

---

## Implementation of Civic Values through Flag Ceremony for the Character Development of Love for the Country

Indah Zulaikha<sup>1</sup>, Wakhudin<sup>2</sup>

Magister pendidikan Dasar, Universitas Muhammadiyah Purwokerto<sup>2</sup>

---

### ARTICLE INFO

#### Article history:

DOI:

[10.30595/pssh.v12i.837](https://doi.org/10.30595/pssh.v12i.837)

Submitted:

May 31, 2023

Accepted:

August 24, 2023

Published:

October 05, 2023

---

#### Keywords:

Character, Love For The Country, The Flag Ceremony

### ABSTRACT

This study was done in light of how important it is for students to have a sense of pride in their country, which is starting to wane. Flag ceremonies are one approach to strengthen this aspect of the discipline. The purpose of this study is to ascertain how SD Negeri Karangasem 02 students' participation in the flag ceremony shaped their sense of patriotism. This study takes a qualitative approach and does descriptive research. According to the findings of a study on how the SD Negeri Karangasem 02 flag ceremony shaped people's attitudes about their country, it is still classified as very common or good in terms of these parameters. The building of a love of country through the flag ceremony, namely by constantly reminding, leading, and explaining the significance of the flag ceremony to pupils in order to instill in them a love of country.

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).



---

#### Corresponding Author:

**Indah Zulaikha**

Universitas Muhammadiyah Purwokerto

JL. KH Ahmad Dahlan, Banyumas, 53182, Indonesia

Email: [zulaikhaindah2@gmail.com](mailto:zulaikhaindah2@gmail.com)

---

### 1. INTRODUCTION

One of the primary goals of the National Mental Revolution Movement (GNRM), under the direction of President Joko Widodo, is to strengthen the character of the country. Strengthening Character Education (PPK) places a high priority on the five principal character values of legitimacy, nationality, integrity, independence, and mutual aid. As stated in Presidential Regulation Number 87 of 2017 regarding enhancing character education, the goal is to develop character into a spirit or soul that is inherent in the delivery of education and to foster character through a synergy between heart sports, sports, and sports that are based on the five primary values that are priorities for enhancing character education (Siswanto, 2017: 79).

Character education curricula cannot be divorced from numerous issues that are starkly evident in nationalist characteristics or a sense of patriotic duty. Character education is predicted to be able to help pupils rediscover their feeling of patriotism since it focuses on the love of the homeland for the nation that is in decline. We are aware that schools are official learning environments where kids are expected to learn moral principles. a revitalization of character education for students to produce quality and value-laden human resources. Although it must be fostered in children from an early age, motherland love is starting to wane. Love for the country should not only be stated verbally; it must also be demonstrated by deeds, such as taking part in flag ceremony activities, that demonstrate this mindset. The flag ceremony is introduced to students beginning in elementary school (SD). Ceremonies are a set of actions that, according to law, must be performed solemnly in order to create ordered, orderly activities that foster good traditions and ethics (Suhadi, 2015: 78).

On the other hand, students are taught to be ceremonial officers, where they are disciplined in obeying all commands, and from their pupils they learn to appear brave and be accountable for the responsibilities that have been given. Students are also taught to respect the red and white flag at all times and to remember the contributions of the heroes of American independence. It is clear that educators must foster a love of one's country in kids from an early age since this develops them into the next generation of citizens who are constantly eager to uphold their country's honor.

According to preliminary findings from research conducted at SD Negeri Karangasem 02, some pupils continue to lack enthusiasm and behave in an unruly and disorderly manner while conducting the flag ceremony. Students make light of the flag ceremony and even joke about it while it is already in progress.

The title of this study is "Efforts to Build the Character of Love for the Motherland through Flag Ceremony for Students of SD Negeri Karangasem 02" in light of the background information provided. How is the implementation of civic values through a flag ceremony for the development of the character of love for the motherland in students of SD Negeri Karangasem 02? What is the formulation of the problem in this study? The objective of this study is to ascertain how the SD Negeri Karangasem 02 pupils' participation in a flag ceremony will help them build a love of country.

