



Analysis of Democratic Character, National Spirit and Love for the Homeland in Elementary School Children

Saida* & Rohana

Pancasila and Citizenship Education, Faculty of Teacher Training and Education,
Labuhanbatu University

*Corresponding Author. Email: saidamobileshop@gmail.com

Abstract: The purpose of this study is to analyze the democratic character, national spirit and love for the homeland in elementary school children. The method in this study used a descriptive method with a qualitative approach. The key informants in this study were 5 teachers and respondents were 98 elementary school students from 6003 students who were obtained by the slovin formula ($n = \frac{N}{1 + N/e}$). This research was done in all elementary schools in Rantau Selatan sub-district, Labuhanbatu district, North Sumatra province. Data collection techniques used observation, interviews and questionnaires. The technique used to analyze the data was data reduction, data presentation, and drawing conclusions. The results showed that the implementation of democratic character in elementary school students in the Rantau Selatan sub-district, Labuhanbatu district had been implemented with a percentage of 85% who strongly agreed to implement deliberation before making decisions, student behavior in applying the character of the national spirit was 87% who strongly agreed to cooperate with friends without distinguishing ethnicity, ethnicity and social status, and the behavior of students who apply the character of love for the homeland as much as 93% who strongly agree to display photos of the president and vice president, state symbols, and red and white flags in their schools. Based on the results obtained, it can be concluded that the application of democratic character, the spirit of nationalism and love for the homeland in elementary school children in the South Rantau sub-district, Labuhanbatu district is still classified in the very good category.

Article History

Received: 10-12-2021

Revised: 27-01-2022

Accepted: 09-02-2022

Published: 09-03-2022

Key Words:

Democratic
Character, National
Spirit, Love for the
Homeland,
Elementary School.

How to Cite: Saida, S., & Rohana, R. (2022). Analysis of Democratic Character, National Spirit and Love for the Homeland in Elementary School Children. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 8(1), 170-178. doi:<https://doi.org/10.33394/jk.v8i1.4584>



<https://doi.org/10.33394/jk.v8i1.4584>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Indonesia is currently experiencing a character emergency. This is of course the most important problem in building this nation. Why is that? Because character is the main foundation so that a nation can stand strong. Character is things about a person's actions related to God Almighty, other people, their environment, and nationality that appear as thoughts, actions, feelings, speech, and behavior based on rules and regulations, manners, culture and traditions. hereditary. A character that reflects goodness and truth is something that must and must exist, and is instilled in an individual, including students studying at a university as an initial capital to lead a social life (Basri & Dwiningrum, 2020). In addition, character is defined as an experience and education that helps students to develop their behavior in society and consider moral attitudes, courtesy, non-bullying and being good citizens. (Goss & Holt, 2014) character is not limited to right or wrong, but leads to how to cultivate a good lifestyle, until someone understands and is aware, and is committed to practicing it every day (Atika et al., 2019).



Meanwhile, someone is said to have bad character if he shows negative behavior from himself and then others feel the impact. For example, causing trouble, stealing, purposely killing, and bullying (Francisca Briantika Puspitasari & Herdiati, 2020). Currently, we often see cases regarding the principle of popular sovereignty that do not work, there is no guarantee of human rights, and the lack of equal rights before the law caused by the low democratic character of this nation. People who demand silence demonstrations disbanded, so that aspirations are not conveyed which causes rampant injustice. Democracy is freedom of expression, communication, thought, opinion, association and freedom to have a life in society (Novilia & Harmanto, 2020). Through a democratic character, individuals can equalize the rights of fellow citizens and obligations with respect, without exception, and contempt for each other (Indrayati, 2021).

Not only the case above, we also often see that today's youth treat Indonesian culture like foreign culture, preferring to follow the flow of foreign culture rather than their own culture. Youth in Indonesia are less concerned about their own country (Amalia et al., 2020). The thing that causes the attitude of love for the homeland and patriotism in children to decline is the development of globalization, which brings negative impacts without thinking about it carefully (Oktari & Dewi, 2021). Increased consumption of imported products, poor pronunciation of the united language, participation in flag ceremonies in schools which is gradually decreasing, the influence of the globalization era of western culture which has spread widely (Audina et al., 2021). In this era of globalization, of course, it has a negative influence on anyone who is unable to protect himself from all obstacles (Putry, 2018). This is a fact that today's youth do not have a high sense of patriotism. Love for the homeland is a feeling that arises in individuals, which involves a sense of love and affection for the area they were born in, and recognizes themselves as residents, willing to serve and dedicate themselves to the country where they live (Talapessy et al., 2020). Love for the homeland is also defined as the behavior of defending and protecting the homeland, for the benefit of the nation and state, culture and customs in itself, defending the territory without destroying it (Rohmanumerta, 2017).

