

THE INFLUENCE OF DARUL AHDI WA SYAHADAH'S NATIONAL LEARNING ON THE UNDERSTANDING OF RELIGIOUS NATIONALIST ATTITUDES IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

Study aim For analyze impact from learning Darul Ahdi Wa nationality Shahadah to understanding attitude nationalist and religious student Grade IV of Cemengkalang State Elementary School. The method used is Pre Experimental Design with pre-test and post-test measurements were conducted on 28 students. The research This includes validity test, reliability test , N-Gain test, normality test, and paired test. Learning This combine values nationality and religiosity, with hope can increase understanding student about attitude nationalist and religious. The main goal education is For form moral character and improve intelligence. At the age of school basic, character student tend prone to to influence negative developing digital technology moment this. Through learning this, students pushed For in a way active participate in activities that reflect values The results of the research show that effective learning No only repair knowledge academic, but also form character student as a generation that loves homeland and uphold religious values. Research this is also expected can give contribution for development of more educational programs good, effective, and increase quality education that is oriented towards formation character strong nation at a time grow a sense of love to homeland and responsibility answer social.

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INTRODUCTION

National education is branch science that focuses on formation individual as citizens who understand and implement right as well as his obligations optimally, in line with the values of Pancasila and the 1945 Constitution of the Republic of Indonesia, Through education citizenship , character participant educate built in a way holistic , which was originally fostered in the environment family , then strengthened by the state through planting values base formation character (Hariandi et al., 2023) . Implementation education nationality No only emphasize moral and ethical aspects, but also plays a role big in strengthening skills social participant educate . With Thus , education

nationality designed to be able to instilling national morals as well as build Spirit nationality in the generation young (Murtiningsih et al., 2024) . In the global information era such as moment this is very important for generation young For own skills think critical and instrumental active as responsible citizens answer , both at the level local both national and global. Schools together public become the main pillar in form member communities that have good character sublime . Strengthening education nationality need source Power man quality as condition achievement objective education national . With existence education quality nationality is formed man superior role active in realize ideals nation as well as strengthen connection between education and development national (Safitri, 2020) .

Attitude religious nationalist reflected through pattern thoughts , behaviors , and actions that demonstrate loyalty , respect , and appreciation to language , culture , conditions economics and politics nation , so that happen synchronization between interest national and values sublime nation (Mufattakhatin, 2023) . Attitude This is combination between Spirit nationality and values religious beliefs individual , where between Pancasila and teachings deity No happen conflict , but rather each other strengthen . Integration of both form character nationalism strong religious , which strengthens unity nation and strengthen solidarity social . Identity religious nationalist reflected in behavior everyday life in harmony with religious values and spirit patriotism . The main goal education is form character noble and intelligent life nation . Implementation education nationality based mark religious at a time nationalist is effort systematic in overcome decline frequent characters occurs at the level school base consequence influence negative digital technology (Fauzieyah & Suyatno, 2024) . The phenomenon moral degradation is often found since age early , especially Because impact digital environment that is not controlled . School own not quite enough answer big in prevent and minimize damage character said . In accordance with Law No. 20 of 2003 concerning National Education System , education must ongoing in a way systematic and purposeful For create atmosphere conducive learning for development potential participant educate . Government in a way consistent make an effort increase quality education to instill moral and ethical values in students , so that expected come true a nation with character and personality superior . Through education nationality , participants educate directed For own Spirit patriotism , love homeland , as well as attitude strong nationality (Tuhuteru et al., 2023) .