## 2. RESEARCH METHODS

The case study methodology with a qualitative approach was used in this investigation. Descriptive research methodology is employed. At SD Negeri Karangasem 02, this research was carried out. The study's participants were one principal, one class V instructor, and three class V students: one male and two female. Techniques for gathering data include observation, interviewing, and documenting. Three weeks of observations in this study were centered on the times of the flag ceremony at SD Negeri Karangasem 02. The principal, class V teachers, and three students who represent grade V pupils participated in interviews for this study. Three class V student representatives each received the questionnaire for this investigation. After applying the percentage approach, use data reduction, data display, and conclusion drawing for analysis (Moleong, 2010).

## 3. RESULT AND DISCUSSION

The neatness of the marching line (PBB) looks not good, performing the flag ceremony solemnly looks not good, reciting Pancasila looks good, paying attention to the flag ceremony mandate carefully looks not good, and showing appreciation during the moment of silence looks good, according to observations about preparation before the flag ceremony. The total number of excellent observations was 14, while the total number of poor observations was 7. Therefore, it can be said that the flag ceremony for SD Negeri Karangasem 02 pupils contributed to the development of the nationalism character, even though there are still issues (not good). Regarding this, the school keeps providing guidance and consistently makes an effort to ensure that students at SD Negeri Karangasem 02 are successful. can instill a sense of patriotism in each student through the flag ceremony.

According to the findings of the analysis of the principals' interviews, educators should emphasize religious education when developing character in children and let them know that one of their responsibilities as citizens is to protect the nation. Engage in actions that reflect a sense of nationalism or statehood. Activities such as flag ceremonies, singing of the national anthem, and others are done in a school setting. The challenges that the school has in developing and molding a character of love for the motherland do not entirely fall on the shoulders of the students. Though not all of them are aware that it is their duty as Indonesian nationals to love their country. The principal must continue to keep an eye on the size of the challenges encountered so that the school can offer ways to reduce these challenges.

The challenge of fostering in kids a love of their country is one that can be overcome by continually presenting material and ensuring continuous understanding. The teachers then devote a specified amount of time (hour) to correcting flaws in the development of character love for the country. Flag ceremonies are an excellent method to put it into practice by teaching pupils to love their country. The flag ceremony action lasts just for roughly 45 minutes due to the time constraints. The love of one's country should be fostered through other activities as well. Since teachers serve as role models for pupils in schools, they must solemnly participate in flag ceremonies. If the instructor is still not solemn or cannot provide a good example for children, it will be difficult to instill in them a love for their country. Students should pay attention to the principal's or teacher's message. The principal or teacher adjusts the discussion and duration so that students do not get bored. The principal also monitors the students' behavior during the ceremony and reprimands students if they do not pay attention to the message. Because flag ceremonies are a common state event at both institutions and schools, they should be able to help kids develop a passion for their country.

Based on the findings of the interviews with the principal of SD Negeri Karangasem 02, it can be deduced that flag ceremonies, singing Indonesia Raya, conveying the idea that defending the country is one of the

responsibilities of all citizens, and organizing activities that are meant to foster a sense of statehood or nationalism can all help form the character of love for the homeland. Then the teachers set aside some time to incorporate lessons that would help the students develop a passion for their motherland. By the stage of growing and development of students or children to know and have the awareness that they are citizens, the construction of the character of love for the homeland in elementary schools is also known as the formation of early childhood character.

Therefore, a sentiment of love for one's motherland must exist in every nation. The difficulties that developed during the flag ceremony, according to class V instructors who were interviewed, should have been resolved by the professors. Reprimand and give strict instructions. Students that are late must be penalized by teachers, who must also teach students to always be on time. In order for pupils to participate in the flag ceremony solemnly, the teacher should explain to them what the flag ceremony means. A strategy to combat kids who are not respectful during the ceremony is to explain the significance of the flag ceremony both within and outside of the classroom. Teachers of sports and religion can also provide guidance, in addition to traditional classroom teachers. Teachers should emphasize the value of seriousness in flag ceremonies, stressing that one such ceremony must uphold proof of heroism and sacrifice in order to free the Indonesian state. According to an analysis of student responses, students shouldn't be late for field gatherings, especially during events related to flag ceremonies. Because school traits are part of the school's identity, students should wear them completely both during ceremonies and outside of them.

