



**EXPERIENTIAL NARRATIVE LEARNING
STRATEGIES IN FOSTERING LOVE FOR THE
COUNTRY AND SOCIAL CONCERN IN STUDENTS
IN PPKN SUBJECTS IN CLASS V SDN 106161
PERCUT SEI TUAN**

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Abstract

This research is a qualitative research with a case study approach. The reason for using case studies is that this research examines existing cases so that researchers only study existing cases. This research will be conducted at SDN 106161 Percut Sei Tuan. The time of this research was carried out in March-April 2022. The total informants needed were 2 fifth grade teachers and 6 students. Determination of informants in this study was done by purposive sampling technique. After describing the results and discussion, the conclusions in this study are determined: 1) For the value of patriotism, according to the researcher, the students of SDN 106161 Percut Sei Tuan have a good attitude of nationalism but still don't know much about the values of nationalism that must be fostered. Then students also have social care for fellow friends, family and teachers as well as for surrounding creatures such as animals that pass around the school and the plants that grow around the school are cared for properly. 2) The problem related to social care and love for the homeland lies in the lack of enthusiasm for students showing these 2 characters in learning and the importance of these two attitudes, considering that at present the problem of love for the homeland is very minimal for children because of global influences, technology and the entry of foreign culture into Indonesia so that it affects children. 3) The process of

implementing experiential narratives where learning is carried out with the concept of telling the experience of role models in this country related to the Proclamation and Presidents 1 and 2 in Indonesia has been carried out very well.

Keywords: *Experiential Narrative, Love for the Homeland, Social Care.*

A. Introduction

Indonesia is a country that has a very large number of islands and has various ethnicities, races and religions. With so many differences, be it ethnicity, race or religion, it can lead to differences of opinion between people. To avoid this, it is necessary to cultivate a sense of love for the homeland and social care. Nationalism is an attitude that needs to be instilled from an early age. The reason is, nationalism is one of the attitudes that every Indonesian citizen must have.

A sense of nationalism can be shown through character education which is implemented through PPKn learning where the benchmark of learning material in PPKn is sustainable with many characters such as: religious, love for the homeland, social care, mutual cooperation, respect, honesty, tolerance, and others. PPKn subjects are expected to foster a sense of love for the homeland and social care for students. By studying PPKn, it is also hoped that students will gain a lot of knowledge about how to be good citizens who can fulfill their obligations as students and Indonesian citizens, as well as gain an understanding of what rights as students and citizens should be.

Through Pancasila and Citizenship Education (PPKn) it is hoped that students can form the character of love for the homeland because PPKn is a lesson that seeks to foster the moral development of students in accordance with the values of Pancasila, in order to achieve optimal development and be able to realize it in their daily lives. Daryono, [344]

2011:1). The character values of love for the homeland and a sense of social concern are built in PPKn learning in class V even semesters on theme 8 of our best friend's environment and sub-theme 1 of humans and the environment. The correlation of indicators related to the love for the homeland and a sense of social concern are: 1) Identifying the socio-cultural diversity of the Indonesian people. And 2) Demonstrate an attitude of tolerance that can be done in the socio-cultural diversity in Indonesia.

The faded love for the homeland can cause a sense of social care to be eroded. We can see the phenomenon at this time, where technology is growing and can be accessed by elementary school children whose use of gadgets is not restricted at all, internet access is not restricted. One small thing that happens is that what children consume the most is news on social media when an accident occurs, people who help are less than those who capture it on their cellphones. An example of this small thing has become a phenomenon of the disappearance of social care attitudes and is consumed by children, so that children will adopt them.

The researcher also conducted interviews with several students in class V of SDN 106161 Percut Sei Tuan that they often consume video shows on social media. Some students also said that while studying from home, they never communicated with their friends. Then spend more time at home playing gadgets, watching tv or just doing the assignments given by the teacher online. This problem is a small problem that has a big impact on students' social care, which is being closed and unsociable, and indifferent to the surrounding environment.

