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Integration of the Historical Values of the Youth Pledge in Civic Education Learning: A Strategy for Forming a Nationalist Spirit in Elementary School Students

Nur Alfiani Alma¹, Adinda Rahmah Rangkuti²

¹ Institut Agama Islam Negeri Kendari, Indonesia

² Universitas Islam Negeri Sumatera Utara Medan, Indonesia

Email: nuralfianialma@gmail.com¹; adinda.rckt03@gmail.com²

Abstract

This study examines the integration of the historical values of the Youth Pledge in Pancasila and Citizenship Education (PPKn) learning at an elementary Islamic school (MI) in Kendari City, with a focus on fostering students' nationalist spirit. The purpose of this study is to explore learning strategies that can build national awareness through the historical values of the Youth Pledge. The method used is a qualitative research with a case study approach, involving observation, interviews, and documentation in the PPKn MI class. The results show that the integration of the historical values of the Youth Pledge in PPKn learning contributes significantly to increasing students' national awareness and national identity. This approach successfully builds students' understanding of the importance of unity in diversity and increases their sense of social responsibility towards the nation. Consequently, the integration of these historical values enriches civic learning practices, encourages more contextual character education, and contributes to the formation of a more nationalistic and tolerant generation. This study also proposes the development of a more flexible and adaptive curriculum to optimize students' understanding of national values.

Keywords: *Integration, Madrasah Ibtidaiyah, Nationalism, History, Youth Pledge.*

PRELIMINARY

This study examines the integration of the historical values of the Youth Pledge into Pancasila and Citizenship Education (PPKn) learning at an elementary Islamic school (MI) in Kendari City, with a focus on fostering students' nationalist spirit. The purpose of this study was to explore learning strategies that can build national awareness through the historical values of the Youth Pledge. The method used was a qualitative research with a case study approach, involving observation, interviews, and documentation in the PPKn MI class. The results showed that the integration of the historical values of the Youth Pledge into PPKn learning contributed significantly to increasing students' national awareness and national identity. This approach successfully built students' understanding of the importance of unity in diversity and increased their sense of social responsibility towards the nation. Consequently, the integration of these historical values enriched civics learning practices, encouraged more contextual character education, and contributed to the formation of a more nationalistic and tolerant generation. This study also proposed the development of a more flexible and adaptive curriculum to optimize students' understanding of national values (Sakhi & Najicha, 2023).

Character education based on national values is a fundamental aspect of human resource development, particularly at the elementary level. In this context, Islamic Elementary Schools (MI) play a strategic role in instilling national values from an early age, considering that elementary school is a phase in which identity and personality are formed. Amidst globalization and technological advances that often

bring transnational influences, the challenges of strengthening national identity are becoming increasingly complex. Therefore, education that is oriented not only toward cognitive aspects but also affective aspects and noble national values is a necessity. The Pancasila and Citizenship Education (PPKn) subject serves as an important instrument in shaping national and state awareness in students (Damayanti et al., 2024).

One relevant strategic approach in PPKn learning is the integration of historical values of the nation's struggle, particularly the Youth Pledge event, which symbolizes Indonesian unity and national spirit. The Youth Pledge not only holds historical significance but also embodies noble values such as unity, diversity, and national commitment, which are highly relevant to instill in MI students (Assingkily, et.al., 2023; Sarumaha & Fatimatuazzahro, 2024). However, in practice, PPKn learning tends to be textual and lacks a historical dimension that can awaken students' nationalist awareness. This demonstrates the need for pedagogical strategies that can contextualize the history of the Youth Pledge into a meaningful and inspiring learning process in the madrasah environment.

Rejekiningsih (2022) explains that although the importance of integrating historical values into Civics (PPKn) learning has been theoretically recognized, its practical implementation in elementary Islamic schools still faces various obstacles. PPKn learning at the MI level tends to be limited to mastering normative material that is memorized, without a deep understanding of the historical context of the nation's struggle. As a result, noble values such as nationalism, unity, and national identity embodied in historical events, particularly the Youth Pledge, are not optimally explored in the learning process. This impacts students' low national sensitivity and limited understanding of the importance of the younger generation's role in maintaining national integrity.

