Direct observation is carried out on learning and extracurricular activities for cultivating national values. The activities observed included implementing the flag ceremony, learning Pancasila and Citizenship Education (PPKn), and habituation activities such as singing national compulsory songs. Observations were carried out non-participant and documented in field records and photos of activities.

Semi-structured interviews were carried out with a total of 18 informants, consisting of 12 grade V students, 4 classroom teachers, and 2 school administrators (principal and vice-principal). Informants were selected purposively based on their active roles in implementing character education programs at the school. The interviews aimed to capture participants' perceptions, experiences, and insights regarding the practice of character education, particularly related to the value of love for the homeland. These interviews provided additional perspectives that could not be directly observed in the classroom or during extracurricular activities.

The documentation study involved analyzing various school documents, such as the Independent Curriculum Teaching Module, Learning Implementation Plan (RPP), and teaching materials in textbooks that contain national values. In addition, extracurricular activity documents and schoolwork programs were also analyzed to determine the extent to which national values were integrated in the overall educational ecosystem at SD Negeri 7 Tondano. Table 1 summarizes the types of documents examined in this study.

Table 1. Types of documents analyzed in the documentation study

No	Document Type	Information
1	Independent Curriculum Teaching Module	PPKn class V learning materials
2	Learning Implementation Plan (RPP)	Character-loaded learning activity plan
3	Integrated Thematic Textbooks	Reference material on national values in thematic learning
4	Extracurricular Activities Report	Documentation of activities such as independence competitions, community service, and ceremonies
5	School Work Program	The school's strategic plan in strengthening character education

The data that has been collected is analyzed using an interactive model from Miles and Huberman, which includes four stages, namely data collection, data reduction, data presentation, and conclusion. The data reduction stage is carried out by filtering data relevant to the research's focus. In contrast, the data presentation is carried out through descriptive narratives and visual presentations in the form of tables and images. Conclusions are drawn iteratively, by continuing to reflect on the data that has been collected and analyzed.

To ensure the validity of the data, this study applies source triangulation techniques. Triangulation is carried out by comparing the observations, interviews, and documentation results to obtain a complete and valid picture. In addition, this research also upholds the principles of research ethics by obtaining official permission from the school, maintaining the confidentiality of the participant's identity, and ensuring that the informant's participation is carried out voluntarily and with full awareness.

With this comprehensive approach and method, the research aims to provide a real picture of the effectiveness of character education in forming a sense of love for the homeland in grade V students at SD Negeri 7 Tondano. The results of this study can contribute to the development of contextual and applicable character education strategies at the basic education level.

3. RESULTS AND DISCUSSION

This study's results show that character education at SD Negeri 7 Tondano has been systematically integrated into learning activities and school life to foster a sense of love for the homeland in grade V students. This is character building. This integration reflects the importance of a holistic approach in character education as

affirmed by Sulaiman [6], that all elements of the school, be it curriculum, teachers, principals, and school culture, must contribute to the formation of students' character [45].

In PPKn learning, students are introduced to topics closely related to national values, such as Indonesia's independence struggle, the meaning of state symbols, and the importance of practising Pancasila values in daily life. Teachers at elementary school 7 Tondano actively use historical narratives, class discussions, and visual media to instil students' understanding and pride in their nation and country. This approach is based on the concept of character education according to Nurcahyani et al. [17], which includes three important elements: moral knowing, moral feeling, and moral action. Teachers convey national knowledge and encourage students to show love for the homeland through concrete actions [46].

The observation results show that every Monday, the school regularly holds a flag ceremony with the active involvement of all school residents. This activity is not only ceremonial but also a place for the actualisation of nationalist values. Students sang the national anthem solemnly, read the text of Pancasila and the Proclamation, and listened to the mandate of the ceremony supervisor, who raised national themes.

In addition, cooperation activities such as community service work to clean the school environment, as well as participation in independence-themed competitions held ahead of the Birthday of the Republic of Indonesia, are a means that strengthen students' sense of togetherness and social concern. These values align with the local culture of Minahasa, such as "mapalus", which emphasises the importance of social solidarity as an expression of love for the homeland. These activities are organised by actively involving students so that they are not only the object of the activity, but also the main actors who show initiative and responsibility.

Through interviews conducted with grade V students, it was found that most of them understood the importance of loving their homeland. They can mention the country's symbols appropriately, convey opinions about the history of the nation's struggle, and show pride in Indonesia's cultural diversity. As noted in Table 2, most students also stated that they felt happy participating in school activities related to nationality because they felt part of a large and diverse Indonesian nation.

