



THE EFFECT OF THE SPIRIT OF NATIONALISM AND CINTA TANAH AIR ON THE SELF INDEPENDENCE OF ELEMENTARY SCHOOL STUDENTS

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Abstract

The research aims to determine the effect of the attitude of the spirit of nationalism and cinta tanah air on the independence of elementary school students. This study uses a quantitative approach with ex-post facto methods. The population in this study were high class students, namely class IV, V, and VI of state elementary schools in Masaran Subdistrict, Sragen. The research sample of 100 students randomly selected. Data collection techniques use a psychological scale. Data collection instruments use a scale of independence. Data analysis techniques used are partial correlation and multiple regression. Analysis prerequisite test uses normality, linearity and multicollinearity test. The results showed that the spirit of nationalism partially significantly affected the independence of students, the cinta tanah air partially significantly affected the independence of students, the spirit of nationalism and cinta tanah air simultaneously significantly affected the independence of students.

Keywords: Nationalism, Cinta Tanah Air and Independence

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INTRODUCTION

Education is basically a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state (Ormrod, 2008). The practice of education that aims to instill positive values and develop attitudes and behaviors of students is known as character education (Widayanti, 2018). According to Ki Hajar Dewantoro (Indrakusuma, 1973) education is an effort to advance the growth of character (inner strength), mind (intellect) and the child's body. The parts must not be separated so that we can advance the perfection of children's lives. Character education is a value education, moral education. Character education that aims to develop the ability of students to make good and bad decisions, maintain what is good and realize that goodness in everyday life. In essence, character education aims to form a strong, competitive, noble, moral, tolerant, collaborative, patriotic-spirited, dynamic-developing, science-and-tech-oriented nation that is all imbued with faith and piety to God based on Pancasila.

Character education is very important in education programs. Through character education we can develop the basic potential to be kind, think well and behave well, strengthen and build multicultural national behavior (strengthen good behavior), increase the competitive national civilization in the world association (filter culture that is not in accordance with the noble values of Pancasila). Children's character development includes: first, love of God, independence, responsibility, honesty, generous, helpful, confident, creative, hard work, leadership, justice, humility, tolerance, peace and unity (Megawangi, 2010; Siswanta, 2017). The value of character education in Indonesia has been identified as 18 values, which are sourced from religion, Pancasila, culture and national education goals, namely: religious, honest, tolerance, discipline, hard work, creative, independence, democracy, curiosity, spirit of nationalism, *cinta tanah air*, appreciate achievement, friendly/communicative, love peace, love reading, environmental care, social care and responsibility (Kemendikbud, 2011).

Based on observations and interviews, there are a number of independence issues so far in elementary school children, including students when they go to the bathroom, they must be accompanied by friends, wearing school uniforms that their parents have prepared without being able to prepare themselves. The same thing is found when students are going to pray that must be accompanied by their friends. In addition, there is a tendency of students who do not want to help clean the classroom and have not been able to control their emotions. The independence problems that have been mentioned above illustrate that the independence of elementary school students is still lacking. Though independence is an attitude that must be cultivated. A person's independence is influenced by several factors, one of which is the spirit

of nationalism and a sense of *cinta tanah air*. According to (Masrun, 1986) The attitude of the spirit of nationalism and *cinta tanah air* is what drives individual behavior to build independence in themselves.

There are some character values that are grown on elementary school children in Masaran Subdistrict, one of which is independence. Researchers are interested in conducting research in the Masaran Subdistrict. Based on the problems that have been stated above, the researcher is interested in conducting research on "The effect of the spirit of nationalism and *cinta tanah air* on the independence of elementary school students in Masaran Subdistrict".

Based on the description it can be explained that the spirit of nationalism and *cinta tanah air* can affect student independence. However, the magnitude of the influence of the spirit of nationalism and the *cinta tanah air* is unknown. This is what underlies the need for further studies related to the influence of the spirit of nationalism and *cinta tanah air* on the independence of elementary school students. Based on the problems that have been raised, the formulation of the problems that are the focus of this research are as follows: (1) whether the attitude of the spirit of nationalism affects independence, (2) whether the *cinta tanah air* affects independence, and (3) whether the attitude of the spirit of nationalism and *cinta tanah air* affects independence.