Implementation education nationality is very relevant with objective main education national (Hikmasari et al., 2021) . Modern education is required For integrate development academic and character to be able produce generation knowledgeable wide at a time based on strong ethics . This integration required Because education that only highlight aspect intellectual often fail in form personality participant educate in a way comprehensive (Hidayah et al., 2025) . Principles education nationality put forward merger values ethics to in the learning process , so participant educate can understand theory at a time apply values the in life everyday . Perspective (Students et al., 2024) underline importance integration education nationality in curriculum , so that participants educate No only superior in knowledge scientific , but also wise in behavior ethical . With thus , science knowledge gained No only nature theoretical , but rather become runway in act in accordance with applicable social and ethical norms . Approach comprehensive education required for participants educate grow become individual intelligent , ethical , and have commitment strong humanity . Learning methods Darul Ahdi Wa nationality Shahadah become innovation new that combines principle religion and nationalism in experience learning . The concept of "Pancasila state as Darul Ahdi wa The " Syahadah " was introduced at the 2015 Muhammadiyah Conference (Arif & Aulia, 2017) , which proposed paradigm new in understand connection between Islam and Pancasila, and offer understanding about the sharia state in Indonesian context . Ideas This confirm dedication nation to values national and religious, as well as importance realize commitment the in daily life society . Principles This in line with Indonesia's religious and cultural diversity , as well as confirm the importance of Pancasila as foundation ideology nation (Senja Tiarylla et al., 2023) . System education national sued capable implant mark religious , patriotism , and honesty in participants education program nationality No only equip student with knowledge academic , but also understanding deep about ethics and values rooted in religious teachings and Pancasila . Every participant educate invited understand importance agreement nationality in guard harmony , strengthening diversity , as well as preserve unity and oneness national .

Literature review previously find diverse research that has relevance with study this . In line with Darul Ahdi Wa's idea Shahadah , research previously highlight integration Pancasila values with Islamic teachings in education (Khakim, 2021) . The study study education ideology in college high , especially learning education citizenship based on Pancasila, and highlights importance strengthening identity nationalist religious . Another study from (Risa Nur Aulia & Anggraeni Dewi, 2021) emphasized urgency planting ideals national in Muhammadiyah schools through internalization values nationalism to participant implemented education in classroom learning . Meanwhile that , research (Sinta Utami, 2019) emphasize the need internalization ideals Muhammadiyah in framework nationality through Pancasila nationalism as Darul Ahdi Wa Shahadah in the environment college Muhammadiyah University . The research that I do own thread red with research previously , especially in emphasize importance learning nationality as a medium to strengthen Darul Ahdi Wa values Shahadah , nationalism , and values religious . This is clarify role education as system structured in planting religious ideals and nationalism . Focus main lies in integration mark character student through combination Pancasila values and Islamic teachings in the world of education .

Not many research that is specific highlight learning Darul Ahdi Wa nationality Shahadah in context strengthening character religious and nationalist . Concept learning This turn on education character with integrating two values fundamental , namely religion and nationalism , to in system education synergistic nationality . Innovation this is very necessary remember education characters in Indonesia are still tend limited to the realm of basic morals , not yet connected strong with values patriotism , so that Not yet capable produce optimal generation in character religious and nationalist .

Study This intended For analyze influence paradigm learning Darul Ahdi Wa nationality Shahadah to formation identity religious-nationalist in students school basic . Focus study directed For test effectiveness of learning models This in implant mark religious and nationalism in a way simultaneously , especially at the level education the basis which is phase crucial in formation character . With Thus , research This expected can give contribution significant in development of learning models that are not only prioritize aspect academic , but also moral and character dimensions students , especially in prepare generation religious and nationalist qualities .

METHOD

Methods used in study This is Pre Experimental Design, namely method study quantitative with design One a group consisting of from the pre-test and post-test. According to (Sugiyono & Lestari, 2021) , the one group pre-test and post-test method is design research conducted with give test before treatment (pre-test), so can more evaluate effectiveness treatment the through test after treatment conducted (post-test). The following is design research used ;

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Information :

X = Treatment (Learning nationality *Darul Ahdi wa shahadah*)

O₁ = Pre-test (before given treatment)

O₂ = Post-test (after given treatment)

Study This was held at Cemengkalang State Elementary School . The location chosen Because Class IV of SDN Cemengkalang was the one sample study currently learn material learning nationality , namely Pancasila Education, which discusses about attitudes and behavior that reflect implementation the values of Pancasila in life social class the own amount adequate students For fulfil need research . In addition , learning nationality through Pancasila Education at the moment This Still nature simple and requires appropriate innovation , so that it can developed in a way more Good .

