

STRENGTHENING DIVERSITY VALUES THROUGH PATRIOTISM-BASED CHARACTER EDUCATION IN ELEMENTARY SCHOOL

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Abstract

Patriotism Education plays an important role in shaping students' character and strengthening diversity values from an early age. In the context of Indonesia's multicultural society, elementary education is expected to foster attitudes of tolerance, respect for differences, and cooperation among students. This study aims to describe the process of instilling diversity values through Patriotism Education learning at Madrasah Ibtidaiyah. This research employed a qualitative approach using a case study design conducted at MI Miftahul Huda Tongas, Probolinggo. The participants included the school principal, fourth-grade teacher, and fourth-grade students. Data were collected through observations, semi-structured interviews, and documentation, then analyzed using the Miles and Huberman interactive model, including data reduction, data display, and conclusion drawing. The findings reveal that diversity values are integrated into Patriotism Education materials, active learning methods, and daily school activities. Teachers apply various strategies such as group discussions, role-playing, educational games, and audiovisual media to enhance students' understanding of cultural, ethnic, religious, and linguistic diversity in Indonesia. School support and teacher role modeling also contribute significantly to fostering students' attitudes of mutual respect, tolerance, empathy, and cooperation. However, several challenges remain, including limited learning resources, insufficient teacher training, and inconsistent reinforcement of diversity values within the family environment. This study concludes that Patriotism Education learning can effectively strengthen diversity values and contribute to the development of students as tolerant citizens with Pancasila character

Keywords: Diversity values, Patriotism education, Tolerance, Character education, Elementary school

Abstrak

Pendidikan Patriotisme memainkan peran penting dalam membentuk karakter siswa dan memperkuat nilai-nilai keberagaman sejak usia dini. Dalam konteks masyarakat multikultural Indonesia, pendidikan dasar diharapkan dapat menumbuhkan sikap toleransi, menghormati perbedaan, dan kerja sama antar siswa. Penelitian ini bertujuan untuk mendeskripsikan proses penanaman nilai-nilai keberagaman melalui pembelajaran Pendidikan Patriotisme di Madrasah Ibtidaiyah. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang dilakukan di MI Miftahul Huda Tongas, Probolinggo. Partisipan meliputi kepala sekolah, guru kelas empat, dan siswa kelas empat. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan

dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman, termasuk reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa nilai-nilai keberagaman terintegrasi ke dalam materi Pendidikan Patriotisme, metode pembelajaran aktif, dan kegiatan sekolah sehari-hari. Guru menerapkan berbagai strategi seperti diskusi kelompok, bermain peran, permainan edukatif, dan media audiovisual untuk meningkatkan pemahaman siswa tentang keberagaman budaya, etnis, agama, dan bahasa di Indonesia. Dukungan sekolah dan teladan guru juga berkontribusi secara signifikan dalam menumbuhkan sikap saling menghormati, toleransi, empati, dan kerja sama pada siswa. Namun, beberapa tantangan masih tetap ada, termasuk keterbatasan sumber belajar, pelatihan guru yang tidak memadai, dan penguatan nilai-nilai keberagaman yang tidak konsisten dalam lingkungan keluarga. Studi ini menyimpulkan bahwa pembelajaran Pendidikan Patriotisme dapat secara efektif memperkuat nilai-nilai keberagaman dan berkontribusi pada pengembangan siswa sebagai warga negara yang toleran dengan karakter Pancasila.

Kata kunci: Nilai-nilai keberagaman, Pendidikan patriotisme, Toleransi, Pendidikan karakter, Sekolah dasar

INTRODUCTION

Indonesia is widely recognized as a nation with rich diversity, consisting of various ethnic groups, religions, races, languages, and cultures. This diversity represents a valuable national asset; however, it also creates challenges in preserving national unity and promoting tolerance, particularly in elementary education settings. One issue frequently identified is students' limited understanding of diversity values, which is often reflected in intolerant behavior, social conflict, and exclusive attitudes in daily interactions. Scholars argue that maintaining harmony within a multicultural society is not a simple task, as diversity may also trigger horizontal conflict, social tension, and ideological differences that can threaten national cohesion.(Lubis & Salminawati, 2023)