In addition to love for the homeland, the character of the national spirit is also getting weaker, this is evidenced by the fact that there is an increasing number of radical beliefs in religion in society which can threaten the unity of the nation (Priyambodo, 2017). The national spirit is the essence of the nation's culture, a source of spiritual strength for the survival and development of the nation, and also the foundation of a national culture of self-confidence (Zhang & Fei, 2020). The importance of forming a national character is an effort to prepare the Indonesian nation in facing various challenges both globally and locally (Hidayat, 2020).

These three characters can be formed from the family, community and school environment. Through the family, both parents play an important role in modeling character to their children, for example respecting each other's opinions, applying the principles of rights and obligations according to their respective roles. Meanwhile, in the community, children can imitate charitable activities, deliberation, community service and love peace. These inherent values indirectly encourage the formation of a child's character. These norms must be followed by all citizens and then will have a good influence in the process of forming the character of their citizens (Santika, 2018). Meanwhile, at school, the teacher acts as the front guard in learning, providing examples in the form of correct actions and in harmony with the circumstances that occur (Tampubolon et al., 2021). The teacher and principal work together to explain and give examples to students. A school principal is disciplined, responsible, makes the right decisions for the benefit of all school members, accepts



suggestions and criticism from anyone for a better school (Brahma, 2020). Teachers also often communicate with families/guardians of students through diaries written in children's books or meet in person to convey the child's development, so parents can understand that the education provided by the family at home must be in line with the education obtained from school (Zahroh & Na'imah, 2020).

The purpose of this research is to analyze the democratic character, national spirit and love for the homeland in elementary school children. It is hoped that with this research, for democratic attitudes students are more daring to express their opinions in class, students actively participate in deliberation activities, and are more active in participating in activities at school that can foster a spirit or attitude of nationalism that has an impact on love for the homeland.

Research Method

The method in this research was descriptive with a qualitative approach. This qualitative research is a method that emphasizes the fundamental theory of post positivism, and is used to examine the natural state of objects, this is the opposite of an experiment (experiment), where in this situation the researcher is the key instrumental, the way to get samples as a data source carried out purposively (subjectively) and snowball, then collected by means of triangulation (merging), these data analyzes will be inductive/qualitative, and produce results from this qualitative research which is more directed to a meaning than generalization (Nana & Elin, 2018).

Informants from this study were elementary school students and teachers in Rantau Selatan sub-district, Labuhanbatu district, North Sumatra province. This study used the Slovin formula to determine the number of informants, namely:

$$n = \frac{N}{1 + Ne^2} = \frac{6003}{(1 + 6003 \times 0,1 \times 0,1)} = 98,36$$

Description:

n : Minimum number of samples

N : Population size

Ne² : The value of the margin of error (big error) of the population size

From the results above, it can be seen that the minimum sample size is 98. So the research informants used in this study were 98 elementary school students and 5 teacher informants from several elementary schools in the Labuhanbatu district. The instruments used in conducting this research were in the form of observation guidelines, and voice recordings, questionnaires or questionnaires (Alhamid & Anufia, 2019). The data collection techniques used were:

- 1) Observation, can be interpreted as focusing attention on an object that involves all the five senses to get true and real information. Observation is the stage of paying attention/observing directly, through his sight, smell, hearing, and touch, and if necessary by tasting as well.
- 2) While the interview is a stage carried out by researchers to obtain information and knowledge aimed at research, conducting a question and answer session directly / face to face (face to face between researchers and informants or sources). Informants were given 10 questions regarding the implementation of democratic indicators, the spirit of nationalism and love for the homeland in several elementary schools in the southern Rantau sub-district, Labuhanbatu district.

- 3) Questionnaire is a technique of collecting data or information by giving written statements to respondents regarding certain problems, and there is a column for answers to each statement. Students were given 15 written statements containing democratic character, national spirit and love for the homeland. In the questionnaire, the students could easily choose the answer. Students might check the column containing the terms agree, strongly agree, undecided, disagree or strongly disagree.

