

# Critical Analysis of Teachers' Efforts in Developing National Character Through Social Science Learning in Hasanudin Sub-District, Cipari Cluster, Cilacap

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## ABSTRACT

*This research aims to analyse teachers' efforts in developing national character through social studies learning in Gugus Hasanudin, Cipari Sub-district. National character is important to be instilled from an early age to form an attitude of love for the country and awareness of the nation. This research uses a qualitative approach with descriptive method. Data were obtained through observation, interviews, and document analysis. Pre-research results show that teachers have implemented various strategies in social studies learning, but still face challenges such as low awareness of nationalism and the influence of outside cultures. Co-curricular and extra-curricular activities are also not optimal in supporting the strengthening of national character. This research emphasises the importance of more innovative and systematic learning strategies so that students' national character can be formed optimally.*

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## 1. INTRODUCTION

Education is very important and cannot be separated from a person's life in the family, community or nation (Mulyasa, 2015). Indonesia as a developing country in national development requires quality human resources, character, and has a reliable personality and attitude (Mulyasa, 2016). One of the efforts to create reliable quality human resources is through education (Sriandila *et al.*, 2023). School as one of the formal education has a very important role in realising national education goals through the teaching and learning process (Lestarinigrum<sup>2022</sup>).

A good education is to create quality and characterised human resources who have a personality or national character (Fatmahwati & Wakhudin, 2024). Character is the values of human behaviour that include relationships with self, God, fellow humans, the environment, and nationality (Priyambada, 2023). Character education is a system of instilling character values to school members that includes the components of knowledge, awareness or willingness, and action to implement these values, both towards God, self, others, the environment, and nationality, so that they become human beings (Andriani, 2022).

Character education is important for all levels of education, from primary school to university (Fadilah & Andriani, 2024). In general, character education is needed from an early age. Character is an inner standard that is applied in various forms of personal quality (Maftuh, 2015). Character education is basically something that must be instilled in addition to being instilled in the physical, mental and moral for individuals, so that they

become cultured humans, so that they are able to fulfil their duties as humans created by God to become useful citizens for a country.

Education is the process of changing the attitudes and behaviour of a person or group of people in an effort to mature through teaching and training efforts (Djamarah, 2015). Character education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have a personality, noble character, and character, so that this character is formed and becomes the hallmark of the student (Suyanto, 2015). Character education needs to be developed through education, which is the dominant factor in developing national character.

Education as a cultural transformation process is an activity of cultural inheritance from one generation to another (Tirtarahardja & La Sulo, 2015). Education is a humanising process to make human beings have a sense of humanity, become mature human beings, and whole human beings in order to be able to run and develop culture. Culture is the whole of the results of human life in society which contains actions towards and by fellow human members as members of society which are intelligence, beliefs, arts, morals, laws, and customs. Character education is a very important education today to foster good character as part of *soft skills* that are very useful in everyday life (Andriani & Wakhudin, 2020).

Character development in this study is the development of national character, which is a series of planned growth and change efforts and is carried out consciously by all citizens of a nation, state, and government towards modernity in the context of nation *building* (Gunawan, 2022). National character needs to be developed by developing cultural values and national character in students, so that they have values and character as their character, apply these values in their lives, as members of society, and citizens who are religious, nationalist, productive, and creative (Karsiwan *et al.*, 2023).

Local wisdom can be used as a foundation for building national character, as long as it does not conflict with the values of Pancasila (Murfiah *et al.*, 2022). Efforts to develop national character require national insight which involves a deep understanding and strong awareness of the nation's identity, values, history, culture, and challenges with a commitment to contribute to the development and sustainability of the country (Anwar *et al.*, 2023). Nationalistic insight includes love of country, nationalism, unity, and integrity (Hanipah *et al.*, 2022).

The research results of Kurniawati & Matang (2023) stated 1) The formation and development of the character of young citizens through learning national insight which includes love for the country, nationalism and the importance of a sense of unity and integrity. 2) The cultivation of fighting insight in the form of unyielding, patriotic and self-sacrificing attitudes. 3) Cultural insight which is an attitude of upholding the noble values of the Indonesian nation and appreciating multicultural culture. 4) Character formation and development is also supported by teachers who act as *pamong* who apply Ki Hajar Dewantara's educational philosophy, namely nurturing, teaching, nurturing, and exemplary.

