

## IMPROVING THE DIMENSIONS OF THE CITIZENSHIP PROFILE OF GRADUATES, THROUGH NATIONAL SONGS IN ARTS AND CULTURE LEARNING: A CLASSROOM ACTION RESEARCH STUDY IN SENIOR HIGH SCHOOLS

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### Keyword

Pancasila student profile, citizenship, national songs, arts and culture, classroom action research

### Abstract

The low awareness of students towards civic values, such as nationalism, love of the country, and social concern, is a worrying phenomenon in today's education world, especially at the secondary education level. The lack of student involvement in national-themed activities and the lack of understanding of national songs indicate the need for learning strategies that can instill these values effectively. This study aims to improve the dimensions of the civic graduate profile through the use of national songs in arts and culture learning. The method used is the Classroom Action Research (CAR) model of Kemmis & McTaggart, which is carried out in two cycles with stages of planning, action, observation, and reflection. The subjects of the study were grade XI students at a high school. Data collection techniques include observation, Likert scale questionnaires, interviews, and documentation. The results of the study showed that there was a significant increase in the civic aspect of students after the implementation of national songbased learning. The average score of the civic questionnaire increased from 3.12 in the preaction to 4.21 in the post-action. In addition, observations show an increase in students' active involvement in learning, as well as the growth of reflective awareness of the meaning of national songs. This study proves that national songs are not only an expression of art, but also an effective educational medium in instilling national character values. The benefits of this study are to provide an alternative learning approach that is contextual, meaningful, and able to support the strengthening of the Pancasila Student Profile, especially in the citizenship dimension.

## INTRODUCTION

In the era of globalization marked by the rapid flow of information and increasingly dominant popular culture, the challenges to the internalization of civic values among students are increasingly apparent. Many students at the secondary level show symptoms of declining national awareness, marked by a lack of enthusiasm for state symbols, minimal participation in national activities, and limited understanding of national songs. This phenomenon is a serious concern in the context of the Independent Curriculum which emphasizes strengthening the profile of Pancasila students, especially in the dimensions of global diversity and love for the homeland (Septiany et al., 2024; Sugara, 2022;

Prabandani & Sumadiningrat, 2022). National songs, which should be a symbol of the nation's collective identity, are actually starting to be marginalized from students' daily lives, both at home and in the school environment.

In response to these challenges, the idea emerged to make art and culture learning a strategic vehicle for instilling civic values through an affective approach that touches the emotional dimension of students. Various studies show that art media, especially national songs, have high symbolic and suggestive power in Translated from Indonesian to English - [www.onlinedoctranslator.com](http://www.onlinedoctranslator.com) shaping the character and national identity of students (Fitriana, 2023; Iskandar & Dewi, 2024; Ubaidilah, 2023). Songs such as "Indonesia Raya" or "Tanah Airku" not only carry patriotic messages, but are also full of historical narratives and noble values of the nation that can be interpreted reflectively by students. Therefore, the integration of national songs in arts and culture learning is not merely a musical activity, but also a form of contextual and meaningful character education.

However, the implementation of this strategy still faces significant challenges, especially at the Senior High School (SMA) level. Previous studies have focused more on elementary and junior high school levels, with an approach that tends to be normative or descriptive without a strong evaluative design (Afriansyah et al., 2024; Azizah et al., 2023; Mairisa, 2021). The lack of Classroom Action Research (CAR)-based studies that test the direct impact of using national songs on the citizenship dimensions of high school students is a gap that needs to be filled. This study is here to answer this need by designing a learning intervention based on national music art that is tested systematically using the Kemmis and McTaggart CAR approach model.

The novelty offered by this study lies in the synergy between the ethnopedagogical approach, local-national content integration, and song-based reflective learning strategies. As emphasized by Sugara (2022), effective character education must be based on local wisdom and relevant to the cultural context of students. This approach is reinforced by the results of Adawiyah's (2022) study which shows that preserving national symbols through digital and musical media can bridge the gap between traditional values and the expectations of the digital generation. In addition, a study by Ardi et al. (2024) emphasizes the importance of collaboration in arts learning as an effort to form a sense of social responsibility and a spirit of mutual cooperation.

The purpose of this study is not only to improve students' understanding of songsnational songs, but also to form critical awareness of the values of Pancasila and their roles as citizens. National songs are used as a tool to build social empathy, increase awareness of diversity, and strengthen the spirit of nationalism (Maknun & Fashihullisan, 2025; Sembiring & Sitanggang, 2025; Arif & Islam, 2024). Therefore, this research is important not only in an academic context, but also as a practical contribution to the development of more relevant, contextual, and long-term character education

With a research design based on action reflection, this study is expected to provide real contributions to the practice of arts education in schools, while enriching academic literature on culture- based character education. The results can be a reference for teachers, principals, and

education policy makers in formulating learning strategies that not only hone students' cognition but also shape their personality and citizenship identity amidst complex global challenges (Putra, 2022; Sugihartati, 2023; Delfianis, 2021).