Since the flag ceremony is one of the regular events held to honor the contributions of heroes in the liberation of the Indonesian state, it is appropriate for students to participate seriously. At the flag ceremony, students should feel extremely proud and delighted. During the moment of silence to honor the sacrifices made by the heroes who died on the battlefield, they should feel moved and proud. We must honor and commemorate the heroes who helped liberate Indonesia. As a result, students need to learn more about Indonesia's history of heroes and continue to develop a passion for their country, one of which is through the teaching of the patriotic anthem. It is appropriate that they are familiar with Pancasila's symbols and meanings and that they live according to Pancasila's philosophy. Based on the findings of interviews with grade V students at SD Negeri Karangasem 02, it can be said that most students arrive on time for the flag ceremony when they gather in the field, but only a small percentage of them do. Students should wear all of their school uniforms because they represent the school, and it is appropriate for them to observe the ceremony solemnly and be able to sing the national anthem while knowing the names of the various national symbols.

According to the general average percentage, the results of the questionnaire analysis addressing the student's tendency to love his or her native country were Very Often (33.33%), Often (11.11%), Kadang-Kadang (11.11%), Pernah (13.88%), Sometimes (11.11%), Never (13.88%), and Never (30.55%). The data indicate that SD Negeri Karangasem 02 about Analysis of the implementation of citizenship values through flag ceremonies for the development of the character of love for the motherland is in the category where students participate in flag ceremonies frequently but still by the indicators of love for the motherland, and that the principal and teachers always work hard so that students at SD Negeri Karangasem 02 can instill the character of love for the homeland in each student, where kids must develop the discipline to follow all rules, respect one another despite differences in racial, ethnic, and cultural backgrounds at school and in the community. It has been demonstrated that the implementation of the flag ceremony has a significant impact on the development of nationalism (love of country). Some traits must be formed during flag ceremony events, and one of these is the attitude of nationalism (love for the motherland) by the values of Pancasila.

Research has been done in relation to efforts to instill in students a love of their country through the student flag ceremony at SD Negeri Karangasem 02, and it has been found that instilling this love of country through the flag ceremony is not something that can be done quickly. One method for teaching character development to students is to practice flag ceremonies. The claim made by Nashir (2013: 55), that character education is a continual process and not merely a part of the delivery of education, supports this.

The results of a study on flag ceremony efforts, which were obtained through interviews with principals, teachers, and grade V students at SD Negeri Karangasem 02, showed that love for the motherland through flag ceremonies is still in the category of frequently carried out or by indicators of love for the motherland, and that principals and teachers must continue to guide students towards this love. Students must also learn the discipline to obey all rules and a flag ceremony is still a very common practice. Small gestures like these will encourage children to have positive attitudes and personalities. According to Nashir (2013: 97), a person's love for their country must be demonstrated via consistent words and deeds that reflect a good outlook on the nation's and state's affairs. According to Yaumi (2014: 104) "love for the motherland" is a style of thinking, acting, and doing that demonstrates loyalty, care, and great respect for the national language, physical environment, social, cultural, economic, and political environment. A flag ceremony is one of the ways that SD Negeri Karangasem

02 develops students' love of country. Activities related to flag ceremonies impart discipline, respect, and an understanding of formal protocol.

When combined with efforts to cultivate patriotism through a flag ceremony at SD Negeri Karangasem 02, some of the aforementioned justifications make sense. A good example of this is the installation of regular ceremonies every Monday. Based on classroom observations, interviews with the principal and class V teachers, and analysis of questionnaires completed by class V students, it can be said that instructors continually remind and guide their charges to have a character of love for the nation and maintain order during the flag ceremony. Flag ceremonies are often observed both inside and outside of the classroom in an effort to cultivate a culture of love for one's country.