The results of Nafisa *et al.*'s research (2024) also state that IPAS learning is very important to encourage and shape student character in the development process. National character is a fundamental element in shaping a generation that is not only academically intelligent, but also has integrity, nationalism, and a spirit of unity. In the era of globalisation and rapid technological development, the challenges to strengthening national character are increasingly complex. The influence of foreign cultures, the unstoppable flow of information, and the decline of social role models have led to the marginalisation of national values.

Phenomena such as declining interest in the history of the nation's struggle, low appreciation of local culture, and high individualism are real portraits that must be addressed immediately. In the context of basic education, Natural and Social Sciences (NSP) subjects have an important role as a means of national character building. Through IPAS, learners are introduced to historical, cultural and social values that form the nation's identity. In Gugus Hasanudin, Cipari sub-district, efforts to integrate national character in IPAS learning are very important, given the heterogeneous socio-cultural conditions of the community and the weak awareness of nationalism among students. This study was conducted to analyse deeply and critically how teachers try to develop students' national character through IPAS learning, as well as the obstacles faced in the process.

## 2. METHODS

This research uses a qualitative approach with descriptive methods. Qualitative research was chosen because it is able to describe the phenomenon in depth in accordance with the reality that occurs in the field. The research focus is directed at the strategies and practices of teachers in developing national character through IPAS learning. The research subjects are IPAS teachers and students in Gugus Hasanudin, Cipari sub-district.

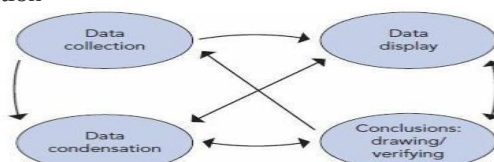
This research uses three data collection techniques, namely interviews, observations and literature studies. The analysis used is a *case study*, which is research conducted focused on a particular case to be observed and analysed carefully until completion. The case referred to in this study is a single case, in the form of individuals in Gugus Hasanudin, Cipari Sub-district. This research focuses intensively on one particular object that studies it as a case (Sutedi, 2015).

*Case study* research or *field research (field study)* is intended to study intensively about the background of the problem of the state and position of an ongoing event, as well as the environmental interactions of certain social units that are as they are (*given*) (Danim, 2015). This research will describe in the form of a description of something as clear as possible without any treatment of the object of research, namely how a critical analysis of the teacher's efforts in developing national character through IPAS learning in Gugus Hasanudin, Cipari District.

Given that the data collected in this research is qualitative data, the data validity test carried out is more emphasised on testing the validity of qualitative data. Researchers use triangulation as a technique to check the validity of data. In this study, researchers used triangulation techniques and sources. Triangulation techniques were carried out by comparing data obtained from interviews, observations, and documentation. Meanwhile, source triangulation is done by comparing data obtained from interviews with research subjects (Moleong, 2017). The data analysis technique in this study will analyse **qualitatively and critically** analyse primary data from the research as well as secondary data or literature.

## 2.1 Qualitative Analysis

Data analysis techniques can be carried out with a qualitative analysis model where the point is to analyse the interaction between research components and the data collection process during the research process. The data analysis technique used in qualitative descriptive analysis has 4 (four) stages of **the latest** interactive model from Miles *et al.* (2017), namely *data collection*, *data condensation*, *data presentation*, and the last step is *conclusion drawing* and verification



**Figure 3.1. Stages of Qualitative Analysis**

Data analysis was conducted to critically analyse teachers' efforts in developing national character through IPAS learning in Gugus Hasanudin, Cipari sub-district. The steps of analysis include (Miles *et al.*, 2017; Miles & Huberman, 2015).

### a. Data Collection

Data collection methods were observation and interview.

All of these data types have one key aspect in common, their analysis depends primarily on the integrative and interpretative skills of the researcher. Interpretation is necessary because the data collected is rarely numerical, it is rich in detail and lengthy.

### b. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data contained in field notes and transcripts in this study described as follows: a) *Selecting*. According to Miles *et al.*, (2017) researchers must act selectively, namely determining which dimensions are more important, which relationships may be more meaningful, and as a consequence, what information can be collected and analysed. b) *Focusing*. Miles *et al.* (2017) state that focusing data is a form of pre-analysis. At this stage, researchers focus on data related to the formulation of research problems. This stage is a continuation of the data selection stage. Researchers only limit data based on the formulation of the problem. c) *Abstracting*. The stage of making a summary of the core, process, and statements that need to be maintained, so that they remain in it. At this stage, the data that has been collected is evaluated, especially with regard to data quality and sufficiency. d) *Simplifying and Transforming (data simplifying and transforming)*. The data in this research is then simplified and transformed in various ways, namely through rigorous selection through summary or brief description, classifying data in a broader pattern, and so on.

