

RESEARCH ARTIKEL

OPEN ACCESS

INCREASING THE SPIRIT OF NATIONALISM OF ELEMENTARY SCHOOL STUDENTS IN THE ERA OF GLOBALIZATION

Nika Sulistiawati ¹, Iis Wulandari ^{1*}, Putri Aulia ¹, Cempaka Citra Haidi ¹,
Annisa Miratus Solekhah ¹, Rifa Naila Meilani Manoppo Kenju ¹, Siti Robiah ¹

¹ Universitas Pelita Bangsa, Bekasi, Indonesia

*Correspondence: wulandariis157@gmail.com

Abstract. Globalization has brought significant changes to social, cultural, and educational life in Indonesia, particularly affecting the character formation of the younger generation. One of the major challenges faced today is the weakening of national values among students, which can be observed through reduced appreciation of local culture and the growing influence of foreign lifestyles. Strengthening nationalism from an early age is therefore essential to ensure the sustainability of national identity and social harmony. Education plays a strategic role in this process, especially at the elementary school level, where character development begins. This study aims to examine the importance of fostering nationalism in elementary school students amid globalization and to identify educational efforts that can support this objective. The research employs a qualitative approach using literature review methods by analyzing books, journals, and relevant scientific publications. The findings indicate that the integration of national values through learning activities, school culture, and the role of teachers is effective in cultivating students' sense of nationalism. Continuous and well-structured educational strategies are needed to help students develop pride in national identity while remaining adaptive to global changes.

Keywords; education; elementary school; globalization; nasionalism.

Article history: received 01 June 2025; revised 26 June 2026; accepted 07 July 2026

Copyright ©2026 Nika Sulistiawati, Iis Wulandari, Putri Aulia, Cempaka Citra Haidi, Annisa Miratus Solekhah, Rifa Naila

Journal of Elementary Education Innovations is licensed under a
[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



INTRODUCTION

In the era of globalization and advanced information technology advancements, the borders between nations are increasingly unclear from political, economic, and social aspects. One of the main challenges facing our country today is the declining sense of nationalism and patriotism, especially among the current generation. This often causes various problems due to the fading of the spirit of nationality and love for the homeland, where the current generation focuses more on individual interests and the uncertainty of life, while forgetting the struggle of the heroes who have fought for independence.

In this era, the advancement of information technology is happening very fast, almost all human activities, both individuals and groups, always involve technology. The Internet exerts significant influence in many sectors, including education. When the internet is integrated into the education system, students are also affected, both in positive and negative ways. This technology allows access to learning materials from any location, but without realizing it, this convenience can be abused by some people, which can ultimately damage the moral and mental health of future generations.

In the face of developments in the era of globalization, which is essentially a process that makes something distinctive for every individual in the world without being bound by geographical constraints, critics view it with a pessimistic view as a new form of colonialism by the West, especially the United States, which imposes cultural uniformity and consumption patterns as if it were the only truth in the world.

METHODS

This study takes a qualitative approach as its main basis. The goal is to find and understand the meaning that emerges from human interaction. In order for the results to be in line with the objectives of the research, there are several steps that need to be taken, which include a critical and objective analysis. Writings that are descriptive or descriptive are compiled based on direct observation, as explained by Dr. Farida Nugrahani in 2014. This approach aims to investigate, explain, or describe an ongoing phenomenon, as described in a 2013 Qualitative resource. In this study, the main source of data was obtained through literature studies. Literature study is a research method that includes

Collection of various materials such as books, magazines, brochures, articles, and other sources related to the problem and purpose of the research. Data collection is carried out by searching for references, such as journals, e-books, and other scientific works, using electronic media such as the internet related to the topic of literature study.

Globalization began through collaboration between countries that caused the boundaries between countries to become increasingly unclear. One of the bad consequences of this collaboration is the increasingly fierce competition, especially in the economic sector. Globalization can be interpreted as a process that links individuals, nations, countries, and community organizations all over the world. This process is triggered by advances in communication and transportation technologies, coupled with interinteracting social and cultural values. Globalization has both good and bad impacts on the education sector. Thanks to technological advancements, students can easily and quickly access educational information without hassle.

1. The quality of teachers is improving: Educators can now take advantage of the ever-evolving technological innovations. This allows them to follow global learning trends and look for references to teaching techniques from developed countries.
2. Improving the quality of education: The acceleration of globalization can change learning methods from conventional to technology-based. For example, teachers used to use chalk on the board, but now they can use PowerPoint presentations, YouTube videos, and other resources.

