

## Pedagogical Strategy: Internalization of National Songs in Developing the Nationalistic Character of Elementary School Students

Ika Ristiani <sup>1</sup>, Sularso Sularso <sup>2</sup>, Mwansa Edward Chabu <sup>3</sup>

<sup>1</sup> Elementary Teacher Education, Universitas Ahmad Dahlan Yogyakarta, Yogyakarta, Indonesia

<sup>2</sup> Evelyn Hone College of Applied Arts and Commerce, Zambia

### ARTICLE INFO

Received  
Revised  
Accepted

#### **Keywords :**

Elementary School  
Nationalism  
National Song  
Pedagogical  
Strategy

### ABSTRACT

In the 21st century, character education has become a crucial element in shaping students' nationalism, especially amidst the increasingly strong influence of globalization. One important aspect of strengthening national character is understanding national songs, which, unfortunately, is still limited among elementary school students. The lack of effective pedagogical strategies for internalizing national values through national songs is a major challenge in learning. This study aims to describe pedagogical strategies that support the internalization of national songs to strengthen students' national character. Specifically, this study examines the implementation of strategies in three main stages: pre-instructional, instructional, and feedback. The research approach used is qualitative with a case study method. Data were collected through direct observation of the learning process, in-depth interviews with teachers and students, and analysis of documentation related to the curriculum and teaching methods used. The results of the study indicate that strategies involving pre-instructional, instructional, and feedback stages effectively improve students' understanding of national songs. Students show more active participation in learning, while the role of teachers as facilitators and motivators is a key factor in the success of this strategy. However, the study also found several challenges, such as time constraints in the curriculum and the influence of foreign cultures that can reduce students' interest in national songs. The contribution of this study lies in the development of a more structured and interactive learning model for internalizing national values through national songs. This model can be adapted by educators in various learning contexts to increase the effectiveness of character education from an early age. Thus, this study confirms that a systematic and active involvement-based pedagogical strategy can be an effective solution in building the national character of elementary school students. These findings are expected to be a reference for educators in designing more innovative and contextual learning methods.

## Introduction

In the 21st century, character education plays a central role in shaping students' personalities, particularly in the context of nationalism. The success of shaping national character involves a deep understanding of national symbols, such as the national anthem. Limited understanding can be an obstacle to the internalization of national values among students [1]. The lack of understanding and memorization of national songs can be an obstacle to strengthening the sense of nationalism. The national songs created by the nation's heroes carry messages of love for the homeland and the spirit of patriotism [2]. Teachers need to use effective pedagogical strategies to help students understand and appreciate these national songs. Pedagogical strategy can be defined as a series of procedures in learning, thinking, teaching, and others used to achieve certain goals. The strategy involves understanding the characteristics of students, structured learning designs, educational learning methods, setting up the learning process, and student motivation [3].

Facts in the field show several main obstacles, such as limited time allocation, difficulties for students in remembering lyrics, lack of knowledge about national songs, and lack of related materials in teaching materials [4]. The national song has great potential to instill national values because, in addition to being easy to remember, the lyrics are also loaded with moral messages and patriotism [5]. This research focuses on the use of national anthems in learning

Korespondensi: Nama penulis, email@email.com, nama prodi, Universitas, Kota, Negara

Copyright © tahun author (s)

This is an open-access article under the [CC-BY-NC](#) license.



to increase the sense of love for the homeland among students. However, this study has not fully explored the most effective pedagogical strategies for integrating national songs into learning.

Research conducted by Slamet and Mar Syahid (2024) shows that the national anthem plays a significant role in fostering a sense of love for the homeland among students, but the approach used focuses more on integration in the formal curriculum [6]. Meanwhile, creative methods are used to internalize the values of nationalism through art, but not specifically using the national anthem as a medium [7]. The similarity with the research being conducted at Muhammadiyah Pandeyan Elementary School is that it focuses on improving the character of nationalism through education. However, the difference lies in the pedagogical strategy applied, where this study emphasizes internalization through the national song in the context of learning in Muhammadiyah elementary schools.

The study by Made (2021) showed that students' understanding of national songs was caused by various factors, including differences in students' characters, lack of consistency between habituation at home and school, and the influence of Western music. Lack of parental involvement and effective pedagogical strategies are also obstacles [8]. This fact reflects the need for the active role of teachers and parents in instilling nationalist values through the understanding of national songs [9]. This research focuses on pedagogical strategies to internalize national songs to foster the character of nationalism, in contrast to previous research that discusses the implementation of teachers' pedagogic competencies in music art learning. Although important, learning Arts and Crafts (SBdP), especially the art of music, has not been effective in elementary schools.

