



## Nationalist Value on Civics Teaching Materials in Elementary School

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### **Abstract**

The past three years have witnessed a dramatic revitalization of civics education for use in schools. In this brief period, educators have participated in a major national inquiry into civics education, initiated a national curriculum materials project, commenced research to create a substantive teacher knowledge base, developed centers of civics education, and constructed programs for teacher preparation. While this revitalization is not yet well grounded in schools, the situation should change dramatically in the very near future. The structure of the administration of formal education varies widely among the surveyed jurisdictions. In some jurisdictions, national curricula for primary and secondary education is prepared by a central authority that decides the format and content of civic education. Teaching materials is one of the spearheads for achievement integration objectives of character values in a subject. If depicted in a pattern, teaching materials load and interpret the character values in it as well, in this case specifically the character of nationalist, so the teachers will be easier in the development and implementation of the code on the self-learners, in addition to the teachers also develop through learning activities in the classroom. This research was conducted using qualitative methods such as analysis of documents. Source of data used to the non-random sampling technique and purposive sampling. Integration efforts characters nationalists in the description of the learning material Books Students Themes Indahnya Kebersamaan 4th grade curriculum in 2013 carried on: 1) a description, (eye catcher, illustrations), 2) a description of work instructions, 3) a description of exercises after the appearance of discourse and 4) description of evaluation at the end of lesson activities.

**Keyword:** *Nationality; Nasionalist; Civic*

### **Introduction**

Despite its recency, the new civics education has already taken a clearly definable shape. It is broader and more comprehensive than earlier efforts. While knowledge of government, the constitution, citizen rights, civic responsibility, and Australian political history remain pivotal components, they are only a part of the total learning in which students will participate.

A central plank of the new civics education is learning about environmental issues and the need for ecological sustainability and the world's, fragile environment poses many problems and requires protection by an informed and active populace. All Australians, and particularly the young, need to address these issues both locally and globally.



To become effective citizens of their democracy, Australians need to be informed and critically active participants. Currently, little opportunity exists for young to learn to be participating citizens through the school curriculum. Yet society expects all adult citizens to fulfill their civic duties, and voting is compulsory.

In learning the role of citizen, students need to look beyond the confining strictures of nationalism. The new civics education argues for multiple perspectives of citizenship, meaning that people may play civic roles at local, national, regional, and international levels. Thus, while the legal concept of citizenship is confined to a single country, may perceive citizenship as being national (for elections and sporting events), regional (for defence and trade), and global (for environment and economic stability) without feeling uncomfortable or unpatriotic about their views.

The new civics education takes an inclusive position within the school curriculum. It seeks to involve all groups, including indigenous and ethnically diverse peoples, in living together in a harmonious manner. To consider alternative options is untenable.

An essential feature of the new civics education is the deliberate treatment of values education. The curriculum emphasizes the responsibilities as well as the rights of citizens, and encourages political participation-in a liberal democratic context-both nationally and internationally. The new civics examines issues of social justice, tolerance of others, the common good, majority rule, and other value positions essential to an effective democracy.

In our modern society, many aspects of civic life valued in the past seem to have faltered. One such vital aspect is the relationship of individuals to the community. The new civics education is grounded in the principles of a civil society, the essence of which is to provide opportunity for individual interests to flourish within the constraints of societal demands. The new civics seeks to promote civility between peoples, and to enhance the effectiveness of the community as a cohesive support vehicle for its members.

Finally the new civics education will play an integrative role within the school curriculum. The Civics Expert Group, which was instrumental in creating the new civics, argued against making citizenship education a special school subject (CEG, 1994). Rather, the group saw greater value in integrating it with history, social studies, economics, and other subjects within the learning area known as Studies of Society and the Environment (SOSE).

The new civics education is conceptualized as functioning across many learning areas, across many school years, and even across the entire school. A school-based environment project, for example, could encompass all classes within a school. To help achieve the goal of integration, the Civics and Citizenship Education Schools Curriculum Materials Project (CCESCMP) will provide teachers with opportunities to integrate civics education.

## ***Discussion***

In sum, the new civics education won't be the traditional civics, that is, a study of government institutions and political processes liberally laced with adages about being a good citizen. The old approach is insufficient for educating people to become effective citizens in a modern democracy. Similarly the new civics education is not designed to be taught in a rote, pedantic, and expository manner, with heavy dependence on a conservative textbook.



The new civics education provides an opportunity for a revitalization of pedagogy as well as curriculum in Australian schools. This will be the challenge for Australian teachers, if it is to succeed.

Prior to the development of the Curriculum and the approval of the civics and citizenship component of the humanities and social sciences subject in 2013 (which was subsequently revised and reapproved in 2015), 23 national-level projects related to civics and citizenship education provided guidance and resources to state and territory governments with respect to coverage of this area within their own curriculums. This included the Discovering Democracy project (1997-2004), which involved the “development of curriculum materials and professional learning resources”; “funding for professional development programs in all States and Territories”; and “a program of national activities that included funding for principal, parent, academic and key learning area groups, as well as the initiation of Celebrating Democracy Week and the National Schools Constitutional Convention.”

Curriculum 2013 present to bring subjects Pancasila and Citizenship Education, known as PPKn after the 2006 curriculum was replaced with Citizenship Education (Civics). In the previous curriculum travel episodes, PPKn present together with the 1994 curriculum decades ago (Winarno:2015). At primary school education units subject Pancasila and Citizenship Education (PPKn) became the main subjects which the government uses to keep optimizing planting penidikan value national character (Samani: 2012). It therefore means that PPKn as subjects can and should be able to integrate character education into it. (Winarno: 2015). *"Character and citizenship education can be interwoven through every aspect of school life, from how students and staff members greet one another, to how literature and social studies are Discussed, to expectations of conduct in sports "*(School: 2005).