Proper management of diversity is therefore necessary to ensure that it becomes a source of national strength. The Indonesian government has introduced several initiatives to improve the quality of future generations, including curriculum reforms. In addition, educators are encouraged to implement various learning approaches that can help students better understand educational materials. Law Number 20 of 2023 concerning the National Education System, together with the Independent Curriculum, highlights the importance of education in developing national character, tolerance, and respect for diversity. Furthermore, the Pancasila Student Profile identifies "Global Diversity" as one of the core values that should be developed in students, particularly through Patriotism s Education

Dianti (2016) emphasizes the importance of integrating diversity values into Patriotism learning at SMA Harapan Ibu in South Jakarta. The study explains that although schools demonstrate institutional commitment to diversity, classroom practices are still predominantly focused on content delivery, with limited attention given to the development of tolerance and mutual respect. Likewise, a qualitative study conducted at SMP Negeri 4 Bilah Hulu revealed that Patriotism learning has not yet functioned optimally as a medium for promoting values such as tolerance, justice, respect, and cooperation, mainly because students experience difficulties in interpreting these values in practical contexts.

As noted by Istianah et al. (2024), Patriotism s Education plays an important role in systematically and continuously internalizing diversity values among students. Through Patriotism learning, students are expected to understand the fundamental principles of Pancasila and apply them in interactions with individuals from different ethnic, religious, cultural, and linguistic backgrounds. Nevertheless, the implementation of these values in elementary Patriotism learning remains less than optimal.

Diversity values are intended to foster mutual respect and tolerance so that students can develop into citizens who appreciate differences and actively contribute to social unity. Experts also suggest that diversity is an inseparable component of national identity that should be introduced from an early age. This indicates that character education through Patriotism learning in elementary schools has been implemented through various teacher efforts, although several challenges in practice are still encountered (Pertiwi et al., 2021).

Previous studies also indicate that improving the quality of Patriotism education and strengthening diversity values requires interactive teaching approaches, such as role-playing and other participatory learning strategie (Syam, 2011). In this regard, teachers are expected to apply appropriate strategies, methods, and instructional models to improve the effectiveness of the teaching and learning process.

Elementary schools provide a strategic environment for introducing diversity awareness, as children at this developmental stage are still shaping their social attitudes and character. Strengthening diversity values through Patriotism learning allows students not only to recognize diversity as a social reality but also to practice tolerance, empathy, and cooperation in everyday life. Observations and interviews conducted with the principal of MI Miftahul Huda in Tongas District, Probolinggo Regency, revealed that many students still have difficulty demonstrating respect toward differences in religion, ethnicity, culture, and social background. In addition, previous findings indicate that memorization-oriented Patriotism learning instruction often limits the successful internalization of these values, as such approaches are less effective for character development(Septiana & Ginanjar, 2023).

The right solution to overcome this problem is to instill the value of diversity through Patriotism education learning which also serves to increase students' Patriotism attitudes. As experts point out, good education management in primary schools can support the achievement of character education goals, including instilling diversity values (Galuh et al., 2021). The use of active, integrative, and real-experience-based learning methods is the chosen approach because it has proven to be more effective in shaping students' attitudes and character than conventional approaches that are purely cognitive. And also modifications were made in Patriotism learning, one of which was by integrating the concept of character education in its learning activities so that it could play a better role in developing students' character (Dianti, 2016).

The collaboration between schools, families, and communities is crucial in creating a positive impact on the quality of education (Suhartono et al., 2018). The process of instilling diversity values through Patriotism learning should not be viewed solely as the responsibility of teachers, but rather as a collective effort involving all relevant stakeholders. Therefore, this process needs to be implemented systematically and comprehensively. This study is relevant to broader efforts aimed at strengthening character education and promoting social harmony in Indonesia.

Elementary schools are particularly well-positioned to instill awareness of diversity, as children at this stage are in the process of developing their social character and attitudes. Strengthening the value of diversity through Patriotism learning education provides students with the tools to not only understand diversity as a societal reality but also to practice tolerance, empathy, and cooperation in their daily lives. Observations and interviews with the principal of MI Miftahul Huda in Tongas District, Probolinggo Regency, revealed that many students still struggle to demonstrate respect for differences in religion, ethnicity, culture, and social background. Further research indicates that the difficulty of instilling these values is compounded by the memorization-based approach in Patriotism learning, which is not conducive to character development.