Furthermore, there are not many pedagogical strategies that explicitly integrate the historical narrative of the Youth Pledge into applicable and contextual PPKn learning structures. Teachers often struggle to develop approaches that connect historical values to the realities of students' lives today. Furthermore, there is no systematic learning model available to bridge historical understanding with the formation of nationalist attitudes in MI classrooms. This problem has prompted the need for research that specifically explores integrative strategies between the historical values of the Youth Pledge and PPKn learning in order to foster a spirit of nationalism from an early age (Perdana et al., 2019).

This study aims to analyze in-depth the strategy of integrating the historical values of the Youth Pledge into Pancasila and Citizenship Education (PPKn) learning in elementary Islamic schools (madrasah ibtidaiyah). The main focus is directed at how this historical event can be processed into contextual, reflective, and inspiring learning materials, thereby strengthening students' understanding of the meaning of nationality and strengthening their nationalist attitudes. This study also aims to identify the most relevant and effective pedagogical approach in internalizing the values of unity, love of the homeland, and national identity through history-based PPKn learning.

Furthermore, this study aims to formulate recommendations for applicable learning models for MI teachers in implementing the integration of historical values into the PPKn curriculum on a sustainable basis. Thus, the research findings are expected to contribute not only to strengthening students' nationalistic character but also to enrich the practice of civic education with a more historical and contextual nuance at the Islamic elementary school level. This approach is considered crucial in shaping a young generation that is not only intellectually intelligent but also deeply rooted in Indonesian national values.

Auliahasanah et al. (2024) stated that, to date, various studies on civic education and the instilling of nationalist values at the elementary level have been conducted, but most still focus on general normative and affective approaches. These studies generally emphasize the importance of national character without specifically linking it to authentic historical sources such as the Youth Pledge event. On the other hand, studies on national history in the educational context are more directed at chronological aspects and factual knowledge, rather than as a medium for forming national attitudes and awareness. This creates a significant gap in the literature, namely the lack of strategic integration between historical content and civic character education in the MI curriculum.

Furthermore, in the realm of Islamic elementary schools (madrasah ibtidaiyah), studies elaborating on the use of national historical values to strengthen students' national identity are still very limited. There are few studies that comprehensively examine how the history of the Youth Pledge can be adapted in PPKn learning that aligns with the psychopedagogical characteristics of MI students (Pratama, 2025).

Therefore, this study aims to address this gap by offering an interdisciplinary approach between history and citizenship education that is contextual, applicable, and appropriate to the needs of basic Islamic education. Identifying this gap serves as a key foundation for formulating significant scientific contributions to curriculum development and pedagogical practices in Islamic elementary schools.

This research offers an original contribution through an integrative approach that incorporates the historical values of the Youth Pledge into civics learning in Islamic elementary schools (madrasah ibtidaiyah). The uniqueness of this research lies in its strategic exploration of the use of historical events as a source of educational values that can be internalized in the context of civics learning to shape students' nationalist spirit from an early age. Unlike previous studies that separate the dimensions of history and character education, this research positions history as an active and contextual pedagogical instrument in building national awareness. This approach presents a new paradigm in Islamic basic education, which has previously been dominated by a normative-religious approach.

The primary justification for this research is based on the urgency of developing a national character education model that is relevant to the social and historical realities of the Indonesian nation, particularly in Islamic elementary schools (MI) that have a distinctive Islamic curriculum. By placing the history of the Youth Pledge as an integral part of PPKn learning, this research not only enriches the scientific treasury in the field of civics and history education but also addresses the practical needs of MI educators in providing meaningful, inspiring, and identity-based learning. This research is expected to serve as a conceptual and practical reference in the transformation of nationalism learning at the elementary education level based on Islamic and national values.

METHOD

This research uses a qualitative approach with a case study. This approach was chosen to gain a deep and contextual understanding of the strategy for integrating the historical values of the Youth Pledge into Pancasila and Citizenship Education (PPKn) as an effort to foster a sense of nationalism in elementary school students. Qualitative research is considered relevant for exploring educational phenomena in natural and complex environments, where social meanings and subjective experiences are the primary focus.

