

# Analysis of Teacher's Strategy in Shaping Students' Patriotism through Social Studies Learning in Elementary School

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**Abstract**—*Social Studies is one of the compulsory subjects in both primary and secondary education. The teacher's strategy in fostering the character of patriotism through Social Studies learning at the elementary level is implemented in an integrated manner through classroom learning activities, daily attitude habituation, the instillation of patriotic values, and exemplary behavior. This study aims to describe the teacher's strategy in shaping the character of patriotism through Social Studies learning in elementary schools. This research uses a descriptive qualitative method. The study was conducted at SDN Sukun 2 Malang, located on Jl. Kepodang No. 17, Sukun Subdistrict, Malang City. Data collection techniques included observation, interviews, and document study. The instruments used in this study included observations of both teachers and students, as well as interviews with the teacher and two selected students. The results showed that the strategy to develop the character of patriotism was carried out through the integration of national values into learning materials, the habituation of positive attitudes, and the teacher's exemplary behavior in daily activities. Most students demonstrated good patriotic attitudes, although some showed a level of understanding and behavior that had not yet met expectations. This indicates that the development of patriotic character is a process that requires continuous efforts and the involvement of various parties.*

**Keywords**— *Teachers Strategy, Character of Love for the Country, Social Studies Learning*

## I. INTRODUCTION

Social Studies (IPS) is a field of study composed of various interdisciplinary subjects within the realm of social sciences. It integrates branches such as sociology, history, geography, economics, politics, law, and culture, formulated based on social realities and phenomena through an interdisciplinary approach (Suryaningsih, 2020). Social Studies learning not only explores economics, history, and culture but also provides a deeper understanding of social structures, including how government policies affect society, how economies function within a country, and the role of individuals in a democratic system. The purpose of

Social Studies education is to help students comprehend the world around them, develop analytical skills, gain insight into various social issues, and enhance critical thinking abilities when confronting challenges in society (Marini et al., 2023). Through Social Studies, character education in students is expected to develop effectively, as the subject is closely related to human interaction and social life, which are interdependent by nature. Social Studies learning guides students on how to behave appropriately in different aspects of life and how to engage in positive social interactions. Therefore, character education can be implemented effectively within Social Studies instruction (Arisma, 2023). According to Muthmainnah et al. (2024), character education plays a vital role in today's educational landscape, not only in fostering intellectual and skill development but also in nurturing positive attitudes and behaviors.

Character education is closely related to moral values and involves the process of developing attitudes and behaviors that reflect a person's value system. Thomas Lickona stated that character education is an educational effort aimed at shaping an individual's personality through moral education, the results of which can be observed through a person's actions, such as behaving well, being honest, responsible, respectful, and appreciative toward others (Julaiha, 2014). Character education can be understood as a value-building system for both school communities and the wider society, encompassing knowledge, awareness or willingness, and actions to uphold those values. These values include responsibilities to God Almighty, oneself, fellow human beings, the environment, and the nation, with the ultimate goal of nurturing future generations with strong moral integrity (Suwandayani, 2017). According to Wicaksono et al. (2020), character education is a process that engages individuals in developing attitudes and behaviors that consistently reflect core human values.

Based on several previous studies examining teacher strategies in fostering patriotic character through Social Studies (IPS) learning, Arisma et al. (2023) explain that character education through IPS learning is expected to help resolve the challenges currently faced by the Indonesian nation. IPS learning is intended to develop students' sense of responsibility in community life, as well as in their roles as citizens of the nation and the state. Another study by Muthmainnah et al. (2024) emphasizes that character education is an effort to shape students' personalities in accordance with values, morals, and ethics. Character education is considered one of the most important aspects of education not only to enhance intellectual capacity and refine practical skills, but also to foster positive attitudes among students. Furthermore, research by Mellenia et al. (2022) states that character education, both inside and outside the classroom, serves as an effective approach to instilling patriotic values in students. This is achieved through activities such as flag-raising ceremonies and the routine practice of singing national songs before and after lessons.