Students are encouraged to produce innovative works. Traditional teaching systems are considered less effective for student development, so educators need to improve their teaching methods with methods that are more student-focused. This approach can stimulate students' creativity and increase their participation in learning. Globalization is also a source of additional benefits.

RESULTS AND DISCUSSION

The Meaning of Nationalism

Nationalism is a sense of love for the country that arises from people's awareness of the nation's welfare, as expressed by Sari et al. (2024). In essence, nationalism is an identity that reflects nationality and distinguishes one country from another based on the principles of Pancasila (Affan & Maksum, 2016). Therefore, the spirit of nationalism towards the state is a

crucial element for shared sovereignty. With the rapid globalization, it is clear that this will have an impact on reducing people's sense of nationalism. Students in Indonesia often experience a decline in the spirit of nationalism towards their country. This happens at various levels of education, especially in elementary schools, which are fundamentally a place of character formation. There are several reasons that cause nationalism to decline among elementary school students:

1. Internal factors

- a. A Lack of Patriotism in the Face of Nationalism
- b. Terapin a democratic system that does not comply with existing rules
- c. Lagging behind the generation's abilities with other developed countries, for example lagging behind blended education due to the limitations of gadgets
- d. There are still many people with racist attitudes towards their own culture or other people's cultures

2. External factors

- a. Super-fast world development
- b. There is a desire to change the democratic system because of the liberalism of other countries
- c. Too proud of products from other countries to forget that Indonesia also has superior quality products, as said by Widiyono (2019).

In educational institutions, civic values can be instilled through various activities. One example is the flag activity that is held every Monday. The values in the activity teach students to appreciate the sacrifices of heroes, train leadership, foster love for the homeland and independence, and strengthen their role as citizens. Furthermore, the incorporation of local culture in educational activities, such as introducing the tribes and their traditions, coupled with regional arts such as music, dance, and song. This step is so that the influence of Western culture does not dominate due to technology, which can strengthen the existence of Western culture. Introducing local specialties from every region or tribe in Indonesia, as stated by Purbonuswanto & Darmowiyono (n.d.)

Developing a Sense of Nationalism

How to cultivate a sense of nationalism in elementary school children (Eta Yuni Lestari and Miftahul Janah 2019) namely:

1. to supervise elementary school children by making sure their activities are going well.
2. teach elementary school children to always use domestic products.
3. Teach elementary school children to always filter or choose good foreign cultures and discard bad ones.

How to cultivate a sense of nationalism in elementary school children (Amalia *et al.*, 2021) through PPKn learning, namely:

1. Improve or apply the role of educators to students related to PPKn learning so that the quality of education is better and maintained.
2. At the beginning of each lesson, teachers must recognize and remember elementary school students to always love the Indonesian homeland.
3. Apply the values of each learning activity.
4. Usually, the implementation of the red and white flag ceremony.
5. Improve the implementation of self-development activities.

According to (Andara, 2021), students are taught to respect and love each other. This attitude can be seen when entering school, students say hello and kiss hands when meeting teachers. In addition, students are taught to make lines, because it is the implementation of an orderly, disciplined, and tolerant attitude.

The Challenges of Globalization to Nationalism of Elementary School Students

Globalization brings foreign cultures, ways of life, and goods from abroad that are sometimes more attractive to children in elementary school than local culture and products. The challenges that arise include:

1. Interest in foreign cultures: Students tend to prefer trends, styles, music, and entertainment from western or foreign countries, which can make them forget about their own culture. Influence of digital media: Easily accessible material on social media and the internet can spread principles that are contrary to state ideology or cultivate individualist attitudes.
2. Lack of understanding of history: Lack of knowledge about the history of the nation's struggle and the principles of Pancasila can make respect for the contribution of heroes and national identity diminish.

The Role of Education in Strengthening Nationalism

Education, especially in elementary schools, has a crucial position as the main tool for instilling noble values of the nation. PPKn lessons are the main place, but the development of the spirit of nationalism must be carried out in all aspects of learning and school culture.

