

## Basic Concepts Of Internalizing National Insights In SMAN 9 Malang City

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**Abstract.** National insight is a way of looking at the nation based on self-awareness as citizens of various ethnic differences, customs, regions, and unity in achieving national goals. This study aims to analyze the basic concepts of nationalism in SMA Negeri 9 Malang. The type of research is qualitative, data sources in this study using primary data and secondary data. The data collection techniques in this study used observation, interviews and documentation. The analysis in this study uses Miles Huberman. The results of the study show the following. (1) increasing national insight in SMA Negeri 9 Malang, namely through learning in the classroom, especially in Civics subjects; (2) Through extracurricular and co-curricular activities including Scouting activities which are attended by tenth grade students, Paskibraka, Nature Lovers Students (SPA), Traditional Dance, and Social Sinau which are mandatory programs by students which are carried out for 3 days in the planned village . This activity equips students to form national character by taking the values that exist in society (3) Through school culture. This includes flag ceremonies that are carried out regularly as a form of creating a sense of love for the homeland and increasing students' national insight about the values of nationalism, singing nationalism songs before carrying out learning activities, and school literacy movements.

**Keywords:** *Internalization, National Insight*

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**Abstrak.** Wawasan kebangsaan merupakan cara pandang terhadap bangsa yang dilandasi kesadaran diri sebagai warga negara akan bermacam-macam perbedaan suku, adat istiadat, wilayah, serta kesatuan dalam mencapai tujuan nasional. Penelitian ini bertujuan untuk menganalisis konsep dasar wawasan kebangsaan di SMA Negeri 9 Malang. Jenis penelitian adalah kualitatif, data sumberdata dalam penelitian ini menggunakan data primer dan data sekunder. Adapun teknik pengumpulan data dalam penelitian ini menggunakan observasi, wawancara dan dokumentasi. Analisis dalam penelitian menggunakan Miles Huberman. Hasil penelitian menunjukkan sebagai berikut. (1) peningkatan wawasan kebangsaan di SMA Negeri 9 Malang yakni dengan melalui pembelejaan didalam kelas khususnya di mata pelajaran PPKn; (2) Melalui kegiatan ekstrakurikuler dan ko-kulikuler meliputi kegiatan Pramuka yang diikuti oleh siswa disekolah kelas sepuluh, Paskibraka, Siswa Pencinta Alam (SPA), Tari Tradisional, dan Sinau Sosial yang merupakan program wajib oleh siswa yang dilaksanakan 3 hari didesa yang telah direncanakan. Kegiatan ini membekali siswa untuk membentuk karakter kebangsaan dengan mengambil nilai-nilai yang ada di masyarakat (3) Melalui budaya sekolah. Meliputi upacara bendera yang dilakukan secara rutin sebagai wujud menciptakan rasa cinta tanah air dan meningkatkan wawasan kebangsaan siswa tentang nilai nilai nasionalisme, menyanyikan lagu nasionalisme sebelum melakukan kegiatan pembelajaran, dan gerakan literasi sekolah.

**Kata Kunci:** *Internalisasi, Wawasan Kebangsaan*

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## INTRODUCTION

In an effort to increase the spirit of nationalism and patriotism among the younger generation, especially all students in Indonesia, schools do not only carry out formal education but also develop non-formal education and activities with the nuances of defending the country. This is due to the rapid growth of cultural multiculturalism between nations and the ease of accessing various cultures in the world through digital platforms.

Cultures from various worlds that have entered the era of the millennial generation and generation z will continue to develop and make these cultures part of their daily activities. The impact is that it makes people more technologically literate and responsive to problems and changes that occur in their respective scopes. Marlina (2014) said that the existence of multiculturalism, namely as a forum in responding to differences and changing times, it can also affect the development of information and knowledge from sharing the nation's culture

The impact of multiculturalism in addition to how to respond to changing times, namely the characteristics and mentality of each generation of the nation, students are more likely to be apathetic in responding to current problems and anything related to state issues, both in terms of politics, economy, government, and state issues. In addition, there are changes in mindset and behavior resulting from multiculturalism as well as manners

applied to students in everyday life. The change occurred significantly as did the character of students in the environment of friends, family, and even parents who tended to be liberal.

The impact of multiculturalism according to Afriansyah (2017) namely, multiculturalism has a positive impact if in daily life a person is provided with character education, cultural introduction, and cultural implementation in every aspect of national and state life.

