Implementation of the among system to improve a sense of love for the homeland

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**Abstract:** The Among system encourages every child to become a member of society who is honest, independent, and responsible for the welfare of the homeland and humans in general. The purpose of this study is to describe the implementation of the Among system to foster a sense of love for the homeland in the thematic learning of the content of Civics for grade 3, describe the supporting factors experienced by teachers, describe the obstacles experienced by teachers, and solutions to overcome obstacles. This research method is qualitative research. Principal sources of information are principals, teachers, and students. Data collection techniques are observation, interviews, and documentation. This study uses triangulation techniques to test the validity of data and the credibility of the data. The data analysis technique used is the Miles and Huberman analysis technique consisting of data reduction, presentation, conclusion, and verification. The results of this study indicate that the Among method has been applied by the teacher but in writing it does not include a special method such as the Among method. The supporting factors experienced by teachers are adequate facilities and infrastructure, and the teacher’s enthusiasm for learning gives a positive aura to students. Obstacles for teachers have practically been carried out in education and learning so that the application of the method does not experience too many obstacles. However, it cannot be implemented optimally. The teacher’s solution is habituation, explaining the material by showing a video about how beautiful Indonesia is, explaining the profile of Pancasila teachers, and introducing the heroes through pictures.

**Keywords:** among system, love for the homeland, citizenship education

**Abstrak:** Sistem among mendorong agar setiap anak menjadi anggota masyarakat yang jujur, mandiri dan bertanggung jawab untuk kemakmuran tanah air dan masyarakat pada umumnya. Tujuan Penelitian ini mendeskripsikan implementasi sistem among untuk menumbuhkan rasa cinta tanah air pada pembelajaran tematik muatan PPKn kelas 3, mendeskripsikan faktor pendukung yang di alami guru, mendeskripsikan hambatan yang di alami guru, dan solusi mengatasi hambatan. Metode penelitian ini yaitu penelitian kualitatif. Sumber informasi utama adalah kepala sekolah, guru, dan siswa. Teknik pengumpulan data adalah observasi, wawancara, dan dokumentasi. Penelitian ini menggunakan teknik triangulasi sebagai uji keabsahan data dan kredibilitas data. Teknik analisis data yang digunakan adalah Teknik analisis Miles and Huberman terdiri dari reduksi data, penyajian data, kesimpulan, dan verifikasi. Hasil penelitian ini menunjukan bahwa metode among sudah diterapkan oleh guru namun secara tertulis tidak mencantumkan metode khusus seperti metode among. Faktor pendukung yang dialami guru dari sarana dan prasarana yang memadai, semangat belajar guru memberikan aura positif bagi peserta didik. Hambatan bagi guru secara praktik telah dilakukan dalam pendidikan dan pembelajaran, sehingga penerapan metode tidak terlalu mengalami hambatan. Namun demikian belum bisa dilaksanakan secara optimal. Solusi yang dilakukan guru yaitu pembiasaan-pembiasaan, menerangkan materi dengan
menayangkan video tentang betapa indah nya Indonesia, menerangkan profil pengajar Pancasila dan mengenalkan para pahlawan melalui gambar.

Kata Kunci: ajaran Tamansiswa, guru, cinta tanah air, PPKn


Introduction

Education is often interpreted as a human effort to develop a personality that adheres to the values of society and culture. Based on the National Education System Law Number 20 of 2003, Education is a conscious and planned effort to create a learning atmosphere and learning process for students to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, the community, the Nation, and the State. According to Ki Hadjar Dewantara, education is a guide in the life of the growth of children, meaning that education guides all the natural forces that exist in these children, so that they as humans and as members of society can achieve the highest safety and happiness. Education as a guide not only makes a child get a higher and wider intelligence but also keeps him away from evil deeds.

Education is an important basic level in the life of citizens that is needed by every individual and every individual has the right to get a proper education. Education is currently very important and needed for early childhood to develop insight so that children know themselves and their natural surroundings which will foster reading skills, creativity, productivity, and critical thinking. Education will also introduce a good environment in the community and in the school environment to know real life either individually or socially. Education also from skills and abilities and builds a noble which to educate the life of the nation and develop the strength of students to become a person of faith, piety, noble character, responsibility, and honesty. Education in Indonesia currently has obstacles in educational activity in school, students cannot participate in educational activity directly at school due to the covid-19 pandemic educational activities are carried out from home. As time goes by, education in Indonesia can now be carried out directly or can also be called limited face-to-face using health protocols, with limited face-to-face meetings, students, teachers, and parents will experience adaptation to new habits amid this COVID-19 pandemic.