The data analysis technique used was data reduction, data presentation, and drawing conclusions. The process of analyzing qualitative research data was done by showing the interactive nature between data collection and data analysis. Data reduction is an effort to conclude a data, which is then separated or divided into certain concept units, certain categories, and certain themes (Rijali, 2019). Then the results obtained from this data reduction were processed and presented in such a way to make it look intact and more attractive. These results can be in the form of sketches, synopsis, matrices, and other forms.

Results and Discussion

Building character education is very important to be instilled in students, especially in elementary school children in this digital era. Given the development of increasingly advanced technology, not only adults can enjoy it, but also children, who they should not be allowed to use. but children easily use digital media. This of course not only gives positive things but also gives negative things depending on how the individual uses it. Therefore, the role of guardians and teachers in schools as educators is very much needed in guiding and observing what children use in their digital media, so that later there will be no wrong habits in using various digital media in their daily lives.

A character will grow in an individual if in everyday life he often does an activity regularly and repeatedly, so that later it will become a habit, which will eventually become an imprinted character. Because of this, character education is mandatory and must be carried out as much and as much as possible from an early age so that a child will be able to apply it until he grows up (Kezia, 2021). Character building in schools can be practiced by inserting it in all fields of study whose contents are interconnected with values / norms in everyday life.

Why is character building in schools so valuable? Because in educational institutions, character is a benchmark for achieving vision and mission. Meanwhile, the vision and mission are provisions that must be fulfilled in the character education program in schools. If there is no vision and mission, education in schools will run (Ade Wiliyah, 2020). In fact, the goal of character education is to transform students as the successors of our nation with good morals, in creating a national life that applies justice, security and prosperity (Putri, 2018).

Table 1. Percentage of Respondents' Responses to the Questionnaire:

| No | Character | Statement | Results | | | | |
|----|-----------------------|--|---------|-----|----|----|----|
| | | | A | SA | U | D | SD |
| 1. | Democratic | Doing discussion in making decisions | 5% | 85% | 1% | 8% | 1% |
| 2. | Spirit of nationality | Cooperate with friends regardless of race, ethnicity and social status | 11% | 87% | 1% | 1% | - |
| 3. | Love the homeland | Displaying photos of the president and vice president, the national emblem, and the red and white flag at his school | 93% | 4% | - | - | 3% |

Descriptions:

A : Agree

SA : Strongly Agree



U : Uncertain
D : Disagree)
SD : Strongly Disagree

The Profile of Democratic Character Applied by the School

Democracy itself means everything that includes the way we think, behave, and behave that reflects the equality of our rights and obligations with others. The application can be done by: (1) Inviting students to respect all differences, telling students that being different does not mean wrong, but differences that should be handled patiently, (2) Teaching students the importance of being responsible. For example, a father can give light orders to his son. Like, repacking the toys after playing. From here, children will understand that all actions taken have consequences and accountability (3) Do not judge others (Dewi et al., 2019).

Based on the results of the percentage of the questionnaire above as many as 85% who apply democratic character, it can be said that the application of democratic character to elementary school students in the Rantau Selatan sub-district, Labuhanbatu district, North Sumatra province is still classified in the good category and in accordance with the results of previous research. This was also confirmed by the teacher at the elementary school in his statement when interviewed, namely "students have often implemented deliberation at school. So that the students get used to the first step the teacher does first is to explain what deliberation is through Civics learning, then the teacher applies deliberation in class before making decisions, such as selecting the class leader, the teacher proposes two candidates, then votes. The highest vote will be the class president, then the loser will be the representative.

To increase students' freedom of expression in the classroom, they usually apply democracy such as the election of class presidents. Students also have the right to provide answers and arguments to their teacher's questions, students have the right to express their opinions while doing group work/tasks together so that they are accustomed to giving their opinions without any hesitation (Ika et al., 2019). To grow this character, it can be done by implementing student habits in acting such as: students are firm and dare to express their opinions in front of the class, accept every decision taken together with friends and teachers in class, have a sense of togetherness and kinship, and finally students think independently. open and able to respect others (Rofek & Azhari, 2021).

