

Competence Analysis of Students on The Soul of Nationalism in the Era of the Industrial Revolution 4.0 in Harapan Mulia Private Elementary School

Rizka Purnama Sari¹, Irfan Dahni^{1*}

¹Department of Elementary School Teacher Education, Universitas Muhammadiyah Sumatera Utara, Indonesia

ABSTRACT

This study aims to instill the values of Nationalism through learning various local cultures that exist in the area around the student's residence. Several surveys of research results show that the sense of nationalism of the Indonesian generation has decreased due to the development of technology and digitalization that has blindly controlled the nation's generation without control. On the other hand, the threat of the entry of cultures from the west that have the potential to be displayed by foreign tourists and the influence of the spectacle that cannot be controlled will undermine the sense of nationalism of the Indonesian generation. Elementary schools as the frontline in anticipating the fading of the spirit of nationalism in the nation's generation need to fight hard in instilling a sense of nationalism in the nation's generation by developing a sense of love for the homeland, proud as an Indonesian nation, willing to sacrifice, accepting pluralism, proud of diverse cultures, social care, respect services of the heroes and prioritizing common interests, one of which is to continue to introduce local culture, learn about Pancasila and its symbols and other programmed activities. From the results of the study, it can be explained that the analysis of the competence of students towards the spirit of nationalism in the era of the industrial revolution 4.0 is still not optimal. Most of the students still have not been able to practice the meaning of the precepts of each item of Pancasila, do not memorize the text of Pancasila and the song Indonesia Raya. Private Harapan Mulia elementary school students memorize western dances, western songs and are more familiar with western cultural styles.

Keyword: Student Competence, Nationalism, Industrial Revolution 4.0.

Corresponding Author:

Irfan Dahni,
Universitas Muhammadiyah Sumatera Utara,
Jl Kapten Muktar Basri No 3 Medan 20238, Indonesia
Email: irfandahni@umsu.ac.id



1. INTRODUCTION

The development of the era that continues to increase requires educators, especially elementary school teachers to always be up to date in responding to increasingly sophisticated technological changes. Until now, technological change has reached level 4.0 which is commonly known as the industrial revolution 4.0. The teacher is the spearhead for the intellectual and spiritual intelligence of students. To answer the challenges of technological change in the 21st century, technological advances are moving rapidly, the country needs Human Resources (HR) which has three important pillars, namely literacy, competence and character (Heijnen, et al., 2021). The problem that often occurs in education is the decline in the character of students. As life is now digital based, everything is so easy to access through technology. So far, many students are free to do anything in the world of technology. Including uploading photos that are not in accordance with the ethics of life. The culture of shame for students has been relegated so that they are free to do whatever they want world of technology. So great is the change in technology changing human attitudes. Lack of socialization between friends, between teachers. Because each student already uses a lot of gadgets. Thus, communication rarely occurs. Not only that, the 4.0 industrial

revolution can make students forget the values contained in Pancasila. Pancasila is not a text that can only be memorized. But the values contained in it must be applied to real life. For this reason, education is one of the efforts to develop the spirit of nationalism of the nation's children which is almost extinct in the era of the industrial revolution 4.0.

Many countries, when facing a crisis, place character development as the focus to provide solutions (Fitria, 2020). Similarly, what happened in Indonesia, one of the crises that occurred was the disappearance of the spirit of nationalism that occurred especially at the elementary school level. The results showed that in general K-Pop culture which became a trend among Indonesian teenagers had a moderate correlation to children's nationalism. Children tend to imitate the characters of K-Pop idols which are clearly different from Indonesian culture. Children's love for K-Pop music is higher than folk songs and national songs, besides that children's love for folk dances is not as high as love for K-Pop dance/dance. The reduced nationalism of the young regeneration, of course there are reasons behind it, such as foreign culture entering without filtering, uncontrolled free trade and the rapid flow of globalization which are external factors causing the fading of the attitude and spirit of nationalism. The fading of the spirit of nationalism can threaten the unity of the nation (Mulyasa, 2021).

The Indonesian nation is currently facing serious challenges, not only are people reluctant to talk about Pancasila, but the values contained in it are almost no longer lived and practiced. Maybe this is the result of a traumatic attitude from past experiences, or it could be because a new generation has been born who has assumed that Pancasila is no longer meaningful. Distortion of understanding and implementation that occurs today, we can observe the phenomena, among others: (1). The occurrence of a decline in morals, character, mentality and behavior/ethics of living in society and the nation, especially in the younger generation, (2). Hedonistic lifestyle, consumptive materialistic and tends to give birth to greed or greed, and leads to individualistic traits and attitudes, (3). The emergence of political symptoms that are oriented to strength, power, and violence, so that the law is difficult to enforce, (4). Shallow perception, narrow insight, different opinions that lead to hostile, anti-criticism and difficult to accept changes which in the end tend to be anarchic.