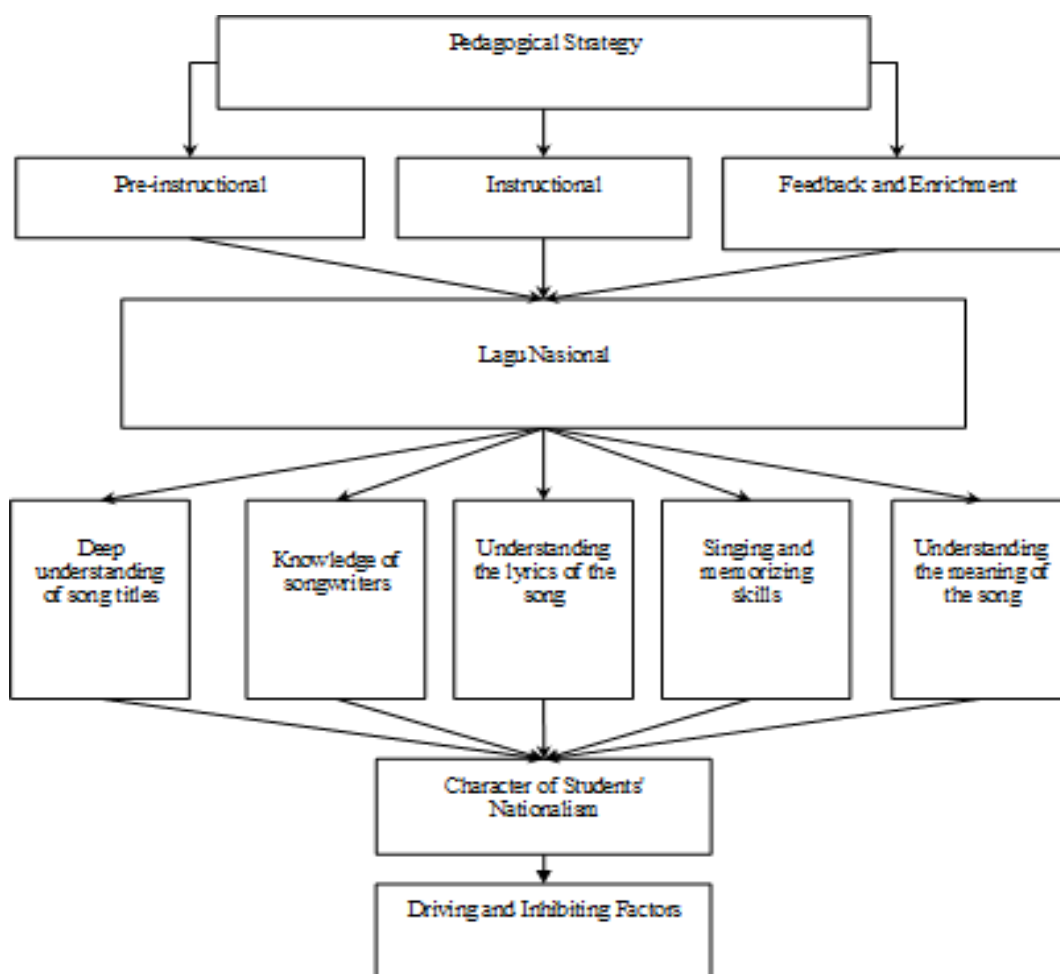
Educators should provide guidance to students to realize that the national anthem and national anthem are key elements of the nation's identity, not just as a substitute for Western culture that is often given in schools every day. Schools should be a place that fosters a sense of nationalism among students, including through singing the national anthem live. This research makes a significant contribution to basic education, especially in designing an effective pedagogical strategy to internalize the national anthem in Muhammadiyah Pandeyan Elementary School. In contrast to previous studies, this study highlights the use of national anthems and develops teaching strategies that can be applied in the daily curriculum. The results of this study can be a practical guide for teachers in instilling nationalism values more effectively and comprehensively among students.

## Method

This qualitative research uses various data collection techniques, including observation, interviews, and documentation. The purpose of observation is to collect reliable data, which is further supported by the findings of the interviews. In this study, the researcher physically visited the location of the activity to observe the pedagogical strategy to internalize the national song in an effort to foster a sense of nationalism and its driving and inhibiting factors. The aspects observed include teachers' strategies in teaching national songs, internalization of national songs in the character of nationalism, and driving and inhibiting factors. Interviews were conducted with teachers and students of grades III and V with a focus on indicators of pedagogical strategy: the internalization of national anthems to cultivate the character of nationalism. These indicators include *pre-instructional*, *instructive*, feedback or enrichment, students' deep understanding of song titles, creators, song verses, song meanings, singing skills, nationalism characters, and driving and inhibiting factories. In addition, documentation is used as an additional data collection technique to supplement the information obtained from interviews and observations. This documentation includes documents, photographs, and statistical materials. The data analyzed in this study consists of an overview of pedagogical strategies to internalize national anthems in an effort to foster a sense of nationalism, along with complete school information and photo evidence obtained during research activities.