METHOD

This study uses a descriptive qualitative approach with a type of case study that refers to an in-depth analysis of a number of cases or several focused cases (Hulu, 2021; Rahma & Zulfahmi, 2024). This approach was chosen to deeply understand the process of instilling diversity values in Patriotism learning in elementary schools through observation of behaviors, interactions, and learning strategies used by teachers. This research was carried out at MI Miftahul Huda Tongas Probolinggo with research subjects including: School Principals, grade IV teachers and grade IV students. Collection techniques include: 1) Observation, 2) Interviews, semi-structured to allow flexibility in digging up in-depth information. 3) Documentation, such as lesson plans, modules, curriculum, and school activity documents that support character and diversity education. (Adhimah, 2020; H. Latifah & Ramadan, 2023; Syafila et al., 2019)

The data analysis is carried out qualitatively through the interactive stages of the Miles and Huberman model, namely: 1) Data Reduction 2) Data Presentation 3) Conclusion Drawing and Verification with continuous verification through data triangulation. , (Amut & Sulistiyowati, 2023; Harfiani, 2021; Wahidi & Prianto, 2024). The validity of the data, in this study, namely: 1) Triangulation of sources: comparing data from various sources (teachers, students, principals). 2) Triangulation techniques: comparing the results of observations, interviews, and documentation. 3) Member check: reconfirm the findings to the research subject to ensure the suitability of the meaning. Techniques (Dewangga & Pratiwi, 2023; Haderah et al., 2023; Regita et al., 2023)

RESULTS AND DISCUSSION

Instilling the value of diversity in Patriotism learning at MI. Miftahul Huda Tongas Probolinggo runs effectively through an integrative, collaborative, and contextual approach. This is in line with constructivistic learning theory which emphasizes that knowledge and value are constructed through meaningful learning experiences. The strategies used by teachers reflect real efforts in shaping the character of inclusive and tolerant citizens from an early age. This study also shows that the success of instilling diversity values is greatly influenced by the role of teachers, a supportive school environment, and diversity as a wealth that is raised as a strength in the learning process.

Diversity in the Context of Education in Indonesia

Indonesia is known as a country that has a diversity of cultures, ethnicities, religions, and languages, which is reflected in the motto "A Unique Kind of Diversity", which means different but still one. Diversity, refers to the recognition and appreciation

of the diversity that exists in society, both in terms of ethnicity, religion, race, and culture. This definition reflects the values contained in Pancasila, especially the third precept, namely "Indonesian Unity," which emphasizes the importance of unity in the midst of differences. According to Bambang, human beings as subjects in diversity education must be able to understand and appreciate differences as part of national identity. (Bambang, 2018).

This shows that diversity is not just an acknowledgment of differences, but also an educational process that aims to build awareness of the importance of tolerance and mutual respect. Another opinion explains that diversity encompasses various dimensions, including pluralism and multiculturalism, that are intertwined in creating a harmonious society (Rahayu, 2017). In education, diversity is an important foundation to form a tolerant and inclusive student character. Diversity values can help students to understand and appreciate differences, as well as develop positive attitudes towards diversity in society. In addition, Humaeroh and Dewi emphasized that Patriotism education has an important role in shaping students' character that reflects the values of diversity (Humaeroh & Dewi, 2021).

In elementary schools, diversity is an important component in curriculum development. Learning in schools is expected not only to teach about diversity as a social fact, but also to instill attitudes and behaviors that support the values of tolerance, empathy, mutual cooperation, and harmony. The application of diversity values in education is increasingly relevant considering that social challenges such as intolerance and discrimination are still found in daily life.

The value of diversity is an essential element that not only aims to build awareness of diversity, but also to instill an attitude of mutual respect and respect for differences. According to expert opinion says (Yustitia, 2023) Global diversity plays a role in forming tolerance and mutual respect in students. Through the process of understanding and appreciating these diversity, students are trained to live together in peace and harmony. The value of diversity is part of character education which aims to enable students to be tolerant, open, and mutual cooperation in daily life. Through the educational process, students are guided to develop empathy and solidarity, both in the school environment and in the community.

