



Strategies for instilling patriotism in islamic religious education at mts ma'arif darul aman pringsurat

Afan Nur Khamal ^{a,1,*}, Sigit Tri Utomo ^{b,2}, Ana Sofiyatul Azizah ^{c,3}, Jundil Islam Muhammad Muslikhin ^{d,4}

^{a,b,c} INISNU Temanggung, Indonesia; ^d King Kholid University Abha, Saudi Arabia

¹ afannurkham@gmail.com; ² sigittriotomosukses@gmail.com; ³ ashofie25@gmail.com; ⁴ islamjundil@gmail.com

*Correspondent Author

ARTICLE INFO

Article history

Received:

16-07-2024

Revised:

28-08-2024

Accepted:

01-09-2024

Keywords

Strategies, Instilling Patriotism, Islamic Religious Education.

ABSTRACT

The background to this research is that the lack of understanding of students at MTs Ma'arif Darul Aman Pringsurat about the importance of love for one's country and the values of nationalism can have a negative impact on the formation of character, morals and national identity. Without sufficient understanding, MTs Ma'arif Darul Aman Pringsurat students can hinder the growth of a generation that loves the country, behaves with noble character, has a sense of responsibility for nation building, and maintains the unity and integrity of Indonesia. The aim of this research is to analyze the strategy, implementation and supporting and inhibiting factors for the strategy of cultivating the character of love for the country in Islamic religious education learning at MTs Ma'arif Darul Aman Pringsurat. This type of research includes field research, with qualitative research methods and a phenomenological approach. This research takes data from primary data sources in the form of interviews, as well as secondary data sources in the form of observations and documentation. The researcher's data analysis techniques collect data, reduce data, present data, and draw conclusions. Checking the validity of the data was carried out by source triangulation. Based on data analysis, the research results can be concluded as follows. First, the strategy of instilling the character of love for one's country in learning Islamic religious education at MTs Ma'arif Darul Aman Pringsurat, through direct experiences such as flag ceremonies, extracurricular activities, and commemoration of Islamic holidays. Second, the implementation of instilling the character of love for the homeland in learning Islamic religious education at MTs Ma'arif Darul Aman Pringsurat by instilling the character of love for the homeland in Islamic religious education learning, including understanding the concept of love for the homeland in Islam, integration in learning materials, and field experience. Third, the supporting factors for the strategy of cultivating the character of love for one's country in learning Islamic religious education at MTs Ma'arif Darul Aman Pringsurat are teacher-student communication, cooperation between teachers and education staff, cooperation with boarding school administrators, and cooperation with parents. Meanwhile, the inhibiting factors are differences in schedules between school and boarding school, differences in perception, students' social environment, and the influence of gadgets.

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Introduction

Patriotism is a crucial element in shaping the character of a generation that is both patriotic and devoted to their country. The diversity of cultures, ethnicities, religions, and languages in Indonesia necessitates an understanding and appreciation of the values of unity and cohesion, which are reflected in the love for one's homeland—an attribute that can be fostered through education (Hadisi et al., 2023). Education serves as a process that guides the physical and mental development of students with the aim of building strong character.

Character education aims to address the moral crises that arise from external cultural changes that have negative impacts, diminishing self-awareness and consciousness about environmental preservation (Zakarya, Hafidz, Martaputu, 2023). Moral and character issues are serious problems, often becoming major topics in social media and print news. The rapid development of technology influences the character of students, often without the guidance of adults.

Research from Harvard University shows that a person's success is more influenced by soft skills than hard skills, including manners, the ability to work in teams, and discipline. The phenomenon of intelligent individuals lacking in character (Jatmiko Wibisono, Hafidz, Iffat Abdul Ghalib, 2023), such as cases of corruption, highlights the importance of character education (Rhain et al., 2023). From an Islamic perspective, character education has existed since the beginning, with Prophet Muhammad (peace be upon him) as an exemplary model of virtuous behavior.