Table 2. The results of student interviews related to their perception of love for the homeland

Aspects Revealed	Frequency of Positive Response (%)
Loved lessons about history	88%
Proud to be an Indonesian citizen	93%
Loves flag ceremonies	85%
Happy to participate in the independence competition	90%
Mengetahui simbol-simbol negara	96%

Interviews with teachers and principals also reinforce that character education based on love for the homeland has become a major school concern. Teachers recognise that one of the effective strategies is to be a role model in daily behaviour. Teachers strive to instil national values through inspirational stories, positive language use, and appreciation for students' actions that reflect the spirit of nationalism. The principal also supports this program by creating an award policy for students who show concern for others, respect the state symbol, and are active in national activities at school. This structural support is a driving factor for the successful implementation of character education, as stated by Paramita et al. [15], that the Independent Curriculum gives schools the flexibility to develop contextual learning approaches that adjust to local values and the needs of students' character [47].

However, this study also found several obstacles schools face in integrating character education to the maximum. One of the most expressed challenges by teachers is the limited time in the curriculum available to develop national material in depth. In addition, the lack of interesting and relevant learning media for students is also an obstacle to conveying national values in a fun way. This is in line with the findings of Maulidia et al, which highlight the need for innovative learning media to effectively convey character messages to students living in the digital era [48].

Based on a documentation study of the Teaching Module and RPP used at elementary school 7 Tondano, it was found that national values have indeed been contained in learning outcomes. The Teaching Module lists achievement indicators such as recognising the state emblem, understanding the struggle for independence, and explaining the meaning of Bhinneka Tunggal Ika. However, not all modules provide hands-on experiential learning activities or local contextual reinforcement that can strengthen the meaning of these values for students. Therefore, although the curriculum structure is supportive, the implementation of learning needs to be continuously developed to be more oriented to the student experience and the strengthening of local identity.

Extracurricular activities such as Scouts, poetry reading competitions with the theme of nationalism, and local cultural performances are also important instruments in character education at SD Negeri 7 Tondano. Students involved in these activities show great enthusiasm. According to the teacher who coaches extracurricular activities, children who engage in local cultural activities such as Minahasa dances or traditional games show pride in their origins, strengthening their national identity.

The results of this study show that character education at elementary school 7 Tondano not only takes place in the classroom but also becomes an integral part of daily school life. All school residents are involved in creating an ecosystem that supports cultivating the values of love for the homeland. The activities are consistent and sustainable, supported by internal school regulations and collective awareness of the importance of forming a young generation that is academically intelligent and committed to the nation and state.

By paying attention to all these findings, the implementation of character education at elementary school 7 Tondano has run according to the principles of character education relevant to the challenges of the times. However, there is still room for improvement, especially in terms of learning media innovations and teacher training to convey national values more effectively to students who are now growing up amid of globalisation and very rapid technological advances

This study's findings show that character education at elementary school 7 Tondano has been systematically structured, and oriented to strengthen national values, especially the love of the homeland, in grade V students. This reflects the importance of character education as an essential aspect in the basic education system in Indonesia, as stated by Hasibuan et al. [49], that character education does not only include the cognitive dimension, but also affective and psychomotor dimensions, namely through the process of moral knowing, moral feeling, and moral action [2]. These three aspects are reflected in learning practices that introduce national values and encourage students to feel them emotionally and practice them in school.

As explained in the results section, intracurricular activities such as Pancasila and Citizenship Education (PPKn) learning play an important role in providing students with basic national knowledge. The subject matter includes the history of the nation's struggle, state symbols, and values in Pancasila and Bhinneka Tunggal Ika. This shows that schools have implemented a curriculum-based character education strategy, as suggested by Setiawan [1], emphasising the importance of integrating Pancasila values into formal learning to form students' attitudes of love for the homeland [48]. Thus, elementary school 7 Tondano has made PPKn the main means to convey moral and nationalism messages systematically to students.

Furthermore, extracurricular activities such as flag ceremonies, community service, independence competitions, and local cultural activities such as Minahasa dance performances significantly shape students' affective experiences related to nationalism. The observations show how this activity creates a deep emotional atmosphere, strengthens a sense of togetherness, and triggers collective pride as part of the Indonesian nation. This activity is not just a form of routine ritual but transforms into a vehicle for learning character values directly and really. In line with the findings of Nurcahyani, the involvement of local culture in character education has been proven to increase students' sensitivity to the nation's noble values that grow in local wisdom [17].