Nationalism is understood as the highest loyalty to the nation, which arises because of the awareness of a shared identity even though it is different from others (Cacopardo, 2020). The planting and formation of nationalist character in schools is currently less proven, with many Harapan Mulia Private Elementary School students who do not respect their elders, those who do not memorize the Pancasila text, lack of knowledge of students about national compulsory songs such as the Indonesia Raya song, children's more likely to memorize modern songs than compulsory songs, students prefer to memorize the names of songwriters rather than heroes' names and attitudes about local culture are low. Teachers who have an important role, have not been able to find appropriate strategies or ways to shape the character of student nationalism in accordance with the current curriculum. This is very worrying considering that at the elementary school level, it is hoped that the results of the coaching can show a high tendency of attitude and a sense of nationalism, because these results are used as a strong foundation to improve better quality. Theoretically, efforts to rekindle the spirit of nationalism through education can be pursued by integrating the values of nationalism in habituation activities in schools, it is necessary to have continuous character education, starting from the family, educational institutions and the community and carried out from elementary school age to elementary school age College.

Schools currently prioritize academics and teachers themselves are starting to forget about supporting areas. In the affective assessment, the teacher gives random grades without knowing the truth in their students' affectiveness, this can be a burden on students because students are required to improve their academics. This is actually good but on the other hand students can be burdened with it and can interfere with the formation of students' nationalist character. The attitude of nationalism itself can be grown and developed through the care of parents and teachers. Parenting is an effort for parents to teach, and guide the spirit of love for the homeland to their children (Fitria, 2020). Teachers are professionals who are responsible for students to teach or educate and develop students' potential, teachers not only play a role in improving academics but also must be able to shape the character of student nationalism in accordance with the goals of Indonesian education. Competent teachers will be better able to manage their classes so that student learning outcomes are at an optimal level (Darmadi, 2016). Tasks include educating teachers as a profession, teaching and training. Educating means continuing and developing the values of life/personality. Teaching means continuing and developing science and technology. While training means developing skills to students. At school, teachers must be able to make themselves as second parents. He must be able to attract sympathy so that he becomes an idol of his students. Whatever lesson is given, it should be a motivation for students to learn. If a teacher

in appearance is not attractive, then the first failure is that he will not be able to add the seeds of his teaching to his students (Hidayat, 2021). The implementation of the cultivation of the attitude of nationalism will be called successful, it is determined from various factors, one of which is the competence of teachers, teachers' understanding of the attitude of nationalism. The teacher's understanding of the attitude of nationalism will be used when the teacher interacts with students in learning activities. Nationalism is a filter that will be able to filter out any intervention from any party who wishes to undermine the sacred values of this nation. All components of the nation, including youth regeneration, must remain committed and consistent to strengthen the spirit of nationalism supported by idealism and patriotism, for the glory and prosperity of the Indonesian nation now and in the future.

Nationalism is one of the values of character education that is being promoted by the government. In the end, the government made rules that required all parties, especially schools, to be able to implement character education through the school curriculum. Character education is a national education agenda embodied in the character education strengthening program (Komara, 2018). After we read today's phenomenon, nationalism is an understanding that creates and maintains the sovereignty of a country by realizing a common identity concept for a group of people (Betrand, 2021). Nationalism for a country like Indonesia is very much needed, because it is this understanding that can maintain the integrity of the nation. The sense of unity and oneness can only be realized when the whole society has a strong sense of nationalism. Unfortunately, however, the spirit of nationalism now seems to be starting to wane among the younger generation.

Nationalism in students is currently experiencing a very striking decline as I have observed in students in the Harapan Mulia Private Elementary School environment, many students are not fluent in pronouncing the Pancasila text, elementary school students who are not familiar with national heroes, even elementary school students who not fluent in singing the Indonesian national anthem, namely the obligatory anthem Indonesia Raya. These things cause concern if elementary school students do not understand the true meaning of nationalism so that they will shake the attitude of nationalism in their environment which causes damage to the nation's next generation. Actually, the collective consciousness of nationalism is the embodiment of the development of the concept of the Indonesian language, as mandated by the third principle of Pancasila, a place of togetherness for all Indonesians with national or racial origins, religion, ethnicity, social, social, socio-cultural and political ideology. The pluralistic. The principle of pluralism, which used to be a source of great strength during the era of colonialism and imperialism, and the spirit of the struggle for independence, it turns out that when the nation is faced with national degradation, the principle of pluralism never fails to become a field of expression of disappointment and a source of extraordinary vulnerability (Dahnial, et al. al, 2021).

