

Growing the values of nationalism from early childhood through learning the national anthem

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ARTICLE INFO:

Received: 2022-10-27
Revised: 2022-12-22
Accepted: 2023-02-02

Keywords:

Early childhood,
Nasionalism, Singing,
Students

ABSTRACT

Early Childhood Education is a very important period in forming one's character. Moreover, the education of the main character of nationalism must be instilled early on because the global challenges in this era are enormous. There are several methods of learning nationalism in early childhood, one of which is learning through singing. Currently, in Kindergarten Dinar Nasyiah 2 Rogojampi, nationalism education is still lacking because facilities are constrained by infrastructure and teacher skills. This problem encouraged the community service team to carry out this activity. It is hoped that this will increase the participants' knowledge and improve school facilities that can support the growth of national values from an early age. This activity is carried out through workshops and training for teachers, students, and parents of students. From the implementation of these activities, it can be seen that all participants were very enthusiastic to participate. In addition, the teachers felt they were getting additional knowledge about nationalism learning methods for children. This activity also gave rise to a new extracurricular activity at school, namely the drum band for Kindergarten students Dinar Nasyiah 2 Rogojampi.

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How to cite: Yuliandoko, H., Rohman, A., & Rahayu, N. S. (2023). Growing the Value of Nationalism from an Early Age Through the Singing Method at Kindergarten Dinar Nasyiah 2 Rogojampi. *Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang*, 8(1), 218-229. <https://doi.org/10.26905/abdimas.v8i1.9161>

1. INTRODUCTION

Early Childhood Education (PAUD) is focused on children from birth up to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education (Law of the Republic of Indonesia Number 20 of 2003 chapter 1 article 1 point 14) and in article 28, it is said that Early Childhood Education is carried out in 3 (three) ways, namely Formal Education in the form of Kindergarten (TKK) or in an equivalent form. While education carried out in the family environment is said to be informal education such as Child Care (TPA), Playgroups (KB) or other similar activities (Bulan, 2019).

Each child has their own characteristics and the physical, cognitive, religious, language, attitude, cultural, motor factors that influence them. And all of them are educated and developed in formal

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education such as Kindergarten (*Taman Kanan-Kanak*) in accordance with the Law in force in the Republic of Indonesia, namely in accordance with Article 28 of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System and universal education principles concerning Kindergarten for all.

Children who are currently aged 4-6 years or who are currently in PAUD institutions are the generation who are and will be living in an era of a world without borders. Globalization is a term used to refer to the phenomenon of the increasingly unification of people from various countries into one world community. Such conditions have an impact on various aspects of life. These aspects of life are not only related to the economic sector, but also related to other aspects such as culture, social, services, communication and technology as well as the occurrence of increasingly intensive and extensive interactions between countries (Heriansyah, 2014).

Dinar Nasyiah 2 Rogojampi Kindergarten located in Lateng Village as shown in figure 1, is one of the early childhood education institutions under the auspices of Muhammadiyah. This institution has played a role and contributed to the development of early childhood education in the community. This school has been established since 2014 and currently has 32 students (class A and class B) and 3 teachers. In the process, Dinar Nasyiah 2 Rogojampi Kindergarten has produced several graduates with a fairly good quality of education, this is shown by the great desire of residents in the surrounding environment to entrust their children to attend this institution.



Figure 1. Dinar Nasyiah 2 Rogojampi Kindergarten

As a school, contribution in advancing education in the community is a vision and mission of this institution. How this institution is able to make an active contribution in providing the best benefits for change requires hard work and smart thinking. Then the synergy of various elements becomes a necessity that cannot be negotiated.