Previous studies generally indicate that teacher strategies remained traditional, relying on lectures and memorization. Students were introduced to the concept of patriotism primarily through theoretical approaches, with limited real-life applications. However, in the current study, teacher strategies have shown notable development. Teachers have begun to employ more active and engaging methods, such as group work, cultural projects, and outdoor learning activities. The values of patriotism are not only taught but also practiced in students' daily lives. One effective method that can be utilized in the teaching and learning process is project-based learning, which aims to provide students with comprehensive and contextual learning experiences. According to Solissa et al. (2024), project-based learning enhances student engagement and fosters creativity. Teachers can assign projects that involve field exploration and collaborative problem-solving of real-world environmental issues. Through such approaches, students gain broader knowledge and develop a stronger sense of patriotism.

## II. METHOD

This study employed a descriptive qualitative research method, which aims to describe variables, phenomena, or conditions based on data obtained from relevant sources. The results of this research are presented in the form of written or spoken words from individuals, as well as observed behaviors (Choirunnisa, 2023). By applying an appropriate qualitative approach and utilizing data from various sources, the information was analyzed in depth and described meticulously (Rahma et al., 2023).

The presence of the researcher in the field is considered highly important and necessary. The researcher plays a crucial role in providing information and functions as a key instrument for data collection (Haryoko et al., 2020). In this study, data were collected through observation, interviews, and document analysis. The subjects of this research were fourth-grade teachers and students at SDN Sukun 2 Malang. The data analysis technique used in this study followed the Miles and Huberman model (Mujianto, 2023), which includes the following stages: data collection, data reduction, data display, and conclusion drawing. To ensure data validity, the researcher employed credibility testing using the *member check* technique (internal validity) and technique triangulation (Abdussamad, 2022).

**Table 1. Research Instrument Grid**

No	Indicator	Observation Focus
1	Upholding the values of justice and humanity	To observe how the teacher teaches justice and humanity, and how students apply these values in daily life.
2	Rights and obligations in patriotism	To observe whether students understand the importance of balancing rights and responsibilities, and how the teacher instills this value.

No	Indicator	Observation Focus
3	Prioritizing duties before claiming rights	To assess the extent to which the teacher emphasizes the importance of prioritizing duties, and how students practice it.
4	Respecting others	To observe how students show respect for others' rights at school, and how the teacher fosters this attitude.
5	Willingness to sacrifice	To see how students demonstrate a spirit of sacrifice in daily life, and how the teacher provides examples and motivation.
6	Preserving culture	To observe how students understand the importance of preserving culture, and how the teacher teaches and exemplifies this.
7	Pride in being Indonesian	To find out how students express pride in being Indonesian, and how the teacher fosters nationalism through teaching.

### III. RESEARCH FINDINGS

Based on the research conducted at SDN Sukun 2 Malang, it was found that teachers have implemented various strategies to develop students' patriotic character through Social Studies (IPS) instruction. These strategies were applied not only during classroom teaching but also through the habituation of positive attitudes, regular school activities, and exemplary behavior in daily life.

The results of this study are described based on the indicators of patriotic character development, as follows:

First, upholding the values of justice and humanity. In the learning process, the teacher provides equal treatment to all students regardless of their background, academic ability, or social condition. The teacher strives to instill the values of justice and humanity by giving concrete examples, such as helping classmates who are facing difficulties or demonstrating polite and empathetic behavior toward others. Based on the teacher's interview: *"I try not to differentiate between students, whether they are high-achieving or not. I give all of them the same opportunity to participate actively in class."*

Second, rights and responsibilities in patriotism. The teacher instills the importance of understanding that love for the homeland is not only expressed through words, but also through the awareness of fulfilling one's rights and responsibilities as a member of the school community and a future citizen. This value is linked to practical applications at school, such as maintaining classroom order, complying with school rules, and exercising the right to speak in a polite and responsible manner.

Third, prioritizing duties. The teacher strives to habituate students to complete their school assignments, such as homework or group tasks, before claiming their rights, such as playing or taking a break. Consistently, the teacher aims to instill a sense of responsibility by encouraging students to fulfill their duties first. As the teacher stated in the interview, *"I give an example to the students: if they want to play, they must finish their tasks first. That's part of being responsible"*.

