

THE EFFECT OF FLAG CEREMONY IMPLEMENTATION ON THE NATIONALISM ATTITUDE OF STUDENT OF PUTERA HARAPAN THREE LANGUAGE ELEMENTARY SCHOOL

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Keyword

students, flag ceremony, nationalism attitude.

Abstract

These This study to determine how the implementation of the flag ceremony affects the nationalism attitude of students at the Putera Harapan Purwokerto Three Language Elementary School, which is predominantly of ethnic Chinese descent. Data collection and processing using quantitative research methods with questionnaires. The questionnaire is a measuring tool used to measure student attitudes with a Likert scale, with answer items: a) STS = Strongly Disagree, b) TS = Disagree, c) N = Neutral, d) S = Agree, e) SS = Strongly Agree, in using a research scale the conversion guidelines for PAN can use a scale of four, five, nine and so on (Nurgiyantoro, 2012). The results of this study indicate that there is an effect of the implementation of the flag ceremony on students' nationalism attitudes which shows that 10 students (33.3%) are in the very good category, 10 students (33.3%) are in the good category, 8 students (26.7%) are in the poor category and 2 students (6.7%) are in the very poor category. This data shows that the distribution of student attitude scores about the flag ceremony is obtained above the average, so it can be said that the majority of students' national attitudes towards flag ceremony activities are in the good category.

INTRODUCTION

Indonesia is a multi-cultural and multi-ethnic country. Nationalism based on ethnicity and tribe will greatly hinder national unity because each group will only be oriented towards its own group. For nationalism to be successful, leaders must create a national identity that goes beyond ethnic and/or racial identity, and society must accept this and work together to make their country great, one of which is through formal education platforms implemented by schools. Schools have several roles to play. in instilling an attitude of nationalism through the assimilation of values in curriculum content, certain subjects such as Citizenship Education, and also ceremonial activities such as flag ceremonies which also train the discipline of the younger generation.

Aimee Dawis (2015) in her historical study explains that: "Ethnic Chinese have existed in Indonesia for centuries, they have mixed with the local population who have a long history of ups and downs which is not easy. Ethnic Chinese are immigrants even though they came centuries ago, so their existence is not new. Most Chinese people in Indonesia come from southern China who call themselves Tang, while northern Chinese call themselves Han. The ancestors of Indonesian Chinese migrated in waves thousands of years ago through trading activities. Then settle down by marrying local residents and have children by assimilating with local residents and carrying on the legacy of ancestral traditions."

Civil nationalism as practiced in national life in Indonesia is based on the idea that society can unite as a nation based on shared political and civic values, in contrast to ethnic nationalism,

which is based on shared heritage or ethnicity. Civic nationalism puts forward the idea that anyone can join a country if they uphold common ideals and values, regardless of their ancestry or culture, including citizens of Chinese descent, which means that if they merge, they are obliged to prioritize national interests over tribal spirits. based on the philosophy of national unity (Sianturi 2021).

The reform era noted that it must be acknowledged that ethnic Chinese in Indonesia are freer to express their identity, no longer restricted, let alone having to be afraid after the elimination of discriminatory regulations by Gus Dur through Presidential Decree (Keppres) Number 6 of 2000. Ten years after reform, ethnic Chinese activities have increasingly increased. lively and diverse. For example, apart from religious ceremonies at temples, Chinese people also hold various celebrations with modified oriental nuances, such as the Chinese New Year Festival.

There is a prejudice that arises as a result of the state dualism that occurred in the past regarding the loyalty of the Chinese people whether they will side more with the interests of their ancestral political entity the People's Republic of China or the Unitary State of the Republic of Indonesia, as their homeland (Carey P., 2008).

Researchers saw that there was more enthusiasm for cultural events, the school was the grand event that peaked compared to the activities of cultivating nationalism through ceremonies. These conditions underlie the author's feeling of being inspired to carry out research that discusses the nationalistic attitudes of ethnic Chinese students at the Putra Harapan Primary 3 Language School, Purwokerto.