Today, there is a decline in nationalism among the younger generation, who tend to admire foreign cultures and products. Social media plays a significant role in influencing their lifestyles and interest in foreign cultures. This phenomenon is evident from the predominant use of social media for foreign content. Incidents such as student brawls, the use of alcohol, and drugs reflect a lack of patriotism and national spirit. At MTs Ma'arif Darul Aman Pringsurat, there are still students who have not memorized national songs and the Pancasila text. Both formal and non-formal education need to play a role in preventing moral deviations with a holistic and comprehensive education system.

This research aims to find solutions that can enhance the character of patriotism and nationalism among students at MTs Ma'arif Darul Aman Pringsurat. Therefore, the researcher is interested in compiling a report titled 'Strategies for Instilling the Character of Patriotism in Islamic Religious Education at MTs Ma'arif Darul Aman Pringsurat.'

Method

This type of research falls under field research, employing qualitative methods with a phenomenological approach. The research gathers data from primary sources, such as interview results, and secondary sources, including observation and documentation. The data analysis technique involves collecting data, reducing data, presenting data, and drawing conclusions. The validity of the data is checked through source triangulation (Sugiyono, 2019).

Result and Discussion

Strategies for Instilling the Love of Country Character in Islamic Education at MTs Ma'arif Darul Aman Pringsurat

Education is a crucial means for shaping the character of the younger generation with love and nationalistic spirit. At MTs Ma'arif Darul Aman Pringsurat, the inculcation of the love of country character within Islamic Education is implemented through several strategies (Sudrajat, 2017).

a. Integration of Nationalism Values in Islamic Education

Teachers connect the lesson materials with nationalism values such as love for the country, unity, and the spirit of struggle, using stories of the struggles of Muslim heroes. This approach helps students understand how religious values and nationalism can coexist in daily life.

b. Extracurricular Activities Related to Patriotism

Various activities, such as flag ceremonies, national holiday celebrations, and student leadership activities, are implemented to provide practical experiences in understanding and

applying love for the country. The active participation of students in these activities demonstrates the effectiveness of practical approaches in strengthening nationalism values.

c. The Role of Teachers as Role Models

Teachers act as good examples in demonstrating love for the country through their attitudes and behaviors. They integrate the love of country values in daily teaching, inspiring and guiding students to embrace both religious and nationalistic values.

d. Collaboration Between Teachers and Parents

Cooperation between teachers and parents is crucial in instilling the love of country character. Regular meetings, parent committees, and parent involvement in school activities help reinforce these values in students. Assignments that involve parents and effective communication through various media also strengthen this collaboration.

Overall, these strategies have proven effective in shaping the love of country and nationalism character in students at MTs Ma'arif Darul Aman Pringsurat. With consistency and involvement from all parties, it is hoped that students will become a generation that loves and contributes positively to the nation and country.

Implementation of the Love of Country Character in Islamic Education at MTs Ma'arif Darul Aman Pringsurat

The inculcation of the love of country character in Islamic Education at MTs Ma'arif Darul Aman Pringsurat is an essential step in shaping a young generation with strong nationalism and moral integrity. This approach integrates the values of love for the country with Islamic teachings, aiming to produce individuals who love their country and practice their religion with responsibility.

a. Understanding the Concept of Patriotism in Islam

Islamic Education teachers explain to students that love for the country is part of religious practice. Patriotism is seen as a form of gratitude to Allah for the blessings given, with the example of Prophet Muhammad (PBUH) who loved his homeland and encouraged his followers to serve their country.

b. Integration of Patriotism Values in Islamic Education

Patriotism values are integrated into every concept and religious teaching. Students are guided to implement these values in daily life, showing the school's commitment to shaping students' character committed to both religion and the nation.

c. Field Visits and Experiential Learning

Teachers organize visits to historical sites, heroes' cemeteries, and religious places related to the struggle for independence and Islamic teachings. These firsthand experiences deepen students' understanding of the values of patriotism and religion. Additionally, social activities such as community service, mutual cooperation, and cleanliness campaigns are used to apply these values in real-life actions.

The implementation of the love of country character at MTs Ma'arif Darul Aman Pringsurat is a positive step in shaping a generation with strong nationalism and religious values. Through an understanding of the concept of patriotism in Islam, the integration of values in education, and direct experiences through visits and social activities, this school successfully produces students who love their country and practice religion with awareness and responsibility. Such character in students is expected to contribute positively to society and the nation.