Fourth, respecting others. During the learning process, the teacher consistently reminds students to respect one another for example, by not interrupting peers during presentations and by appreciating differing opinions. The teacher stated, *"I teach them to listen to each other, because everyone has the same right to be heard"*.

Fifth, the attitude of self-sacrifice. The teacher often shares stories of national heroes and personal experiences to emphasize the importance of helping others and prioritizing the common good. This value is instilled through mutual assistance activities, where students are taught to share when a classmate is in need. In the interview, the teacher stated, *"I teach that self-sacrifice doesn't have to be something big it can start with simple acts like helping a friend"*.

Sixth, preserving culture. The teacher actively introduces local and national cultures through thematic learning and local content subjects. Students are encouraged to recognize, appreciate, and preserve local culture by participating in activities such as traditional dances, local cuisine exhibitions, and folk storytelling.

Seventh, being proud of being an Indonesian citizen. This value is strongly emphasized by the teacher in almost every activity. The teacher highlights the importance of pride in national identity, both through state symbols and the history of the nation's struggle. This value is instilled through habitual practices such as singing national songs, participating in flag ceremonies, and respecting national symbols. The teacher stated, *"I often tell my students that we should be proud to be Indonesians because we have a rich culture and many achievements"*.

The teacher strives to create a comfortable and supportive learning environment by employing a variety of methods such as group discussions, question-and-answer sessions, and student presentations. The instructional materials are consistently linked to the values of nationalism, including the struggles of national heroes, the meaning of national symbols, and the cultural diversity of Indonesia. Students are encouraged to understand that love for the homeland is not merely theoretical knowledge but must be demonstrated through real actions. Furthermore, teachers habituate students to exhibit discipline, responsibility, respect for differences, and concern for the environment. Activities such as flag ceremonies, singing national songs, maintaining school cleanliness, and collaborative group work are integrated into daily routines.

In the interviews, most students demonstrated an understanding of the importance of patriotism. They were able to express that patriotic attitudes could be manifested by protecting the environment, respecting friends from diverse backgrounds, and actively participating in activities with national themes. However, observations revealed that not all students exhibited the same level of behavior. Some were still less disciplined during flag ceremonies, less active in discussions, and lacked understanding of the significance of respecting national symbols. This indicates that the strategies implemented have not yet yielded uniform results and require further reinforcement and adjustments tailored to the individual character of each student.

#### IV. DISCUSSION

The teacher's strategies in developing patriotic character through Social Studies (IPS) learning at SDN Sukun 2 Malang have been implemented quite effectively and comprehensively. The teacher not only focuses on delivering content but also emphasizes behavior habituation and exemplary conduct in daily activities. This aligns with the opinion of Mutmainnah et al. (2024), who stated that character building must be carried out through the integration of instructional content, consistent habituation, and modeling of positive behaviors.

Upholding the values of justice and humanity is implemented by the teacher by treating all students fairly and providing equal opportunities without discrimination. The teacher creates space for each student to actively participate in class. This is in line with Julaiha (2014), who stated that character can be developed through concrete actions such as fairness and mutual respect.

In fulfilling rights and responsibilities as part of patriotism, the teacher links social studies lessons to students' duties as members of the school community, such as maintaining order, obeying rules, and exercising rights responsibly. This is supported by Wicaksono et al. (2020), who stated that character education involves the development of behavior aligned with societal values.

Prioritizing obligations before claiming rights, the teacher instills the habit of completing tasks before engaging in play. This strategy aligns with Lickona's theory, which emphasizes that character formation involves habituating students to act responsibly (Julaiha, 2014).

Respecting the rights of others, the teacher actively fosters an attitude of tolerance and mutual respect in the classroom. Activities such as group discussions and presentations are used as a medium to train students to listen and accept differing opinions. This is in line with Choirunnisa (2023), who states that respecting the rights and differences of others is part of patriotic character that must be cultivated from an early age.