Data obtained through observation, interviews, and documentation need to be further analyzed to ensure accountability. This study uses data validity tests, especially technical triangulation and source triangulation. This research took place at Muhammadiyah Pandeyan Elementary School, with two teachers and two students of grades III and V. Resource persons were interviewed intensively using the initials RTN and YT. The resource persons were learners with the initials Q, S, VN, and

GS. The data that was not revealed through interviews was supplemented by observation data which was carried out on August 2-17, 2024. The research focuses on examining the pedagogical strategy: internalization of the national song to foster the nationalist character of SD Muhammadiyah Pandeyan students. Data analysis consists of four stages: data collection, data reduction, data presentation, and drawing a conclusion. Throughout the analysis, the purpose of the research and the question regarding the application of pedagogical strategy: internalization of the national song to cultivate the nationalist character of Muhammadiyah Pandeyan Elementary School students. The analysis aims for a pedagogical strategy to internalize the national anthem in an effort to foster a sense of nationalism among students. Further details about the stages of data analysis can be seen in Figure 1. Stages of data analysis.



**Figure 1.** Stages of data analysis

## Results and Discussion

1. Pedagogical strategy in internalizing the national song to foster the nationalism character of Muhammadiyah Pandeyan Elementary School students

### a. Pedagogical Strategy

Pedagogical strategy is the art of using a plan to achieve learning goals. It consists of methods, techniques, or procedures supporting the teaching and learning process [10]. Muhammadiyah Pandeyan Elementary School is divided into three main stages according to the learning approach: Pre-Instructional, Instructional, and Feedback/Enrichment.

#### 1) Pre-Instructional

In the Pre-Instructional stage, teachers start with careful planning and focus on specific, measurable learning goals [11]. Teachers who start learning with specific goals tend to have more opportunities to

help their students understand the material better [12]. Familiar national songs provide a strong foundation before students are introduced to more specific national songs [13].

The first step taken by the teachers of Muhammadiyah Pandeyan Elementary School is to design learning objectives by associating national songs with national holidays. For example, in August, they introduced the song "Merdeka Day" to commemorate Indonesia's independence, while in October, the song "Youth Pledge" was used to commemorate Youth Pledge Day. As a result of an interview with one of the teachers, he explained,

*"We always design specific learning objectives to instill the character of nationalism through the national anthem. For example, in August, we focus on independence songs such as 'Indonesia Raya' and 'Merdeka Day'." (RTN interview, August 2, 2024).*

This is supported by documentation that shows that teachers have succeeded in associating song lessons with important moments in national history, such as the Independence Day commemoration ceremony. In this way, students not only learn to sing the song but also understand the historical context and meaning of the song.



**Figure 2.** Independence Day Commemoration Ceremony

(Source: Researcher 2024)

## 2) Instructional

The Instructional Stage is the core of the learning process, where teachers implement various methods to teach national anthems to students [14]. Muhammadiyah Pandeyan Elementary School teachers use interactive and fun approaches, such as singing together, drawing, and discussing the meaning of songs. The RTN teacher said,

*"Usually, I look for videos on YouTube where there are small children singing; they are more enthusiastic" (RTN Interview, August 2, 2024).*

The use of technology, such as cell phones and laptops, to watch national anthem videos on YouTube is also part of this strategy, which aims to make learning more engaging and relevant for learners. Explanations of the meaning of songs are often inserted in history lessons, with an emphasis on the historical context behind the lyrics of songs. Teachers at Muhammadiyah Pandeyan Elementary School associate the lyrics of the songs with important events in Indonesia's history so that students can better understand and appreciate the meaning of these songs. Teacher YT said,

*"The emphasis is more on the historical aspect behind the song" (YT Interview, August 07, 2024).*

This approach helps students see the national anthem as memorization material and as part of their national identity. In addition, to increase student participation, teachers at Muhammadiyah Pandeyan Elementary School apply motivational techniques such as giving gifts and peer support. For example, when singing together, active and enthusiastic students can be given awards, either in the form of praise or small prizes. Interactive discussions and quizzes about the meaning of songs are also used to make students more active and interested in learning.





**Figure 3. Teaching Activities**

### 3) Feedback/Enrichment

The Feedback and Enrichment stage aims to evaluate the extent to which students have internalized the national anthem and the nationalist values contained in it [15]. Muhammadiyah Pandeyan Elementary School implements the feedback/enrichment stage by evaluating understanding, strengthening nationalist values, and improving work skills. Based on interviews with teachers of grades III and V, RTN said,

*"By appointing students to sing earnestly, we can see if they really understand this song. For example, if they can answer well, it is a sign that they already understand the song."* (RTN interview, August 2, 2024).