METHODS

This research uses a quantitative research approach. This type of research is ex-post facto which aims to determine whether there is an influence of the spirit of nationalism and *cinta tanah air* on the independence of elementary school students. This research was conducted at SD Negeri Jirapan 1, SD Negeri Jirapan 2, SD Negeri Jirapan 3 dan SD Negeri Jirapan 4, in Masaran Subdistrict, Sragen. The research sample of 100 students randomly selected. Data were collected using a psychological scale and analyzed using descriptive statistics and inferential statistics through regression analysis. After obtaining data on spirit of nationalism, *cinta tanah air*, and learning independence, the subject was classified into three categories, which are low, medium, and high. This categorization is carried out with the criteria submitted by (Azwar, 2011) as follows

Table 1. Categorization of Research Data

Range	Categories
$X < M - 1SD$	Low
$M - 1SD \leq X < M + 1SD$	Medium
$M + 1SD \leq X$	High

X : Score

M : Average

SD: Standard deviation

RESEARCH RESULT

This study uses several stages of analysis. First is the descriptive analysis stage. The second stage is the prerequisite test analysis which includes the normality test, linearity test, and multicollinearity test. The third step is testing the hypothesis. After several stages, the results of the study were discussed. Each stage is described as follows. National spirit variable data (X_1) was obtained from 100 students using a scale of national spirit assessment. After the data is collected, a description of centralized tendency data can be presented, namely mean, median, and mode, as well as diversity measures namely variance, standard deviation, minimum score, and maximum score in the following table.

Table 2. Descriptive Statistics of the National Spirit Variable

Statistics	Coefficients
Mean	30,69
Median	31,00
Mode	35,00
Std. Deviation	5,06
Variance	25,69
Minimum	17,00
Maximum	40,00

Based on the table, it is known that the distribution of the national spirit score of students moves between 17 as the lowest score to 40 as the highest score. As for the data variance of 25.69 with a standard deviation of 5.06. In addition, the average score obtained was 30.69 with mode 35 and a median of 31. In accordance with the data, the categorization of students' nationalism spirit was presented to determine the tendency of the nationality spirit of students based on the available data as follows.

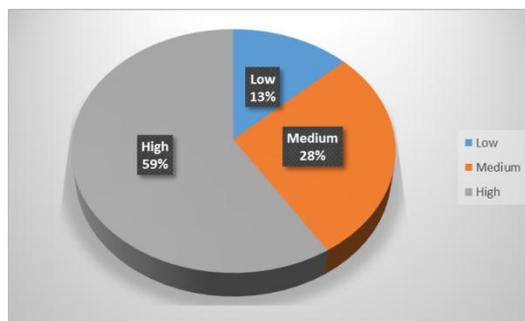


Figure 1. Data Distribution Diagrams of Nationality Spirit Based on Score Categorization

Based on the picture, it is known that as many as 13% or 13 students rated the spirit of nationality in the low category, 28% or 28 students rated the spirit of nationalism in the moderate category, 59% or 59 students rated the spirit of nationalism in the high category. If it is reviewed based on the average score that has been obtained previously that is 30.69, it can be stated that the score of the national spirit of students is in the high category.

Data on the variable of *cinta tanah air* (X_2) was obtained from 100 students using the *cinta tanah air* rating scale. After the data is collected, a description of centralized tendency data. Based on the result of analysis, it is known that the distribution of *cinta tanah air* scores moves between 19 as the lowest score to 40 as the highest score. As for the data variance of 28.273 with a standard deviation of 5.31721. In addition, the average score was 30.70 with mode 34 and median 31. In accordance with the data, the categorization of *cinta tanah air* was presented to determine the tendency of *cinta tanah air* based on the following data.