Meanwhile, according to Maliki (2021) Multiculturalism has a positive impact if it is equipped with religious religious education, besides that it strengthens the foundation of the faith and piety of students in order to strengthen the character and acceptance of multicultural culture in line with the goals of the nation and state.

The existence of cultural multiculturalism has an influence on the character and moral values of students. Education and supporting elements are needed in improving the quality and understanding of national insight. Insight of nationality according to Ksrtasisiasmita quoted by Apriani (2020) that national insight consists of a sense of nationality, namely national consciousness that creates unity and unity that arises from a sense of social togetherness that arises from history, cultural aspirations from past struggles and a sense of togetherness to overcome all kinds of challenges and problems in this

country. This means that national insight is a sense of nationality that creates a spirit of nationalism and one's patriotism in a change in the progress of the nation.

Meanwhile, according to Sidqi & Zubair (2018) National insight is a person's perspective on a nation that sees its existence, it is dynamic or follows the times. The national insight that must be possessed by every Indonesian citizen must have (1) the principle of balance, (2) the principle of exemplary, (3) the principle of people's sovereignty, (4) the principle of belief, and (5) the principle of social justice in the life of the nation and state. The conclusion is that national insight is a person's perspective on all progress and pluralism of the nation, in this case national insight requires attitudes and principles that must be possessed by every citizen in order to instill an attitude of defending the country, nationalism, and patriotism in the element of knowledge of national insight.

According to Martodirjo, national insight was quoted by Bria (2017) namely a way of viewing the existence of the nation in a complete view as well as in a reciprocal view with the surrounding relations. How is the nation in interpreting a struggle in terms of the ideals and goals of the nation. National insight is marked by the existence of a society that is enthusiastic about all changes and the dynamics of a nation that is moving in the direction of progress. This means that every citizen has a sense of nationality, elements of

nationalism, and patriotism in his soul. This means that national insight concerns the perspective of a nation's existence in a broad or narrow scope, in the sense of the word a reciprocity between a personal perspective and the reality in the surrounding environment.

Meanwhile, according to Muladi quoted by Fauzi (2017) said that national insight is a perspective on oneself and their environment that prioritizes unity and unity in organizing the life of the community, nation and state in accordance with Pancasila guidelines. This means that national insight is the perspective that a person has of a nation that prioritizes unity and integrity so that the sense of nationalism and patriotism embedded in ourselves and our souls reflects a sense of national insight.

National insight was created as a way to shape the nation's personality and form a unity and all unity, therefore the attitude and knowledge of national insight must be instilled and given to all levels of society in order to create a nationalist and patriotic society.

The function of national insight according to Nugraha (2017) namely as a reference in determining policies and regulations at the central and local government levels. So that in making decisions there are no deviations and irregularities by state officials, solely for the progress and welfare of citizens.

The purpose of national insight according to Winarno (2019) namely (1) internal goals, guaranteeing the realization and

forming unity of all nations contained in the political element (2) external goals, guaranteeing all matters relating to national interests by participating in carrying out world peace and order.

Based on the description of the functions and objectives of the expert opinion above, it can be concluded that the functions and all objectives are solely for the benefit of the nation concerning peace, unity, national unity for the creation of a prosperous and virtuous society according to the norms of Pancasila.

The meaning contained in the national insight according to Danniarti (2017) namely there are three things (1) national insight gives confidence to the whole community that national unity and unity is upheld above personal interests (2) national insight is always based on *Bhinneka Tunggal Ika* as the motto of the state of unity and national unity should not be replaced by cultural diversity but rather as a sense of brotherhood. (3) national insight is not used in the case of evil, but the mission mandated to the Indonesian people is to practice national insight with a pure soul and as a form of citizen service to the nation (4) an independent, united, and sovereign NKRI to realize national progress and true to the level of other countries.

The value of national insight is based on a sense of solidarity and respect for each community to support the realization of welfare and respect for oneself in order to

realize the appreciation and realization of welfare and national unity.

Actualization of national insight according to Danniarti (2017) is a picture of politics, statehood, is the result, and thought of the nation's politics. The ability to actualize national insight to be achieved is (1) developing a mental attitude and unity and integrity, the spirit of a sense of Indonesian unity in the modern era is realized because of a sense of unity and oneness that cannot be divided. (2) develop sincerity and honesty in the life of the nation, be sincere in fighting for all forms of embodiment of peace and national unity, (3) proud to be part of Indonesian citizens, this feeling is associated with growing a sense of love for the homeland and then becomes inner strength in nation building which is realized from the practice of every item of Pancasila and getting used to behavior according to applicable rules and norms.