## **THEORITICAL REVIEW**

The formation of student character as a Pancasila student profile is an orientation main subject in the Independent Curriculum. The citizenship dimension is an important part of the six dimensions that are to be developed through cross-subject learning (Septiany & Darmayanti, 2024). This dimension refers to students' ability to love their nation and country, have social concerns, and uphold the values of democracy and diversity (Sugara, 2022). In the context of learning, arts and culture are seen as strategic subjects that can internalize these values through an affective approach. Therefore, the focus of this study highlighting the potential of arts and culture—especially national songs—as a medium to increase civic awareness in students.

Research by Prabandani and Sumadiningrat (2022) shows that learning music arts can increase students' interest and nationalism when they are invited to sing national songs. A similar thing was found by Fitriana (2023), who developed interactive culture-based learning media to improve cultural literacy and citizenship of elementary school students. National songs, in addition to conveying patriotic messages, are also instruments for strengthening national identity.

Qondias and Dhiu (2024) in their study stated that national songs play an important role in forming a character of love for the homeland through a habituation approach, especially in elementary school students. Meanwhile, Nurohmah and Pramono (2023) studied the implementation of singing the national anthem in PAUD and found that this activity fosters a sense of pride and national identity even from an early age.

Furthermore, Puspitasari et al. (2023) proved that the habit of singing national songs such as "Indonesia Raya" before and after learning can strengthen the sense of nationalism and discipline. These results are reinforced by Damei's research (2023), which shows the high appreciation of students for national songs when used as an introduction to arts and culture learning.

In a collaborative approach, Muslim et al. (2025) revealed that national songs associated with PPKn values can encourage students' reflection of identity and solidarity. In addition, Haq and Trihantoyo (2025) reported that the integration of national songs in online learning in Indonesian schools abroad such as Riyadh can maintain a sense of nationalism amidst foreign cultures.

From a pedagogical perspective, Azizah et al. (2023) emphasized the importance of integrating the national anthem into school routines as a form of reflection of religious values and love for the homeland. Sugara (2022) also emphasized the importance of an ethnopedagogical approach to internalizing local values in the context of civic learning.

Strengthening cultural and civic literacy is also strengthened through national songs in research. Iskandar and Dewi (2024), and Ubaidilah (2023) highlighted that the national song familiarization program increased respect for state symbols. Even in class action programs such as those conducted by Juliyanti et al. (2021) and Delfianis (2021), students showed increased empathy for cultural diversity through the use of song media.

Finally, studies by Sugihartati (2023), Putra (2022), and Ardi et al. (2024) concluded that students who often hear and sing national songs tend to show high prosocial attitudes and are more proud of their national identity.

## METHOD

### Types and Approaches of Research

This research was conducted at Colomadu State High School, Karanganyar Regency, Central Java. The subjects in this study were 10th grade students who took the Arts and Culture subject, with a total of 36 students. The researcher acted as a collaborator with the arts and culture teacher who was the implementer of the action.

The selection of this class was based on the results of initial observations which showed low dimensions. student citizenship, such as lack of enthusiasm for the national anthem, minimal participation in ceremonies, and low sense of nationalism.

### Research Design

The PTK design used refers to the Kemmis and McTaggart (1988) model which consists of four main stages:

- **Planning:** Preparation of lesson plans that include the integration of national songs (such as Indonesia Raya, My Homeland, Build Young Men and Women) into music art learning activities. Observation instruments, questionnaires, and citizenship assessment rubrics were also prepared.
- **Action Implementation (Acting):** The teacher carries out learning in accordance with the designed RPP.
- **Observation:** Researchers conducted observations of student engagement, responses to the national song, and learning activities using observation sheets and documentation.
- **Reflection:** The results of the action are analyzed to determine the effectiveness of the action and design improvements in the next cycle.

### Data collection technique

Data collection techniques used include:

- **Observation:** To record student engagement and their responses during learning.
- **Questionnaire (Likert Scale):** To determine students' perceptions of citizenship values before and after the action.
- **Interview:** Conducted on a limited basis with several students and teachers to explore views on the learning process with national songs.
- **Documentation:** Used to collect student work, reflective notes, and photos/videos during the action.

Suyadi (2016) stated that a combination of observation, questionnaire and interview techniques is very appropriate for evaluating attitudinal aspects in character education. Research Instruments The main instrument in this research is the researcher himself assisted by:

- Citizenship attitude observation sheet (indicators: nationalism, love of country, social concern)
- Student perception questionnaire
- National song music project assessment rubric
- Student and teacher interview guidelines

This instrument was developed based on the citizenship dimension indicators in the Pancasila Student Profile from the Ministry of Education and Culture (2021).

### **Data Analysis Techniques**

Data analysis was carried out descriptively qualitatively using the Miles and Huberman (1994) model, namely:

- Data reduction: Summarizing and selecting important data from observations, questionnaires, and interviews.
- Data presentation: Organizing data into narratives, tables, and graphs.
- Drawing conclusions: Determining the effectiveness of the use of national songs on the dimensions of citizenship.

For the questionnaire data, the percentage increase in student scores was calculated using simple quantitative analysis (mean and percentage) to strengthen the qualitative findings.