### c. Data Presentation

Data presentation is an effort by researchers to arrange, collect information into a matrix or configuration that is easy to understand. This kind of configuration will facilitate drawing conclusions or simplifying complex information into a form that can be understood (Miles & Huberman, 2015). Simple and easy-to-understand data presentation is the main way to analyse valid qualitative descriptive data. The way this data is presented is by presenting interview data on teachers or caregivers of Pondok Pesantren Darunnajah Jakarta and students of Gugus Hasanudin, Cipari District in the form of interview excerpts accompanied by the name or code or initials of the research subject, then the day, date, month, and year of the interview, and the time the interview was conducted.

### d. Drawing Conclusions/Verification

Starting from the beginning of data collection, the researcher began to look for meaning from the interview data about the critical analysis of teachers' efforts in developing national character through IPAS learning in

Gugus Hasanudin, Cipari Sub-district. Furthermore, the researcher looks for meaning and explanation and then organises certain patterns of relationships into a unity that is easy to understand and interpret (Miles & Huberman, 2015).

## 2.2 Critical Analysis

Critical analysis is an in-depth examination of an argument, situation, or problem. It critically analyses an argument, situation or problem (Conlin, 2024). Therefore, critical analysis is one of the steps in the critical thinking process, which includes first gathering information (either through interviews in the qualitative analysis above or from relevant literature), then critically analysing and evaluating it, and then making a decision (Conlin, 2024). This research will critically analyse the development of national character through IPAS learning in Gugus Hassanudin Cipari Sub-district, critically analyse teachers' efforts in developing national character through IPAS learning in Gugus Hassanudin Cipari Sub-district, and critically analyse the development of national character through IPAS learning in Gugus Hassanudin Cipari Sub-district.

## 3. RESULTS AND DISCUSSIONS

Based on the results of preliminary research, it was found that teachers have endeavoured to integrate national character values into IPAS learning:

1. **Integration of Values in Learning Materials:** Teachers incorporate values such as nationalism, love for the country, gotong royong, and tolerance in IPAS topics such as the history of independence, cultural diversity, and government systems.
2. **Use of Interactive Media and Methods:** The use of historical videos, group discussions, and case studies help students understand the importance of national character in everyday life.
3. **Giving Nationality-Themed Assignments:** Students are given the task of creating a poster, short story, or presentation on the theme of national spirit that encourages contextualised understanding of values.

However, the implementation of these efforts has not been maximised due to the following obstacles:

1. **Low Nationalism Awareness:** Students tend not to understand the importance of patriotism and lack enthusiasm when learning about the nation's history.
2. **Lack of Appreciation for Local Culture:** The tendency to idolise outside cultures makes students less appreciative of local languages and traditional arts.
3. **Lack of Discipline and Responsibility:** Many students have not shown respect for the symbols of the country and have not been orderly in carrying out their obligations as students.
4. **Weak Tolerance and Mutual Aid:** The inability to appreciate differences and work together in groups is still a real problem.
5. **Influence of Social Media and Globalisation:** Negative trends and external content that does not match national values often influence students' mindset and behaviour.

In addition, co-curricular and extra-curricular activities such as flag ceremonies, scout activities, regional cultural competitions, and social activities have not been systematically and thematically designed to support the formation of national character. In fact, these activities have great potential to form an attitude of love for the country, mutual cooperation, and solidarity among students.

## 4. CONCLUSIONS

Efforts to develop national character through IPAS learning in Gugus Hasanudin, Cipari sub-district, have begun to be carried out with various strategies, such as the integration of national values in learning materials, the use of interactive methods, and the provision of contextual tasks. However, the implementation is still faced with various challenges such as students' low awareness of nationalism, lack of appreciation for local culture, and the negative influence of social media.

More innovative, integrative and systematic learning strategies are needed, including the development of co-curricular and extra-curricular programmes oriented towards national values. Collaboration between teachers, parents and the community is the key to success in shaping students who have strong national character and are able to become the next generation of the nation with integrity and love for the country.

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