Except the deliberation above, teachers at elementary schools in the Rantau Selatan sub-district, Labuhanbatu district, also teach democratic character by means of:

- 1) Teach students the importance of respecting whatever other people's opinions differ from them, even though other people's opinions are not necessarily true, these opinions must still be respected
- 2) Familiarize students to be able to work together and discuss with their friends. Through group work at school, teachers divide equitably group members from different ethnicities and religions so that cooperation can be established between them, then they will discuss some material which will then draw conclusions to be presented in front of them.
- 3) Familiarize students to ask questions when there are questions, express their opinions and suggestions so that students are accustomed to critical thinking

Profile of the Character of the National Spirit Applied by the School

The meaning of the character of the national spirit is how to think and how to act as well as the breadth of students' knowledge of the importance of maintaining and fostering the



dignity of the nation and state to remain strong. Indicators of the character of the national spirit include: 1) students work together with their friends from various tribes, ethnicities, and other cultures that are different from themselves 2) students reflect that the independence we enjoy is obtained from the struggle of various tribes and ethnicities in the country. we. 3) students are taught to be proud of the diverse Indonesian regional languages 4) students are more concerned with common interests than group interests 5) participate in raising the spirit of nationalism, and 6) declare the same rights and obligations between him and his fellow countrymen, even though they are of different races, groups and tribes (Nurmaulia et al., 2020).

The results of the research above are in accordance with research conducted at elementary schools in the southern Rantau sub-district, namely, a total of 87% stated strongly agree on the statement of collaborating with friends regardless of ethnicity, ethnicity and social status, in the aspect of the character of the national spirit. This is included in the good category. And the results of the analysis of the interview with the elementary school teacher stated: "The first step taken by the teacher is to explain in advance to students that the motto is *Bhinneka Tunggal Ika* which means (different but still one) with the characteristic of *gotong royong*".

So the teacher accustoms students to work together without discriminating against ethnicity, ethnicity, and social status by dividing study groups and class pickets. Their study group consisted of students from different ethnicities, races and religions. Likewise with class pickets to clean the school environment, this aims to familiarize students to be able to make friends and work together or work together without discriminating between friends. Apart from holding a flag ceremony at school, the character of this national spirit can also be realized through the use of the right language of unity when communicating in the classroom, either when asking questions or in expressing an opinion when the teaching and learning process is in progress, establishing good communication with teachers and friends. -friends at school (Alfiana et al., 2019).

In the South Rantau sub-district itself there are various ethnic groups including Batak, Nias, Malay and even Javanese. Therefore, teachers require their students to always use good and correct Indonesian in the school environment. Although there are some students who are not fluent in Indonesian because they have been accustomed to using the local language at home since childhood, the teacher remains patient and guides his students, occasionally the teacher also translates the regional language used at school into Indonesian so that students understand.

Routine ceremonial activities every Monday and ceremonies to commemorate national holidays are also always implemented in schools, such as ceremonies to commemorate Independence Day, Hero's Day and Teacher's Day. And on the independence day of the Republic of Indonesia, the school always carries out activities to sing songs that smell of independence and heroes, as well as hold various types of competitions for students, the school also provides several prizes for students who win as a form of appreciation.

Profile of the Love of the Homeland Character Applied by the School

Love for the homeland is a feeling of pride, a feeling of belonging, a feeling of heeding and respect, a sense of obedience and a sense of loyalty that exists within the individual for the country where the individual lives and then implemented in the form of behavior to defend his homeland, maintain and protect his homeland, and participate in preserving the cultural heritage of a nation's customs, a sense of helping fellow human



beings, being willing to sacrifice their lives for the sake of the nation and their country (Andara et al., 2021)

Based on the results of a questionnaire analysis of the love of the homeland character education for elementary school children in the Rantau Selatan sub-district, 93% stated that they strongly agreed with the statement of displaying photos of the president and vice president, state symbols, and red and white flags in their schools aspects of the character of love for the homeland. Of course this is included in the very good category, and the results of the interview stated: "First, the teacher or principal provides a photo of the president & vice president, the national symbol and the red and white flag for the school. Then the teacher introduces the faces of the president and vice president through the photo so that students not only know their names but also know their faces. then the teacher explains the meaning of the symbol of our country, namely the eagle, such as the meaning of the number of tail feathers, wings, neck and ribbons on its legs. And don't forget the teacher also tells the history of the red and white flag. After students understand, the teacher then invites and motivates students to display these objects in their respective classes.

Teachers in elementary schools also build an attitude of love for the homeland in schools by teaching students to love domestic products more, convincing students that Indonesian products are not inferior in quality to foreign products, besides that the price is also more affordable and easy to obtain. In the Rantau Selatan sub-district there are many community members who make a living as brick makers from clay. So that directly students often pay attention to it, even students are good at making other crafts from clay as well such as cigarette ashtrays, piggy banks and flower vases. So they don't have to buy outside anymore. And if this continues to be developed, it will become a selling point to help our regional economy.