On the other hand, in the midst of the swift currents of globalization and intense free market competition, it continues to erode and distance students from the spirit of nationalism. Dependence on the internet, cellphones and social media also hinders teachers from instilling a sense of love for their homeland. Therefore, strengthening and building a strong, healthy nation, both physically and spiritually, and having a high national spirit is very much needed because they are the ones who will later become the nation's leaders. It is conceivable that if they later become leaders while they do not have a high spirit of nationalism it will be very dangerous for the future of the Indonesian Nation. This attitude is reflected in nationalism which will be reflected in the character of each student and according to the National Education Standards Agency emphasizes that there are four aspects in order to realize the formation of the character of students, namely (Ginting, 2021):(1) Paying attention to the emotional side of

children with self-respect, self-control, humility; (2) Improving life skills, for example, willingness to listen to others, not interrupting, interrupting conversations, and improving early childhood communication skills; (3) Growing the will or desire to always obey and follow the rules and regulations that apply. Not looking for shortcuts, but must be willing to experience the process; (4) Building good habits.

In order to foster a sense of love, knowing and being proud of Indonesia, it is necessary to instill it as early as possible in Indonesian children. For that, the presentation can be done through field trips, drawing, story books, and others (Setyowati & Ningrum, 2020). And the success of teaching about nationalism can be seen from the attitudes shown by students in everyday life. Daily attitudes that can be a measure of success are (Erina, 2022): (1) Proud to be a resident of Indonesia; (2) Appreciation for the services of Indonesian heroes by students; (3) Students are eager to learn in the era of globalization; (4) Students like to help people in need; (5) Love and proud of Indonesian products; (6) Students like to visit friends who are sick; (7) Students can show respect for teachers; (8) Students can show respect to friends at school; (9) Can respect the opinions of others.

However, to grow and instill a spirit of nationalism as early as possible in children is quite difficult. Because they are still in the playing phases, it is not easy to teach nationalism like adults. Learning through playing media is very dominant and important. And to educate the soul of nationalism by playing singing method requires adequate facilities and skills. Meanwhile, in Dinar Nasyiah 2 Kindergarten, they do not yet have good facilities and infrastructure for learning to sing together. In fact, to achieve national education standards and the realization of quality educational activities, quality supporting facilities and infrastructure are also needed.

According to the Ministry of Education and Culture's standards, the most ideal kindergarten teacher is a professional who is well-educated and well-trained, and has rich experience in his field. The definition of educated is those who have the provision of formal education. Ideally, kindergarten teachers have at least a bachelor's degree in any field (Nugroho, 2017). The teachers who teach at this school all have a Bachelor's degree elementary school education background and are quite experienced. However, the education of elementary school teachers has fundamental differences from early childhood students (kindergarten), especially in early childhood teaching methods such as singing, playing and being creative. So, to apply singing teaching methods with nationalism content is quite difficult for the teachers who work there. Meanwhile, early childhood education is an important foundation for the success of further education. Because at an early age is the golden period of child development. Therefore, a teacher is required to have good knowledge, skills because a teacher also has roles as educator, coach, trainer, adviser, coach, role as researcher, role as person, role as a driver of creativity, role as actor, role as emancipator, the role of evaluator, and the role of supervisor (Angkur, 2020).

The lack of nationalism education in Dinar Nasyiah 2 Kindergarten causes students' understanding of national values and heroism to be lacking. So that this can cause students to lose their national identity. In addition, students tend to prefer values from outside Indonesia which are not necessarily in accordance with the culture and personality of the Indonesian nation.

And one important aspect of education is infrastructure. If this is not fulfilled, it will result in the delivery of education not being optimal so that the learning objectives are not achieved. And in TK Dinar Nasyiah 2 there are no facilities that support art learning in the form of extracurricular lessons or basic subjects so that teachers find it difficult to demonstrate nationalism learning using the singing method.