The Among system is teaching from Ki Hadjar Dewantara which is implemented through Tamansiswa education. The Among system is the original education system of the Indonesian nation which was created by Ki Hajar Dewantara. The among system one of Ki Hajar Dewantara’s teachings, the among system is a way of education it was with the Tamansiswa education system which requires teachers to remember and attach importance to the nature of children or students, without forgetting all the conditions that exist in the environment. In terms of methodology, Ki Hajar Dewantara has the Among Method, which is an educational method that has a family spirit, and is based on two basic principles, namely: nature and independence. Regarding the among system in the Ketamansiswaan book compiled by the UST lecturers team (2014: 30) it is established that education in Taman Siswa happens according to the among system, which is a system that has a family spirit and is based on two
principles, namely: 1) Nature as a condition for achieving progress as quickly and as well as possible; 2) Independence, as a condition to revive and move the child’s inner and outer strength so that he can have a strong personality and can think and act independently. According to the system language, among comes from two words, namely “system” which means a method or pattern of implementation, and “among” with the basic words momong or ngemong which means caring sincerely with affection (Pratomo, 2018: 67). The Among system is often associated with Tut Wuri Handayani, if the meaning of Tut Wuri is explained, it means following the development of students by being given whole-hearted attention based on love, sincerity, and honestly felt. Then if Handayani is described, it also has a meaning, namely strengthening the inner and outer child by cultivating, stimulating, guiding, and exhilarating for example to develop personalities according to their existence without coercion, punishment, and order with personal discipline (self-discipline). So Tut Wuri Handayani is following the development of students or pupils by giving them wholehearted attention based on love, sincerity, and a sincere feeling and strengthening the child physically and spiritual by cultivating, motivator, carrier, excites by example so that Children can develop personality according to their nature without coercion, punishment, and personal discipline.

Among system is based on two principles, namely the nature of nature and independence. The nature of nature is the teaching of Ki Hajar Dewantara that every child in essence, namely as a creature of God Almighty, has been given talent since birth. Therefore, in Ki Hajar Dewantara’s teachings, namely the Among System, every teacher must know the talents that a child has or is interested in. The next task of the teacher is to lead according to talents or interests possessed by children in their respective fields so that they can develop and grow better achievements. In addition to human nature, humans are also given independence. Independence has conditions to revive and move the child’s inner and outer strength so that he can live independently. Freedom is a gift from God Almighty to regulate himself. Independence is the basis for developing the talents that children have in their respective fields so that they can develop freely without any coercion and punishment. The existence of independence does not mean being free to do anything without restrictions or rules. The freedom which is meant according to Ki Hajar Dewantara’s teachings is to develop talent as freely as possible, meaning to continue to carry out and comply with the requirements of existing rules both in the school environment and in society, which must be obeyed.

So the Among system was created by Ki Hadjar Dewantara to build students into human beings of faith and piety, independent physically and mentally, of noble character, intelligent and skilled, and physically and mentally healthy. In addition, the purpose of the Among system is for every child to become a member of society who is honest, independent, and responsible for the welfare of the homeland and humans in general. Indonesia is a country rich in diversity, has many islands, and has a variety of ethnicities, cultures, races, and religions. With the differences in Indonesia ranging from ethnicity, culture, race, and religion, there are many differences of opinion between people in the social environment. Therefore, cultivating a sense of love for the homeland is very important with differences.

An attitude of love for the homeland is important for every individual, namely by defending and protecting the homeland and showing an attitude of concern for the nation. Instilling an attitude of love for the homeland can be done by fostering a sense of pride for the homeland in education in the school environment. Growing a love for the motherland can it is called an attitude of nationalism for students as the next generation of the nation to protect
the unified State of the Republic of Indonesia. Love is home a feeling and behavior that expresses pride, loyalty, care, and high respect for language, culture, economy, and politics so it will not be easily influenced by proposals from other nations that can harm the nation itself. Suyadi (2013:9). Schools as formal educational institutions are a very important component for students who play a role in fostering a love for the motherland of the Unified State of the Republic of Indonesia. In the school environment, students can learn to respect, obey the rules and regulations, and discipline themselves.

With the aim that students are expected to have a strong root understanding of concepts and are ready to compete honestly and creatively to continue to the next level. Schools are the most effective or appropriate basis for instilling and growing homesickness among schoolboys early. Cultivating a sense of love for the homeland can be done in the school environment by following the flag ceremony every Monday, obeying the rules, respecting each other with differences, and so on. Then students will grow an attitude of love for the homeland and have a strong soul for the protection of the Unified State of the Republic of Indonesia. So love home is a sense of love and affection for the nation, love for the homeland is also to feel love for the nation and its earth, by having a sense love home will have a soul black offered by uncle sake of the nation and country, have a sense of respect, and a sense of respect fellow citizens despite the differences in ethnicity, race, and religion. Love for the homeland is a sense of pride in the language, culture, and customs that exist in the country by always maintaining and protecting them.

Based on this explanation that love for the homeland is important because love for the homeland is one of loving the customs, and culture that is in the content of PPKn learning by providing values of love for the homeland, for example using good and correct Indonesian language, giving mutual respect and love in the presence of different diversity. For this reason, it is necessary to cultivate attitudes and feelings of love toward the homeland in the Unitary State of the Republic of Indonesia. The attitude of love for the homeland can be expressed by learning Civics in everyday life which may be obtained in the school environment, community environment, and family. Civics learning is a subject that focuses on students so that students can become citizens who have positive attitudes. contained in the Pancasila values. The purpose of Civics learning is to improve an independent, honest, and responsible personality as well as physically and mentally healthy.