METHOD

This research used quantitative approach in which involves collecting and analyzing numerical data to answer research questions or test hypotheses. According to Sugiyono (2013), this approach is characterized by its emphasis on measurement, statistical analysis and objective assessment of phenomena. Following are the main features and aspects associated with quantitative research approaches; Quantitative research relies on objective measures and standards to collect data. These measures may include surveys, questionnaires, experiments, or other structured instruments designed to measure variables. Molelong (2010) states that quantitative research is research that often involves a larger sample size to ensure the findings represent the population studied. This increases the generalizability of the results.

The researcher carries out direct interaction with the main data source. These activities include interviews, analysis, and monitoring of the objects studied so that clearer and more meaningful information is obtained. The activities carried out are then documented in sound recordings, photographs and field notes, as well as survey or questionnaire entries. The reason this research uses a quantitative research method is to describe the situation that is the research topic in order to answer the hypothesis of the influence on nationalist values through ceremonial activities. Meanwhile, the method used in this research is a survey method with data collection using questionnaires. So the researcher examines data that comes from the results of students' answers to questionnaires, field notes, and research photos.

Population is the total elements used as a generalized area. Population is not simply the number of objects or subjects studied but includes the entire characteristics or properties possessed by the subject or objects studied (Sugiyono, 2020). The population in this research were students in grades 4, 5 and 6 of SD 3 Bahasa Putera Harapan, Purwokerto, totaling 120 students.

The sample is part of the number and characteristics of the total population. If it is not possible for the population and research to study everything in the population, research can use samples taken from the southern population (Sugiyono, 2020). The sample taken from this research was 30 students consisting of 10 students from each class.

In this research, the researcher uses questionnaires in the form of questionnaires to collect data. Collecting questionnaire data in the form of a questionnaire is considered to make it easier

for respondents to complete the research questionnaire. In this research, the questionnaire used is a closed questionnaire.

RESULTS

This research was carried out at SD 3 Bahasa Putera Harapan Purwokerto, which is located at Jl. S. Parman Komplek Mini Stadium, Purwokerto Kulon, Kec. Purwokerto Selatan, Kab. Banyumas Province Central Java. The head of the school is Yohanel Tri Cahyadi and the operator is Sri Wahyuni. With a total of 124 male students and 131 female students, in 12 groups.

Table 1. Student Data (Based on Gender)

NO	Grade	Gender		Total
		M	F	
1	IV	22	28	50
2	V	22	14	36
3	VI	14	20	34
Total				90

Table 2 Research Respondent

No	Respondent	Frequency	Percentage%
1	Grade 4	10	33,3
2	Grade 5	10	33,3
3	Grade 6	10	33,3
TOTAL		30	100

This research was carried out on 30 students consisting of 10 students from each class (4, 5 and 6). The data was obtained through a questionnaire consisting of 30 question items. There are 5 alternative answers with scores as follows:

- Strongly Disagree (STS) : Score 1
- Disagree (TS) : Score 2
- Neutral (N) : Score 3
- Agree (S) : Score 4
- Strongly Agree (SS) : Score 5.

Based on knowledge variable data, the highest score was 150 and the lowest score was 104.

The determination of the accuracy of the knowledge variable is once the minimum value (Xmin) and maximum value (Xmax) are known, then next look for the ideal average value (Mi) using the formula $Mi = \frac{1}{2} (Xmax + Xmin)$, look for the ideal standard deviation (SDi) using the formula $SDi = \frac{1}{6} (Xmak - Xmin)$. In this study, the researcher used four scales guided by the cell conversions in the following table.:

Table 3. Student Attitudes

No	Category	Interval	Frequency	Percentage
1	Very good	150 - 138,5	10	33,3%
2	Good	138,5 - 127	10	33,3%
3	Poor	127 - 115,5	8	26,7%
4	Very poor	115,5 - 104	2	6,7%
TOTAL			30	100%

Nationalist Attitude Through the Ceremony of ethnic Chinese students at SD 3 Bahasa Putera Harapan, Purwokerto, namely 10 students (33.3%) in the very good category, 10 students

(33.3%) and then in the good category, 8 students (26.7%) in the poor category and 2 students (6.7%) in the very poor category.

DISCUSSION

1. Problem Formulation 1: Student's Attitude (X) on Flag Ceremony

From descriptive statistical calculations it was found that the minimum, maximum, mean and standard deviation values of variable X with a total of 10 questionnaire items are as follows:

AVG minimum	AVG maximum	AVG mean	AVG STD
0	0	44100	0

Based on statistical testing, it is known that the average minimum value is 0, the maximum value is 0, and the average value is 44100 with a standard deviation of 0. The values of the average and standard deviation indicate that there is a good distribution of data regarding perceptions. students (X) regarding the flag ceremony is shown with an average value greater than the standard deviation ($M > STD$).