In improving the understanding and knowledge of national insight in schools, it is necessary to have elements that support national insight in the world of education, which include school facilities, regular agendas, teachers and all school members in order to achieve an increase in nationalism and patriotism in the scope of national insight.

according to the opinion of Philein (2016) that there is an element in increasing national insight, one of which is the material for national insight and the implementation of the results of the material in the behavior of

daily life. These elements can be used as a theory in improving literacy and understanding of the nature of national insight. This means that the element of national insight is contained in the material or theory that will be given to students through several understandings so that it can be applied in everyday life.

Meanwhile, according to Sainab et al (2019) One of the elements contained in increasing national insight is environmental observation and documentation. This function is to see the extent to which the level of public understanding of knowledge and implementation of national insight. This means that an understanding of national insight can be given if you have made observations on the development and understanding of national insight. The goal is that all implementations and theories that will be given can be in accordance with the target and portion.

according to the opinion of Karim (2016) The existence of national insight cannot be measured if you do not know the obstacles and shortcomings that are known by prior observation. So that when they want to strengthen national insight in providing material and implementing national insight. Understanding of national insight and an implementation of national insight based on observation, the goal is that if you have made efforts to strengthen national insight, the results of this understanding and strengthening

can be measured and assessed based on initial results before being given reinforcement of the final results after strengthening of national insight.

After the availability of all supporting elements in improving students' national insight, schools apply these activities and programs in daily activities on a regular basis to measure student achievement in understanding and implementing national insight in schools.

The results of observations made by researchers show that the level of national insight in schools is through annual and daily activity programs. The daily activities carried out by the school are the same as the daily agendas carried out by other schools, which include the flag ceremony and singing the Indonesian national anthem.

The annual agenda carried out by SMA Negeri 9 Malang is to do social work in one of the villages in the city of Malang, this activity has the function that national insight and a sense of nationalism of students can be formed through school agenda activities.

The urgency in these activities is expected to be able to provide refreshment and an alternative way to increase students' national insight, but the basic activities are not sufficient to support the development of national insight and realize the values of nationalism and patriotism. There needs to be refreshments and innovations that are not boring for students so that the insight into the

new packaging can be accepted and understood in the daily lives of students.

## RESEARCH METHODS

This research uses a qualitative research type of field study. According to Darmalaksana (2020) namely research that includes a review of theories or opinions from experts and combines them with the results that occur in the field or research place. The location of this research is SMA Negeri 9 Malang City. The data and data sources in the study are divided into two, namely primary data and secondary data. Primary data were obtained from the main sources of informants, including the Principal, Deputy Principal, Teachers, and students. Secondary data in this study are in the form of archives contained in schools related to the internalization of national insight to students.

Data collection techniques in this study are First, Observation; Second, Interview; and Third, Documentation. While the technical analysis of the data in this study is Miles and Huberman, including data reduction, data display, data verification and data validity.

## DISCUSSION

This research was conducted at SMA Negeri 9 Malang City, which is located at Jl. Peak Borobudur No. 1, Mojolangu, Lowokwaru District, Malang City, East Java.

Based on interviews with the results of research conducted by researchers, namely in

character building and increasing students' national insight, schools provide such reinforcement through the teaching and learning process in the classroom in Pancasila and citizenship education subjects. The material presented in PPKn subjects is that there are values, morals, and strengthening of nationalist and patriotic character education, so that students' national insight is embedded through Civics subjects at school. The research.

SMA Negeri 9 Malang provides educational facilities and infrastructure in realizing students who have the value of national insight, one of which is in daily teaching and learning activities. Especially in the subjects of Pancasila education and citizenship, for schools the elements and meaning of Civics learning in schools are able to bring positive changes to the progress of education and Indonesian nationalism, giving birth to a generation that has the values of nationalism and patriotism.

This research refutes from research Devi & Jatningsih (2019) that the formation of students' national insight is not only based on the source of Civics subjects. Apart from the teacher's role and the implementation of the simple values contained in Civics learning, the teacher's role is very important in realizing character education and fostering students' patriotism and nationalism because students tend to need real figures or examples in

realizing the character and attitude of nationalism.