The implementation of diversity in character education requires not only teaching concepts, but also habituating through activities involving cross-cultural and religious collaboration. As experts say, participation in extracurricular activities can foster a sense of love for the homeland which includes appreciation for local products, tolerance for other cultures and customs, and tolerance for others. (Patria & Abduh, 2023) Thus, effective diversity education can form a generation that is able to maintain unity in differences, in accordance with the ideals of the Indonesian nation.

The Process of Instilling Diversity Values in Patriotism learning

Instilling the value of diversity in Patriotism Education learning is an integral part of efforts to form the character of students who are tolerant, respectful of differences, and cooperative. As a pluralistic country, Indonesia requires the younger generation to be able to coexist harmoniously in the midst of differences in ethnicity, religion, culture, and language. Therefore, Patriotism learning at the elementary school level not only functions as a transfer of knowledge, but also as an internalization of diversity values. In this context, it is important to examine how the process of instilling diversity values is carried

out in a structured manner through various learning strategies, pedagogical approaches, and conducive school environment support.

The results of the observation show that the cultivation of diversity values is carried out in an integrated manner in the Patriotism learning process. Teachers not only convey cognitive material about the diversity of ethnicities, cultures, religions, and languages, but also relate them to students' daily lives. In group discussion activities, students are directed to work together regardless of background. Teachers also often provide real examples, such as diversity in the school environment and the importance of mutual respect. As the results of an interview with a fourth grade teacher of MI. Miftahul huda Tongas Probolinggo said that "*I not only explain the material but also invite students to discuss, such as why we should respect each other's friends from different cultural and ethnic backgrounds. Students understand better through stories and real-life examples*".

This is in line with the opinion of experts that experiential learning in daily life can strengthen understanding and tolerance as well as train the skills needed and can support the quality of education (Affandi et al., 2023; Maulida et al., 2018). Another research says that how to instill the value of diversity through character education which is applied through the example of teachers and habituation of national values in daily life (Mustoip, 2018; Siregar & Ulfa, 2022).

Thus, instilling the value of diversity in basic education requires synergy between all stakeholders. Through a holistic and integrative approach, we can form a generation that not only excels in academics but is also rich in the value of diversity and tolerance. Through curriculum planning that is responsive to diversity, the application of participatory learning methods, and the active involvement of all school elements, diversity values can be instilled optimally. This effort is expected to be able to produce a young generation who have mental and social readiness to face the dynamics of an increasingly complex and diverse society.

Teachers' Strategies in Instilling the Value of Diversity

The strategy of instilling diversity values in Patriotism Education learning in elementary schools is very important to build students' awareness of the cultural, religious, and ethnic diversity that exists in Indonesia. Teachers have a central role in instilling diversity values in students, especially through the subject of Patriotism Education. In elementary school learning, the strategies used by teachers are very decisive in forming an attitude of tolerance, inclusiveness, and mutual respect between students. Therefore, the selection of approaches, methods, and learning media that are relevant to the context of diversity is the key to the success of education in the school environment. Based on the results of interviews, observations, and documentation with grade IV teachers who teach Patriotism learning "*that teachers integrate the values of tolerance, cooperation, and respect for differences into the material of grade IV of the Patriotism learning subject, namely Recognizing the diversity of cultures, ethnicities, and religions in Indonesia.*"

As the expert opinion says, it is important to integrate diversity values consistently in the Patriotism learning process. He argues that learning that is systematically designed and managed effectively is able to form a learning atmosphere that supports the growth of tolerance and mutual understanding between cultures. And it is also important for students to gain hands-on experience through participation in various activities that reflect cultural diversity, such as the commemoration of religious holidays and cultural

traditions. This kind of activity is considered to be able to strengthen relationships between students and reduce the potential for prejudice between groups.(Firmansyah & Dewi, 2021; Rahayu, 2015).