Conclusion

The conclusion obtained from the results of this study is that the application of democratic character in elementary school students in the Rantau Selatan sub-district, Labuhanbatu district has been implemented with a percentage of 85% who strongly agree to implement deliberation before making decisions, student behavior in applying the character of the national spirit as much as 87% who strongly agree to collaborating with friends regardless of ethnicity, ethnicity and social status, and the behavior of students who apply the character of love for the homeland as many as 93% who strongly agree to display photos of the president and vice president, state symbols, and red and white flags in their schools. Based on the results obtained, it can be concluded that the application of democratic character, the spirit of nationalism and love for the homeland in elementary school children in the South Rantau sub-district, Labuhanbatu district is still classified in the very good category.

Recommendation

Based on the results of this study, it is recommended for school principals, teachers, parents and community members to work together to better implement the values of democratic character, national spirit and love for the homeland in schools. All forms of activities that reflect this character should be evaluated and followed up, so that the character can be well formed in students and other school members. In order to achieve a golden generation of character.



References

- Ade Wiliyah, N. R. M. N. A. (2020). Pentingnya Pendidikan Karakter pada Anak Sekolah Dasar di Zaman Serba Digital. *Jurnal Pendidikan Dan Sains*, 2(1), 35–48. <https://ejournal.stipn.ac.id/index.php/bintang>
- Alfiana, F., Lyesmaya, D., & Uswatun, din azwar. (2019). *MENINGKATKAN SIKAP SEMANGAT KEBANGSAAN SISWA MELALUI MODEL VALUE CLARIFICATION TECHNIQUE (VCT) DI KELAS TINGGI SEKOLAH DASAR Fina*. 2(2), 47–58.
- Alhamid, T., & Anufia, B. (2019). *instrumen pengumpulan data*. 1–20.
- Amalia, S., Rofifah, U., & Zuhri, A. F. (2020). Menampilkan Sikap Cinta Tanah Air Pada Era 4.0. *Jurnal Edukatif*, 4(01)(1), 68–75. <http://journal.iaisambas.ac.id/index.php/edukatif/article/download/109/94/>
- Andara, S., Dewi, dinie anggraeni, & Furnamasari, yayang furi. (2021). *Meningkatkan Semangat Nasionalisme Melalui Pembelajaran Ppkn*. 5, 7733–7737.
- Atika, N. T., Wakhuyudin, H., & Fajriyah, K. (2019). PELAKSANAAN PENGUATAN PENDIDIKAN KARAKTER. *Jurnal Mimbar Ilmu*, 24(1), 105–113.
- Audina, D., Sholeh, D. A., & Sumantri, mohammad syarif. (2021). Pendidikan Karakter Cinta Tanah Air dan Kedisiplinan dalam Kegiatan Upacara Bendera di Sekolah Dasar DKI Jakarta. *EduStream : Jurnal Pendidikan Dasar*, 1, 5.
- Basri, B., & Dwiningrum, N. R. (2020). Peran Ormawa dalam Membentuk Nilai-nilai Karakter di Dunia Industri (Studi Organisasi Kemahasiswaan di Politeknik Negeri Balikpapan). *Al-Adabiya: Jurnal Kebudayaan Dan Keagamaan*, 15(01), 139–160. <https://doi.org/10.37680/adabiya.v15i01.273>
- Brahma, I. A. (2020). *Peranan Kepala Sekolah dalam Menumbuhkan Sikap Demokrasi Guru di SDN Mekarjaya 31 Depok*. 61–69.
- Dewi, A. E., Indahsari, & Aryani, T. (2019). Menanamkan Nilai Pendidikan Karakter pada Anak Usia Dini di Sekolah. *Seminar Nasional Pendidikan*, 163–171.
- Francisca brianika puspitasari, & Herdiati, D. (2020). PENDIDIKAN KARAKTER MELALUI LAGU DI SEKOLAH DASAR Francisca. *Angewandte Chemie International Edition*, 6(11), 951–952., 13(April), 15–38.
- Goss, S., & Holt, C. (2014). Perceived Impact of a Character Education Program at a Midwest Rural Middle School: A Case Study. *Education Leadership Review of Doctoral Research*, 1(2), 49–64.
- Hidayat, R. (2020). PENGUATAN KARAKTER KEBANGSAAN PASCA KONFLIK DI ACEH RONI. *JPPKn*, 2507(February), 1–9.
- Ika, R., Basit, A., & Lutvia, L. (2019). *IMPLEMENTASI NILAI-NILAI DEMOKRASI DALAM PEMBELAJARAN KABUPATEN PROBOLINGGO*. 1(2), 36–42.
- Indrayati, T. (2021). Strengthening Democratic Characters in Young Citizens. *Jip*, 27(2), 52–57.
- Nana, D., & Elin, H. (2018). Memilih Metode Penelitian Yang Tepat: Bagi Penelitian Bidang Ilmu Manajemen. *Jurnal Ilmu Manajemen*, 5(1), 288. <https://jurnal.unigal.ac.id/index.php/ekonomologi/article/view/1359>
- Novilia, wina hayu, & Harmanto. (2020). URGENSI PENDIDIKAN KARAKTER DEMOKRATIS SEBAGAI UPAYA MENDISIPLINKAN SISWA TUNAGRAHITA. *JCMS*, 5(1), 31–42.
- Nurmaulia, A., Maula, L. H., & Lyesmaya, D. (2020). *ANALISIS MUATAN KARAKTER SEMANGAT KEBANGSAAN PADA BUKU TEMATIK SISWA KELAS V SD KURIKULUM 2013*. 4(2), 12–19.