This indicates that students have quite positive perceptions of the ceremony in line with research by Gilboa, A., & Bodner, E. (2009) regarding the flag ceremony held in the United States that when they hear the national anthem of their home country, people will react with feelings of pride. and patriotism and that the song has the power to unite people in similar associations.

2. Problem Formulation 2: Student's Nationalism (Y) on Flag Ceremony

The second problem formulation is regarding the nationalist attitude of students (Y) towards ceremonies. From descriptive statistical calculations it was found that the minimum, maximum, mean and standard deviation values of variable Y with a total of 20 questionnaire items are as follows:

AVG minimum	AVG maximum	AVG mean	AVG STD
0	0	43783,3	0,000

Based on statistical testing, it is known that the average minimum value is 0, the maximum value is 0, and the average value is 43783.3 with a standard deviation of 0. The values of the average and standard deviation indicate that there is good data distribution. regarding students' nationalistic attitudes (Y) towards the flag ceremony is shown by the average value being greater than the standard deviation ($M > STD$).

3. The influence of flag ceremony on student's nationalism

Attitude aspect data was obtained from a questionnaire consisting of 30 question items with a total of 30 respondents. There are alternative answers where the lowest score is number 1 and the highest score is number 4. In the attitude variable data, the highest score was 60 and the lowest score was 34. The results of the Mean (M) analysis were 46.14 and the Standard Deviation (SD) was 4.3. Determining attitude criteria, after the minimum value (Xmin) and maximum value (Xmak) are known, then look for the average value (Mi) with the formula $M_i = \frac{1}{2} (X_{mak} + X_{min})$, look for the ideal standard deviation (SDi) with the formula $SD_i = \frac{1}{6} (X_{mak} - X_{min})$. Based on the norm reference above, the ideal mean of the attitude variable is 47.0 and the ideal standard deviation is 4.3. Aspects of nationalist attitudes that are influenced by participation in flag ceremonies show data as follows:

No	Category	Interval	Frequency	Percentage
1	Very Good	150 - 138,5	10	33,3%
2	Good	138,5 - 127	10	33,3%
3	Poor	127 - 115,5	8	26,7%
4	Very Poor	115,5 - 104	2	6,7%
Total			30	100%

What can be categorized is that 10 students or 33.3% fall into the very good category; 10 students or 33.33% were in the good category, then 8 students or 26% were in the poor category, then 2 students or 6.7% were in the Very Poor category. This data shows that the distribution of student attitude scores regarding flag ceremonies is above the average, so it can be said that the majority of students' national attitudes towards flag ceremony activities are in the good category.

Then, the influence of the ceremony on increasing students' nationalistic attitudes can be seen in the t-test data table where an F value of 95.7 was obtained which exceeds the threshold so it can be said that there is visible significance.

Table 4. F Test

Df	Mean Square	F
1	1014.1	95,7

Participation in flag ceremonies can have a positive impact on increasing nationalism among students. Flag ceremonies serve as powerful reminders of shared values and national identity, fostering a sense of unity and patriotism. The American flag, for example, is a symbol of patriotism, nationalism, and unity, and displaying it can remind citizens of their love for their country and America's core values (Marmo, J, 2014).

Positive perceptions of flag ceremonies among students have several significant implications for the educational environment. First, it shows that students feel a strong sense of identity and belonging within their school community, as the flag ceremony serves as a unifying ritual. This positive sentiment can also show the level of community involvement and patriotism, because students show a willingness to participate and appreciate the symbolic nature of these ceremonies in accordance with research by Finnel, E (2010: 5) which discusses the symbolism and meaning of state activities which require nationalism.

A positive view of the flag ceremony additionally contributes to community building at school, fostering relationships between students. The respect for national symbols and rituals demonstrated by students is in line with a broader understanding and appreciation of the cultural and national aspects associated with these ceremonies.