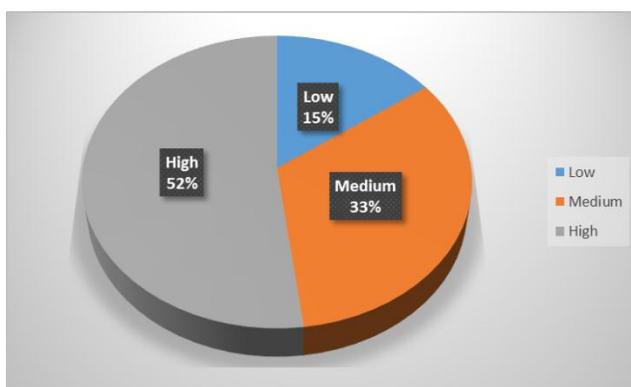


Figure 2. Data Distribution Diagrams of *Cinta Tanah Air* Based on Score Categorization

Based on the Figure 2, it is known that as many as 15% or 15 students rated the *cinta tanah air* in the low category, 33% or 33 students rated the *cinta tanah air* in the medium category, 52% or 52 students rated the *cinta tanah air* category high. If reviewed based on the average score that has been obtained previously that is 30.70, it can be stated that the score of *cinta tanah air* is in the high category.

The independence variable data (Y) was obtained from 100 students using the student independence rating scale. After the data is collected, a description of centralized tendency data. Based on the result of analysis, it is known that the distribution of *cinta tanah air* scores moves between 57 as the lowest score to 115 as the highest score. As for the data variance of 226.61 with the standard deviation of 1.5053. In addition, the average score was obtained at 87.42 with a 68 mode and a median of 92. According to the data, a categorization of student

independence was then presented to determine the tendency of student independence based on the available data as follows.

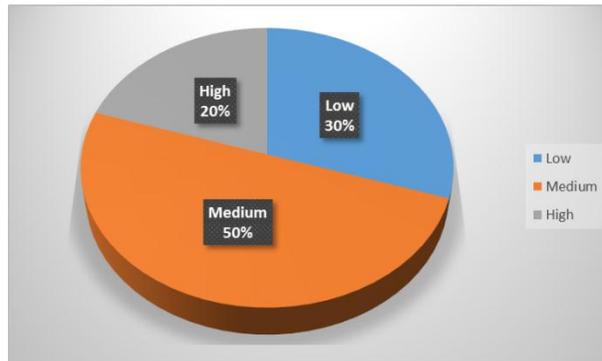


Figure 3. Data Distribution Diagrams of Student Independence Based on Score Categorization

Based on the table, it is known that as many as 30% or 30 students rate independence in the low category, 50% or 50 students rate independence in the medium category, 20% or 20 students rate the independence of the high category. If it is reviewed based on the average score that has been obtained previously that is 87.42, it can be stated that the students' independence score is in the medium category.

The next thing to do is test parametric statistical assumptions. Testing requirements analysis is performed to determine the statistics used. Test requirements performed are data normality testing, linearity testing and multicollinearity testing. Normality tests are performed to determine whether the data obtained is normally distributed or not. Normality testing is carried out using Kolmogorov Smirnov which is calculated using SPSS version 16 for windows. The results of the study are said to be normal if the Asymp value. Sig obtained > 0.05 , whereas if the results obtained ≤ 0.05 then it is not normally distributed. The following is a summary of the data normality test results.

Table 3. Normality Test Results

Variables	Asymp. Sig	Decision
Student Independence (Y)	0.070	Normal
Spirit of Nationalism (X ₁)	0.096	Normal
<i>Cinta Tanah Air</i> (X ₂)	0.099	Normal

Based on the results of the analysis obtained Asymp values. Sig for the independence variable is 0.070, the national spirit coefficient is 0.096 and the *cinta tanah air* is 0.099. Asymp Value Sig of independence, nationalism and *cinta tanah air* has values above 0.05, then the data distribution of each variable has a normal distribution.

The next test is the linearity test. Linearity test is performed to determine whether the effect of each independent variable which is made as a predictor has a linear relationship or not to the dependent variable. Linearity testing is performed using test of linearity with the help of SPSS version 16 for windows. The criteria, if the value of sig. Linearity is below 0.05 and sig. deviation from linearity above 0.05, the variable is said to have a linear relationship. Conversely, if the value of sig. Linearity above 0.05 and sig. deviation from linearity is below 0.05, the variables are said to have non-linear relationships. Based on the results of testing all relationships between variables have a sig value <0.05. This means that the relationship between variables is linear.