In the discourse of culture-based character education, contextualising values in students' social environment becomes very relevant. At elementary school 7 Tondano, integrating cooperation values through the Minahasa "mapalus" culture is a contextual approach that fosters a spirit of togetherness, social concern, and responsibility. This emphasises that character education cannot be separated from the social and cultural context in which students are located. Therefore, the approach to character education in schools represents the principles of the Independent Curriculum, which provides space for strengthening local values as part of national identity.

The active participation of students in national activities also signifies the approach's success. As shown in Table 2, most students show understanding, enthusiasm, and pride in their national identity. Most of them expressed their love for history lessons and other nationalistic activities. This suggests that character education strategies that combine cognitive, emotional, and affective approaches have impacted the development of students' attitudes. These findings support the statement of Ramdhan Maulidia et al., that strengthening Pancasila values is very important in facing global and digital cultural challenges that can erode national identity if not handled appropriately [48].

The role of teachers and principals in supporting the implementation of character education has also proven crucial. Teachers are not only the presenters of academic material but also act as exemplary figures in expressing the values of love for the homeland. In interviews, teachers show a high commitment to strengthening students' character through various means, including inspirational stories, reflective activities, and reinforcement of positive behaviours. The principal also provides support by making a policy of appreciation for students with a nationalistic attitude. This is consistent with the holistic approach to character education put forward by Lestari et al, which states that all school citizens must be involved in forming an educational ecosystem that supports the formation of national character [47].

However, the challenges in implementing character education cannot be ignored. Teachers admitted that limited learning time was an obstacle to conveying character material in more depth. In addition, the learning media used still seems conventional, so it is less attractive for students in the digital era. This shows that although curricular and cultural approaches have been implemented, there has not been a strong integration between educational technology and character building. These findings strengthen the argument of Novantoro et al., who stated that character education will be more effective if supported by innovative and digital-based learning media [46].

A documentation study of the Teaching Modules and lesson plans used in schools shows that learning outcomes related to love for the homeland have been explicitly determined. However, most activities focus on delivering theoretical material, while hands-on experiential learning is still limited. This raises critical questions about the effectiveness of character value delivery if reflective and applicative activities do not complement it. Referring to Hosni, it is not enough to learn grades only to be delivered cognitively but must be strengthened with emotional experiences and real actions so that these values are firmly embedded in students [50], [51].

In the context of sustainable character education, the success achieved by elementary school 7 Tondano serves as a foundation for continuous improvement and innovation. Prior studies have emphasized that the use of digital media and interactive platforms significantly enhances student engagement in value-based learning, especially for abstract or affective domains such as nationalism [46], [48]. In line with these findings, this study affirms the importance of integrating technology-based approaches into character education. Examples include interactive videos about national history, digital simulations of historical events or heroes' lives, and online reflective platforms that allow students to express their thoughts and experiences related to love for the homeland. These strategies connect national themes with the digital world familiar to students, thereby increasing motivation and involvement in the learning process.

Moreover, enhancing teachers' capacity in designing and delivering character education is a critical need. As noted by [17], teacher competence in reflective pedagogy and project-based learning directly influences the effectiveness of internalising national values among students. Therefore, value-oriented professional development is essential to position teachers as character facilitators, not merely content transmitters. Teachers who foster safe, open, and reflective classrooms can significantly support students in emotionally and cognitively engaging with national values.

Furthermore, this study highlights the vital role of families and communities in shaping students' character. Supporting Lestari et al. [47], a synergistic collaboration between schools, parents, and communities reinforces the continuity of value transmission beyond the classroom. Activities such as national holiday commemorations or community-based service learning connect school-based knowledge with real-world practices of nationalism.

The novelty of this study lies in its contextual emphasis on incorporating mapalus, a traditional Minahasa value of cooperation, into character education. While most prior research focuses on urban or general contexts, this study provides insight into rural-based character education that is culturally grounded and locally adaptive. Nonetheless, the study has limitations. It is confined to a single school and uses a primarily qualitative method, which limits generalisability. Future studies should consider comparative or multi-site research and explore digital-based learning models that promote national values through participatory and sustainable means.

4. CONCLUSION

The study found that character education at SD Negeri 7 Tondano effectively fostered students' love for the homeland, supported by the active roles of teachers and principals and reflected in students' high participation in national-themed activities. However, challenges persist, particularly the limited instructional time and the lack of innovative digital-based learning media that appeal to today's learners. This study contributes to contextual character education by integrating local cultural values such as mapalus, and recommends future research on project-based and technology-integrated models to strengthen national values in a participatory and sustainable manner.

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