



Implementation of Character Education Fostering Students Patriotic Behavior

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Abstract

This study aims to describe the implementation of character education as an effort to foster patriotic behavior among students at SMP Negeri 1 Jiken. Globalization has brought significant changes to the character of the younger generation, potentially diminishing moral values and weakening national identity if not balanced with character reinforcement. Character education serves as the primary foundation for shaping the morality of the younger generation. This research employs a qualitative descriptive approach. The informants consisted of a Pancasila Education teacher, a Guidance and Counseling teacher, and six students from grades VIII and IX, selected purposively. Data were collected through observation, in-depth interviews, and documentation, then analyzed using the Miles and Huberman model. Data validity was ensured through source and technique triangulation. The findings reveal that the implementation of character education is conducted through three key aspects: classroom instruction, school habituation, and extracurricular activities. In classroom instruction, teachers instill character values through Pancasila subject matter and the practice of singing the national anthem. School habituation is carried out through flag ceremonies, the implementation of the 5S culture (Smile, Greet, Greet, Polite, and Courteous), disciplinary enforcement, and the wearing of traditional Samin attire on the 11th of each month. The extracurricular Scout program further supports the development of discipline, responsibility, and cooperation among students. This implementation fosters patriotic behavior, reflected in four indicators: respect for national symbols, discipline and compliance with rules, maintaining unity and respecting differences, and pride in Indonesian culture (Julfian et al., 2023). However, challenges remain, including a lack of discipline among some students in participating in school activities and flag ceremonies. Consequently, sustained efforts from the school, teachers, parents, and the community are essential to optimize the implementation of character education for patriotism amidst the challenges of globalization.

Keywords: *Character Education, Patriotic Behavior, Younger Generation*

Abstrak

Penelitian ini bertujuan mendeskripsikan implementasi pendidikan karakter sebagai upaya mewujudkan perilaku cinta tanah air siswa di SMP Negeri 1 Jiken. Globalisasi membawa perubahan signifikan terhadap karakter generasi muda, berpotensi menurunkan moral dan

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melemahkan jati diri bangsa jika tidak diimbangi penguatan karakter. Pendidikan karakter menjadi fondasi utama pembentukan moral generasi muda. Penelitian menggunakan pendekatan kualitatif deskriptif. Informan terdiri atas Guru Pendidikan Pancasila, Guru Bimbingan dan Konseling, serta enam siswa kelas VIII dan IX yang dipilih secara purposive. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman. Uji keabsahan data melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan implementasi pendidikan karakter dilaksanakan melalui tiga aspek: pembelajaran di kelas, pembiasaan sekolah, dan ekstrakurikuler. Pembelajaran menanamkan nilai karakter melalui materi Pancasila dan menyanyikan lagu kebangsaan. Pembiasaan dilakukan melalui upacara bendera, budaya 5S (Senyum, Salam, Sapa, Sopan, Santun), kedisiplinan, dan penggunaan pakaian adat Samin setiap tanggal 11. Ekstrakurikuler Pramuka mendukung pembentukan disiplin, tanggung jawab, dan kerja sama. Implementasi tersebut mendukung terbentuknya perilaku cinta tanah air yang tercermin dalam empat indikator: menghargai simbol negara, disiplin dan patuh aturan, menjaga persatuan, serta bangga terhadap budaya Indonesia (Julfian et al., 2023). Kendala yang ditemukan antara lain kurangnya kedisiplinan sebagian siswa dalam mengikuti kegiatan sekolah dan upacara bendera. Diperlukan upaya berkelanjutan dari sekolah, guru, orang tua, dan masyarakat untuk mengoptimalkan implementasi pendidikan karakter cinta tanah air di tengah tantangan globalisasi.

Kata Kunci: Pendidikan Karakter, Sikap Patriotik, Generasi Muda.

Introduction

Globalization has brought significant changes across various aspects of life, including the character of the younger generation. The rapid flow of information and culture yields positive outcomes, such as facilitating access to knowledge; however, it also poses potential risks, including the decline of moral standards, diminished pride in local culture, and the erosion of national identity unless counterbalanced by character reinforcement (Nurlaili & Naufal, 2022). Education plays a pivotal role in developing individuals to become better, more qualified, and more virtuous (Munawaroh & Muhaimin, 2023).