Multicollinearity test is an assumption test for multiple linear regression. The assumption of multicollinearity is that the independent variable must be free from multicollinearity. Multicollinearity test is done by looking at the value of tolerance and variance inflation factor (VIF). If using alpha / tolerance = 10% or 0.10 then VIF = 10. If the results obtained by VIF count <VIF = 10 and all tolerance for independent variables above 10%, it can be concluded that there is no multicollinearity. The test results are presented as follows.

Table 4. Results of Mulicolinierity Testing

Variabel	Tolerance	VIF
Spirit of Nationalism	0.452	2.214
Cinta Tanah Air	0.452	2.214

Based on the results of multicollinearity testing presented in the table, it can be concluded that there is no multicollinearity. For this reason, parametric statistics can be used in further hypothesis testing. Hypothesis testing is conducted to determine the effect of the national spirit and *cinta tanah air* in a partial and simultaneous manner on student independence. Hypothesis testing is done by finding the determinant coefficients used to determine the best level of accuracy in regression analysis, this is indicated by the magnitude of the coefficient of determination between 0 (zero) and 1 (one). In addition, the coefficient of determination is used to determine the percentage change in the dependent variable (Y) caused by the independent variables (X₁ & X₂). The coefficient of determination test is carried out partially and simultaneously.

Table 5. Partial Test Results

Coefficients	Variables	
	If X ₁ is fixed	If X ₂ is fixed
Partial Correlation	0,240	0,089
Partial Determination	0,057	0,007
t-value	2,433	0,885
Asymp. Sig	0,000	0,000

Based on the analysis results obtained r^2 value of 0.057 (if X₁ fixed) with a t-value of 2.433 and a significance value of 0,000. Significance value of 0,000 < 0.05 can be said to be significant. Therefore, it can be concluded that H₀ was rejected and H_a was accepted. This means that there is a significant effect of the *cinta tanah air* on the independence of student learning if the nationalism spirit is fixed. Furthermore, from the analysis results obtained the r^2 value is 0.007 (if X₂ is fixed) with a t-value of 0.885 and a significance value of 0,000. Significance value of 0,000 < 0.05 can be said to be significant. Therefore, it can be concluded that H₀ was rejected and H_a was accepted. This means that there is a significant influence on the spirit of nationalism on student independence if the *cinta tanah air* is fixed.

Simultaneous determination testing (r^2) was carried out with the help of SPSS version 16 for windows. The result (r^2) obtained was 0.167, meaning that the percentage contribution of the influence of the national spirit variable (X₁) and *cinta tanah air* (X₂) to independence (Y) was 16.7%, while 83.3% was influenced by other variables not examined in this research. Then, to find out whether together the independent variables significantly influence the dependent variable then look for the value of F-value. In this study to find out whether the national spirit and *cinta tanah air* significantly influence or not on the student independence variable. The hypothesis decision making criteria in this study the significance value < 0.05. Based on the results of the multiple regression analysis, the F-value result was 10,947 with a significance of 0,000 < 0.05. It can be concluded that the spirit of nationalism and the *cinta tanah air* together have a significant effect on student independence.

DISCUSSION

The first findings prove that the spirit of nationalism partially has a significant effect on student independence. This shows that the increase and decrease in student independence is influenced by the spirit of nationalism of students. The existence of this effect is indicated by the results of the coefficient of partial determination of the National Spirit variable by 57% with a significance value of 0,000 which means that the National Spirit partially has a significant effect on independence. These findings are consistent with the opinion of

(Mumpuni, 2018) suggesting that 18 character values affect student independence. Students who have high National Spirit character will also have high independence. (Ardi, 2012) expressed the same opinion that the independence of students grows because of independence. Student independence grows due to awareness of the importance of building a conducive school atmosphere, so students can learn comfortably and be more productive.