Supporting and Inhibiting Factors in the Inculcation of Patriotism Character in Islamic Education at MTs Ma'arif Darul Aman Pringsurat

a. Supporting Factors

Internal Supporting Factors

a) Good Communication Between Teachers and Students

Teachers provide assistance and guidance with patience and care, using various learning strategies that match students' learning styles. Good communication creates an inclusive learning environment, fostering trust and strengthening the relationship between teachers and students.

b) Collaboration Between Teachers and Educational Staff

Collaboration between Islamic Education teachers and other educational staff creates a

cooperative and supportive learning environment, which is essential in achieving educational goals at MTs Ma'arif Darul Aman Pringsurat.

External Supporting Factors

a) Collaboration with Pondok Administrators

The collaboration between teachers and pondok administrators provides holistic education that integrates the love of country character, creating an environment that promotes nationalism and love for the country.

b) Collaboration Between Teachers and Parents

A positive relationship between teachers and parents provides consistent support to students both at school and at home, crucial in shaping religious and patriotic characters.

b. Inhibiting Factors

Internal Inhibiting Factors

a) Lack of Attention from Students

The low attention of students towards the inculcation of the love of country character hampers the achievement of goals. Attention and consistent attitudes from both teachers and students are needed to achieve the desired results.

b) Schedule Discrepancies Between School and Pondok

The lack of synchronization between school holidays and activities with pondok pesantren schedules hinders the inculcation of the love of country character, reducing the continuity of learning and involvement in school activities.

External Inhibiting Factors

a) Peer Influence on Students

The social environment, both at school and at home, has a significant influence. An unsupportive environment can hinder the inculcation of the love of country character, even though education has tried to instill these values.

b) Negative Impact of Gadgets and Technology

Dependence on gadgets reduces interaction with the surrounding environment and makes students passive in learning and activities. The time spent on gadgets hinders involvement in activities that support the inculcation of the love of country character.

Conclusion

Based on the analysis of the role of Islamic Education in instilling the character of love for the homeland in students at MTs Ma'arif Darul Aman Pringsurat, it can be concluded that Islamic Education significantly contributes to shaping the character of love for the homeland. The strategies for instilling the character of love for the homeland implemented at MTs Ma'arif Darul Aman Pringsurat show that the school has actively developed a holistic and diverse approach to strengthening the values of love and responsibility towards the homeland among students. These strategies include aspects such as curriculum integration, extracurricular activities, the role of teachers as role models, and collaboration with parents and the community. The implementation of instilling the character of love for the homeland in Islamic Education at MTs Ma'arif Darul Aman Pringsurat involves integrating the values of love for the homeland into all aspects of the learning process. This method is effective in shaping students' character. The connection between love for the homeland and exemplary morals, along with the habituation of combining religious teachings with nationalism, forms an essential foundation for shaping students' views and actions. Extracurricular activities and direct experiences through field trips and activities provide strong emotional dimensions in shaping students' perspectives and attitudes towards the values of love for the homeland in the Islamic religious context. These experiences provide deep understanding and stimulate a sense of love and appreciation for both the homeland and religion. Through an approach that combines the understanding of religious concepts, integration into learning, and direct experiences, MTs Ma'arif Darul Aman Pringsurat is able to develop strong character in students, with a sense of love, appreciation, and commitment to the homeland, in accordance with Islamic principles. This supports the formation of a responsible generation with a solid national identity, capable

of making positive contributions to society and the nation.

The effort to instill the character of love for the homeland at MTs Ma'arif Darul Aman Pringsurat involves various internal and external dynamics. Supporting factors include good communication between teachers and students, as well as cooperation between teachers and other educational staff, which creates an inclusive learning environment that supports the formation of the character of love for the homeland. Collaboration with the boarding school administration and parents also reinforces the messages about love for the homeland. However, differences of opinion between teachers and students, differing perceptions regarding semester break schedules, students' social environments, and the influence of gadgets and technology can be obstacles in this effort. Overall, collaboration among all stakeholders is key to overcoming these challenges and achieving the goal of instilling the character of love for the homeland.

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