Therefore, the implementation of strengthening character education does not appear in one subject, but in all activities in schools, namely in intra-curricular activities (teaching and learning activities); extracurricular activities (activities that are more interested in and self-development of students); non-curricular activities and habituation of character education in schools (implementing flag ceremonies, singing compulsory songs and folk songs, reading non-lesson books about folklore, guiding reflection and praying together) and; character education with parents, namely more time for interaction between students with parents and the environment.

2. RESEARCH METHODS

In this study, the researcher described a qualitative descriptive approach. Qualitative research is a research method based on the philosophy of postpositivism used to examine the condition of natural objects where the researcher is the key instrument, the sampling of data sources is carried out purposively. Qualitative research designs include narrative research, phenomenology, grounded theory, ethnography, case studies, and action research (Kurniawan, 2020). Narrative research is defined as "an oral statement or written text that provides an explanation of an event or action or a series of events or actions, and is chronologically connected". Phenomenological research explains the meaning of the life experiences of individuals or groups. Meanwhile, grounded theory aims to move beyond description and to generate or discover theories based on data and experiences from participants who share the same processes and actions or interactions. A case study involves the study of an issue explored through cases in a setting or context. While action research is more likely to investigate problems in certain situations in the study area by involving participants. Research as an activity that is organized, systematic, based on data, is carried out critically, objectively, scientifically to get an answer or a deeper understanding of a problem. This research will be conducted at the Harapan Mulia Private Elementary School, Medan

Marelan District. In this study, researchers went directly to the location of the Harapan Mulia Private Elementary School in order to document the research process as evidence in the implementation of the research. This research involved 20 students as objects in this study consisting of 12 male students and 8 female students. Data collection techniques in this study are interviews in the form of statements on google form, observation and documentation in the form of photos or videos. Furthermore, the data obtained in the form of answers on the google form were transcribed in their entirety and then combined with other data from observations, videos and photos. After all the data was collected, the researcher then analyzed the data and then compiled the data that had been obtained in the form of descriptive words.

The purpose of the interview is to collect information and not change or influence the opinion of the respondent (Ismail, 2020). This interview was addressed to the students of the Harapan Mulia Private Elementary School because in this study it was more important to measure the level of student competence regarding indicators of nationalism. Observation is a systematic observation and recording of the symptoms that appear on the object of research (Ismail, 2020). The purpose of taking observational data is so that researchers can observe students in learning at school, another purpose of collecting data with the observation method is so that researchers can directly assess how patriotic students are, how willing to sacrifice for the common good, respect and preserve the nation's culture, care towards each other and so on. Documentation studies are complementary to the use of observation and interview methods in qualitative research. Research results from observations and interviews will be more credible or can be trusted if supported by personal history of life in childhood, at school, at work, in society and autobiography, research results will be more credible if supported by photographs or works existing academic and artistic writing (Ismail, 2020). Data collection with this documentation method is aimed at students and student activities in the form of photos of student activities in teaching and learning activities with the aim that researchers can prove that this research has indeed been carried out at the school and researchers can strengthen this research with these evidences.

In general, there are three lines of qualitative data analysis, namely data reduction, data presentation, and drawing conclusions. Data reduction is a process of sorting, focusing on simplifying, abstracting and transforming rough data that emerges from written notes in the field. Data presentation is an activity when a collection of information is compiled, thus giving the possibility of drawing conclusions and taking action. Drawing conclusions is where researchers continue to draw conclusions while in the field (Ismail, 2020).

3. RESULTS AND DISCUSSION

Based on the results of the questionnaire distribution, data on the competence of students towards the spirit of nationalism was obtained in the era of the industrial revolution 4.0. Data on the competence of students towards the spirit of nationalism in the era of the industrial revolution 4.0 is used as supporting data to answer research questions regarding the causes of the low spirit of nationalism of students in the era of the industrial revolution 4.0 at the Harapan Mulia Private Elementary School.