Then another problem is the lack of interaction with teachers, friends during learning from home, making students less concerned about

how to respect others, for example in WhatsApp groups sending messages without using greetings, although some are controlled by their parents in using WhatsApp but there are also students who are not controlled at their age. primary school. Then the problem of caring for the surrounding environment is also less due to lack of socializing and limited access to education outside of school.

Warsono (2008:10) asserts that "human values seem increasingly difficult to find. Many people no longer care about the suffering of others, and even tend to exploit others. Our hearts are no longer touched by the poverty and suffering of the people around us, whose numbers are increasing." This happens because small things from a child's age are not implemented through learning.

The acquisition of student learning outcomes in PPKn subjects where students who do not get grades according to the KKM are more than students who get grades above the KKM. The problem of love for the homeland in class V SDN 106161 Percut Sei Tuan is very clear where when the teacher gives an option to ask questions about heroes and the history of the proclamation of Indonesia, all students are silent and fixated on just being listeners and there is no response in the question and answer process. This is due to the lack of students' interest in reading books related to the struggle of heroes, proclamations and those relating to love for the homeland. The problem that appears is also in the introduction of culture in Indonesia, and only a few students understand Indonesian culture. This is a problem in the character of students' love for the homeland that needs to be fixed.

The data found by this researcher have become a reality which has an effect on students' character values for love for the homeland and social care are increasingly being eroded. For this reason, the researcher

uses an experiential narrative learning strategy. Teaching and learning are interactions that occur between teachers and students. The learning activities are directed to achieve certain goals that have been formulated before teaching is carried out.

Learning strategy is a series of activities in the learning process related to student management, teacher management, learning environment management, learning resource management and assessment so that learning is more effective and efficient in accordance with the set learning objectives.

Based on the experience of the story, the strategy that is experiential narrative is the experiential story method. Komkat (2004: 5), says that "Naratif means that the material is told (narrative) as a dialogue partner who testifies about the experience and appreciation (experience). It means that narrative is part of communication that starts from and leads to the daily experiences and appreciation of elementary school students .

So experiential narrative is a story of experience. Experiential narratives in this writing are stories of experiences in the form of a person's personal life, the lives of other people or the lives of figures both in terms of Indonesian historical stories, diversity in society as well as figures in everyday life and historical figures. Sidjabat (1994:17) says that "Stories are the most effective vehicle for conveying a message. All ages love stories. The nature of the story itself is: non-coercive, entertaining, contains many messages, easy to remember and memorize.

With the experiential narrative method, students will learn that prioritizes experience in learning and that experience is contained in real stories or history. So that students can draw conclusions from what they read and make sense. Stories about the experiences of heroes and

ancestors will reflect feelings of love for the homeland and social care, students who read will definitely have feelings of love for the homeland and social care

B. Method

This research approach is carried out qualitatively, meaning that research procedures produce descriptive data in the form of words from people or observed behavior (Bogdan & Taylor in Moleong, 2010:4). This approach is directed at the cultural background and individuals who are used as sources/informants of this research holistically (whole). Basically, according to some experts there are several methods developed in qualitative research, including; case studies, phenomenology, grounded theory, ethnomethodology, ethnography, biography, clinical research and historical social sciences (Agus Salim 2001: 89).

This research will be conducted at SDN 106161 Percut Sei Tuan. The time of this research was carried out in March-April 2022. Moleong (2010:132) describes the research subjects as informants, which means people who are used to provide information about the situation and condition of the research place. The total informants needed are 2 fifth grade teachers, and 6 students. Determination of informants in this study was done by purposive sampling technique. Sampling is not intended to represent the population, but on the relevance and depth of information and is based on themes that appear in the field. All data recorded in the record.

The object of research is the point of attention of a research. The point of attention is in the form of substance or material that is researched or the problem is solved using the relevant theories, namely

the love for the homeland and social care of students in PPKn subjects and the learning process using experiential narrative methods.

Research Procedure and Design

The research procedure was carried out at SD Negeri 106161 Percut Sei Tuan so that it was easier for the informants to conduct interviews and direct observations. The entire series of research processes is estimated to take ± 3 months from the preparation of the proposal and is divided into three main stages, namely the research preparation stage, the operational stage, and the report preparation stage.