In addition, to reinforce nationalist values, RTN added,

*"I often associate national anthems with everyday stories and use technology such as cellphones or laptops so that they understand better."* (RTN interview, August 2, 2024).

Meanwhile, YT explained,

*"Yes, by holding a working title every year to improve students' work and creative skills in singing national songs"* (YT Interview, August 7, 2024).

Both teachers also emphasized the importance of student involvement in creative activities such as the Annual Work Degree to improve their singing skills. The results of the supporting documentation below show that the teacher's strategy at Muhammadiyah Pandeyan Elementary School is really able to improve the ability of students to produce creative and inspirational works.



**Figure 4. Evaluation Activities Conducted by Teachers**

*(Source: Researcher 2024)*



**Figure 5. Title of Work**

*(Source: School Data 2024)*

### b. Internalization of the National Anthem

The internalization of national songs is a process in which the values, spirits, and messages contained in national songs are infused and lived by individuals, especially students [16]. This process aims to instill a sense of love for the homeland, nationalism, and pride in the nation's identity.

### 1) Deep understanding of song titles

The national anthem of Indonesia is a song that depicts struggle, love for the homeland, and respect for heroes [17]. In schools, these songs are often used as part of basic education to instill a sense of nationalism and patriotism in children. Based on the results of the interview, the students' understanding of the national song title is quite good. The RTN teacher said,

*"Students' understanding of the national anthem titles is quite good, with almost all students knowing and recognizing the titles of the songs"* (RTN interview, August 2, 2024).

YT's statement reinforces this,

*"Quite a lot, there is Garuda Pancasila, From Sabang to Merauke, One Nusa One Nation"* (YT interview, August 07, 2024).

Students are also able to pronounce the title of the national anthem correctly. Some students, such as Q and S, mentioned *"Greater Indonesia"* and *"Garuda Pancasila"* as songs that they know well.

### 2) Knowledge of songwriters

The creators of Indonesia's national anthem are individuals who have made a great contribution to awakening the spirit of nationalism and patriotism through their musical works [18]. Based on the data analysis results, most students at Muhammadiyah Pandeyan Elementary School only know W.R. Supratman as the creator of the national song. Knowledge of other songwriters is very limited. Students' knowledge about national song creators is still limited. RTN said,

*"Little, at least only know W.R. Supratman"* (RTN interview, August 2, 2024).

The same thing was expressed by YT,

*"At least just the basics, W.R. Supratman"* (YT interview, August 07, 2024).

Most of the students did not know who created the national songs, except for GS, who mentioned the name W.R. Supratman.

### 3) Understanding the lyrics of the song

Verses are an important part of the meaning and purpose of a song because they can convey the message they want to convey to the listener and make the song interesting [19]. Based on the results of the above data analysis, teachers at SD Muhammadiyah Pandeyan have been effective in using interactive strategies. So that most of the students at SD Muhammadiyah Pandeyan can say the verse of the song well. Teachers use a creative and interactive approach to help students understand the verses of the song. RTN stated,

*"I help the children memorize the verses of the national song by singing together and telling stories about the verses. So, learning becomes more exciting, and they also understand the meaning of the song better."* (RTN interview, August 2, 2024).

YT also added,

*"By singing together at the beginning of learning and flag ceremony"* (YT interview, August 07, 2024).

From interviews with students, Q and S were able to mention some of the lyrics of the national song that they memorized, such as *"Garuda Pancasila, I am your supporter"* and *"Indonesia is my homeland."* This shows that the interactive teaching method successfully helps students understand the verses of the song because they can remember and mention the lyrics well.

### 4) Singing and memorizing skills

Memorizing national anthems helps recognize and appreciate cultural heritage and strengthens a sense of nationalism and pride in the homeland [20]. With the right skills and methods, the process of memorizing songs can be more effective and fun. The research results show that students at SD Muhammadiyah Pandeyan are good at singing and memorizing national songs.

RTN teachers use a fun approach to teaching singing skills and memorizing national songs

*"I teach children to sing and memorize national songs by choosing easy and exciting songs, making practice fun, using tricks so that it is easy to remember, and giving encouragement continuously"* (RTN interview, August 2, 2024).

YT added,

*"One way is by training. Children usually train before the ceremony, including UN exercises and various other preparations."* (YT interview, August 07, 2024).

Interviews with students showed that they felt confident in their singing skills. Q, S, VN, and GS stated that they could sing the national anthem without looking at the text. Regular and fun exercises seem to be effective in helping students master national songs well.

#### 5) Understanding the meaning of the song

Understanding the meaning of a song is the process of deepening and interpreting the message, story, or emotion that the songwriter wants to convey through lyrics and melody [21]. Students' understanding of the meaning of the national song still varies. RTN said,

*"In this way, I tell each verse one by one, so the meaning can be easier to understand"* (RTN interview, August 2, 2024).

