

Teachers' Experience in Instilling National Values in Students of SMKN 5 Dumai

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Abstract: This study aims to explore teachers' experiences in instilling national values to students and understanding the meaning of learning Pancasila and Citizenship Education (PPKn) and History from the teacher's perspective. This study uses a qualitative Zapproach with an in-depth interview method with a PPKn and History teacher at the secondary school level. The results of the study indicate that teachers instill national values in an integrated manner through formal learning in class and non-formal activities outside the classroom. The methods used include discussions, case studies, project assignments, and the use of actual events as material for reflecting values. This approach is considered effective in forming critical attitudes, social empathy, and pride in students' national identity.

In addition, learning PPKn and History has a strategic meaning in shaping character, national identity, and active and reflective citizenship awareness. This learning also functions as an instrument for preventing social and ideological disintegration. The findings of this study strengthen the results of previous studies that emphasize the importance of the role of teachers in shaping students' national character. However, this study adds a new perspective through a reflective approach based on actual events, which has not been widely discussed in previous studies. This study recommends strengthening contextual and collaborative learning strategies as an effort to present national education that is adaptive to the challenges of the times.

Keywords: *National values, PPKN, History, teachers, national character*

1. INTRODUCTION

In the era of globalization marked by technological advances and the increasing influence of foreign cultures, instilling national values in students is very important. Teachers play a strategic role in instilling these values through education (Fikriyah & Faiz, 2019). The importance of nationalism education is increasingly emphasized, especially in overcoming the negative impacts of globalization on student character (Hazimah et al., 2021). Civic Education (PKn) is seen as the main means of instilling national values and developing critical thinking skills in students (Hazimah et al., 2021). Teachers are expected to be role models and create a moral community to effectively instill positive values (Fikriyah & Faiz, 2019).

In addition, the integration of the concept of national defense in the curriculum and encouragement of student participation in social and extracurricular activities can foster a spirit of patriotism and tolerance (Nurningsih et al., 2024). These efforts aim to prepare a young generation who are responsible and have a national spirit in facing global challenges. Recent studies highlight the importance of integrating national values with vocational skills in vocational schools. Although vocational schools focus on vocational competencies, concerns about the decline in students' nationalism and national integrity are increasing (Aini & Efendi, 2019; Pangalila & Fils, 2020). Researchers emphasize the need for a comprehensive educational approach that combines technical skills (hard skills) with national values (soft skills) (Wibowo, 2016).

The proposed strategies include integrating Pancasila-based nationalist values into the vocational curriculum, as well as implementing programs such as teaching factories and collaboration with the industrial world (Aini & Efendi, 2019; Wibowo, 2016). Teachers also play an important role in maintaining national integrity through the process of acculturation and socialization of values (Parji, 2011). The ultimate goal is to produce competent graduates with strong national values to face the world of work and contribute to national development. Research on PPKn in Indonesian schools shows the importance of this subject in instilling national values and citizenship attitudes. Studies show that the implementation of PPKn helps students understand the ideology of Pancasila and develop character that is in line with national values (Imron, 2020; Indra et al., 2022).

However, teachers' perceptions of PPKn often only emphasize Pancasila values and character education, ignoring aspects of civic knowledge and skills (Amroellah et al., 2018). PPKn teachers have an important role in shaping students' civic attitudes through the application of values and role models, despite challenges such as lack of facilities and parental support (Putri et al., 2022). Teachers use various strategies, including lectures, varied learning methods, and real examples in everyday life to instill Pancasila values (Indra et al., 2022). Although these studies provide insight into the implementation of PPKn, most of them still focus on the context of general education, so more research is needed in the context of vocational schools (SMK).

Internalization of national values and Pancasila in the education system plays a very important role in shaping students' character and preventing the spread of radicalism. As the main facilitator of learning, teachers have a central role in this process through the implementation of active, participatory, and contextual teaching strategies (Sudirman P, 2019). A holistic approach is considered effective in instilling these values. This approach includes the integration of national values and Pancasila into subject matter, the use of technology, and collaboration between schools, parents, and the wider community (Siki & Emiyati, 2024).

The internalization process is carried out through three strategic stages: value transformation, value transaction, and value transinternalization (Uccang et al., 2022). In addition, the social competence of teachers—especially in creating an inclusive learning environment and being a role model—is very important to guide students to understand and practice these values in their daily lives (Cici Siki & Emiyati, 2024). Research shows that students who receive education based on national values show an increased sense of nationalism (Ikbal et al., 2023). This emphasizes the importance of instilling national values and Pancasila in education as a basis for forming strong, patriotic, and socially responsible citizens.