Data Collection Instruments and Techniques

Data collection techniques used in this study were observation, interviews and documentation. Therefore, this research was assisted by instrument of observation guide, interview guide, recording device, camera and stationery.

Data analysis technique

After qualitative data has been collected, the next step is data analysis, qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what is important. learned, and decide what to tell others (Moleong, 2004: 248).

Research Validity

Data validity is an important concept that has been updated from the concepts of validity (validity) and reliability (reliability) according to

the positivism version which is adapted to the knowledge demands of its own criteria and paradigm (Lincoln and Guba, in Moleong, 2010: 321).

C. Finding and Discussion

1. Result

a. The Character of Love for the Homeland and Social Concern at SDN 106161 Percut Sei Tuan

The character of love for the homeland where the researcher saw that there were no fights during study or rest. Students can also hang out with friends of different religions, they seem to respect each other and maintain tolerance for each other, especially when the month of Ramadan is taking place, students who fast are highly appreciated by students who are not fasting. The researcher sees this as a positive value for students in grades Va and Vb at SDN 106161 Percut Sei Tuan. Then students also have a concern for the surrounding creatures such as animals that pass around the school and the plants that grow around the school are cared for properly.

For the value of patriotism, according to the researcher, the students of SDN 106161 Percut Sei Tuan have a good attitude of nationalism but still don't know much about the values of nationalism that must be fostered because according to the researcher, the attitude of children who miss ceremonies during the pandemic means they really want the ceremony. takes place every Monday. Then students also display photos of the president and heroes which are the obligations of each class so that students will recognize important figures in this country.

According to the researcher, the results of the interview can be concluded with the character of love for the homeland and social care at SDN 106161 Percut Sei Tuan where the fifth grade student at SDN 106161

Percut Sei Tuan has not fully implemented the character values of patriotism and social care well, because after all the teacher who most understand what changes in their students on a daily basis and this cannot be observed in the short term but in the long term. Then students also show their best achievements during the learning process where there is an enthusiastic attitude to learning. For the attitude of nationalism, they don't have high nationalism yet, especially about products, maybe they can lie when interviewed, in fact students are more interested in foreign-made goods. sometimes children always tell what they want through the spectacle they watch. Then the children understand the state of culture and diversity in Indonesia, meaning they understand how to respond to any differences both in class and at home. Then for social care, the teacher has instilled an attitude of tolerance in students and cares for others starting with caring for students.

The results of student interviews can be concluded that children do have good values of nationalism and social care where they answer that they show social care by helping friends, parents and so on. Their nationalist attitude is described by understanding historical stories, heroes and attending ceremonies are considered to have good nationalistic attitudes.

b. Establishing the Focus of Problems Suggested by Informants.

Based on the focus of the problems discussed about social care and patriotism. So the researchers made observations where the problem related to social care and love for the homeland lies in the lack of enthusiasm for students showing these 2 characters in learning. and the importance of that attitude considering that at present the problem of love for the homeland is very minimal for children because of global

influences, technology and the entry of foreign cultures into Indonesia so that it affects children. We can see that children are also able to understand that if there is a disaster, the main thing to do is not to help but to take a cellphone and publish it. There may be good and negative sides to this incident. On the good side, everyone helps because they know the information but the negative side is that people who are in need of help get help too late. And these small problems often occur around our lives.

The results of student interviews where we can conclude that the problem of love for the homeland and social care can be overcome by filtering every foreign culture that enters and sticking to the culture that exists in this country. This must be instilled early. Then, how to teach children to care, be polite, to maintain feelings of religious differences. These little things that must be instilled into the reason are so that students become good people in the future.

c. Establishing Focus on Findings of the Learning Process Using Experiential Narrative Learning Strategies, Starting from the Initial Stage, Core Activities to Closing Activities.

Researchers observed learning activities using experiential narrative learning strategies. According to the researcher, the students were enthusiastic about this learning strategy. seen students discussing with their group friends in an orderly and quality manner. Then when the teacher tells the story in front of the class, the students show silence and all are focused on learning. This means that students are very interested in using the concept of telling stories of experiences and national figures in front of students.