YT also explained,

*"I usually explain the story behind the national songs and the values they contain."* (YT interview, August 07, 2024).

However, interviews with students showed that most of them still did not understand the meaning of the song. Q, S, and VN stated that they did not know the meaning of the song, while GS mentioned the theme of *"Unity"*. This shows that even though there have been efforts from teachers, students' understanding of the meaning of songs still needs to be improved.

### c. Character of Nationalism

The character of nationalism through national songs is the strengthening of national values and love for the homeland instilled through the lyrics and melodies of national songs [22]. These songs often contain the historical meaning of the nation's struggle, the spirit of independence, and respect for heroes.

#### 1) The spirit of singing the national anthem during the flag ceremony.

The spirit of singing the national anthem during the flag ceremony expresses love for the homeland and pride in the nation. When national anthems are sung, such as *"Indonesia Raya"* or *"Mengheningkan Cipta,"* ceremony participants usually stand tall with a respectful attitude, reflecting respect and appreciation for the heroes' struggles [23]. Based on the results of interviews and observations at SD Muhammadiyah Pandeyan, the enthusiasm of students in singing the national anthem during the flag ceremony varied. One of the teachers stated,

*"I often teach children to sing with the right attitude. If you sing with a good attitude, the voice will be louder and easier to hear."* (RTN interview, August 2, 2024).

Another teacher added,

*"During the learning approach, we often repeat songs that will be sung at certain events such as August 17"* (YT interview, August 07, 2024).

Some students also gave feedback about their enthusiasm, such as *"Spirit"* (Interview S, 07 August 2024) and *"Feeling happy and excited"* (GS Interview, August 07, 2024). The observation results reinforce that although the enthusiasm of students varies, teachers manage to increase participation and the spirit of nationalism through correct singing attitudes.

#### 2) Participate in singing the national anthem together before learning.

Singing the national anthem before learning is a practice that aims to instill national values and love for the homeland in students [24]. The activity of singing the national song before learning is also often carried out. One of the teachers explained,

*"Before learning begins, we sing the national song first; for example, today we sing the Garuda Pancasila song because it coincides with Pancasila's birthday"* (RTN interview, August 2, 2024).

Another teacher added,

*"I invite the students to stand up and sing the national anthem together before the lesson starts"* (YT interview, August 07, 2024).

The students confirmed that they often participate in these activities, as VN, Q, S, and GS stated, *"Often participate"* (Interview, August 07, 2024). Observations showed that most students were actively engaged, and these activities helped teach historical values and strengthen their participation. It is

emphasized by the results of the documentation in Figure 6. which was carried out on August 7, 2024, namely participating in singing the national song together before learning.



**Figure 6.** National Anthem Singing Activity at the Beginning of Learning

(Source: Researcher 2024)

3) Able to memorize national songs in learning so that the character of nationalism grows

Active participation in nationalism is a person's involvement in various activities that aim to foster and strengthen a sense of love for the homeland and national pride[25]. Teachers admit that there has been no special monitoring of the memorization of national songs, but they believe that this activity plays an important role in instilling the value of nationalism.

*"One of them is that they sing with passion. If the child has sung with enthusiasm, it shows that they already understand the song."* (YT interview, August 07, 2024).

Students also feel the benefits of this activity,

*"Yes, it can help"* (Interview with Q, S, VN, and GS, August 7, 2024).

The observations show that although there is no concrete evidence, the spirit of singing is believed to strengthen the sense of love for the homeland and support the development of nationalism in students.

## **2. Driving and inhibiting factors of pedagogical strategy: internalization of the national anthem in fostering the nationalism character of students of Muhammadiyah Pandeyan Elementary School Yogyakarta**

### **a. Supporting Factors for the Internalization of the National Song in Fostering the Nationalism Character of Students at Muhammadiyah Pandeyan Elementary School Yogyakarta**

Based on the data analysis that has been carried out, several significant supporting factors were found in the process of internalizing the national song to foster the character of nationalism among the students of SD Muhammadiyah Pandeyan. These supporting factors include:

#### **1) Active Participation of Students in Singing the National Anthem**

Active participation in singing national anthems in school activities can significantly increase students' love for their country and strengthen their national identity. Students at Muhammadiyah Pandeyan Elementary School participated actively in singing the national anthem in class. Their enthusiasm and enthusiasm when singing the national anthem is a good initial indicator of the acceptance and appreciation of nationalist values. This reflects that the national song can effectively foster a sense of love for the homeland and nationalism among children [26]. The results of the study showed that the active participation of teachers and students in singing the national song developed positively. Even though it has not been maximized, teachers continue to try to increase student involvement. An interview with RTN revealed,

*"If you just start inviting children to be active, frankly, it is not optimal."* (RTN interview, August 2, 2024).