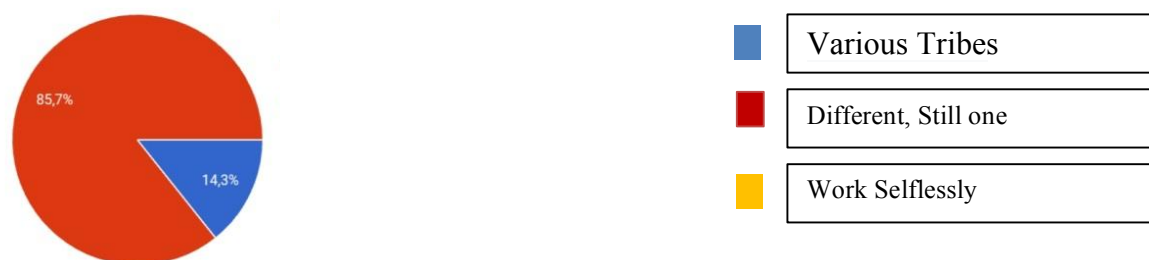


Figure 1. Knowledge Questionnaire Data on the motto of Bhinneka Tunggal Ika

Figure 1 shows that students have a high knowledge value of the meaning of the motto Bhinneka Tunggal Ika. Of the 20 respondents who answered correctly about 85.7% in the good category or equal to 17 students and those who answered incorrectly were in the position of 14.3% or equal to 3 students. From these data it can be concluded that students understand the meaning of the motto Bhinneka Tunggal Ika is different but still one.

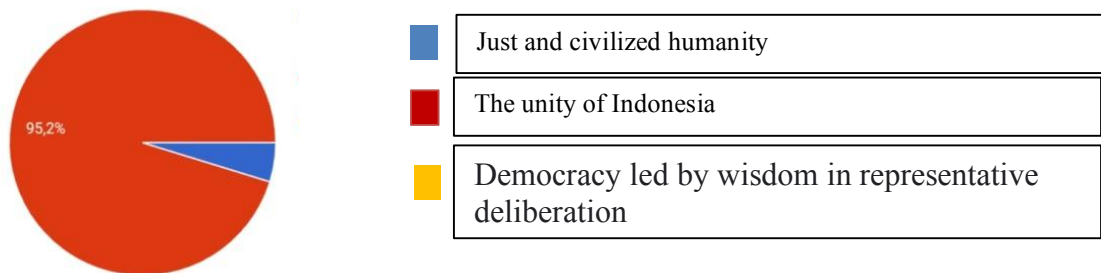


Figure 2. Student Knowledge Questionnaire Data on Pancasila Items

Figure 2 shows the very good category, where from the acquisition of 20 respondents almost all of them answered correctly about 95.2% or 19 students answered correctly and 1 student or 4.8% answered incorrectly. This proves that the competence of students at the Harapan Mulia Private Elementary School regarding insight into Pancasila is still quite good and meets the criteria well.



Figure 3. Student Knowledge Questionnaire Data on the Symbol of Precepts in Pancasila

Figure 3 shows that not all students master and remember the symbols of each item of the Pancasila precepts. Of the 20 respondents only 71.4% or about 14 students who answered correctly, namely the head of the bull. In the chain indicator, only 14% of students answered or 3 people and on the rice and cotton indicator, only 14.3% of students or 3 students answered the indicator. This is still in the good category because there are still more students who answer correctly and correctly.

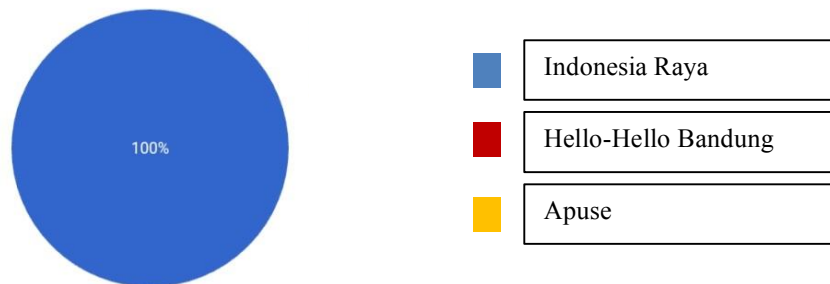


Figure 4. Student Competency Questionnaire Data on National Compulsory Songs

Figure 4 shows the very good category, because of all respondents consisting of 20 students the correct answer is 100% that the national anthem that is often sung during the flag ceremony is the anthem Indonesia Raya. This proves that although not all students interpret the meaning of the flag ceremony, they still remember the title of the national anthem that was sung during the flag ceremony.

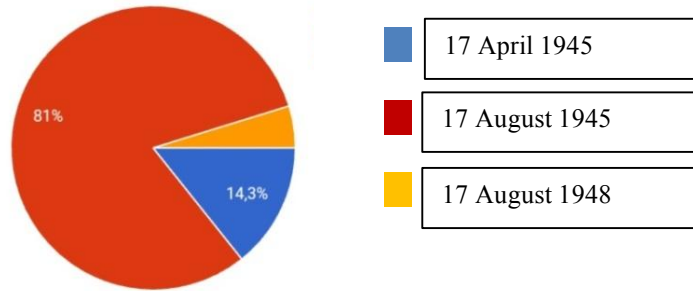


Figure 5. Student Competency Questionnaire Data on the Commemoration of Indonesia's Independence Day