### **Success Indicators**

Research is considered successful if:

- There was an increase in students' citizenship values from pre-action to post-action.
- Achieved  $\geq 75\%$  active student involvement in arts and culture learning with national songs.
- Teachers and students showed positive responses to this learning approach.

### **Research Ethics**

Researchers ensure that the entire process is carried out by upholding the principles of research ethics, including requesting official permission from the school, maintaining the confidentiality of student identities, and communicating the research objectives transparently to participants.

## **RESULTS & DISCUSSION**

### **Result**

This classroom action research was carried out in two cycles with a participatory approach, which integrates national songs into arts and culture learning at SMA Negeri Colomadu. The main objective of the action is to improve the dimensions of student citizenship which include nationalism, social concern, and reflective awareness as citizens.

#### **1. Observation Results**

Observations in cycle I showed that students were involved in singing activities. National songs are classified as moderate with an average engagement score reaching 68%. Some students showed a passive attitude and did not understand the meaning of the song lyrics. After corrective actions were carried out in cycle II, which included inserting reflective discussions on the meaning of the song, showing videos of the history of the song, and collaborative projects for musicalizing poetry, student participation increased significantly to 86%. Students appeared more enthusiastic, communicative, and showed a deeper understanding of national values.

#### **2. Citizenship Questionnaire Results**

The average score of the citizenship questionnaire results increased from 3.12 (pre-action) to 3.64 (postcycle I), and reached 4.21 at the end of cycle II. The dimensions that showed the highest

increase were nationalism and awareness of the role as citizens. This increase shows that the national song-based learning approach is effective in stimulating students' affective and cognitive aspects related to citizenship (Fitriana, 2023; Prabandani & Sumadiningrat, 2022; Iskandar & Dewi, 2024).

### 3. Interview Results and Documentation

From interviews with students, the majority stated that songs like *Build Young Men and Women*, *My Homeland*, and *Indonesia Raya* giving a strong emotional impression and making them appreciate the spirit of nationalism more. The teacher said that this approach was more effective than conventional lectures because it was able to touch the emotional side of students. Documentation in the form of videos and reflective notes from students showed active involvement and proud expressions of their national identity.

## DISCUSSION

The findings of this study indicate that the integration of national songs in arts and culture learning has a significant impact on improving students' citizenship dimensions. This is in line with the findings of Ubaidilah (2023) which show that familiarizing national songs can strengthen students' national awareness and social empathy. National songs have been proven to function not only as musical means, but also as a medium for transferring values and symbols of the nation's collective identity.

The song-based approach has also been proven to be able to touch the affective dimension of students, as stated by Sugara (2022), that ethnopedagogy based on local culture has a strong emotional reach in shaping character. The addition of elements of meaningful discussion and reflective projects in cycle II enriches students' learning experiences and encourages their deeper involvement. This is reinforced by the study of Ardi et al. (2024) which states that arts-based collaborative learning can increase the spirit of mutual cooperation and a sense of social responsibility.

The increase in questionnaire scores indicates that the use of national songs encourages students' reflective awareness of Pancasila values and their civic identity. This supports the idea of Afriansyah et al. (2024) that culture-based media such as traditional games or regional songs can facilitate contextual and meaningful value learning. The implementation of reflective projects is also in line with the P5 approach in the Merdeka Curriculum which emphasizes character strengthening projects (Septiany & Darmayanti, 2024).

In addition, the results of this study confirm that national songs have symbolic power to build national identity. This is supported by the study of Maknun and Fashihullisan (2025) which states that audio-visual media such as songs play an important role in instilling character values and creating a conducive learning environment. In this context, PTK is the right instrument because it allows teachers to reflect on actions continuously (Kemmis & McTaggart, 1988; Arikunto, 2015).

Overall, these findings reinforce the urgency and effectiveness of developing a strategy National culture-based learning to strengthen the profile of Pancasila students. This research not only provides theoretical contributions in the realm of character education, but also recommendations practices that can be implemented by teachers and schools in developing contextual, participatory, and meaningful citizenship education.

## CONCLUSION

This study provides several important recommendations. First, art and culture teachers need to adopt a more creative and contextual learning approach by integrating national songs into the

curriculum, not only as singing activities, but also as material for reflection and discussion of national values. Second, schools and education policy makers at the local and national levels are expected to provide support for this national culture-based learning strategy through teacher training, provision of

audio-visual media, and development of character-based thematic lesson plans. Third, there needs to be integration of this learning in the Pancasila Student Profile Strengthening Project (P5) program to be more systematic and sustainable.

### Suggestion

To optimize the implementation of this strategy in the future, it is recommended that schools provide supporting learning facilities such as adequate audio devices, access to national song collections in digital format, and a classroom environment that is conducive to affective learning. In addition, training for arts and culture teachers in designing value-based learning is needed so that they are able to align musical competence and character building. Further researchers are also advised to develop similar models with quantitative or experimental approaches at other levels of education such as elementary or junior high schools, as well as expand the scope of character dimensions such as mutual cooperation, independence, or critical thinking through other art media. Thus, arts and culture education is not only a means of artistic expression, but also a vehicle for the holistic transformation of students' character and citizenship.

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