The activity partner in this program is Dinar Nasyiah 2 Kindergarten which is an early childhood education school in Dusun Lateng, Gladag, Rogojampi, Banyuwangi. Where in the school is supported by three important components namely teachers, students and parents/guardians of students. Where

in these components have problems that are of concern in this program. There are several things that become partner problems including: (1) Partners' nationalism education is minimal while the global challenges are enormous. The lack of nationalism education in partners causes students' understanding of national values and heroism to be lacking. So that this can cause students to lose their national identity; (2) The infrastructure for learning art is very minimal so that learning about art which contains nationalism has not been taught. One important aspect of education is infrastructure. If this is not fulfilled, of course it will result in the delivery of education not being optimal so that the learning objectives are not achieved. Partners do not yet have facilities that support art learning in the form of extracurricular lessons or basic lessons, so it is difficult for teachers to demonstrate nationalism learning using the singing method. This is evidenced by that starting from the establishment of the Dinar Nasyiah 2 Kindergarten until the time the activity was carried out there were no supporting facilities for art or extracurricular arts activities there; (3) The skills of the teachers at Kindergarten Dinar Nasyiah 2 Rogojampi (partners of community services program) in the field of early childhood education especially related to art are very minimal. Of all the teachers in the partners, none have an early childhood education background, so the abilities and skills of teachers regarding PAUD education are very limited. Likewise, the understanding of learning with playing and singing methods that are suitable for early childhood students is very minimal. In addition, teachers have also never received training to support the teaching and learning process; (4) The attention of parents or guardians of students at Kindergarten Dinar Nasyiah 2 Rogojampi in children's education is very lacking. The majority of the population around TK Dinar Nasyiah 2 work as farmers and traders so that parents or guardians of students are sometimes less involved in participating in the child's teaching and learning process. Meanwhile, advanced and successful education requires the participation of parents/guardians of students.

2. METHODS

Activities involve partners directly to make this activity successful. To support the success of this activity, it is necessary to prepare a good and planned activity plan. In carrying out this activity, several lecturers were involved, namely Banyuwangi State Polytechnic Lecturers, Informatics Engineering Study Program Students who participated actively in assisting the documentation process, and video editing activities, Dinar Nasyiah 2 Kindergarten teachers, and workshop resource persons from the PAUD Teacher Education Study Program of Jember State University. The sequence of implementation of activities is shown in Figure 2.

Introduction

The preliminary stage was carried out together with all members of TK Dinar Nasyiah 2 to gather information, problems through situation analysis. So that from this activity there are problems in the implementation of the teaching and learning process. Furthermore, these data are compiled output targets and activity proposals.

Dissemination of Activity Plans

From the first stage, there will be problems and solutions that will be offered and implemented. So that the next stage is socialization and dialogue between the research team and Kindergarten Dinar Nasyiah 2 with the aim of obtaining an understanding about the activity plan so that the target of solving existing problems can be carried out properly.

Review and Define Activity Objectives

This stage consists of: (1) Nationalism content that will be included in the learning curriculum; (2) Types of supporting infrastructure to be provided to partners; and (3) Training that will be provided to teachers at partners.