- Oktari, D., & Dewi, D. A. (2021). Pemicu Lunturnya Nilai Pancasila Pada Generasi Milenial. *JURNAL PEKAN: Jurnal Pendidikan Kewarganegaraan*, 6(1), 93–103. <https://doi.org/10.31932/jpk.v6i1.1170>
- Priyambodo, A. B. (2017). Implementasi Pendidikan Karakter Semangat Kebangsaan Dan Cinta Tanah Air Pada Sekolah Berlatar Belakang Islam Di Kota Pasuruan. *Jurnal Sains Psikologi*, 6(1), 9. <https://doi.org/10.17977/um023v6i12017p9-15>
- Putri, D. P. (2018). Pendidikan Karakter Pada Anak Sekolah Dasar di Era Digital [Character Education in Primary School Children in the Digital Age]. *Ar-Riayah: Jurnal Pendidikan Dasar*, 2(1), 37.
- Putry, R. (2018). Nilai pendidikan karakter anak di sekolah. *Internasional Journal of Child and Gender Studies*, 4(1), 39–54.
- Rijali, A. (2019). Analisis Data Kualitatif (Qualitative Data Analysis). *Alhadharah: Jurnal Ilmu Dakwah*, 17(33), 81.
- Rofek, A., & Azhari, D. (2021). *PENANAMAN KARAKTER DEMOKRASI PADA SISWA MELALUI MATA PELAJARAN PENDIDIKAN KEWARGANEGARAAN (PKn) DI KELAS 2 SDN 3 AGEL KECAMATAN JANGKAR TAHUN AJARAN 2020/2021*. 2016, 50–57.
- Rohmanumerta, fauzatul ma'rufah. (2017). *Implementation Character Building of Love Homeland in Elementary School*. 1, 27–32.
- Santika, T. (2018). Peran Keluarga, Guru Dan Masyarakat Dalam Pembentukan Karakter Anak Usia Dini. *JUDIKA (Jurnal Pendidikan UNSIKA)*, 6(November), 77–86. <https://journal.unsika.ac.id/index.php/judika/article/download/1797/1444>
- Talapessy, R., Kumalasari, D., & Salouw, J. H. (2020). Urgency of character building of students' love of homeland through the historical teacher' s role in state senior high school 4 of Kairatu, Ambon. *ScienceRise: Pedagogical Education*, 0(6 (39)), 26–30. <https://doi.org/10.15587/2519-4984.2020.218066>
- Tampubolon, F., Purba, R. R., & Medan, U. N. (2021). *PENTINGNYA PENDIDIKAN KARAKTER BAGI SISWA DI MASA PANDEMI COVID-19*.
- Zahroh, S., & Na'imah, N. (2020). Peran Lingkungan Sosial terhadap Pembentukan Karakter Anak Usia Dini di Jogja Green School. *Jurnal PG-PAUD Trunojoyo: Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini*, 7(1), 1–9. <https://doi.org/10.21107/pgpaudtrunojoyo.v7i1.6293>
- Zhang, J., & Fei, Y. (2020). Probe into the Main Contents and Cultivation Path of Russian National Spirit*. *ATLANTIS PRESS*, 110(Emle), 1266–1270. <https://doi.org/10.2991/aebmr.k.191225.253>