Character education essentially serves as the primary foundation for holistically shaping the morality of the younger generation (Faelasup & Rizky Handayani, 2025). This is consistent with the findings of Elfiadi et al. (2026), who assert that patriotism-based character education involves the inculcation of nationalist values, national symbols, culture, history, Pancasila, and tolerance through cognitive, emotional, and social approaches. Character education extends beyond academic achievement to encompass the development of attitudes, behaviors, and ethical values that reflect national identity. Elfiadi et al. (2026) further emphasize that patriotism-based character education positively influences the development of national attitudes, cultural appreciation, social awareness, and environmental consciousness in children.

The most formidable challenge in cultivating nationalism and patriotism today is the pervasive influence of foreign cultures, which often obscures the nation's noble values (SMP Negeri 1 Kendari, 2025). Young people tend to be more attracted to foreign trends, gradually

neglecting the historical struggles of the nation's heroes. Khairul Umam's (2025) research also highlights the declining social concern and spirit of mutual cooperation among adolescents, alongside increasingly entrenched consumerist and individualistic lifestyles, resulting from insufficient character education and the lack of role models within their immediate environment.

One of the essential character values to cultivate is patriotism, which is manifested in attitudes of respect for national symbols, adherence to rules, preservation of unity and appreciation of diversity, and pride in Indonesian culture. Research indicates that character education for patriotism can be integrated through the curriculum, extracurricular activities such as Scouting, as well as cultural approaches and creative technologies (Rhomadhoni & Sukartono, 2025). Active support from schools, teachers, students, parents, and the community constitutes a determining factor for the success of this program, although challenges such as limited parental awareness, inadequate facilities, and an overcrowded curriculum remain to be addressed.

The implementation of character education must be conducted sustainably through instruction, habituation, role modeling, and various activities within the school environment (Indrianingrum et al., 2024). Kurniawaty et al. (2022) demonstrate how schools reinforce patriotic character through routine activities such as singing the national anthem, enforcing discipline within the school environment, and participating in mutual cooperation. Fifin et al. (2023) examine the approach of Pancasila teachers in instilling patriotic values through the learning process, reflection, quizzes about national heroes, and outdoor activities. Kristian Seingo Ngongo et al. (2024) highlight the role of Civics Education and extracurricular activities in enhancing patriotism through flag-raising ceremonies and heroic narratives. Masturoh & Sulistyawati (2024) also emphasize the importance of implementing patriotic character education through various instructional strategies at the elementary school level. Talapessy, Kumalasari, & Salouw (2020) underscore the urgency of the history teacher's role in building students' patriotic character, as history teachers occupy a strategic position to instill values of struggle and nationalism through inspirational historical instruction. Meanwhile, Zainuddin, Shiddiq, & Agustina (2023) developed smart card learning media which proved effective in instilling patriotic character through creative and structured instructional design within the school setting.

Character education has been exemplified through the ideas of Ki Hajar Dewantara, which have become a distinct identity in the history of Indonesian education. As a pioneer

of national education, his thoughts demonstrate a strong relevance to the development of character education in the modern era. Ki Hajar Dewantara emphasized that education should not be oriented solely toward academic ability, but also toward the formation of students' morals and character (Triyaswati, 2024). Character education within the Among System involves the integration of moral values such as truth, honesty, and compassion into all educational activities, both inside and outside the classroom (Mahmudah et al., 2024).

Character education is intrinsically linked to the cultivation of patriotic attitudes, as one of its fundamental objectives is to instill moral and nationalistic values within students. The attitude of love for the homeland encompasses a sense of pride, appreciation, belonging, respect, and loyalty to the nation, which can be realized through actions that safeguard the nation and preserve Indonesian culture (Julfian et al., 2023). These values must be instilled in students to ensure they possess a national identity and do not easily lose pride in their own culture amidst the influence of global culture (Laeli Asyahidah & Anggaraeni Dewi, 2022). Numerous studies also demonstrate that approaches grounded in local wisdom are effective in fostering patriotic character. Asrial, Syahrial, Kurniawan, & Zulkhi (2022) integrated the traditional game Petak Umpet into the learning process and found that local wisdom can serve as an effective means of building national character. Research on habituation at SMP Mataram, Kasihan, Bantul describes the implementation of patriotic character education through habitual activities such as flag ceremonies, the use of correct and proper Indonesian language, compliance with school regulations, and maintaining environmental cleanliness. Similar findings were reported by research at SDIT KIC Bondowoso, which revealed the effectiveness of habituation activities, including dance extracurriculars and Pancasila instruction, in naturally fostering a sense of patriotism among students. Zaskia, Syarifudin Widyatama, Prasetyo Putri, & Rakhmawati (2025) affirm that Scouting activities constitute an effective medium for teachers to instill patriotic values through the development of students' cognitive and affective skills. Furthermore, a comparative study by Husna & Triani (2023) provides an overview of the variations in the implementation of patriotic character across different schools, which serves as an important consideration in the context of this research.