The integration of character education into a subject can be done on the preparation of learning tools that include the values of good character on the syllabus, lesson plans and learning scenarios, preparation of teaching materials are charged character, learning and assessment-based characters. (Winarno: 2015). At the primary school level subjects but not introduced as a theme-laden study subjects. In accordance with the goal of character education for the golden generation of 2045 (Rokhman: 2013), through Act No. 20 of 2003 on National Education System in Article 3 should be the best stimulant to give the spirit of the development of character education for the academic community in their activities in the field.

The subject Civic education is moral education nationality by growing identity and the morale of the nation to be able to participate actively in the defense of the country (Qomariyah & Bagaskorowati: 2015). This is in line with the opinions Rachmadtullah and Wardani (2016) which states that " subjects of Civic Education in Primary Schools aims for pupils to develop knowledge and skills that are useful for students in the life of society, nation and state.", This is the main reason this study PPKn focuses on teaching materials that are directly in contact with the nationalist character.

However, civic education is not well defined in Swedish law, and is not a separate course at any educational level. Civic education is expressly taught in the seventh through ninth grades, and during high school as part of the social science curricula. The students' knowledge of the subject is tested through continuous evaluation and a national standardized test in the ninth grade. Students need not attain a passing grade in social sciences in primary school to attend a vocational secondary program, but it is required to attend a college preparatory program that focuses on the social sciences. In effect, most students do not need to obtain a passing grade in civic education as part of their primary education to proceed to high school. Whether a passing grade in social sciences is required to graduate high school depends on what program the student attends. In addition to the civic education, schools must at all times uphold and teach värdegrund (the national common foundation of values).



The citizenship education curriculum is tailored to each grade level in terms of its complexity. The curriculum educates students from the fourth to the twelfth grade in the following topics: services offered by the Saudi government to the citizens and expatriates living in the country; the historical background of the Saudi Kingdom; the government system in Saudi Arabia; the rights of Saudi citizens, including the right to education and health care; the concept of human rights under Islamic Law, including the Quran and Sunnah (prophet's speeches and actions), and the principle of equality in the Quran and Sunnah; the concept of good treatment (Mua'malah al Hassannah) of other people from different cultures and religions; social rights from an Islamic perspective; how the Islamic religion promotes the right to live in dignity; the duties of Saudi citizens to obey and defend the king; the importance of protecting Islamic society and the kingdom from any domestic or outside threats; the rule of law and respect for the legal and judicial system in the kingdom; how the Islamic religion promotes the right to privacy and the principle of social justice; the concept of the best methods to conduct a civic discourse, and the definition of the term "good citizen." In May 2019, the Ministry of Education launched a new initiative on citizenship education in order to teach Saudi students how to use information systems responsibly.

The initiative will teach students the best way to use social media networks without infringing on the privacy and freedom of other people. The ministry called the new initiative the "Digital Citizenship Education Initiative."

The course curriculum for primary education, as issued by the Skolverket, prescribes that the social sciences course for the seventh to ninth grades must include civic education (specifically, democratic freedom and rights as well as responsibilities in democracy).<sup>29</sup> In addition to continuous assessment, knowledge of the social sciences is also tested in national standardized exams in the ninth grade. During these tests, students are randomly selected to either write a test in geography, history or social sciences. The first standardized test for the social sciences curriculum for the ninth grade was administered in 2013. The test from 2014 is available online and includes four parts: "Democratic deficiencies," "The EU (European Union)," "Media in Dictatorships," "Supply and Demand," "Supply and Demand 2," and "The World Improves."

This research was conducted using qualitative methods such as analysis of documents. Documents that were analyzed were elementary students book in the form of a book titled theme "Indahnya Kebersamaan class 4" published by the Ministry of Education and Culture of the Republic of Indonesia revised edition in 2017. Source of data used to sample, with a non-random sampling technique and purposive sampling. This book is considered a sample because the book is intentionally provided by the government to facilitate the learning activities and as textbooks for 4th grade students throughout Indonesia. Analysis of data using qualitative analysis and qualitative results in the form of narrative in order to find aspect of character nationalist what are contained in the book and how it loads too.

## **Conclusion**

Addressing a forum of over 2,000 national and regional leaders, young people, civil society groups, students and religious leaders' groups at the first International Colloquium on Civic Education and National Integration. civic education equips citizens with information and knowledge about their roles, rights and responsibilities. The family is home to over two billion citizens and is made up of the world's largest and smallest, richest and poorest members. In such a context of diversity, it is even more imperative to cultivate and promote good civic habits.

Innovative efforts—such as Generation Citizen's action civics programming and Judicially Speaking's guest lectures from civics experts—have allowed for small changes to make a big impact on

how teachers educate the next generation of leaders. While some highlighted examples have successfully reformed civics, more states, districts, and schools should invest in comprehensive and action-oriented civics curricula to build students' capacity to become engaged and knowledgeable citizens.

Efforts integration character of nationalists in the description of the learning material Books Students Themes "Indahnya Kebersamaan" 4th grade curriculum in 2013 carried on: 1) a description wacan, (*eyecatcher*, illustrations), 2) a description of work instructions, 3) a description of exercises after the appearance of discourse and 4) a description of the evaluation at the end of lesson. Based on the research activities conducted research on the integration of nationalist character values in Learning theme "Indahnya Kebersamaan" elementary school students is a theme book already contains characters that can stimulate the child's nationality for more consistently apply it in daily life.

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