Therefore, this research is important to analyze the teacher's experience in fostering national values in students of SMKN 5 Dumai. The results of this study are expected to be concrete input in improving the quality of teachers. Based on the background above, the study formulates the research problems as follows:

1. What is the teacher's experience in instilling national values at SMKN 5 Dumai?
2. What is the meaning of learning PPKn and history for students from the teacher's perspective?

2. METHODS

This study uses a qualitative approach with a phenomenological method. This approach was chosen to explore in depth the subjective experiences of teachers in instilling national values to students in Vocational High Schools (SMK), as well as to understand the meaning of learning Pancasila and Citizenship Education (PPKn) and History from the teacher's perspective. The study was conducted on five PPKn and History subject teachers from three SMK Negeri 5 Dumai who had more than five years of teaching experience. Subjects were selected purposively considering their direct involvement in the process of national value education in the vocational school environment.

The data collection procedure was conducted through in-depth interviews using semi-structured guidelines to obtain personal and reflective narratives from teachers. In addition, participatory classroom observations were conducted to directly observe the practice of teaching national values in learning activities. Data were also obtained through document analysis, such as the Learning Implementation Plan (RPP) and teaching materials used by teachers. The data analysis process follows the stages according to Miles and Huberman (1994), namely data reduction, data presentation, and drawing conclusions.

To ensure the validity of the data, this study applies qualitative validity techniques through source and technique triangulation. Source triangulation is done by comparing data from interviews, observations, and documents, while technique triangulation is done by using various data collection methods to verify the consistency of the information obtained. In addition, member checks are carried out by asking informants to review the results of the researcher's interpretation to ensure the accuracy and suitability of the data with their experiences. Validity is also supported by a rich description (thick description) of the context and experiences of teachers, which aims to ensure that research findings can be understood completely and meaningfully.

3. FINDINGS AND DISCUSSION

This study aims to explore teachers' experiences in instilling national values to students and understanding the meaning of PPKn and history learning from the teacher's perspective. Based on the results of interviews with SP, PPKn and History teachers, several important points were found as follows:

3.1. Teachers' Experiences in Instilling National Values

The teacher stated that the process of instilling national values was carried out in an integrated manner, both through formal learning activities in class and non-formal activities outside the classroom. The teacher used discussion methods, case studies, project assignments, and the use of actual events as material for reflecting values. Based on the results of the interview with sp " *In my opinion, instilling national values must be done continuously and in various forms. It is not enough just to memorize dates and figures, but there must be meaningful learning experiences so that students truly absorb the values.*"



a. Discussion method

In the learning process, teachers often facilitate group discussions as a means for students to explore and interpret historical events. This discussion is not only aimed at understanding the material, but also as a place to form critical attitudes and social empathy. Through discussions, students are invited to reflect on the relevance of national values in their current lives.

b. Case Study

Teachers integrate case studies of local and national historical events that are rich in value content. This approach makes students not only understand historical events as a series of facts, but also as a source of inspiration to emulate the values of struggle, sacrifice, and national commitment.

c. Project Assignment

Project assignments, such as creating a local history documentary or interviewing historical witnesses, provide a deeper and more meaningful learning experience. These projects provide space for students to actively and creatively engage in learning about their nation's history, while fostering pride in their national identity.

d. Utilization of Current Events as a Reflection of Values

Teachers also actively link historical materials with current events that occur in society, such as social conflicts, commemorations of national holidays, or issues of tolerance between religious communities. These events are used as reflection materials in class to build national awareness that is relevant to the current context. From the approach taken by the teacher, it is seen that the instillation of national values is not just a transfer of knowledge, but a holistic character formation process. The teacher acts as a facilitator who not only teaches history, but also instills the spirit of nationality through an integrative and applicable educational approach.

3.2 The Meaning of PPKn and History Learning According to the Teacher's Perspective

From the teacher's perspective, learning PPKn (Pancasila and Citizenship Education) and History has a strategic meaning in shaping the character and identity of students as citizens who are aware of the rights, obligations, and noble values of the nation. These two subjects not only convey knowledge, but also instill values, attitudes, and national identity.

a. As a Means of Forming Character and National Identity

Teachers view that learning PPKn and History is the main vehicle for instilling basic national values such as love of the homeland, unity, democracy, and social responsibility. Through PPKn, students understand the principles of national life based on Pancasila and the 1945 Constitution, while through History, students learn from past experiences that shape the integrity of the nation.