Based on preliminary observations at SMP Negeri 1 Jiken, several student behaviors were still identified that indicate the application of patriotic values has not yet been fully optimized, such as a lack of discipline in participating in flag ceremonies, tardiness in attending school activities, insufficient attention to environmental cleanliness, unfamiliarity with national songs, and inactive participation in Scouting activities. This condition serves as the foundation for examining the implementation of character education as an effort to realize

patriotic behavior among students. The various studies cited above demonstrate that patriotic character education can be instilled through instruction, habituation, extracurricular activities, and innovations in learning media. However, no research has been found that specifically examines the implementation of character education in realizing patriotic behavior among junior high school students through the integration of all three pathways instruction, school habituation, and extracurricular activities while also considering the introduction of local culture as part of efforts to foster pride in Indonesian culture. This remains a necessary endeavor. Therefore, this research is essential to understand the implementation of character education in realizing students' patriotic behavior amidst the currents of globalization and the development of digital technology that may influence the values and national identity of the younger generation. Strengthening patriotic character is necessary to ensure that students maintain attitudes of respect for national symbols, discipline and compliance with rules, preservation of unity and appreciation of diversity, and pride in Indonesian culture.

Nevertheless, previous studies have largely focused on instilling a sense of patriotism through particular lessons or specific activities, whereas this research concentrates on the application of character education through daily habits within school life as a means of fostering students' love for their homeland. This research was conducted at SMP Negeri 1 Jiken by examining the habits formed through instruction, school culture, and extracurricular activities, while also incorporating the introduction of the local Samin culture as part of efforts to cultivate students' pride in Indonesian culture. Thus, this research specifically focuses on how character education habituation is implemented within school life and its relationship to the realization of patriotic behavior among students.

Method

This research employs a qualitative approach with a descriptive method. The qualitative approach was selected as it enables the researcher to gain an in-depth understanding of the phenomenon under investigation, specifically the implementation of character education in fostering students' patriotic behavior. The descriptive method is considered appropriate as it aims to systematically describe, analyze, and interpret the factual conditions regarding the implementation of character education at SMP Negeri 1 Jiken. This approach allows the researcher to capture the natural context of the school environment and explore the meanings, perspectives, and experiences of the participants involved in the character education process.

The informants in this study were selected purposively, consisting of the Pancasila Education teacher, the Guidance and Counseling teacher, and six students from grades VIII and IX. The selection criteria for the teacher informants were based on their direct involvement in the implementation of character education activities, while the student informants were selected based on their active participation in school activities and their diversity in terms of gender and academic background. Data were collected through three techniques: participant observation, in-depth interviews, and documentation. Observation was conducted to directly examine the implementation of habitual activities such as flag ceremonies, the 5S culture, and the use of traditional Samin attire. Semi-structured interviews were employed to explore the perspectives and experiences of teachers and students regarding character education implementation. Documentation was utilized to collect supporting data such as school regulations, activity records, and photographs. The data were analyzed using the Miles and Huberman model, which encompasses three concurrent activities: data reduction, data display, and conclusion drawing. To ensure the validity of the data, source triangulation and technique triangulation were employed to cross-check the information obtained from various informants and through different data collection methods.

Discussion

The findings reveal that the implementation of character education at SMP Negeri 1 Jiken is predominantly carried out through habituation in the daily life of the school environment. These habits are conducted routinely and systematically to shape student behavior in accordance with the character values being instilled, particularly the value of patriotism. This finding aligns with the view of Indrianingrum et al. (2024), who assert that the implementation of character education must be undertaken sustainably through instruction, habituation, role modeling, and various activities within the school environment. The habits implemented at SMP Negeri 1 Jiken include the conduct of flag ceremonies, the application of the 5S culture (Smile, Greet, Greet, Polite, and Courteous), the enforcement of discipline, inspection of neatness and completeness of uniforms, maintenance of environmental cleanliness, and the wearing of traditional Samin attire on the 11th of each month. These routines are not merely ordinary school activities but serve as vehicles for students to practice character values in their daily lives, as affirmed by research on habituation at SMP Mataram, Kasihan, Bantul, which describes the implementation of patriotic character through habitual activities such as flag ceremonies, compliance with school regulations, and maintaining environmental cleanliness.