The case study approach was chosen because it allows researchers to intensively explore the practice of integrating historical values into learning within a specific environment. The primary focus is on the learning practices taking place at an elementary Islamic school (madrasah) in Kendari City, Southeast Sulawesi, as the research setting. This location was chosen based on the consideration that the Islamic school has implemented a curriculum innovation that integrates national values into PPKn learning and possesses socio-cultural diversity that reflects the multicultural character of the Indonesian nation.

Research informants were determined purposively with certain criteria in line with the research focus. The primary informants consisted of Civics teachers directly involved in the planning and implementation of learning, the madrasah principal as the curriculum policy maker, and upper-grade students (grades IV–VI) who had participated in learning related to national history, particularly the Youth Pledge. Additionally, additional informants included the madrasah committee and parents as representatives of external parties involved in the character education process at the madrasah.

Data collection techniques were carried out through three main methods: observation, in-depth interviews, and documentation. Observations were conducted participatory in classrooms during the learning process, focusing on learning activities that integrated the historical values of the Youth Pledge. In-depth interviews were conducted using semi-structured guidelines to explore teachers' views, strategies, and reflections, as well as students' responses to the learning materials. Documentation techniques were used to collect supporting documents, such as Lesson Plans (RPP), teaching modules, learning media, and student work related to the themes of nationalism and history.

The data obtained were analyzed using interactive analysis techniques according to Miles and Huberman, which include three main stages: data reduction, data presentation, and conclusion drawing/verification. Data reduction was carried out by selecting, grouping, and simplifying information relevant to the research focus (Assingkily, 2021). Data presentation was organized in narrative form and a thematic matrix to facilitate interpretation and decision-making. The final stage, drawing conclusions, was

conducted inductively through interpretation of patterns emerging from field findings and cross-verification between data sources to ensure consistency.

To ensure data validity, source and method triangulation techniques were used. Source triangulation was conducted by comparing information from various informants, such as teachers, students, and madrasah principals, to obtain perspective validity. Meanwhile, method triangulation was conducted by combining the results of observations, interviews, and documentation to build a comprehensive understanding of the phenomenon being studied. Furthermore, member checks were conducted with key informants to ensure that data interpretations aligned with the reality intended by the informants. Validity and reliability were also strengthened through systematic data recording and an audit trail to ensure transparency in the research process.

Through this structured and in-depth methodological approach, the research is expected to provide a meaningful contribution to the development of historical value-based pedagogical strategies in civic character education in elementary madrasahs.

FINDINGS AND DISCUSSION

The research results show that the integration of the historical values of the Youth Pledge into Pancasila and Citizenship Education (PPKn) learning at Islamic elementary schools (MI) not only enables students to understand historical events as past facts but also as the foundation of national character. Azmi (2023) stated that teachers at the MI who were the subjects of the study creatively linked the Youth Pledge event to the context of students' lives through thematic and contextual learning approaches. Values such as the spirit of unity, national identity, and love of the homeland were presented in learning narratives that arouse empathy and encourage the internalization of values through participatory activities such as discussions, simulations, and collaborative projects (Hanafi, 2022).

Interpretation of classroom observations and in-depth interviews shows that this approach strengthens students' understanding of the previously abstract concept of "nationalism." When students are given the space to interpret the meaning of the Youth Pledge in their lives, they are able to articulate the importance of togetherness in diversity and appreciate differences as a national treasure (Sholeh & Rizki, 2022). This aligns with constructivist learning theory, which emphasizes students' active role in constructing knowledge through meaningful experiences (Iswadi et al., 2022). In this context, history is not simply a narrative of the past but a reflective medium for building national identity.

Furthermore, data shows that the integration of the historical values of the Youth Pledge encourages the formation of collective awareness in students regarding the importance of having a sense of social responsibility towards the nation. (Nurjanah, 2023) states that teachers not only convey historical facts but also stimulate students' critical thinking by linking historical values to contemporary national challenges such as intolerance, radicalism, and social disintegration. This strategy reflects the principles of critical pedagogy that invite students to understand social realities in depth and position them as agents of change (Assingkily, 2021). In this case, history-based PPKn learning becomes a transformative instrument in character education at MI (Aini, 2022).