The results of interviews with grade IV teachers also said that *"the use of active and contextual learning methods includes class discussions, role-playing and educational games as well as reflecting on values. This facilitates students to understand the meaning of diversity in a real and contextual way"*.As Kurniawan said, an active and interactive learning model is needed to instill diversity values such as discussions, group problem-solving, collaborative projects so that students can get to know each other, appreciate each other (Kurniawan, 2013; Patang et al., 2024). With this, students can learn the experiences and perspectives of other friends who come from different backgrounds so that they can increase the sense of empathy and understanding among students.

Opinions of other researchers stated that strengthening character education based on diversity values plays an important role in forming a tolerant attitude and respecting differences among students. The application of Pancasila values, such as mutual cooperation, mutual respect, and upholding justice, is the main basis in this process, because these values reflect the identity and identity of the Indonesian nation. The delivery of material that focuses on these values allows students to internalize the spirit of diversity in daily life.(Fajri & Mirsal, 2021; Firmansyah & Dewi, 2021).

For this reason, in character education, it is not enough for these diversity values to play a role, but the family environment and the living environment as well as the community environment are important to support the cultivation of this diversity value, as experts say that collaboration between parents, schools and the community can create an inclusive learning atmosphere, can disseminate the positive values of diversity and can apply it in everyday life. (Amaruddin et al., 2020; Feriyansyah et al., 2021). With Combines character education, interactive learning methods, and parental and community involvement, instilling the value of diversity in Patriotism learning in elementary schools can be carried out more effectively.

Based on the results of interviews with grade IV teachers, he also said *"that in instilling the value of diversity in Patriotism learning, we also use visual media from the web such as pictures, videos, regional songs, national anthems and folklore from various regions in the archipelago to enrich students' understanding of Indonesian cultural diversity"*. This shows that teachers or educators try to provide the best for the quality of education and the quality of students, not only with methods or approaches but also using media to better understand learning in students.

The Role of Teachers in Instilling Diversity Values

The school environment has a strategic role in supporting the process of instilling diversity values in students. Not only as a place for academic activities to take place, schools are also a social space that shapes students' character and attitudes through daily interactions. As experts say, a positive and inclusive school environment can encourage practices of tolerance and diversity among students (A. N. Latifah et al., 2022; Ruswanti et al., 2021). Therefore, it is important for schools to create an inclusive, democratic, and respectful atmosphere for differences so that the values of diversity can be deeply embedded in every student.

As the results of interviews with the principal and teachers *that in schools there are habits to foster tolerance and mutual respect, among others, the flag ceremony on Monday, reading Asmaul Husna and short letters before entering class, praying before*

the lesson starts, commemorating national holidays, and competitions between classes. In some activities, students were also asked to dress in traditional clothes, serving regional cuisine. Teachers and school heads act as role models for students by being open, respecting opinions and taking sides with anyone.

As the previous researcher argued, a school environment that supports character education also has great potential in instilling the value of tolerance and diversity. The school environment is also a place for various activities such as cultural festivals, creating healthy cleanliness, respecting the environment and social diversity, teachers and school staff can play a role in creating a culture that respects differences by providing good examples and guidance.(Amelia & Ramadan, 2021; Pitaloka et al., 2021; Priatna, 2020)

The school environment plays a very important role in instilling the values of diversity among students. Through diverse activities in school programs, social interaction between students, and the development of a school culture that respects differences, the value of diversity can be effectively instilled. Therefore, it is important for all elements of the school, from the principal to the teachers and the students themselves, to be committed to creating an inclusive school environment that supports diversity.

Student Response and Attitude Change

Data shows that based on the results of observations and interviews with teachers and students, it can be found that *the cultivation of diversity values through Patriotism learning has a positive influence on students' attitudes and behaviors. Students' responses to the nation's diversity material are generally enthusiastic and open. They show interest when discussing topics such as cultural diversity, tolerance between religions, and the importance of mutual respect in the midst of differences."*

The change in students' attitudes can be seen in daily interactions, both in the classroom and in the school environment. Students begin to show more inclusive behaviors, such as not discriminating against friends based on religious or ethnic backgrounds, and being willing to work together in heterogeneous groups. In addition, there is an increase in empathy and social concern, which is reflected in students' ability to listen to the opinions of different friends and avoid discriminatory actions.