In addition to this opinion, (Hudiyono, 2012) said that the best independence is the result of oneself, which arises on the basis of willingness, awareness, not on the basis of coercion or certain ambitions. Good independence is not independence done for fear of being punished or pursuing rewards. Good independence is independence that grows from the spirit of nationalism. The same opinion was conveyed by (Haroun & O'Hanlon, 1997) that good independence is independence that is formed from the character that gives students the opportunity to control their behavior. Independence that grows from the spirit of nationality supports the formation of positive school interactions and culture, and encourages students to develop their thinking skills so that they can achieve better academic achievement.

The previous opinion was reinforced by (Houghton, 2007) who said that the spirit of nationalism led students to adjust their behavior to meet standards. Students who have a national spirit will compare their behavior with the prevailing norms around them. Through this comparison, students try to adjust their behavior to the standards set by a social group so as to gain acceptance in the group. Independence based on the spirit of nationality guides students in decision making and behavior control. (Hurlock, 2009) said that children adjust to the rules of a social group to avoid rejection and reproach from the group. Students strive to increase their independence in order to be accepted in the school environment. In addition, according to (Lewis, 2004) that grade IV, V, VI students who average age 10-12 years generally behave logically, rationally, and always try to please others. The existence of a national spirit makes students think first before acting, thinking about how their behavior can affect others. Students will be careful in taking a stand and trying to continue to increase independence so that they can still please others. This means that the spirit of nationalism affects the independence of students.

The national character and culture developed in schools must be harmonized with the local, regional and national characters and culture. For this reason, character education and national culture need to be developed based on student independence (Nasution, 2018). Humans live in certain social and cultural environments, so the development of one's individual character can only be done in the relevant social and cultural environment. That is, the development of national culture and character can only be done in an educational process that does not release students from the social environment, culture, and culture of the nation (Suryadi, 2016). Fostering the spirit of nationalism through education can be achieved by integrating the values of nationalism in the habituation of elementary school education units

(Muthoharoh, Tijan, & Suprayogi, 2015). Based on the results of this study and theoretically the spirit of nationalism partially influences the independence of students, so the results of this study show the truth of existing concepts.

The second finding proves that *cinta tanah air* partially has a significant effect on student independence. This shows that the increase and decrease in student independence is influenced by *cinta tanah air*. The existence of this influence is shown by the results of the significance value of 0,000 which means that the implementation of school discipline partially has a significant effect on student independence. The teacher who strictly implements the *cinta tanah air* will form the independence of the students well, and vice versa when the *cinta tanah air* in the school is not applied firmly then the student will become independent. In addition, Bear, (2011) mentions two main objectives of *cinta tanah air*, namely managing student behavior and developing student independence. A good patriotism in an educational institution is crucial in shaping positive student behavior. Therefore, the *cinta tanah air* must be well considered because it can control, supervise, and control student behavior so that student independence is formed.

A similar opinion was conveyed by King (2011) who said that the *cinta tanah air* influenced students' attitudes towards school. A good *cinta tanah air* is useful to prevent negative behavior that is not in accordance with the norms in the school environment. A good *cinta tanah air* also accustoms students to be kind and obey the rules so that there are not many more violations in school. Therefore, schools must carry out the *cinta tanah air* well and consistently, both from teachers and students so as to improve the quality of student behavior. A good *cinta tanah air* will have a positive impact on the lives and behavior of students. Students in grades IV, V, VI are in the average age range of 10-12 years. According to Lewis (2004) children at this age do what is acceptable. Students will try to be independent in obeying the attitude of *cinta tanah air* so that it can be accepted in the school environment. The principal and the teacher must also be able to implement the attitude of *cinta tanah air* properly and guide students so that students continue to improve their independence. In accordance with the opinion of Djamarah (2011) that students in the high school class have a characteristic that is still in need of the help of teachers or other adults. This means that the *cinta tanah air* affects the independence of students. Based on the results of research and opinions above, theoretically the *cinta tanah air* partially influences the independence of students, so the results of this study show the truth of the theories that already exist.