Figure 5 shows that the commemoration of Indonesia's independence day on August 17, which is a historic moment for the Indonesian people, is still remembered by students in today's millennial generation. It is evident from the results of the questionnaire that those who remember 17 August 1945 as Indonesia's independence day are around 81% or 16 students who are included in the good criteria and meet the indicators, then those who answered 17 April 1945 are around 14.3% or the equivalent of 3 students who there is still a lack of insight into the history and commemoration of national days which are included in the bad category and there is 1 student or 4.7% who answered August 17, 1948 who obtained the criteria not good

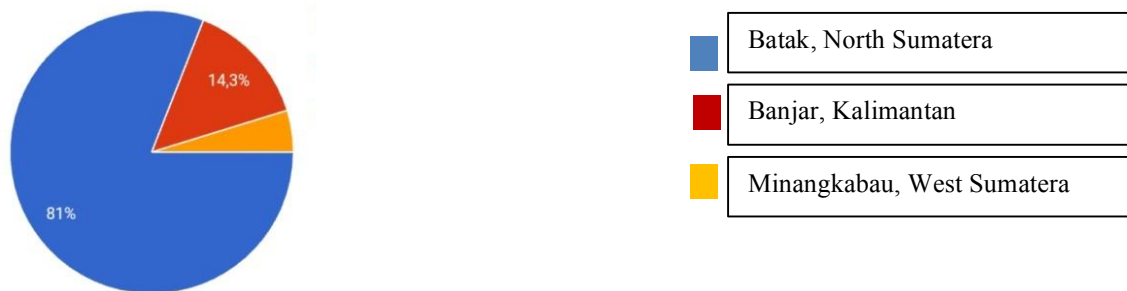


Figure 6. Student Competency Questionnaire Data on the Culture of the Area of Residence

Figure 6 shows a good category of cultural indicators in the area where you live. Of the 20 respondents who answered that ulos cloth came from Batak, North Sumatera about 81% or 16 students who were included in the good criteria and met the indicators, then those who answered Banjar, Kalimantan were around 14.3% or equivalent to 3 students who were still lacking broad insight into the culture in the area where he lived which was included in the bad category and there was 1 student or about 4.7% who answered that the ulos cloth came from Minangkabau, West Sumatra which obtained the criteria of being unfavorable. Referring to the data above that the cultivation of local culture must continue to be instilled in the next generation of the nation, especially from elementary school students in the midst of technological developments and digitalization during the industrial revolution 4.0 which blindly controlled the nation's generation uncontrollably.



Figure 7. Student Competency Questionnaire Data Against Differences in Ideals

Figure 7 shows the very good category, because of all respondents consisting of 20 students the correct answer is 100% that in making friends even though we have different opinions and goals we must still respect each other as in the indicators of differences in ideals above even though we have different ideals but must continue to respect each other and respect each other in order to create comfort and togetherness in making friends and socializing between friends.



Figure 8. Student Competency Questionnaire Data on the Indonesian State Emblem

Figure 8 shows a fairly good category of indicators of student knowledge of the Indonesian state symbol. For the acquisition stating that the symbol of the Indonesian state is Garuda Pancasila, it is in the position of 76.2% or about 15 students, for those who answered the 1945 Constitution it was in the position of 14.3% or about 3 students and those who answered the Proclamation Text were in 9.5% position or about 2 students. With the acquisition of the data above, it can be concluded that there is a lack of awareness of understanding the importance of the Indonesian state symbol and the students' lack of love for the homeland of knowledge about the Indonesian state symbol.



Figure 9. Student Competency Questionnaire Data on the Color of the Indonesian Flag

Figure 9 shows the good category for the Indonesian flag color indicator. Of the 20 respondents who answered correctly that the color of the Indonesian flag was red and white about 85.7% or 17 students and those who answered otherwise the color of the Indonesian flag was white and red about 14.3% or 3 students. This proves that students' lack of attention to the symbols and colors of Indonesian heirlooms. The flag ceremony is held every Monday but does not focus students on the symbols and colors of Indonesian heirlooms.



Figure 10. Student Competency Questionnaire Data on the Form of the Indonesian State Emblem

Figure 10 shows the poor category. Of the 20 respondents the correct answer that the form of the Indonesian state symbol contained in Pancasila is the Garuda bird, only 76.2% or about 15 students. Meanwhile, for the eagle's answer, there were 23.8% or about 5 students. This proves that students only see and memorize Pancasila only as memorization but are not properly observed what images are symbols of the Indonesian state symbol, the lack of attention and understanding of students about the state symbol is very low and it is important to instill in students about the Indonesian state symbol. .