In terms of pedagogical practice, teachers at the elementary madrasah studied have demonstrated adaptive skills in designing teaching materials that reflect the spirit of the Youth Pledge in students' daily lives. For example, through a class project themed "We Are Different, We Are One," students are invited to explore the diversity of ethnicities and languages in Indonesia while simultaneously describing the meaning of the motto "Bhinneka Tunggal Ika" (Unity in Diversity), as a continuation of the values contained in the Youth Pledge. This project integrates knowledge, attitude, and skill competencies into a coherent learning unit, consistent with the principles of the Independent Curriculum (Alfyonita et al., 2019).



Figure 1. Lessons Learned from the Youth Pledge

These findings provide a theoretical contribution to the development of civic education, particularly at the Islamic-based elementary school level. Previous studies have primarily positioned nationalism as a conceptual and often normative value construct. However, this study demonstrates that when nationalist values are approached through relevant and contextual historical narratives, they become more concrete and can be more effectively internalized by students. This broadens the theoretical framework of civic education from its initial focus on knowledge to a greater emphasis on the formation of attitudes and identity through historical experience (Agustiani et al., 2019).

The practical implications of this research emphasize the importance of strengthening teacher capacity in developing history-based learning. According to Muhtarom & Erlangga (2021), teachers are not only required to master the substance of national history but also to understand pedagogical strategies that can bring these values to life in the classroom. Teachers' readiness to position history as a source of values and inspiration is key to the success of this integration. Therefore, training and professional development for MI teachers are needed, focusing on innovative PPKn learning based on history and national values (Apriani, 2017).

This research contributes significantly to the understanding of the integration of historical values in civics learning, particularly in the context of elementary madrasah education. Findings from madrasahs in Kendari City provide an in-depth picture of how the values of the Youth Pledge can be internalized through contextual and participatory civics learning. (Susanto et al., 2015) argue that the identified learning practices open up reflective spaces for students to build meaningful historical understanding while strengthening their national identity in everyday life.

These results open up broad opportunities for implementing similar approaches in various regions with diverse social and cultural contexts. Further development can be directed at developing adaptive history-based learning models that can be implemented across regions. Additional studies, such as classroom action research (CAR) and national-scale quantitative approaches, could enrich this study and broaden understanding of the effectiveness of historical value integration strategies in sustainably shaping students' nationalist spirit. This multi-perspective approach is expected to strengthen the position of history learning within a transformative citizenship curriculum.

From a social and ethical perspective, the results of this study confirm that civics education, which emphasizes historical values as the core of learning, has great potential in shaping an inclusive national identity. According to (Bila & Kurniawan, 2023), amid increasing social polarization and global challenges to national integrity, strengthening a sense of nationalism from an early age is a strategic national necessity. However, in its implementation, teachers need to be careful not to use history as a tool of indoctrination, but rather as a reflective tool that encourages critical understanding, tolerance, and empathy for fellow citizens.

Thus, the findings of this study demonstrate that integrating the historical values of the Youth Pledge into civics learning not only enriches the teaching material but also adds a new dimension to the character development of elementary school students. This strategy bridges the gap between formal education and the nation's noble values, and serves as a relevant and adaptive approach to developing democratic, tolerant, and patriotic citizens from an early age.

CONCLUSION

This study demonstrates that the integration of the historical values of the Youth Pledge into Pancasila and Citizenship Education (PPKn) learning at elementary Islamic schools (MI) in Kendari City has significantly impacted the development of students' nationalist spirit. The values embodied in the Youth Pledge, such as unity, integrity, and love of the homeland, can be effectively translated into relevant and contextual learning, actively engaging students. This learning not only equips students with an understanding of history but also fosters a strong national character grounded in Pancasila values.

The research results show that students involved in learning that integrates historical values have a deeper understanding of the importance of diversity, tolerance, and a sense of social responsibility towards the nation. Learning activities based on the historical values of the Youth Pledge provide opportunities for students to internalize these values in their daily lives. This strengthens the formation of students' national identity and leads to an increased sense of solidarity and pride in their homeland.

Thus, the integration of the historical values of the Youth Pledge in PPKn learning at MI not only enriches students' learning experiences, but also makes a real contribution to the formation of a young generation that is more nationalistic, tolerant, and committed to national unity.

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