Explaining the significance of the flag ceremony and its relationship to other events, such as mandatory national anthems, hero recognition, and other events, helps students develop a passion for their country while they are in school. It is possible to develop the character of love for the homeland outside of the classroom by imparting an attitude of duty, respect, and togetherness through ceremonial training exercises once a week in the field and during the flag ceremony. One of the regular state events to honor the sacrifices made by heroes who helped free the Indonesian state is the flag ceremony. In order to create a nation with character, it is intended that students can develop a love of their country and create a country with high morals, ethics, culture, and civilization. This is based on Pancasila. The following issues stand in the way of pupils from SD Negeri Karangasem 02's efforts to cultivate a love of country:

1. Discipline: During flag ceremonies, there are still some kids who don't stand their ground, aren't serious, and chatter excessively.
2. Not everyone focuses on and lives for the national anthem.
3. Not everyone can memorize Pancasila.
4. Neither specific painting classes nor special music lessons are offered.

The following are ways to get around problems that may arise as SD Negeri Karangasem 02 pupils strive to cultivate a love of country through the flag ceremony:

1. The instructor reminds the class to conduct the flag ceremony in a serious and orderly manner at all times while on the field.
2. Both inside and outside of the classroom, the instructor introduces and explains to the children the significance of the flag ceremony.
3. Teachers help kids develop a love of their country by always appreciating the diversity between races, tribes, and civilizations.
4. In order for students to understand the contributions of heroes who have battled for the State of Indonesia, the teacher advises students to follow any information regarding statehood.
5. To prevent pupils from making the same mistakes twice and to help them develop a disciplined character, the teacher penalized students who disrupted the flag ceremony.

#### 4. CONCLUSIONS

The research's conclusions indicate that grade V students participating in the flag ceremony at SD Negeri Karangasem 02 still fall under the umbrella of people who routinely do things to show their love for their nation. Teachers and principals make every effort to help children develop a love for their country of origin. By constantly reminding, guiding, and explaining the significance of the flag ceremony to students, it is possible to help them develop a love for their country and ensure that they behave properly during the ceremony. This also helps to instill discipline so that they can comprehend what is expected of them. With the flag ceremony, students can develop a love for their country that will help them become students who are patriotic, moral, ethical, cultured, and civilized in accordance with Pancasila. This will help them develop a sense of nationalism and love for their country.

#### REFERENCES

- [1] Andriani, Ana, dan Wakhudin Wakhudin. 2020. "Implementasi Pendidikan Karakter Melalui Model Pembelajaran Discovery Learning Di Mim Pasir Lor Karangasem Banyumas." *Jurnal Pengabdian Masyarakat* 1(2)
- [2] Moleong, Lexy. 2010. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya
- [3] Nashir, Haedar. 2013. *Pendidikan Karakter Berbasis Agama & Budaya*. Yogyakarta: Multipersindo.
- [4] Primavera, Indri. 2017. *Peran Upacara Bendera Dalam Membentuk Karakter Disiplin, Tanggung Jawab Dan Semangat Kebangsaan Peserta Didik. (Studi Deskriptif Analisis di SD Negeri 1 Lesmana)*.
- [5] Siswanto, E. 2017. *Cara Jitu Menciptakan Branding Sekolah Berbasis Karakter*. Surabaya: Cipta Media Edukasi.
- [6] Suhadi, Octen. 2018. *Penguatan Pendidikan Karakter (PPK)*. Jakarta: Erlangga.

- 
- [7] Wakhudin, W. 2020. "Pendidikan Karakter Bagi Siswa Sekolah Dasar Menuju Revolusi Industri 4.0." *Prosiding Seminar Internasional ...*: 162–77.
- [8] Yaumi, Muhammad. 2014. Pendidikan Karakter Landasan, Pilar & Implementasi. Jakarta:Kencana Prenadamedia Group
- [9] <http://digital.library.ump.ac.id/823/%0Ahttp://digital.library.ump.ac.id/823/2/18>. Full Paper - [Wakhudin.pdf](#).