The third finding proves that the spirit of nationalism and the *cinta tanah air* together have a significant effect on student independence. This shows that the increase and decrease in student independence is influenced by the spirit of nationalism and *cinta tanah air*. The existence of this effect is shown from the national spirit variable and the *cinta tanah air* variable together producing a simultaneous determination coefficient value of 66.6% on student

independence. The significance value obtained is 0,000 so that it can be interpreted that the spirit of nationalism and *cinta tanah air* together have a significant effect on student independence. When students are able to master the spirit of nationalism well and the *cinta tanah air* goes well, the better the level of student independence will be. Vice versa, if students are lacking in the spirit of nationality and *cinta tanah air* does not go well, then the level of student independence becomes low even does not appear.

The findings are in accordance with the opinion of (Yuliantika, 2017) which mentions the factors that influence student independence namely psychological state which includes self-awareness of the national spirit of students and the application of the *cinta tanah air*. The process of planting independence is closely related to the *cinta tanah air*. Independence can be embedded in students through the implementation of good *cinta tanah air*. In addition, the process of instilling independence must be based on the spirit of nationalism, because without the spirit of nationalism whatever efforts are made will only be in vain. The low independence of students is caused by factors of student nationalism and *cinta tanah air*. The implementation of *cinta tanah air* goes well if the teacher gives a good example, the simplest form of punishment, an order for students who are orderly, rules agreement, and rules socialization, then supported by self awareness, independence will emerge because students carry out their responsibilities as participants students in complying with applicable regulations in schools.

Cinta tanah air needs to be developed in the soul of every person from an early age to be a good citizen in carrying out the goal of living together in order to be achieved. In addition, the attitude of loving the motherland must be instilled into someone from an early age so that when they grow up, they will be able to respect the country that has raised the child (Wisnarni, 2017). There was a need for consistency in the effort to uphold the *cinta tanah air* and build the national spirit of students in adhering to and exercising self-reliance well, so that changes in behavior in students were in accordance with the intended goals of the school namely student independence. If the spirit of nationalism of students is high accompanied by the implementation of good *cinta tanah air*, then the independence of students will be even higher. Lewis (2004) said that students in grades IV, V, VI who, on average, were in the age range of 10-12 years did what they deserved. Students will try to be independent in complying with school rules in order to be accepted in the school environment. School principals and teachers must also be able to implement school rules properly and guide students so students continue to improve their independence.

Nationalism and *cinta tanah air* are basic values in the concept of national defense (Salsabiela, 2017). This underlies the importance of being developed early for elementary school students. In accordance with the opinion of Djamarah (2011) that students in the high school class have a characteristic that is still in need of teacher or other adult assistance. In addition, according to Lewis (2004) students aged 10-12 years generally behave logically,

rationally, and always try to please others. The existence of a national spirit makes students careful in taking a stand and tries to continue to increase independence so that they can still be pleasing to others. This means that the spirit of nationalism and the *cinta tanah air* jointly affect the independence of students. Based on the results of the research and opinions above, it can be concluded that there is a significant influence of the spirit of nationalism (X_1) and *cinta tanah air* (X_2) both separately and together towards independence (Y). It can also be said that the better the attitude of nationalism possessed by students, the better their independence; the better the attitude of *cinta tanah air*, the better the independence of students; and the better the attitude of the spirit of nationalism and *cinta tanah air*, the better the independence of students.

CONCLUSIONS

Based on the results of research and discussion, it can be concluded that the spirit of nationalism partially has a significant effect on student independence. *Cinta tanah air* partially has a significant effect on student independence. The spirit of nationalism and the *cinta tanah air* simultaneously have a significant effect on student independence. Based on the conclusions of this study, the following are suggested. Based on these conclusions students are expected to be able to motivate themselves to improve the nationalism and *cinta tanah air* so that independence can increase more optimally. In addition, it is hoped that schools will be able to improve supervision and monitor the implementation of the spirit of nationalism and *cinta tanah air* in order to run well so that students have high independence. The teacher is expected to be able to help students master the spirit of nationalism by providing motivation through stories and so on while teaching. Teachers can also optimize the implementation of the attitude of *cinta tanah air* in various ways such as providing fair and corrective positive sanctions and rewards, as well as providing good examples when in class or outside the classroom so students can increase their independence.

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