This study also corroborates the opinion of Danniarti (2017) that the Civics subject in schools functions as a forum or means of education in increasing the national insight possessed by students, as well as shaping the values and morals of students as well as having a sense of nationalism and patriotism. The media and the core of Civics learning do not only teach things about the nature and conflict of the state, but the meaning of Civics learning can be used as a means of forming the character, values, and morals of students.

While this research also strengthens the opinion of Nurnazhiifa & Dewi (2021) that the subject of civics education is the process of students to build exemplary and ability to develop creativity that reflects the national identity needed from social and cultural acculturation. Civics subjects function as a place to develop the creativity of students according to their talents and aspirations but cannot be separated from the ideals and culture of the Indonesian nation.

Classroom learning, especially Civics, with the lecture method and implementation of daily activities is able to bring positive changes that can affect the level of understanding and knowledge of students regarding student nationalism and patriotism.

From the description above, it can be concluded that education in schools in the form of strengthening national insight through

PPKn subjects has a positive impact on intellectual progress and the implementation of national insight. The learning is of course equipped with capable teachers and ready to be an example to their students so that there is synergy between the theory obtained and the actors or examples in the school environment.

In addition to strengthening in Civics, extracurricular and co-curricular activities. Talent development carried out by all students at SMA Negeri 9 Malang aims to channel the talents and non-academic abilities of students, these activities are carried out outside learning hours in class. School activities that can foster the spirit of national insight values are extracurricular activities for Paskibraka, Scouts, nature lovers, and traditional dance arts. Some of these extracurriculars can encourage students to increase their love for the homeland and nationalism of students.

according to the opinion of Nihayah & Adi (2014) Scout extracurricular activities are activities that are expected to be able to develop the character of student independence based on a scouting education system that is adapted to the conditions and environment that develops in people's lives.

according to the opinion of Marliani et al (2020) Paskibra extracurricular activities are varied marching activities that require fighting spirit and cohesiveness from each member. The purpose of Paskibra extracurricular activities is to train students' discipline, responsibility, independence, self-confidence,

so that in implementing this activity students can improve the self-development side of state defense activities contained in every meaning of Paskibra activities.

according to the opinion of Diantama (2013) extracurricular activities for nature lovers, namely activities or hobbies carried out in the open, such as mountains, beaches, etc. One of the objectives of nature lover activities is to channel students' interests and talents in exploring nature that is challenging and environmentally friendly, but the main purpose of nature lover activities is to instill an attitude of love for the homeland, care for fellow living creatures, and love for the environment.

according to the opinion of Lestiana et al (2020) Dance extracurricular is a program of activities that can be used as a means to foster a sense of nationalism and a sense of pride in the richness of Indonesian culture, this can create a sense of nationalism in students.

The description of the opinion above can be concluded that several non-academic activities outside the classroom, namely extracurricular activities that increase the spirit of nationalism and patriotism of students have a positive impact on their development and consolidation. Especially paskibraka extracurriculars, nature lovers, etc. This happens because the elements of national insight that are embedded in each of these extracurricular activities, for example, the sense of nationalism that is instilled through

extracurricular activities for nature lovers, respect and defense of the country are instilled in Paskibra extracurriculars, a sense of solidarity and brotherhood instilled from Scout extracurriculars. .

Furthermore, school culture or the annual school agenda carried out by SMA Negeri 9 Malang, namely as an effort to build character and increase the sense of nationalism and patriotism of students at SMA Negeri 9 Malang, the school held an annual agenda, namely social sinau. This activity was initiated by the principal of SMA Negeri 9 Malang, Dr. Abdul Tedy, M.Pd whose goal is to strengthen character education in accordance with the school's vision and mission to create a generation that is virtuous, noble, religious, competent, and has concern for fellow community members

On November 16-18, the social sinau activity was held in Pandansari Village, Tumpang, Malang, East Java. This activity was attended by all students of class X and XI of SMA Negeri 9 Malang including teachers, employees, and members of the XII class student council. All Sinau social participants are required to stay at the landlady to carry out daily activities and carry out social activities that have been scheduled, so that in this activity students not only get education and knowledge from school but from the community environment in a real and direct way that has an impact towards the vision and mission of social sinau activities.