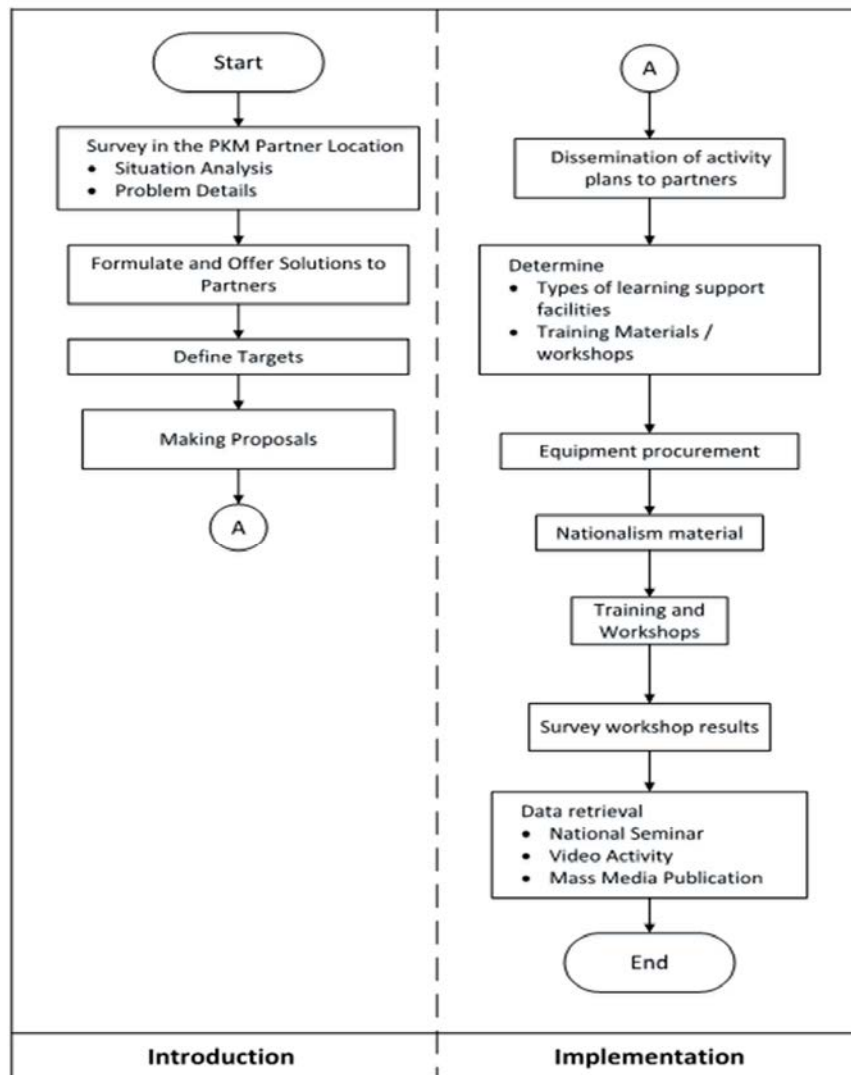


Figure 2. Flow chart of activities

Implementation of Activities

In this stage, the purchase of learning support equipment, added curriculum content and skills training for teachers will begin. For training for teachers, apart from using resource persons from the implementation team, they will also invite external resource persons from other universities to support strengthening the material provided and the implementation of this activity will all be carried out at the Dinar Nasyiah 2 Kindergarten.

3. RESULTS AND DISCUSSION

One way to instill moral values in kindergarten children is through singing. However, not all songs can be easily used because children tend to memorize simple and short songs more easily. There are several characteristics of songs that can be used, including songs that contain elements of education, are simple, in accordance with the spirit and character of young children and the lyrics of the song are not too long. Thus, the songs will easily be memorized by the students (Hidayat, 2005). Besides that, studies have shown that singing activities can affect the development of students and the lyrics sung will affect the thinking of students. Therefore, it is very important for the teacher's knowledge in choosing and teaching songs that are appropriate for the growth and development of students (Hayati et al., 2019).

The songs that will be used in the teaching and learning process must also be in accordance with the moral message that you want to instill in students. This is very important because so that students can memorize easily and then the teacher can provide an understanding of the meaning contained in the song (Wuryandani, 2017).

Learning about nationalism in this program prioritizes those that contain elements of togetherness, cooperation and discipline. And one of the supporting facilities needed is drumband musical equipment for early childhood as shown in Figure 3. Where this musical instrument is quite easy to operate for early childhood but contains elements of cooperation, discipline and nationalism with national anthems.



Figure 3. Example of kindergarten drumband with nuances of Indonesian culture (Richa, 2018)

Early childhood education aims to give children the opportunity to play while learning which is full of joy and freedom. Thus, enabling children to also gain knowledge of skills and development of attitudes and behavior of children in a pleasant atmosphere (Agustina & Retnowati, 2013). The learning process in early childhood education is very unique where at that time children really like to play and sing so that educational methods that use playing and singing are appropriate for early childhood education. For singing activities, teachers usually teach children's songs and sing them together every day. So that this requires the teacher's ability to master children's songs. A teacher must have lots of references to nursery rhymes so that children don't get bored with the same songs, and teachers are also required to be creative in creating song lyrics that are in accordance with the current learning theme (Sriwahyuni & Nofiald, 2017).

