

Flag Ceremony From the Perspective of Grade IV Students at Sukarasa State Elementary School

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Abstract

The flag ceremony is proof that our country always appreciates the services of heroes who have fought for independence. As Indonesian citizens, it is our duty to follow it solemnly and voluntarily, including all students in Indonesia. Students should be able to interpret and know the purpose of holding a flag ceremony so that they can carry out the flag ceremony solemnly and voluntarily as a form of character development. However, not a few students joked, chatted in line, and made moves that shouldn't have been done. Therefore, after conducting research they only participate in ceremonial activities without knowing the meaning of the flag ceremony. Therefore, all school members need to work together to build a spirit of nationalism and love for the homeland in students, as a form of character development through flag ceremony activities.

Keywords: Ceremony, Students, Character



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INTRODUCTION

The Flag Ceremony is a routine activity that is held at least every Monday morning and on national holidays. The flag ceremony is carried out by every existing institution, including educational institutions. In general, at schools, every Monday morning they routinely carry out a flag ceremony besides that the students are still fresh before starting learning activities for one week but (Tedjo, 2018). According to Permendikbud Number 22 of 2018 concerning Guidelines for Flag Ceremonies at Schools, flag ceremonies at schools are one of the efforts to realize educational goals which include the values of instilling discipline, cooperation, self-confidence, and responsibility. (Salminati, 2017) . The ceremony is an act that has been arranged, must be carried out properly, so that the activities are well organized, forming good customs and behavior (Suhadi, 2015). Students are taught to become ceremonial officers where students are (Rahmani et al., 2021).

Implementation of the flag-raising on Monday, contained in the law Minister of Education and Culture Regulation Number 23 of 2015 concerning the Growth of Character and Character which explains that carrying out the flag ceremony is (Muchlis et al., 2020). Nationalism is an understanding to love the nation and country. As a student who will become the nation's next generation, having a spirit of nationalism is very important, making the values of the Pancasila philosophy the basis for character formation. (Samrin, 2016) Character is interpreted as the values of human nature which include all human activities, in relation to God, with oneself, with fellow human beings, and with society, which are expressed in thoughts, attitudes, and feelings. And speech and actions based on these principles. (Dwi Jayanti, 2016).

Based on the findings of observations, currently the Monday flag ceremony at SDN Sukarasa is always held every week. However, there are still many students who do not live up to and interpret the flag ceremony. This is based on observations in the field, where many students joked during the ceremony, officers who looked unenthusiastic, had other activities during the ceremony, did not have the attitude of appreciating the services of the heroes, felt

that they had to participate in the flag ceremony because they were forced to underestimate the ceremonial procession. Even the flag ceremony is considered a boring thing because of the long duration, they have to stand, not to mention the giving of the mandate from the ceremony leader. This is really sad, considering that Monday's flag ceremony is one of the events for building student character. So this is what underlies the researchers to conduct this research entitled Flag Ceremony in the Perspective of Grade IV Students at SDN Sukarasa.

RESEARCH METHODS

Research on the flag ceremony from the perspective of fourth grade students at SDN Sukarasa uses a quantitative approach. A quantitative approach was chosen in this study in order to avoid things that are subjective about the flag ceremony from a student's perspective. According to Sugiyono (2018) argues that a quantitative approach is research based on the philosophy of positivism to examine certain populations or samples and random sampling by collecting data using instruments, data analysis is statistical. Researchers conducted research at SDN Sukarasa which was located on March 6, 2023. In this study, the data sources were fourth grade students through a given questionnaire. Sources of data amounted to 48 respondents. In addition to developing it, it is supported by other sources derived from literature, books, and articles that are relevant to the research being conducted. The data collection technique used was a questionnaire, in the form of a list of questions submitted in writing to the respondents. The steps taken in this study began with formulating the problem, studying literature, making hypotheses, determining methods, compiling research instruments in the form of questionnaires, and collecting and analyzing data.

RESEARCH RESULTS AND DISCUSSION

Schools as educational institutions are expected to be able to instill the values of love for the motherland and the spirit of nationalism or nationalism through the various activities it organizes. Various ways can be done by schools to uphold the value of love for the motherland, including by holding a flag ceremony at school where the flag ceremony at school is the obligation of all schools in Indonesia. Creating the character of love for the motherland, the spirit of nationalism cannot be said to be successful if students only carry out the flag ceremony while the implementation process and basic knowledge of the flag ceremony are ignored. In the end it ends in the sense of forcing students to carry out the ceremony and not achieving the purpose of the ceremony but only the process of fulfilling obligations (Sumilah, 2019).

Based on the results of the study, 12 students (25% of respondents) felt quite happy to take part in the flag ceremony on Monday morning, 36 students (75% of respondents) felt happy to take part in the Monday morning ceremony and none of the 4th grade students at SDN Sukarasa felt not happy when participating in flag ceremony activities. As for the reason that most of the students were quite happy because they felt sore and hot standing under the hot sun while participating in the ceremony.