While YT stated,

*"Alhamdulillah, they are very excited and active when singing."* (YT interview, August 07, 2024).

On the student side, they stated their participation was still varied, with *"sometimes"* responses from some students such as VN, Q, S, and GS.

## 2) The Role of Teachers in Directing and Encouraging Student Engagement

Teachers have an important role in increasing the involvement of students by inviting them to sing national songs regularly in class both in exchange for regional songs and other songs such as "Sang Surya." teachers not only foster the spirit of nationalism but also strengthen the relationship between local and national cultures [27]. Teachers at SD Muhammadiyah have been active in encouraging the involvement of students in activities so that they can strengthen the process of internalizing nationalist values.

## 3) School Environment and National Celebrations

The school environment and national celebrations such as August 17 positively influence children's understanding and appreciation of the values of nationalism. In line with the activities at SD Muhammadiyah Pandeyan, which were lively and full of enthusiasm during the celebration of August 17, it provided a direct experience for students to appreciate the importance of nationalism so that the school environment that supports and holds activities related to national celebrations is also an important factor in this internalization process.

### **b. Factors Inhibiting the Internalization of National Songs in Fostering the Nationalism Character of Students at SD Muhammadiyah Pandeyan**

In addition to supporting factors, several inhibiting factors affect the effectiveness of the internalization of national anthems in fostering the character of nationalism in students, including:

#### 1) Limitations of Facilities and Infrastructure in Schools

One of the main obstacles is the lack of adequate facilities and infrastructure to support singing activities in schools [28]. In SD Muhammadiyah Pandeyan, there are musical instruments such as organs or speakers, but they do not function properly, and the lack of other auxiliary tools makes the learning process of the national song less than optimal. This condition requires serious attention, considering the importance of adequate facility support in supporting activities aimed at fostering nationalism. Supporting facilities for singing the national anthem in schools are still limited and inadequate. The RTN teacher said,

*"Here it is not fully in accordance with the standards that should be"* (RTN interview, August 2, 2024).

While YT said,

*"Our main focus is on singing National Compulsory songs, but the supporting facilities are not adequate." .* (YT interview, August 07, 2024).

Students also reported a lack of facilities, such as damaged musical instruments or none at all, such as damaged organs or the use of mobile phone speakers.

#### 2) Uneven Parental Involvement

The involvement of parents in supporting their children in singing the national anthem at home varies. At Muhammadiyah Pandeyan Elementary School, some children often sing the national anthem with their families, while others rarely do it. This variation affects consistency in instilling nationalist values outside the school environment.

#### 3) Time Limitations in the Curriculum

Time limitations in the curriculum are a significant inhibiting factor [29]. In SD Muhammadiyah Pandeyan, the national anthem and nationalist values can often only be inserted at the lesson's beginning or end, so they do not get an adequate portion of the learning process. The current curriculum at SD Muhammadiyah Pandeyan does not provide enough space to integrate national songs effectively, which has an impact on the less optimal process of internalizing nationalist values.

## Simpulan

The pedagogical strategy in SD Muhammadiyah Pandeyan in internalizing the national anthem to cultivate the nationalist character of students is carried out through three stages: Pre-Instructional, Instructional, and Feedback/Enrichment. In the Pre-Instructional stage, teachers design learning objectives relevant to national celebrations, while in the Instructional stage, interactive methods such as singing together and using technology strengthen students' understanding of the national anthem. The Feedback Stage aims to evaluate the understanding and strengthening of nationalism values through creative activities such as work titles. This strategy is effective in helping students understand the national anthem and foster a sense of nationalism, although challenges still exist in understanding the meaning of the song in depth. Support from the active role of teachers, the school environment, and student participation are key factors in the success of this process. However, there are obstacles, such as a lack of facilities and time limitations in the curriculum.

## Ucapan Terima Kasih

The researcher thanked Mrs. Tri Hidayati, the principal of Muhammadiyah Pandeyan Elementary School Yogyakarta, for allowing the research to be held. Teachers and employees who have been involved in data mining and documentation, as well as parties in the madrasah, thank you for your cooperation and support for this research.