The attitude of self-sacrifice is exemplified by the teacher through stories of national heroes and by encouraging students to help and share with one another. Students who are willing to assist their peers without expecting anything in return are considered to have begun demonstrating this value. However, as observed in the results of interviews and classroom observations, some students still show a lack of concern. Therefore, more intensive habituation is needed. This aligns with Suryaningsih (2020), who states that the spirit of self-sacrifice is a part of character values that must be instilled through continuous practice.

Preserving culture is carried out through the introduction of regional and national cultures, such as traditional songs, dances, and folklore. The teacher provides opportunities for students to showcase local culture through school activities. As stated by Solissa et al. (2024), project-based learning centered on culture can enhance students' understanding and foster a deeper appreciation for local cultural heritage.

Pride in being part of the Indonesian nation is instilled through knowledge of national symbols, national songs, and the introduction of national heroes. Teachers encourage students to demonstrate pride in their national identity by wearing uniforms neatly, taking care of school facilities, and actively participating in activities with a nationalism theme. This aligns with the opinion of Budiono et al. (2018), who emphasize that social studies (IPS) education plays a vital role in fostering students' sense of nationalism.

In the learning process, teachers integrate social studies (IPS) material with values of nationalism, such as the struggles of national heroes, Indonesia's cultural diversity, and the importance of maintaining national unity. This strategy not only helps students understand the concept of nationalism but also seeks to instill a sense of pride in being part of the Indonesian nation. Teachers also actively habituate students with activities that support the development of patriotic character, such as flag ceremonies, maintaining cleanliness, and collaborative activities. This aligns with Choirunnisa (2023), who stated that indicators of patriotism include justice, fulfilling obligations, respecting the rights of others, willingness to sacrifice, preserving culture, and pride in being an Indonesian citizen.

The exemplary behavior demonstrated by teachers such as discipline, fairness, and showing respect for national symbols also plays a crucial role in shaping students' character. Lickona emphasizes that effective character education requires concrete examples that students can observe and emulate. However, in practice, not all students respond optimally to these strategies. Some appear disinterested, have yet to fully understand the importance of patriotism, or remain passive during nationalism-themed activities. This indicates that the development of patriotic character is a process that requires time, consistency, and approaches tailored to the individual characteristics of each student.

The results of interviews and observations revealed that not all students demonstrated the expected attitudes. Some students have yet to understand the importance of discipline, while others do not show sufficient concern for local culture. This indicates that the teacher's strategies have not yielded uniformly positive results and still require reinforcement. As stated by Syarifah

(2023), character formation requires the involvement of all parties, including teachers, parents, and the surrounding environment. Therefore, in this context, effective teacher strategies must be supported by a conducive school atmosphere and the active involvement of families in instilling patriotic values beyond the classroom.

Differences in student responses may be influenced by various factors, including family background, peer environment, and students' psychological conditions. In line with Syarifah (2023), character development requires the involvement of all parties school, family, and the social environment in order to be effective. Therefore, strategies for fostering patriotism should continue to be developed through creative and engaging methods, such as cultural projects, competitions, or outdoor activities that provide students with direct experiences. According to Solissa et al. (2024), contextual learning increases students' interest, participation, and meaningful understanding of the material, including in the domain of character education.

## V. CONCLUSION

Based on the research findings, it can be concluded that teachers' strategies in fostering the character of patriotism through social studies (IPS) learning are implemented by combining material delivery, habit formation, and exemplary behavior. Teachers instill the values of patriotism through activities such as discussions, thematic learning, and daily routines that promote justice, responsibility, tolerance, and pride in the nation and Indonesian culture.

Although most students show a good understanding, there are still some who have not fully applied these values. Therefore, the strategies used need to be continuously improved through more creative approaches and by involving all parties, including the role of families, so that the development of patriotism can be more effective and evenly distributed.

Furthermore, teachers need to continuously develop more varied and engaging learning methods so that students become more interested and better able to understand the values of patriotism. Schools are expected to provide full support through various activities that reflect nationalism and strengthen character education. Moreover, parental involvement is also crucial to reinforce the values taught at school through habituation in the family environment. Future research is advised to explore the factors that influence the success and challenges in shaping patriotism, and to develop more effective strategies tailored to the characteristics of elementary school students.

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