Character education through the habituation of flag ceremonies constitutes one of the activities closely associated with the cultivation of patriotic character. Students are accustomed to participating in the ceremony in an orderly manner as a form of respect for national symbols and identity. This activity reflects the attitude of respecting national symbols, which is one of the indicators of patriotism as articulated by Julfian et al. (2023). Furthermore, discipline is instilled through the habituation of arriving on time, adhering to uniform regulations, and complying with school rules. Teachers and school authorities conduct inspections of neatness and uniform completeness as a form of supervision over student discipline. This finding supports the research of Kurniawaty et al. (2022), which demonstrates that schools reinforce patriotic character through routine activities such as singing the national anthem, enforcing discipline within the school environment, and participating in mutual cooperation. In its implementation, the majority of students participate in these habitual activities, although some students were still found to be late, lacking order during the ceremony, and incomplete in their uniform attire conditions that underscore the need for the continuous reinforcement of character education.

Habituation is also conducted through the 5S activities and the maintenance of environmental cleanliness. Students are accustomed to demonstrating courteous behavior, respecting others, and caring for the school environment through their daily conduct. These habits demonstrate that character education is not merely delivered through material explanations but is cultivated through repeated practice until it becomes an integral part of student behavior. This approach is consistent with Ki Hajar Dewantara's philosophy within the Among System, which involves the integration of moral values such as truth, honesty, and compassion into all educational activities, both inside and outside the classroom (Mahmudah et al., 2024). Research by Elfiadi et al. (2026) also affirms that patriotism-based character education involves the inculcation of values through cognitive, emotional, and social approaches, which are manifested in daily behavioral habituation.

Habituation in introducing local culture is carried out through the wearing of traditional Samin attire on the 11th of each month and during school cultural activities. This activity provides students with direct experience to recognize and appreciate local culture as an integral part of Indonesian culture. This finding aligns with the research of Asrial, Syahrial, Kurniawan, & Zulkhi (2022), who integrated traditional games into learning and found that local wisdom can serve as an effective means of building national character. In this way, cultural habituation at school also supports the development of a sense of patriotism,

particularly through attitudes of pride and appreciation for Indonesian culture, as emphasized by Laeli Asyahidah & Anggaraeni Dewi (2022), who assert that the value of patriotism must be instilled so that students possess a national identity and do not easily lose pride in their own culture amidst the influence of global culture.

In addition to school habituation, character education is also supported through Pancasila instruction and extracurricular activities. During lessons, teachers frequently ask students to sing national songs as a way of honoring national symbols. This is consistent with the findings of Fifin et al. (2023), who examined teacher approaches in instilling patriotic values through the learning process, reflection, and quizzes about national heroes. Meanwhile, Scouting activities familiarize students with cooperation, discipline, and responsibility. Zaskia, Syarifudin Widyatama, Prasetyo Putri, & Rakhmawati (2025) affirm that Scouting activities constitute an effective medium for teachers to instill patriotic values through the development of students' cognitive and affective skills. Both activities support the character development that is already practiced in daily school life, as also highlighted by Kristian Seingo Ngongo et al. (2024) regarding the role of Civics Education and extracurricular activities in enhancing patriotism.

Overall, the findings of this research reinforce the argument that the implementation of patriotic character education at SMP Negeri 1 Jiken is conducted through three main pathways school habituation, classroom instruction, and extracurricular activities which are mutually integrated and continuous. This implementation pattern demonstrates that character education is not merely a subject matter but has become part of the school culture that is internalized and practiced by students in their daily lives, although challenges remain in optimizing its implementation.

Education is a process that not only focuses on developing students' knowledge but also on shaping their attitudes, values, and behaviors in daily life (Julismawati, 2024). Ki Hajar Dewantara viewed education as a process of guiding children's inherent abilities to develop optimally into civilized and moral human beings. Education is not solely oriented toward intellectual development but also toward character formation or moral education, which encompasses the unity of thought (reason), feeling (emotion), and will (desire) (Triyaswati, 2024). Character education aims for students not only to understand good values but also to internalize them and apply them in tangible daily behavior (Loloagin, Rantung, & Naibaho, 2023). This perspective demonstrates that education plays a role in shaping students holistically, both in terms of knowledge and character, as affirmed by Munawaroh & Muhaimin (2023), who state that education has a crucial role in the process of developing individuals to become better, more qualified, and more virtuous.