PPKn is a subject that focuses on the formation of citizens who understand and can carry out their rights and obligations to become citizens who are intelligent, skilled, and have character as mandated by Pancasila and the 1945 Constitution of the Ministry of National Education (2006: 271). Civics is a democratic education winch aims to prepare citizens for critically thinking and acting democratic action, through activities that raise awareness that democracy is a form of social life that best guarantees citizen’s rights; democracy is a learning process that cannot simply be imitated from other societies; the survival of democracy depends on transforming democratic values Zamroni (2008:7). So PPKn is a subject that is aimed the education of citizens and democratic education which aims to be can exercise their rights and obligations of being citizens, prepare citizens to think critically, act democratically, intelligently, skilled as a form of social life that better ensures the rights of citizens.

Methods
A qualitative approach is used in this research method because the researcher wants to know the implementation of the Among system to the feeling of love homeland in them thematic learning of PPKN grade 3 SD N Karangrejo Kebumen. Primary data sources are principals, teachers, and students. Methods of data collection observation, interviews, and documentation. This research uses triangulation techniques to check the accuracy and reliability of your information. The data analysis technique used is the Miles and Huberman analysis technique consisting of data reduction, data presentation, conclusion, and verification Sugiyono (2009:244).

Results and Discussion

Implementation of among the method to the feeling of love homeland in them thematic learning of Civics content in grade 3 SD N Karangrejo Kebumen. The among method itself has been implemented and applied by teachers in the classroom during the educational process and in the school environment, but explicitly does not include specific methods such as the among method. However, in practice/implied directly, education and learning in the classroom have been carried out by teachers to develop a feeling of love for the homeland of students. According to Ki Hadjar Dewantara, it is expected that the teacher can also expect methods that follow the teaching and education system, namely the Among method, namely the Journal of to teach and education methods based on compassion, honing and nurturing patterns (Dela Khoirul Ainia, 2020). As a teacher, of course, directing students to learn, accompany, educate, and cuddle because elementary school age, by nature, is still playing and needs guidance with love. Supporting factors experienced by teachers in implementing the Among system to feelings of love towards homeland in them thematic learning of the content of Civics for grade 3 at SD N Karangrejo. The main task of the teacher according to (Dewi Safitri, 2019:10-12) is to train students. A teacher also has the task of training his students to have basic skills and abilities. To complete this task, the teacher has supporting factors such as adequate facilities and infrastructure to meet the needs of students in the school environment.

The existing infrastructure in schools also facilitates students in carrying out extracurricular activities in schools such as scouts, both at the alert level and the raising level. Facilities and infrastructure also support teaching and learning activities in the classroom, and available facilities such as cleaning tools to maintain cleanliness in the classroom and outside that still exist in the school environment. The obstacles experienced by teachers in implementing the Among system to develop a feeling of love for the homeland in the thematic learning of the content of Civics for grade 3 at SD N Karangrejo. Obstacles for teachers and parties in the application of the Among method have a significant difference the Among method has practically been carried out in education and learning so that the application of this method does not experience too many obstacles. In general, the implementation of the Among method has been carried out in schools which are contained in the content of Civics lessons that are integrated into the theme. However, it cannot be implemented optimally. Lack of awareness of students in participating in learning in class such as not doing assignments, playing in class, and talking to themselves with their classmates.

The solution to overcome obstacles in the implementation of the Among system is to develop a feeling of love for the homeland in their thematic learning of the content of Civics for grade 3 at SD N Karangrejo. The teacher’s role is very important for students in the learning process in the classroom and outside the classroom because the teacher also provides good
examples and role models that children may not know. Teachers can also explain the material by showing a video about how beautiful Indonesia is.

**Conclusion**

This is shown by the results of this study (1) The Among method itself has been implemented and applied by teachers in the classroom during the educational process and in the school environment, but explicitly does not include specific methods such as the Among method. However, in practice/implicitly, education and learning in the classroom have been carried out by teachers by fostering a sense of love for the motherland. (2) The supporting factors experienced by teachers and the school start from adequate facilities and infrastructure to satisfy the needs of students in the school environment, and spiritual teacher learning that gives a positive aura to students. (3) Obstacles for teachers and parties in the application of the Among method have a significant difference the Among method has practically been carried out in education and learning, so that the application of this method does not experience too many obstacles. However, it cannot be implemented optimally. Lack of awareness of students in participating learning in the class such as not doing assignments, playing in class, chatting alone when learning with their classmates. (4) Efforts or solutions made by teachers and schools are such as making habits that refer to or lead to efforts to foster a sense of love for the homeland, it can also be like explaining the material by showing a video about how beautiful Indonesia is or by explaining Pancasila profile learning and introduce the heroes through pictures.

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