## Referensi

- [1] S. Nurya and H. Hadi Saputra, "Internalisasi Nilai-Nilai Pendidikan Karakter dalam Gerakan Literasi Sekolah Pada Siswa Kelas Awal," *Journal of Classroom Action Research*, vol. 5, no. 2, 2023, doi: 10.29303/jcar.v5i2.3737.
- [2] S. Sumardi, "Adaptation To Emergency Remote Teaching: Pedagogical Strategy For Pre-Service Language Teachers Amid Covid-19 Pandemic," *Turkish Online Journal of Distance Education*, vol. 22, no. 2, pp. 81–93, 2021.
- [3] N. S. Sukmayani, "The Meaning of Indonesia Raya Song on Community Behavior," *International Journal Of Advanced Multidisciplinary*, vol. 2, no. 1, pp. 139–147, 2023, doi: 10.38035/ijam.v2i1.
- [4] B. Parmadi and N. Febri Ariffiando, "Studi Kasus Pemahaman dan Penerapan Lagu Wajib Nasional di SD Negeri 81 Kota Bengkulu," vol. 16, no. 1, 2023, doi: 10.33369/pgsd.
- [5] A. V. Finke, "School Of Music Applying Patriotic and National Songs to American Elementary Music Education Curricular Standards," 2022.
- [6] Slamet and Mar Syahid, "Peran Guru PAI dalam Menumbuhkan Rasa Cinta Tanah Air Pada Siswa Mts Arrabi Tamansuruh," *Journal Innovation In Education*, vol. 2, no. 2, pp. 267–274, Jun. 2024, doi: 10.59841/inoved.v2i2.1289.
- [7] Suherlin, N. Anisa, and E. Rusdiana, "Internalisasi Nilai-Nilai Kepahlawanan Syaikhona Muhammad Kholil Sebagai Upaya Meningkatkan Jiwa Nasionalisme dan Patriotisme pada Generasi Muda," *Jurnal Parjhuga*, vol. 1, no. 1, pp. 9–18, 2023.
- [8] N. Made, M. Dharma, A. A. Dharmapurusa, K. Nathanael, M. Glorino, and R. Pandin, "Challenges of Generation Z in Maintaining Local Culture As a National Identity in Globalization Era," 2021.
- [9] S. Ayu Lestari, "Peningkatan Karakter Nasionalisme Anak Bangsa Melalui Lagu Nasional Di Sekolah Perbatasan," *Jurnal Pendidikan DEWANTARA: Media Komunikasi, Kreasi dan Inovasi Ilmiah Pendidikan*, vol. 9, no. 1, pp. 24–29, Apr. 2023, doi: 10.55933/jpd.v9i1.489.
- [10] N. E. Nurjanah *et al.*, "Persepsi Pedagogi Kreatif Guru: Studi Naratif Praktik Kurikulum Merdeka pada Pendidikan Prasekolah," *Murhum : Jurnal Pendidikan Anak Usia Dini*, vol. 5, no. 2, pp. 13–23, 2024, doi: 10.37985/murhum.v5i2.690.
- [11] R. Aleyda Kana, S. Afifah Khoirul Muslim, N. Nasution, and N. Luthfi Harahap, "Optimalisasi Rencana Pelaksanaan Pembelajaran Matematika Sekolah Dasar: Panduan