In its implementation, 4 students (8.3% of respondents) felt compelled to participate in the flag ceremony and 44 other students (91.7% of respondents) carried out the flag ceremony voluntarily. Because they have the view that participating in flag ceremony activities is an obligation and habit, but they have not been able to fully interpret flag ceremony activities. The following are some of the reasons given by students for participating in the flag ceremony "so that the Indonesian nation remains independent", "because it commemorates Monday", "because the flag ceremony is the symbol of Indonesia", and "because of the interests of students". This proves that they have not understood the purpose of carrying it out and the purpose of participating in the flag ceremony.

Regarding the purpose of the flag ceremony, there are regulations that explain the 6 objectives of the flag ceremony, namely according to Permendikbud No 22 of 2018 concerning Guidelines for Flag Ceremonies at Schools. Based on the Minister of Education and Culture, the following are the objectives of carrying out the flag ceremony: 1) Strengthening the unity and integrity of the nation and the Unitary State of the Republic of Indonesia. 2) Get used to being orderly and disciplined. 3) Improve leadership skills. 4) Get used to compactness and cooperation. 5) Growing a sense of responsibility. 6) Strengthen the spirit of nationalism and love for the motherland. After doing the research, the following is a description of the results of the research that the author has done on grade 4 students at SDN Sukarasa.

Table 1. Research Result

No	Indicator	Research Result	
1.	Strengthening the unity and integrity of the nation and the Unitary State of the Republic of Indonesia	66.6% of students agree that the first indicator is one of the goals of the flag ceremony.	33.4% of students disagreed that the first indicator was one of the goals of the flag ceremony.
2.	Get used to being orderly and disciplined	95.83% of students agree that the second indicator is one of the goals of the flag ceremony.	4.17% of students disagreed that the second indicator was one of the goals of the flag ceremony.
3.	Improve leadership abilities	62.5% of students agree that the third indicator is one of the goals of the flag ceremony.	37.5% of students disagreed that the third indicator was one of the goals of the flag ceremony.
4.	Get used to cohesiveness and cooperation	70.83% of students agree that the fourth indicator is one of the objectives of the flag ceremony.	29.17% of students did not agree that the fourth indicator was one of the objectives of the ceremony
5.	Foster a sense of responsibility	64.58% of students agree that the fifth indicator is one of the objectives of the ceremony.	35.42% of students did not agree that the fifth indicator was one of the objectives of the ceremony.
6.	Mempertebal semangat kebangsaan dan cinta tanah air	93,75 % siswa setuju indikator keenam menjadi salah satu tujuan dari upacara.	6.25% of students did not agree that the sixth indicator was one of the objectives of the ceremony.

Of all the existing indicators regarding the purpose of carrying out the flag ceremony in general it can be concluded that more grade IV students know and agree with the 6 indicators of the flag ceremony in Permendikbud No 22 of 2018 concerning Guidelines for Flag Ceremonies at School. However, they have not been able to interpret this purpose within themselves, so in practice they have not fully understood the flag ceremony they are carrying out. For example the flag ceremony as an effort to strengthen the spirit of nationalism in students, although there are some ceremony participants still feel compelled to carry it out.

In the flag ceremony, it is confirmed that ceremonial officers will be involved and regulated in Permendikbud No. 22 of 2018 concerning Guidelines for Flag Ceremonies at Schools article 1, including the Ceremony Coach, Ceremony Leader, Ceremony Organizer, Ceremony Guide, Pancasila Manuscript Bearer, Bearer of the Text of the Opening of the Constitution 1945, Readers of Student Promise Texts, Prayer Readers, Song Leaders/Conductors, Flag Raising Groups, and Choir Groups. Based on the results of the study there were 3 ceremonial officers whom grade IV students did not know, including the ceremonial organizers, the ceremonial guides, and the choir group. Regarding the choir group they did not know because at SDN Sukarasa there was no special choir group. While the organizers of the ceremony are teachers who are in charge of preparing plans for the ceremony as well as everything related to the implementation of the ceremony at school and the ceremony guides are students under the guidance of the guiding teacher who reads the ceremony implementation at school.

CONCLUSION

It is said that the flag ceremony was successfully carried out when the students did not just participate in the activities. But the meaning within each student after the activity is over so that it becomes a place for the development of children's character such as national spirit, nationalism, love of the motherland, and discipline. As said by Nashir in (Rahmani et al., 2021) character education is not an independent activity, because apart from involving a process that is not simple which is inherent in the implementation of education itself. Students not only know the purpose of the flag ceremony, but also should be able to interpret and implement it in everyday life. Therefore students need to know the basics and foundations why they have to take part in the flag ceremony, so that when it is carried out they can do it voluntarily and interpret each series of ceremonial activities.

Suggestion

Schools and all school members, including principals, teachers, school staff, committees, and parents need to work together to build a spirit of nationalism and love for the country in students, as a form of character development. The principal can make regulations that emphasize the obligations of all school members during ceremonies, teachers can help train students to become ceremonial officers and help direct students during ceremonies, parents can help students by preparing complete uniforms, using ties, hats, socks, and shoes. black and disciplining students so they are not late for the flag ceremony, even parents can help instill a spirit of nationalism and love for the country. All school members must work together for the betterment of the school, homeland and nation.

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