Procurement

To support nationalism learning activities for young children through the singing method, supporting tools are needed. Where these supporting tools can also encourage students' motor

sensors to develop more. The tools held in this activity are drumband equipment. Drumband consists of percussion or percussion instruments that require students to be able to move their right and left hands in a balanced way. Drumband has benefits for students indirectly, namely learning about how to socialize, how to correct friends who are wrong and play with their friends. In addition, it can educate students to become leaders, seen from the way they relate to their friends (Afandi, 2021).

The use of drumband as a means of nationalism education is very accurate because it is proven that drumband activities can improve the character of students and one of the character educations is nationalism (Safitri et al., 2021). In this activity, drumband equipment was procured to support the teaching and learning process.

Table 1. Drumband instruments procurement

Instruments	Qty	Denomination
Snare Drum	7	unit
Tenor Drum	3	unit
Bass Drum 14"	1	unit
Bass Drum 16"	1	unit
Marching Bell	4	unit
Cymbal 8"	2	unit
Majorette	2	unit

Procurement of educational facilities such as drumband equipment as shown in Figure 4, in order to meet the needs for facilities to support quality education is very important. This is shown in a study which illustrates that there is a correlation of all existing facilities with improving the quality of education and each of these facilities has a significant contribution to each student's learning achievement at school (Yustikia, 2022).

Besides that, several national songs are very appropriate to be used in the drumband extracurricular so that it is hoped that they can awaken a sense of love for the motherland. Among these songs, there are "*Indonesia Raya*" (by Wage Rudolf Supratman), "*Garuda Pancasila*" (by Sudharnoto), "*Tanah Airku*" (by Ibu Sud), "*Berkibirlah Benderaku*" (by Ibu Sud), "*Bendera Merah Putih*" (by Ibu Sud), "*Maju Tak Gentar*" (by Cornel Simanjuntak), and "*Hari Merdeka*" (by Husein Mutahar).

Procurement of these facilities is very helpful partners in organizing education that utilizes art in the teaching and learning process. And this is the first time this infrastructure has been owned by a partner since this educational institution was founded. And in Figure 5 it shows that researchers handed over infrastructure assistance to Dinar Nasyiah 2 Kindergarten to be used in the teaching and learning process.



Figure 4. Drumband instruments procurement
Figure 5. Handing over of assets to the principal

Workshop on Learning through Singing Method

Improvement of teachers' skills in teaching nationalism materials through the singing method also needs to be improved. Therefore, in this activity training was also carried out for these teachers, even the training also involved parents, guardians and students so that it was hoped that maximum results would be obtained.

The materials in the workshop as shown in Figure 6 and Figure 7 include the importance of the values of nationalism in social, state and national education, educating children using the singing method, nationalistic songs that are appropriate and easy for children to memorize early childhood, learn and play with parents, guardians and students.



Figure 6. Workshop on planting nationalism from an early age

Nationalism is very important because without nationalism, the Indonesian nation will easily be defeated by other countries in the current era of globalization. And parental involvement in children's education programs at school will have a big impact on children's growth and development. In a study it was stated that there were several advantages of the participation of parents/guardians in the process of children's education at school, namely, facilitating programs implemented by schools, is one of the school's marketing strategies, increasing children's abilities, knowing children's development, and a place for friendship and exchanging ideas (Yuliasari et al., 2018).