"PPKn teaches how to be a good citizen, while history shows why we should be so," said teacher z.

b. Developing Active Citizenship Awareness

Teachers see that these two subjects play a role in building students' awareness as active, critical, and responsible citizens. PPKn encourages an understanding of the government system, law, and human rights, while history provides historical context to the political and social development of the nation.

c. Cultivating Reflective and Contextual Nationalism

Adding to the teacher, learning history and PPKn is not just memorizing concepts or dates, but a reflective process to understand national values in the context of everyday life. For example, discussing the struggle for independence is not only remembering the past, but also fostering a spirit of love for the homeland and national resilience in the global era

d. As an Instrument for Preventing Social and Ideological Disintegration

In the teacher's view, PPKn and History have a preventive function against the threat of division, radicalism, and the fading of national identity. This learning helps students recognize the roots of social conflict and the importance of tolerance and unity in diversity.

For teachers, the meaning of learning PPKn and History is very deep and functional. Both are not only aimed at academic intelligence, but also to shape students' personality, character, and national awareness. With a reflective and contextual approach, teachers hope that graduates of national education will not only be intelligent individuals, but also have integrity and love for their country.

DISCUSSION

This study aims to explore teachers' experiences in instilling national values and understanding the meaning of PPKn and History learning from the teacher's perspective. The results of the study show an integrative approach through discussions, case studies, project assignments, and reflections on actual events. These findings are in line with several previous studies that emphasize the central role of teachers in the formation of national character. However, the reflective approach based on actual events found in this study provides a new perspective that has not been widely explored in previous studies.

In line with the research of **Fikriyah & Faiz (2019)** and **Hazimah et al. (2021)**, the results of this study show that teachers utilize PPKn as a strategic tool in building nationalism and student character. All three agree that PPKn learning not only conveys knowledge but also forms national attitudes and identities. The use of discussion methods, case studies, and contextual learning experiences is a common thread that connects the findings of this study with previous studies.

However, the main difference is seen in the way teachers in this study relate the material to **actual events** as material for reflection on national values. This has not been widely discussed in studies such as **Hazimah et al. (2021)** which focus more on general learning methods without outlining the relationship to current issues. This reflective approach has proven to be relevant in building contextual nationalism awareness, especially amidst the challenges of globalization and technological disruption.

This study also highlights the use of **local history** in learning, such as through documentary projects and interviews with historical witnesses. This is different from the research of **Amroellah et al. (2018)** which focuses more on teachers' perceptions of PPKn content, but has not touched on the local dimension in history education. Thus, this study provides a new contribution on the importance of a local approach in instilling nationalistic values that are relevant and close to students' lives.

The teacher's perspective that PPKn and History learning functions as an instrument **for preventing social and ideological disintegration** is in line with the findings of **Sudirman (2019)** and **Siki & Emiyati (2024)** who emphasized the importance of participatory and collaborative strategies in countering radicalism and the erosion of national identity. The holistic approach mentioned in their study is also reflected in the integrative methods used by teachers in this study.

A striking difference was found when compared to studies such as **Aini & Efendi (2019)** and **Pangalila & Fils (2020)** which discussed the integration of national values in the context of vocational schools. Although both highlight the importance of national education, their focus is on combining national values with vocational skills. This study focuses more on the context of general education with a value-based and reflection approach, rather than on integration with technical skills (hard skills).

In general, all studies, including **Putri et al. (2022)** and **Indra et al. (2022)**, emphasize the importance of **teacher role models** in instilling national values. This is also confirmed in this study where teachers are not only teachers of material but also facilitators of the character formation process. However, this study emphasizes the strategic aspects of teachers in creating **meaningful learning experiences** that actively involve students in the process of forming their national identity.

From the comparison above, it can be concluded that this study confirms previous findings regarding the importance of the role of teachers and PPKn learning in shaping students' nationalism. However, its main contribution lies in the reflective, contextual, and local approaches used by teachers in integrating national values into learning. This study broadens the understanding of pedagogical strategies that are relevant for the era of globalization, as well as opening up space for further research, especially in the context of vocational education and remote areas.

4. CONCLUSION

This study concludes that the instillation of national values by teachers is carried out through an integrative, reflective, and applicative learning approach. Teachers use various strategies ranging from discussions, case studies, projects, to reflections on actual events to shape students' character and national awareness. PPKn and History learning has a deep meaning as a means of forming students' identity, citizenship awareness, and national resilience in facing the flow of globalization and identity crisis.

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