This social sinau activity includes environmental observations in Pandansari village, social service activities, congregational worship with all participants and residents around the landlady, extracurricular demonstrations, talent shows, public recitations to commemorate the Maulud of the Prophet Muhammad, and soccer friendly matches between state high school students. 9 Malang with Karang Taruna Pandansari Village. It is hoped that this activity will produce a generation of students who are religious, have noble character, are competent, and have a high social care attitude towards fellow humans and the surrounding environment.

This research corroborates the opinion of Kusuma et al (2015) that extracurricular and intracurricular activities can bring changes to the realization of a sense of nationalism and patriotism of students. In this case, students are educated through the lecture method or interlude activities that have elements of defending the country or national insight. These activities can trigger the spirit of the spirit of nationalism of students.

This study also corroborates the opinion of Ahsanuddin (2013) that the existence of extracurricular development in schools is able to have a positive impact on strengthening the personal character of students, and things that occur in extracurricular activities are able to foster a sense of love for the homeland and

attitudes of nationalism that are implemented in extracurricular activities.

While this research is strengthened by research conducted by Amir & Ridho (2021) that extracurricular is able to change the social spirit and sensitivity to the development of the nation. This can make students better understand the nature of the nation and have knowledge of national insight

The conclusion from the results of the second research is the impact of extracurricular activities, namely changes in the characteristics of students in terms of social sensitivity, instilling the spirit of nationalism and patriotism in accordance with knowledge of the meaning of national insight. This requires media and figures in the implementation of state defense activities, the elements must synergize with the development and strengthening of national insight in schools.

Furthermore, the results of this study are increasing national insight through simple state defense activities. Such as carrying out the flag ceremony, singing the national anthem, and the literacy culture program organized by SMA Negeri 9 Malang. These efforts make students not only competent in terms of academic achievement but also competent in terms of non-academic achievements, one of which is the routine state defense activities.

Routine state defense activities in schools are carried out every day, both in the

lecture method and in the implementation of activities, these activities indirectly foster an attitude of tolerance and nationalism in students, this is the school's effort to increase knowledge and attitudes of national insight.

This research strengthens the opinion of Audina et al (2021) that the existence of a flag ceremony can increase the love for the homeland and defend the country. From these activities, students are forced and accustomed to doing simple things to love and be willing to sacrifice for their nation and country.

This research also strengthens the opinion of Aini (2020) that the flag ceremony has an impact on students, especially in shaping the disciplined character of students, the nationalism that is obtained based on the sequence of flag ceremony activities, and the spirit of students in terms of neatness, order, and responsibility in the flag ceremony activities.

This research also strengthens the opinion of Suhada & Wind (2019) that school activities that foster an attitude of nationalism and patriotism in students are through daily activity programs such as flag ceremonies, strengthening literacy on state matters, etc.

The description of the expert opinion above can be concluded that this simple activity can have an impact on strengthening national insight in students. This is not only held in schools but creates new innovations that national insight can be instilled through activities outside of school, this is proof that

increasing students' national insight can be passed through fun and flexible activities. In addition to carrying out routine state defense activities such as flag ceremonies, singing the obligatory and national anthems. Students sometimes need refreshment activities outside of school, solely so that knowledge and strengthening of national insight can be conveyed properly

In an effort to increase national insight, schools implement activities that are easy to follow and do daily, such as singing the Indonesian national anthem, flag ceremonies, and increasing student literacy. This has a positive impact on the improvement and advancement of students' national insight knowledge at SMA Negeri 9 Malang.

## CONCLUSION

The result of this research is that the formation of students' national insight can be given understanding and reinforcement through classroom learning, especially in Civics subjects. The meaning contained in Civics learning can shape the character of students who reflect moral norms, this is contained in the core of learning and understanding of national insight.

The results of this study also say that the existence of extracurricular and non-academic activities in schools aims to develop the potential and talents of all students. Some of the non-academic and extracurricular activities that foster the spirit of nationalism are

Paskibraka and Scouts, these extracurricular activities indirectly foster attitudes and role models for developing the character and spirit of nationalism through several activities.

Furthermore, the results of this study also state that in simple state defense activities such as performing ceremonies, singing the national anthem, and increasing the literacy spirit of students, it can give students a national spirit. This spirit is able to provide reinforcement and foster a sense of love for the homeland, nationalism, and patriotism of students. This is stated in the meaning of national insight.

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