Figure 11. Student Competency Questionnaire Data on Obligations to the Environment

Figure 11 shows the unfavorable category, because of the 20 respondents only 57.1% or the equivalent of 11 people who have full awareness as citizens to preserve the environment in which they live, while 42.9% or about 9 other students think that the obligation to maintain Environmental sustainability is the duty of the government. Thus the sense of social awareness of students is still relatively low.



Figure 12. Student Competency Questionnaire Data Regarding Environmental Care Attitude

Figure 12 shows that in the indicator of the attitude of caring for the environment students have high concern so that it shows 90.5% or about 18 students of the Harapan Mulia Private Elementary School have a very good attitude of caring for the environment can be seen from the good understanding of students about the importance of environmental cleanliness. and there is a great willingness from students to keep their environment free from garbage and implement planting plants in the yard to make it look cool, comfortable and beautiful. While there are 9.5% or about 2 students who think that the attitude of caring for the environment is shown by making a house fence from a wall so this is considered less good.



Figure 13. Student Competency Questionnaire Data on Discipline Aspects

Figure 13 shows a fairly good category for the discipline indicators of the students of Private Primary School Harapan Mulia 81% or about 16 students who carry out the rules with full responsibility. This can be seen from the discipline of students when they come to school on time and do the tasks given by the teacher in accordance with the directions. Then there were 14.3% of students who answered sadness in implementing the rules or about 3 students and there were 4.7% or about 1 student who answered forced to carry out disciplined rules.



Figure 14. Student Competency Questionnaire Data on the Practice of Pancasila Precepts in Schools

Figure 14 shows that the Harapan Mulia Private Elementary School students do not fully understand the symbols of each precept in Pancasila and the meaning of each symbol of the Pancasila points. This is evidenced in the results of the questionnaire with the correct answer that the selection of class leader is the practice of the Pancasila precepts which is symbolized by the bull's head only 33.3% or about 7 students, who answered rice and cotton 42.9% or about 8 students answered the chain 23.8% or about 5 students. Thus, students' understanding and knowledge of the meaning of each item of the Pancasila precepts and their application has not been maximized.

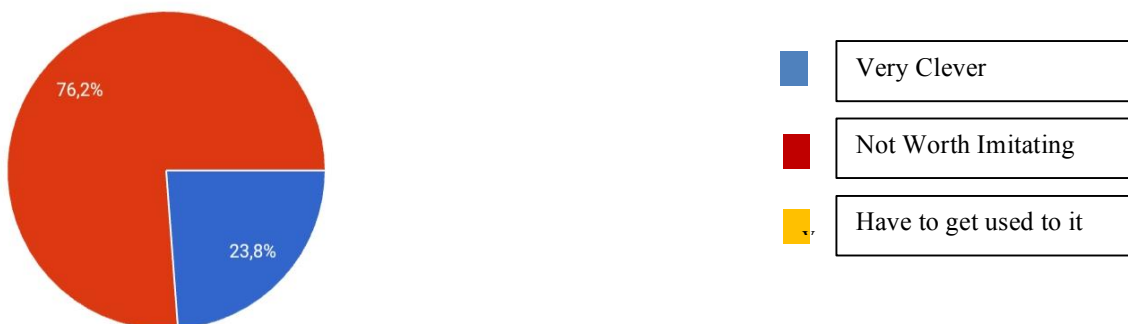


Figure 15. Student Competency Questionnaire Data on Aspects of Responsibility

Figure 15 shows a good category regarding the aspect of responsibility as a student while at school, he must obey the rules at school. If there are students who are lazy to take part in the flag

ceremony on Monday, there is no need to imitate other students. This is shown in the results of the questionnaire that students who are responsible for not imitating the act of being lazy to participate in the flag ceremony are 76.2% or about 15 students, and those who think that the act of hiding in class because they are lazy to attend the flag ceremony on Monday is included in very clever behavior. 23.8% or about 5 students.