Character formation requires a continuous process through students' experiences within the educational environment. In the school context, character values can be instilled through routinely conducted activities so that students obtain opportunities to apply these values in real behavior. Thus, habituation becomes an essential part of the character education process because the values imparted to students need to be realized through actions performed repeatedly and consistently (Indrianingrum et al., 2024). This is consistent with the findings of research on habituation at SMP Mataram, Kasihan, Bantul, which describes the implementation of patriotic character through habitual activities such as flag ceremonies, compliance with school regulations, and maintaining environmental cleanliness. Research at SDIT KIC Bondowoso also reveals the effectiveness of habituation activities in naturally fostering a sense of patriotism in students through activities such as flag ceremonies, Pancasila instruction, and dance extracurriculars.

Efforts to instill character education at SMP Negeri 1 Jiken are carried out through various routine activities within the school environment. The flag ceremony serves as one way to cultivate respect for national symbols and to accustom students to participating in national activities in an orderly manner. This activity reflects the indicator of patriotism in the form of respecting national symbols, as articulated by Julfian et al. (2023). Accustoming students to sing national songs during lessons also provides them with experiences to recognize and appreciate their national identity. This finding supports the research of Kurniawaty et al. (2022), which demonstrates that schools reinforce patriotic character through routine activities such as singing the national anthem and enforcing discipline within the school environment. Furthermore, the 5S culture (Smile, Greet, Greet, Polite, and Courteous) is applied in daily interactions to build mutual respect and create positive social relationships, which is part of the attitude of maintaining unity and appreciating diversity.

In addition, habituation is conducted through the introduction and preservation of local culture. Wearing traditional Samin attire on the 11th of each month is one activity that provides students with experience to recognize and appreciate local culture. This activity serves as a means of introducing Indonesia's cultural diversity while simultaneously fostering pride in regional culture as part of the national culture. This finding aligns with the research of Asrial, Syahrial, Kurniawan, & Zulkhi (2022), who integrated traditional games into learning and found that local wisdom can serve as an effective means of building national character. Habituation formed through local culture demonstrates that character education is not merely about shaping individual behavior but can also be directed toward forming

identity and a sense of belonging to the national culture, as emphasized by Laeli Asyahidah & Anggaraeni Dewi (2022), who assert that the value of patriotism must be instilled so that students possess a national identity and do not easily lose pride in their own culture amidst the influence of global culture.

Habituation must be accompanied by role modeling, guidance, supervision, and consistent reinforcement from teachers and the school. This is consistent with Ki Hajar Dewantara's view that education is a process aimed at guiding the overall development of students (Mahmudah et al., 2024). Therefore, consistent habituation becomes an essential part of helping students transform character values into tangible behavior. Research by Elfiadi et al. (2026) affirms that patriotism-based character education involves the inculcation of values such as nationalism, national symbols, culture, history, Pancasila, and tolerance through cognitive, emotional, and social approaches, all of which are integrated into school habituation activities.

Overall, the research findings indicate that the instillation of character education at SMP Negeri 1 Jiken represents an effort to cultivate a sense of patriotism. The habits formed through school habituation, introduction of local culture, and extracurricular activities provide students with experiences to apply character values in their daily lives. This is consistent with Ki Hajar Dewantara's view that education must develop students holistically, not only in terms of knowledge but also attitudes and behavior (Triyaswati, 2024). Therefore, character education habituation can serve as a means to shape students who are aware of national values and capable of demonstrating patriotism in their daily lives. These findings also reinforce the research of Masturoh & Sulistyawati (2024), which emphasizes the importance of implementing patriotic character education through various instructional strategies in schools, as well as the research of Zainuddin, Shiddiq, & Agustina (2023), who developed innovative learning media to instill patriotic character.

The habituation conducted at school has an influence on the formation of patriotic behavior. Flag ceremonies and singing the national anthem are related to the attitude of respecting national symbols. Discipline, punctuality, and compliance with rules are related to the attitude of discipline toward regulations. The 5S culture and collective activities within the school environment provide students with experiences to respect others and maintain social relationships. Meanwhile, the wearing of traditional Samin attire is related to the introduction and appreciation of local culture, which can foster pride in Indonesian culture. Thus, character education habituation at SMP Negeri 1 Jiken is related to the four indicators of patriotism, namely respecting national symbols, discipline and compliance with rules, maintaining unity and appreciating diversity, and pride in Indonesian culture (Julfian et al.,

2023). These findings align with the research results of Husna & Triani (2023), which provide an overview of the variations in the implementation of patriotic character across different schools, as well as the research of Rhomadhoni & Sukartono (2025), which demonstrates that patriotic character education can be integrated through the curriculum, extracurricular activities such as Scouting, as well as cultural approaches and creative technologies.