Strategies to Increase the Spirit of Nationalism in Elementary Schools:

1. Optimizing PPKn Learning and Pancasila Values
 - a. Participatory learning strategies: PPKn teachers should optimize the learning process with various techniques such as group discussions, interactive quizzes, or utilizing visual media and technology.
 - b. Relevance to daily life: The principles of Pancasila and a sense of nationality need to be conveyed while connecting to students' daily situations so that they are easier to understand and apply.
2. The Application of Culture-Based Education and Local Wisdom
 - a. Introduce and love local traditions: Incorporate local wisdom, ancient game kayaks, traditional songs, and folklore into the lessons. This helps students be aware and proud of their cultural heritage.
 - b. Take Advantage of Domestically Made Goods: Encourage and show students to be proud of using Indonesian-produced goods, such as bags, shoes, or batik clothes.
3. School Activities That Strengthen a Sense of Nationality
 - a. Implementation of the flag ceremony: There is a flag ceremony with respect as a form of respect for the state emblem and a form of discipline and love for the homeland in students.
 - b. Commemoration of National Holidays: Invite students to participate in the celebration of important national days (such as Independence Day, Heroes' Day) through competitions, art performances, or visits to historical sites.

Example from teachers: Teachers should be positive examples by showing discipline, honesty, and a spirit of nationality in every action in school. From the explanation above, we see that the impact of globalization has an important role in developing nationalism attitudes in elementary school children. Without strong character education, the influence of globalization can reduce the love of the homeland in children. Therefore, basic education institutions have a strategic position as the initial foundation for building the character of student nationalism through integrated and sustainable learning methods. The development of a sense of nationalism in elementary school students cannot be instantaneous, but it needs

a continuous process. Simple activities such as flag ceremonies, using standard Indonesian language, and getting to know the local culture in learning have proven to be effective in growing pride in Indonesia.

CONCLUSION

Strengthening the sense of nationalism in elementary school children in this era of globalization is a very important step to maintain the unity and identity of the nation. Collaboration between educators, institutions, parents, and the government is essential so that future generations are not only intellectually intelligent, but also have good ethics and a deep love for the homeland. Thus, they can live their lives as sensitive, creative, and adaptive individuals to change, without having to erase cultural heritage that has existed for a long time.

REFERENCE

- Irhandayaningsih, A. (2012). Peran pendidikan dalam membangun karakter bangsa di era globalisasi. *Journal of Educational Social Studies*, 1(1), 1–10.
- Sutiyono. (2018). Pendidikan karakter berbasis Pancasila di sekolah dasar. *Jurnal Pendidikan Karakter*, 8(2), 123–132.
- Sari, T. I., Sihite, D. L., Dharma, S., Yunita, S., & Djufri, E. (2024). Membangun rasa nasionalisme dan cinta tanah air melalui pendidikan kewarganegaraan di sekolah dasar. *Trihayu: Jurnal Pendidikan Ke-SD-an*, 10(3), 251–258.
- Affan, I., & Maksum, A. (2016). Nasionalisme dalam perspektif pendidikan. *Journal of Civic Education*, 4(2), 45–53.
- Widiyono, S. (2019). Pengembangan nasionalisme generasi muda di era globalisasi. *Populika*, 7(1), 12–21.
- Hazimah, G. F., Astuti, N. R. W., Dewi, D. A., & Furnamasari, Y. F. (2021). Peran guru dalam meningkatkan jiwa nasionalisme siswa sekolah dasar. *Edukatif*, 3(6), 4827–4835.
- Purbonuswanto, W., & Darmowiyono, M. (n.d.). *Penanaman nasionalisme melalui pembelajaran budaya lokal di sekolah dasar*. Solafide.
- Lestari, E. Y., Janah, M., & Wardani, P. K. (2019). Menumbuhkan kesadaran nasionalisme generasi muda di era globalisasi. *Humanika*, 16(9), 1–10.
- Andara, S., Dewi, D. A., & Furnamasari, Y. F. (2021). Meningkatkan semangat nasionalisme melalui pembelajaran PPKn di sekolah dasar. *Jurnal Pendidikan Tambusai*, 5(3), 7733–7737.
- Amalia, N., Hasanah, S., & Pebriana, P. H. (2022). Pendidikan karakter siswa sekolah dasar di era globalisasi. *Jurnal Pendidikan dan Konseling*, 4(3), 1216–1221.
- Widiastuti, N. E. (2021). Lunturnya sikap nasionalisme generasi milenial terhadap PPKn. *Indonesian Journal of Sociology, Education, and Development*, 3(2), 80–86.