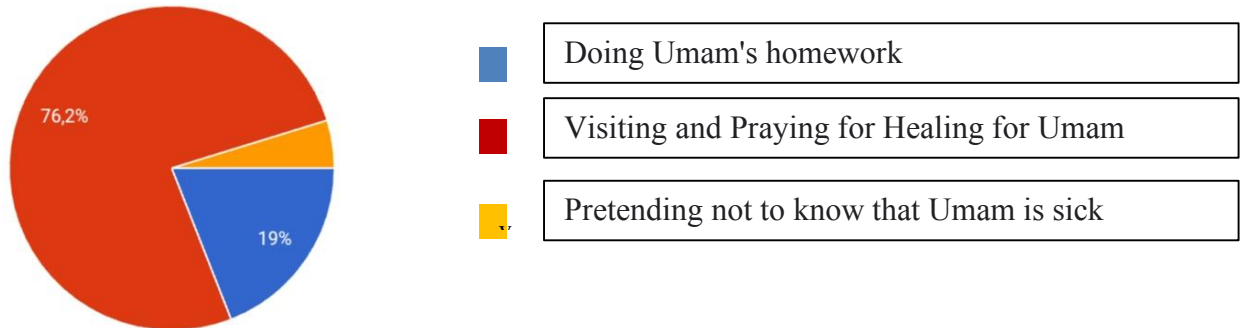


Figure 16. Student Competency Questionnaire Data on Social Care Attitude

Figure 16 shows the good category that the students' social care attitude towards their sick friend. Social care directs students to have attitudes and actions that always want to help others in need. For the right category of caring attitudes of students 76.2% or about 15 students, which shows a fairly good category 19% or about 4 students and researchers found 4.8% or about 1 student who has an indifferent attitude to his friend who is need help.

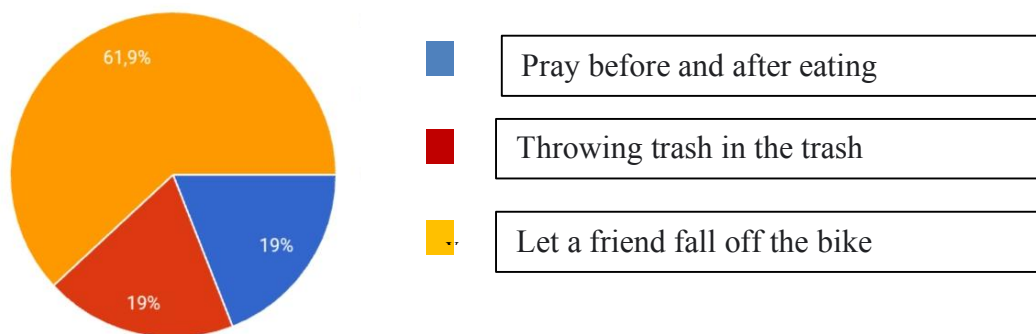


Figure 17. Student Competency Questionnaire Data on Aspects that do not reflect the Practice of the Precepts of Pancasila

Figure 17 shows that students are quite good at distinguishing between things that reflect the practice of the Pancasila precepts and things that don't reflect the practice of the Pancasila precepts. For the results of the questionnaire above, it is in the fairly good category where 61.9% or about 12 students are able to practice activities in accordance with the Pancasila precepts, and the category is not good 38% or about 8 students who have not been able to practice activities in accordance with the Pancasila precepts.

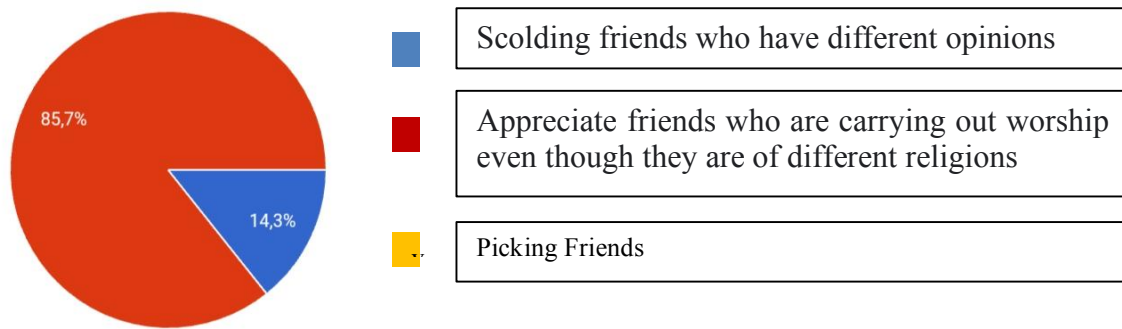


Figure 18. Student Competency Questionnaire Data on Respecting Differences

Figure 18 shows a good category, namely 85.7% or about 17 students who have been able to apply mutual respect in the midst of differences between friends, but there are about 14.3% or 3 students who have not been able to appreciate differences with other friends so that if there are friends who disagree with him will be scolded, this depends on the condition of the family background and social status of the student.



Figure 19. Student Competency Questionnaire Data Against Religious Tolerance

Figure 19 shows a very good category because Harapan Mulia Private Elementary School students have been able to apply an attitude of tolerance in religion, this is shown in the research results of 95.2% or 19 people if they have friends who are different from our religion then our attitude must remain friends with them, and the category is not good 4.8% or 1 student who thinks that different religions then his attitude is hostile. For this reason, there needs to be guidance for this student in order to understand what tolerance means.