Figure 8. Parental involvement in the workshop

Therefore, the implementation of this activity is in accordance with the school's activity plan that will involve parents/guardians where parents will form a team with other parents/guardians of students and then be assigned to compose a song for their children as shown in Figures 8 and 9. Where the songs

that are made are no longer heavy or original, they can be songs that are based on songs that existed before. Figure 10 shows that in this activity the parents / guardians of students were divided into several groups and each group succeeded in composing songs and singing their compositions in front of all participants.

The involvement of all parents, teachers and students in the activities in Figure 11 is expected to improve their skills. Teachers can improve their skills in teaching, especially instilling nationalist values from an early age in students through the singing method. Parents/guardians can understand the importance of instilling nationalism from an early age and increase their understanding of the importance of collaboration in educating their children so they don't just rely on education at school. For students, they can improve their skills in singing, especially songs with the theme of nationalism so as to encourage the growth of nationalism from an early age.



Figure 9. Teacher and students in workshop

Figure 10. Group of parents singing songs

Figure 11. Students, teachers, and parents take part in the workshop

This workshop provides a new picture of learning methods where previously the teachers there had never received training on how to teach using art methods. And this provides additional good skills for them to further improve the quality of existing learning.

Formation of Drumband Extracurricular

Extracurricular activities are basically unwritten programs within the curriculum or outside the curriculum. Extracurriculars are also educational activities outside of school hours that can be carried out inside or outside school. And extracurricular activities have the aim of developing, expanding the knowledge of students, channeling talents, knowing the relationship between lessons as an effort to foster children. In addition, extracurricular aims to help develop students' skills that have been adapted to the needs of children, interests and talents of children. Where the guidance is carried out under the guidance of special educators, educational staff and someone who has expertise on school authority (Munastiwi, 2018).

Therefore, to improve the skills and spirit of nationalism in Dinar Nasyiah 2 Kindergarten, a drum band extracurricular is formed. This is in accordance with the improvement of infrastructure so that it can be used in the teaching and learning process.

Figure 12 shows the drumband extracurricular activities which are carried out every day one day a week by bringing in professional teaching staff so that it is expected to produce good skills for

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students. Dinar Nasyiah 2 Kindergarten has never previously held extracurricular activities so that this can encourage the growth of the potentials of students. By holding this activity, it fosters an attitude of optimism in teachers and student guardians about the development of the teaching and learning process there.



Figure 12. Drumband teaching

Based on the responses from the training participants, it was shown that this training was very useful for increasing knowledge in order to foster nationalist values in students from an early age. Besides that, the provision of drumband equipment is very useful for training-based country learning activities and can also add knowledge and insight for teachers and parents. It is hoped that this training will continue to be carried out in the future.

4. CONCLUSION AND RECOMMENDATIONS

From all the programs and activities carried out, it can be concluded that nationalism education is very important to be taught as early as possible to children. Nationalism education for kindergarten students is very effective through the use of singing songs. Infrastructure in the form of a drumband can make it easier to instill nationalist values from an early age. The involvement of parents in school programs can further enhance the teaching and learning process of students.

This program needs to be followed up in the form of school guidance partnerships by tertiary institutions for children's education institutions such as PAUD so that there is a continuous link and curriculum match. The need for clear curriculum content with nationalism content in every early childhood education institution. It is necessary to increase the main supporting facilities related to art and play in PAUD schools if you want to produce quality student outcomes. Improving the education and skills of teachers at Dinar Nasyiah 2 Rogojampi Kindergarten must continue to be carried out through continuous secondary schools or workshops. The involvement of parents in Dinar Nasyiah 2 Rogojampi Kindergarten needs to be continuously improved to encourage comprehensive education between schools and families.

ACKNOWLEDGEMENTS

This program can be carried out thanks to the support of the Banyuwangi State Polytechnic in the form of a Research and Community Service Grant Fund, therefore, we express our deepest gratitude to the Banyuwangi State Polytechnic. Besides that, the deepest appreciation to PAC (Branch Subsidiary Leader) Muhammadiyah Rogojampi for their participation in this activity so that it can be carried out properly.

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