The teacher tells stories from the proclamation to the biographies of President Soekarno and Suharto. Students give good responses seriously and ask questions. Students who previously did not understand the story of the proclamation and biographies of presidents Soekarno and Suharto now know better. Because every history in essence must indeed be told to students so that students understand. The purpose of learning by telling this historical experience is so that students can take the attitudes of patriotism from the leaders and social concerns.

The results of teacher interviews describe the process of implementing experiential narratives where learning is carried out with the concept of telling the experiences of role models in this country related to the Proclamation and Presidents 1 and 2 in Indonesia. Then the text used in the implementation of the experiential narrative model is considered sufficient to display the character of love for the homeland and social care. The text described also has an attitude of nationalism and social care towards the people, so it is appropriate to give it to students. However, students who learn through experiential narratives have not fully applied it to their daily lives, but there are also students who really stand out for their love for the homeland and social care. During the learning process from beginning to end students showed enthusiasm for what was told.

The results of interviews with student respondents showed that the learning process using experiential narratives was done well where the student responses answered that learning was fun, although there were some mentions of being bored, but most of them answered that it was fun, especially if they thought that by telling stories, they could know many things. The student's response to the text presented is too long and the characters told are very strong showing their nationalism and social

care. On average, students answered the text very well. In this way, researchers hope that they can respond to the character of love for the homeland and students' social care. Although the implementation of experiential narrative learning is quite good, there are still difficulties experienced by students, one of which is the difficulty of understanding what the teacher is saying.

2. Discussion

For the value of patriotism, according to the researcher, the students of SDN 106161 Percut Sei Tuan have a good attitude of nationalism but still don't know much about the values of nationalism that must be fostered because according to the researcher, the attitude of children who miss ceremonies during the pandemic means they really want the ceremony. takes place every Monday. Then students also display photos of the president and heroes which are the obligations of each class so that students will recognize important figures in this country.

According to the researcher, the results of the interview concluded with the character of love for the homeland and social care at SDN 106161 Percut Sei Tuan where the fifth grade student at SDN 106161 Percut Sei Tuan had not fully implemented the character values of patriotism and social care properly, because after all the best teacher understand what changes in students every day and this cannot be observed in the short term but in the long term. Then students also show their best achievements during the learning process where there is an enthusiastic attitude to learning. For the attitude of nationalism, they don't have high nationalism yet, especially about products, maybe they can lie when interviewed, in fact students are more interested in foreign-made goods. sometimes children always tell what they want through the

spectacle they watch. Then the children understand the state of culture and diversity in Indonesia, meaning they understand how to respond to any differences both in class and at home. Then for social care, the teacher has instilled an attitude of tolerance in students and cares for others starting with caring for students.

The results of student interviews concluded that children did have good values of nationalism and social care where they answered that they showed social care by helping friends, parents and so on. Their nationalist attitude is described by understanding historical stories, heroes and attending ceremonies are considered to have good nationalistic attitudes.

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D. Conclusion

After describing the results and discussion, the conclusions in this study are determined:

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1. For the value of patriotism, according to the researcher, the students of SDN 106161 Percut Sei Tuan have a good attitude of nationalism but still don't know much about the values of nationalism that must be fostered. Then students also have social care for fellow friends, family and teachers as well as for surrounding creatures such as animals that pass around the school and the plants that grow around the school are cared for properly.
2. The problem related to social care and love for the homeland lies in the lack of enthusiastic attitude of students showing these 2 characters in learning and the importance of both attitudes, considering that at present the problem of love for the homeland is very minimal for children because of global influences, technology and technology. the entry of foreign cultures into Indonesia so that it affects children.
3. The process of implementing experiential narratives where learning is carried out with the concept of telling the experience of role models in this country related to the Proclamation and Presidents 1 and 2 in Indonesia has been carried out very well. Then the text used in the implementation of the experiential narrative model is considered sufficient to display the character of love for the homeland and social care. However, students who learn through experiential narratives have not fully applied it to their daily lives, but there are also students who really stand out for their love for the homeland and social care. During the learning process from beginning to end students showed enthusiasm for what was told.

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