Figure 20. Student Competency Questionnaire Data on Respecting Opinions

Figure 20 shows a very good category of 90.5% or about 18 Harapan Mulia Private Elementary School students who are able to respect other people's opinions in a discussion by listening carefully or

carefully to what their friends say, and the poor category 9.5% or 2 students who are considered unable to respect the opinions of their friends in a discussion, for that in the category of respecting opinions, the Harapan Mulia Private Elementary School students are able to do so.

In the concept of nationalism, the most important thing is to strengthen students' values and understanding of the values of the heroes fighting against the invaders. Love for the homeland is a sense of pride for the nation in language, culture, social, political and economic so that they are willing to sacrifice to defend, protect, and promote the nation consciously without any coercion from anyone. Thus, whatever is owned by this nation and state, citizens are obliged to love and protect it. As Indonesian citizens, of course, we are all obliged to protect this beloved homeland with all our hearts, especially the next generation who must continue the struggle of the heroes who have inherited our independence to save our beloved homeland. In the current era of the industrial revolution, information technology has increasingly developed which has resulted in the blurring of boundaries between countries (both politically, economically, and socially), the problem of nationalism can no longer be seen as a simple problem that can be seen from one perspective only. The problem of developing nationalism in Indonesia is currently facing formidable challenges. In the midst of such a situation for the Indonesian nation, nationalism is urgently needed to maintain the Unitary State of the Republic of Indonesia (Effendi, 2020). New developments in the view of teaching and learning have consequences for teachers to increase their roles and competencies because the teaching and learning process and student learning outcomes are largely determined by the teacher's role and competence. Competent teachers will be better able to manage their classes so that student learning outcomes are at an optimal level (Rulloh).

To become a great nation, the Indonesian nation must instill an attitude of nationalism in poetry here, since childhood or since elementary school. Because if the attitude of nationalism is too late to be implemented to the Indonesian people, then the Indonesian people have lost the young generation who are low on nationalism attitudes. So, to overcome these problems and to increase the sense of nationalism of the Indonesian people is to be trained on good attitudes in accordance with the values of Pancasila, not teaching things that violate the values of Pancasila, instilling a sense of love for the homeland from an early age, and invites students to play an active role in organizations such as scouts that can develop the spirit of nationalism and kinship.

The results of the questionnaire in this study showed that the competence of students towards the spirit of nationalism in the era of the industrial revolution 4.0 in the competence of practicing precepts in Pancasila was still relatively low because as many as 13 people or 66.7% of students did not meet the criteria for good disciplinary competence, because as many as 4 students or 19% of students do not meet the criteria well because they often do not do assignments, and come late in the competence to understand the Indonesian state symbol is also not good because as many as 5 students or 23.8% of students do not understand that Pancasila as a symbol of the state with the eagle and have symbols on each of the Pancasila precepts that have not been fully mastered by students.

The results of the questionnaire showed that students knew the title of the national obligatory anthem that was often sung during the flag ceremony on Mondays and even all students answered correctly, which was 100% just to know the title of the song. However, in reality, when researchers made observations in the field, many students did not memorize the text of the anthem Indonesia Raya as the national anthem of Indonesia, they memorized more western songs and tiktok hits, students also did not memorize Pancasila and even the order of the Pancasila precepts was read backwards. Based on the results of questionnaires and observations, it can be concluded that the low competence of students towards the spirit of nationalism in the era of the industrial revolution 4.0 is caused by the advancement of digital-based technology which is increasingly mushrooming which has a negative impact on children at the elementary school level if it is not controlled properly.

4. CONCLUSION

The Industrial Revolution 4.0 must be used as an opportunity for educators, especially teachers, to improve educational progress. Digital-based education should not be made a disaster, but a challenge that must be solved and strive to make this challenge an opportunity in a more competent education, especially in improving the character of elementary school students based on Pancasila values. Technological advances must be used very well and still pay attention to the values of Pancasila so that later students can become the next generation of intelligent, skilled and characterized nations. Shaping the character of elementary school students based on Pancasila values in the era of the industrial revolution 4.0 can make students a generation that will continue to heed the values of Pancasila to

become the guideline for the Indonesian nation as long as technological progress continues to develop from time to time.

Based on the results of observations made, the aspects observed in the seven indicators of nationalism in the era of the industrial revolution 4.0 have been fulfilled. In this case the use of open interview sheets on students can affect the formation and change of students' nationalism attitudes. While the internal factors in the formation and change of nationalism attitudes are the willingness and awareness of the students themselves. It is hoped that further research can be carried out in order to clarify the development of students' nationalistic attitudes in this increasingly growing industrial revolution era.

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