Positive perceptions of nationalism among students at school have various implications. First, it demonstrates a strong sense of community involvement and responsibility, indicating that students see the benefits of actively participating in community affairs. This positive outlook also demonstrates a strong sense of cultural identity and pride, fostering a supportive and inclusive school environment. The potential for social cohesion and unity within the school community is highlighted, contributing to a harmonious atmosphere in which students collaborate to achieve common goals.

Nationalism has the capacity to overcome student ethnocentrism through several strategic approaches. By encouraging inclusive interpretations of national identity, educators can emphasize diversity within the nation, encouraging students to appreciate different cultures and ethnicities. In line with the findings of Bizumic and Duckitt (2012: 47) that the cultivation of

national pride has a significant effect if it is framed in such a way that it upholds shared values without excluding or marginalizing other cultural identities.

The existence of flag ceremonies in the educational environment has major implications and influence in fostering students' sense of nationalism, which utilizes philosophical foundations and educational perspectives. Symbolically, the national flag serves as a powerful representation of a country's identity, embodying its history and values. From an educational perspective, flag ceremonies align with the principles of experiential learning that offer students real engagement with civic values.

In addition, the ceremony contributes to civic education, in harmony with the social contract. Involvement in flag ceremonies instills a sense of responsibility and patriotism, strengthening the idea of shared rights and responsibilities between citizens and the state (Arifin, 2023). Furthermore, these rituals promote cultural unity, echoing existentialist themes about individual choices that shape identity. In multicultural societies, flag ceremonies function as inclusive rituals, emphasizing shared cultural identity. By reminding students of historical continuity through national symbols, ceremonies contribute to the concept of an imagined community, as explored by historians such as Benedict Anderson. In short, the importance of the flag ceremony lies in its diverse role in which symbolizes, educates, and fosters a collective sense of national identity among students.

Participation in the flag ceremony can indirectly change students' perspective on becoming citizens by fostering a sense of nationalism and love for the country. The flag ceremony is a routine activity that serves to educate students about the meaning of the ceremony and the importance of the flag. It is a form of character development that helps instill national spirit, love of the country, and discipline in students (Seow, P: 2014).

CONCLUSION

Based on the research results, it is known that the nationalistic attitudes of students at SD 3 Putera Harapan Purwokerto are quite good, namely 10 students (33.3%) are in the very good category, 10 students (33.3%) are in the good category, 8 students (26.7%) in the poor category and finally 2 students (6.7%) in the very poor category. The results above are influenced by several cell factors as explained by Sunaryo in Zuraida (2017: 2) in that a person's cell behavior is influenced by several factors, including environmental factors and factors outside the individual. Personal or internal factors include race, gender, physical characteristics, personality traits, innate talents and knowledge. Meanwhile, external factors or individual external factors include environmental, educational, religious, socio-economic and cultural factors.

Apart from internal and external factors, there are many other factors that shape students' nationalistic attitudes, including (a) Historical Unity, (b) Destiny Unity, (c) Cultural Unity; (d) Regional Unity, and (e) Religiosity Principal Unity. The Unity of History and the Unity of Fate can be interpreted as a past strength possessed by ethnic Chinese to build solidarity, the strength of a sense of nationalism towards their own nation. Next, Cultural Unity, Regional Unity, and the Unity of the Spiritual Principles, are other supporting factors because ethnic Chinese have a culture that they are willing to learn from birth and a hereditary belief that they are willing to believe in.

As an international school, it certainly welcomes diversity, so the ethnic and racial backgrounds of its students are very diverse. Although the majority are ethnic Chinese, other ethnic groups accepted at SD 3 Bahasa Putera Harapan, Purwokerto include students from Javanese and Islamic backgrounds. This factor certainly becomes an inseparable part of the student's self which ultimately becomes a factor that shapes the student's attitude. Meanwhile, external factors such as the individual's environment and school also play a role in forming a nationalistic attitude, through the activities of the ceremony in the school, efforts to instill a nationalistic attitude in students, not only the learning activities including the PKN subject project to create profiles of national figures with the aim of instilling students' nationalistic attitudes.

Meanwhile, 8 students (26.7%) in the poor category and 2 students (6.7%) in the very poor category in the research results above are research findings and evaluations for the Putelra Harapan Purwokelrto 3 Language Elementary School in activities to develop nationalist attitudes. more and more so that it is more attractive to students.

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