Teachers also noted progress in students' ability to express opinions politely and respect the views of others. Through learning that emphasizes the values of Pancasila, students are able to understand the importance of unity and unity in daily life. Thus, it can be concluded that Patriotism learning that integrates diversity values has succeeded in encouraging the development of tolerance and respect for differences among elementary school students.

Challenges in instilling the Value of Diversity

Some of the constraints found in this study, such as limited resources and lack of teacher training, point to the need for more attention in the implementation of multicultural education. Limited resources affect the effectiveness of learning, especially in presenting diversity materials in an engaging and contextual way. In addition, social constraints such as students' attitudes that are not fully open to diversity show that the diversity learning process takes time and patience. So it requires policies and school support As from the results of the interview with the principal, *"Principals and teachers are committed to creating an inclusive and diversity-friendly school environment. The school has several programs such as commemoration of national and cultural holidays,*

mutual cooperation activities, and extracurricular arts and sports that involve all students regardless of their background. This school policy is in line with efforts to strengthen the application of diversity values."

However, limited resources, such as books and special learning media on diversity, remain a challenge. Some teachers also acknowledge that they need further training to develop effective learning methods in teaching diversity values. In addition, the role of parents and the environment is also very supportive of activities at school *"From interviews with parents of students, it was found that most parents support the implementation of diversity values in schools. However, not all families provide real examples in daily life, such as in terms of tolerance or interaction with people from different backgrounds. The role of the family and community environment greatly affects the consistency of the application of diversity values by students outside of school."* The results of this study emphasize the importance of collaboration between schools and families in instilling the value of diversity. Students' attitudes and behaviors are greatly influenced by the family environment and daily experiences outside of school. Therefore, parents need to be given an understanding of the importance of diversity education so that they can support the learning process at home.

This research shows that the application of diversity values in learning can be the first step to building an inclusive and tolerant society. The practical implications of this study are the need to improve teacher competence through continuous training, as well as the provision of learning media and resources that support multicultural education. In addition, the results of this research can be evaluated for schools in designing more effective policies and programs to strengthen the value of diversity. This study emphasizes that the application of diversity values in Patriotism learning in elementary schools is not only important to shape students' character, but also to create a more harmonious society and respect differences. With commitment and cooperation from all parties, diversity education can be a strong foundation for future nation development.

CONCLUSION

The implementation of diversity values in Patriotism Education learning is not solely the responsibility of teachers but requires the active involvement of all stakeholders. To achieve optimal outcomes, the integration of diversity values in elementary schools must be carried out systematically, comprehensively, and sustainably. Teachers apply various innovative and engaging instructional methods, including integrating diversity values into learning materials, group discussions, role-playing, educational games, and the use of audiovisual and web-based media. Collaboration among teachers, parents, and schools is essential to ensure that diversity values are effectively internalized and become part of students' daily lives as well as the broader school culture.

An inclusive school environment, multicultural activities, and positive role models demonstrated by teachers and principals are also important factors in strengthening diversity values. Therefore, Patriotism learning plays a significant role in shaping students' character by fostering tolerance, openness, and respect for differences from an early age. The findings indicate that students show greater interest when diverse learning methods and media are applied in the classroom. In addition, students demonstrate more inclusive behavior by avoiding discrimination toward peers from different backgrounds, working effectively in heterogeneous groups, and showing

increased empathy and social awareness, as reflected in their ability to respect others' opinions and avoid discriminatory actions.

This study also identifies several challenges, including limited learning resources and insufficient teacher training, which indicate the need for greater attention to the implementation of multicultural education. Limited resources affect the effectiveness of the learning process, highlighting the importance of providing adequate facilities, instructional materials, and professional development opportunities for teachers. These efforts are necessary to create more interactive learning experiences that align with the objectives of diversity education.

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AL-MUDARRIS:journal of education, Vol. 9. No. 1 April 2026
Homepage: <https://e-journal.staima-alhikam.ac.id/al-mudarris/index>
ISSN: 2620-5831 (print), ISSN: 2620-4355(online)
Article type: Original Research Article

Yustitia, E. (2023). Analisis Nilai Kebhinekaan Global Dalam Pembelajaran Pendidikan Pancasila Pada Peserta Didik Kelas VIII. *DeCive*, 3(1), 31–38.
<https://doi.org/10.56393/decive.v3i1.1842>