Scouting activities also support character formation by providing students with direct experience in applying discipline, responsibility, cooperation, and concern for others. These activities give students the opportunity to practice character values through group activities outside the classroom. This finding is consistent with the research of Kristian Seingo Ngongo et al. (2024), which demonstrates that Civics Education and extracurricular activities can help foster patriotism through various school activities. Zaskia, Syarifudin Widyatama, Prasetyo Putri, & Rakhmawati (2025) also affirm that Scouting activities constitute an effective medium for teachers to instill patriotic values through the development of students' cognitive and affective skills. Furthermore, the research of Kurniawaty et al. (2022) demonstrates that routine activities and school culture can serve as means to strengthen patriotism, while Fifin et al. (2023) examine teacher approaches in instilling patriotic values through the learning process, reflection, quizzes about heroes, and outdoor activities. Talapessy, Kumalasari, & Salouw (2020) also highlight the urgency of the teacher's role in building students' patriotic character through inspirational instruction.

Overall, the implementation of character education at SMP Negeri 1 Jiken through habituation, instruction, and extracurricular activities demonstrates a close relationship with the formation of students' patriotic behavior. These three pathways are mutually integrated and continuous, creating a school ecosystem that supports the holistic development of student character. This implementation pattern reinforces the argument that character education is not merely a subject matter but has become part of the school culture that is internalized and practiced by students in their daily lives. Nevertheless, challenges remain in optimizing its implementation, such as student discipline in participating in ceremonies, punctuality, and active participation in extracurricular activities, which require reinforcement and consistency from the entire school community.

Conclusion

Based on the research findings and discussion regarding the implementation of character education as an effort to foster patriotic behavior among students at SMP Negeri 1 Jiken, it can be concluded that character education is conducted through three main pathways that

are mutually integrated and continuous, namely habituation within the school environment, classroom instruction, and extracurricular activities. These three pathways are designed systematically to shape student behavior in accordance with the character values of patriotism.

First, habituation constitutes the primary strategy in the implementation of character education at SMP Negeri 1 Jiken. The habitual activities conducted routinely include flag ceremonies, the application of the 5S culture (Smile, Greet, Greet, Polite, and Courteous), the enforcement of discipline, inspection of neatness and completeness of uniforms, maintenance of environmental cleanliness, and the wearing of traditional Samin attire on the 11th of each month. These activities are not merely school routines but serve as vehicles for students to practice character values in their daily lives until they become ingrained habits.

Second, classroom instruction also supports the cultivation of patriotic character through Pancasila subjects and the practice of singing national songs. Teachers act as facilitators who not only deliver instructional material but also instill national values through inspirational and reflective teaching approaches. This aligns with Ki Hajar Dewantara's view that education should not be oriented solely toward academic ability but also toward the formation of students' morals and character (Triyaswati, 2024).

Third, extracurricular activities, particularly Scouting, provide students with direct experience in applying discipline, responsibility, cooperation, and concern for others through group activities outside the classroom. This activity serves as an effective medium for teachers to instill patriotic values through the development of students' cognitive and affective skills (Zaskia, Syarifudin Widyatama, Prasetyo Putri, & Rakhmawati, 2025). The implementation of character education at SMP Negeri 1 Jiken demonstrates a close relationship with the four indicators of patriotic behavior as articulated by Julfian et al. (2023), namely: (1) respect for national symbols, manifested through flag ceremonies and singing the national anthem; (2) discipline and compliance with rules, manifested through punctuality, adherence to school regulations, and completeness of uniforms; (3) maintaining unity and appreciating diversity, manifested through the 5S culture and collective activities within the school environment; and (4) pride in Indonesian culture, manifested through the wearing of traditional Samin attire and the introduction of local culture. Thus, character education implemented through habituation, instruction, and extracurricular activities at SMP Negeri 1 Jiken has contributed significantly to shaping students' patriotic behavior amidst the currents of globalization and the development of digital technology. This implementation pattern reinforces the argument that character education is not merely a subject matter but has become part of the school culture that is internalized and practiced by students in their daily

lives, as affirmed by Indrianingrum et al. (2024), who state that the implementation of character education must be conducted sustainably through instruction, habituation, role modeling, and various activities within the school environment.

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