- Komprehensif Untuk Mengembangkan RPP Efektif Kurikulum 2013,” *Jurnal Ilmiah Multidisiplin*, vol. 1, no. 11, pp. 307–315, 2023, doi: 10.5281/zenodo.10276598.
- [12] J. Hendra Prijanto and F. De Kock, “Peran Guru Dalam Upaya Meningkatkan Keaktifan Siswa Dengan Menerapkan Metode Tanya Jawab Pada Pembelajaran Online,” *Scholaria: Jurnal Pendidikan dan Kebudayaan*, pp. 238–251, 2021.
- [13] C. Bintang Maharani, K. Dwi Pertiwi, S. Syaira, W. P. Puspitasari, U. Muhammadiyah, and H. Abstrak, “Pembinaan Karakter Nasionalisme Siswa Sekolah Dasar Dengan Pembiasaan Menyanyikan Lagu Indonesia Raya,” *Jurnal Ilmiah Wahana Pendidikan*, vol. 9, no. 18, pp. 155–161, 2023, doi: 10.5281/zenodo.8310667.
- [14] I. Magdalena, A. P. Cahyani, S. Ananda, and S. Nur’alfiah, “Pengaplikasian Strategi Instruksional Pada Siswa Sd Kelas Vi Di Mi Al-Hikmah 1 Sepatan,” *Jurnal Pendidikan dan Dakwah*, vol. 2, no. 3, pp. 419–438, 2020, [Online]. Available: <https://ejournal.stitpn.ac.id/index.php/pandawa>
- [15] I. Magdalena, A. Ridwanita, and B. Aulia, “Evaluasi Belajar Peserta Didik,” 2020. [Online]. Available: <https://ejournal.stitpn.ac.id/index.php/pandawa>
- [16] A. Rahman Setiawan, T. Martika Anggriana, and dan Heri Tursilowati, “Meningkatkan Nilai Internalisasi Nasionalisme Dengan Menyanyikan Lagu Indonesia Raya Di Smpn 13 Madiun,” *Journal of Empowerment Community and Education*, vol. 4, no. 1, pp. 1–9, 2024.
- [17] R. VENZA Taufan Utama and T. Linggo Wati, “Analisis Karakter Cinta Tanah Air Melalui Lagu-Lagu Nasional Pada Siswa Dengan,” *JURNAL PERSADA*, vol. VII, no. 1, pp. 97–107, 2024.
- [18] H. Naufalian, F. Khoiroh, E. Lutfiyah, and S. Untari, “Penguatan Karakter Cinta Tanah Air Melalui Media Audio Sound Lagu Lagu Nasional Dan Daerah Pada Siswa SDN 1 Sumpersuko,” *Jurnal Pengabdian Masyarakat Bangsa*, vol. 2, no. 5, pp. 1407–1413, 2024, [Online]. Available: <https://jurnalpengabdianmasyarakatbangsa.com/index.php/jpmmba/index>
- [19] O. Handarawati, “Upaya Peningkatan Sikap Nasionalisme Siswa Melalui Implementasi Pendidikan Karakter Menyanyikan Lagu Wajib Nasional Sebelum Kegiatan Belajar Mengajar Di Kelas V SD Inpres 2 Wagom,” *BULLET : Jurnal Multidisiplin Ilmu*, vol. 3, no. 02, p. 313326, 2024.
- [20] W. Alipudin and Y. Kurniawan, “Perancangan Sistem Mengenal Lagu Daerah Dan Lagu Wajib Nasional Berbasis Android (Studi Kasus: SDN Sindang Sari II),” *OKTAL : Jurnal Ilmu Komputer dan Science*, vol. 2, no. 1, pp. 360–364, 2023.
- [21] N. A. Safa’a and A. S. Patria, “Perancangan Buku Kumpulan Lagu Nasional untuk Siswa SD,” *Jurnal Desain*, vol. 10, no. 2, p. 278, Jan. 2023, doi: 10.30998/jd.v10i2.13807.
- [22] G. Santoso, M. Ayu Andraini, M. Nur, N. Dewi Mardiyati, and N. Laila Fitriyani, “Konsep Menumbuhkan Sikap Nasionalisme Melalui Lagu Daerah Dan Lagu Nasional Republik Indonesia,” *Jurnal Pendidikan Transformatif (Jupetra)*, vol. 02, no. 03, pp. 183–191, 2023.
- [23] S. S. Kobandaha, S. Al Hamid, and Z. Ngiu, “Peran Guru Ppkn Dalam Meningkatkan Sikap Nasionalisme Siswa Di Smp Negeri 1 Bone Raya,” *Jurnal Review Pendidikan dan Pengajaran*, vol. 7, no. 3, pp. 6413–6424, 2024.
- [24] A. Shabir and S. R. Rahmawati, “Analisis Pemahaman Nilai Karakter Lagu Nasional Siswa Kelas V Sd Negeri 22 Kabupaten Bone,” *Global Journal Teaching Professional*, vol. 2, no. 1, pp. 27–34, 2023, [Online]. Available: <https://sainsglobal.com/jurnal/index.php/gjp>
- [25] S. Akbar *et al.*, “Urgensi Bela Negara Untuk Meningkatkan Jiwa Nasionalisme Dan Perannya Dalam Intergrasi Nasional, Rasona,” *Journal on Education*, vol. 06, no. 04, pp. 18552–18563, 2024.

- [26] K. Ratih *et al.*, “Penguatan Nilai dan Karakter Nasionalisme melalui Lagu Wajib Nasional di MI Muhammadiyah Tanjungsari, Boyolali,” *Buletin KKN Pendidikan*, vol. 2, no. 2, Sep. 2020, doi: 10.23917/bkkndik.v2i2.10793.
- [27] Naira Sahda Ranupatma, Salma Fauziah, Bilqis Putri Anas, and Maulia Depriya Kembara, “Pembentukan Moral: Implementasi Nilai Pancasila Dan Pengaruhnya Terhadap Siswa SD Harapan 2 Kota Bandung,” *Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora*, vol. 4, no. 2, pp. 86–99, May 2024, doi: 10.55606/khatulistiwa.v4i2.3218.
- [28] R. Rusmiati Aliyyah, W. Septriyani, J. Safitri, and S. Nur Paridotul Ramadhan, “Kuliah Kerja Nyata: Pengabdian Kepada Masyarakat Melalui Kegiatan Pendampingan Pendidikan,” *JMM (Jurnal Masyarakat Mandiri)*, vol. 5, no. 2, pp. 663–676, 2021, doi: 10.31764/jmm.v5i2.4122.
- [29] Annisa Intan Maharani, Istiharoh Istiharoh, and Pramasheila Arinda Putri, “Program P5 sebagai Implementasi Kurikulum Merdeka: Faktor Penghambat dan Upayanya,” *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, dan Sosial Humaniora*, vol. 1, no. 2, pp. 176–187, Jun. 2023, doi: 10.59024/atmosfer.v1i2.153.