Population interpreted as overall object and the subject that becomes point attention in something research , which will then be analyzed For get description or conclusion based on data collected in the field (Wajdi et al., 2024) . In context study this , population covers “ all student class IV of Cemengkalang State Elementary School, the number of which is reached 28 people. Meaning population can also be expanded as gathering complete from successful data collected through various technique data collection in the field . Based on understanding said , the population represent all over elements that are clear has set as focus research and will become object analysis field until study end .

Research sample defined as part small from selected population in a way planned For represent characteristics population said . Sample acts as representation from overall population with more amount limited , and selected based on criteria certain so that the results study can generalized (Collins et al., 2021) . In the study this , determination sample done with choose One class as subject main in trial implementation learning nationality that aims increase understanding and attitude nationalist religious among students . With use sample single said , researchers can compare results measurement beginning and end , so that program effectiveness can evaluated in a way more .

Data collection in study This done with method administering pre-tests and post-tests. Testing reliability carried out to assess level consistency results measurement by instrument test . Data analysis also includes calculation N-Gain value used For see to what extent has it improved score from pre-test to post-test. Next , data normality test was carried out use Shapiro Wilk method for ensure data distribution according to assumptions applicable statistics . For compare score before and after treatment , a purposeful Paired Sample T-Test was used identify difference significant between pre-test and post-test results . All stages data analysis was performed with help device SPSS software version 26.

RESULTS AND DISCUSSION

Testing process validity grains question is step important For ensure every questions used in the pre-test and post-test really worthy made into instrument research . Testing This implemented on participants educate class IV consisting of 28 people with a total of 20 questions shaped choice double . A grains question declared valid if the calculated R value obtained exceed R value of the table at the level significance of 0.05. With amount respondents as many as 28, the R table value that becomes reference is 0.361. Data processing using device SPSS 26 for Windows software shows that all over questions being tested own the calculated R value is above 0.361 , so all over grains question declared valid.

Table 1. Results Test Validity Item Question

Nomor Soal	Nilai R hitung	Hasil
Soal 1	0,502	Valid
Soal 2	0,796	Valid
Soal 3	0,658	Valid
Soal 4	0,632	Valid
Soal 5	0,837	Valid
Soal 6	0,837	Valid
Soal 7	0,893	Valid
Soal 8	0,893	Valid
Soal 9	0,893	Valid
Soal 10	0,800	Valid
Soal 11	0,874	Valid
Soal 12	0,800	Valid
Soal 13	0,800	Valid
Soal 14	0,800	Valid
Soal 15	0,837	Valid
Soal 16	0,674	Valid
Soal 17	0,874	Valid
Soal 18	0,874	Valid
Soal 19	0,796	Valid
Soal 20	0,874	Valid

Test results validity the show that every grains question has fulfil criteria validity , which means instrument question can used more carry on in activity research data collection .

Testing reliability aim evaluate level consistency instrument study if given in a way repeated . In research this , reliability counted use Cronbach's Alpha formula through SPSS application version 26 for Windows. Instruments categorized reliable if Cronbach's Alpha value exceeds 0.6. Testing This show mark reliability of 0.769, which

indicates that pre-test and post-test questions included to in category reliable . With Thus , the instruments used can trusted and worthy used in the data collection process . Following table summary reliability test results :

Table 2. Results Test Reliability Item Question

Cronbach's Alpha	Information
0.769	Reliable

The results of the reliability test above show number reliability question pre-test and post-test of 0.769 with category good / still . From the results the can concluded that instrument question pre-test and post-test considered reliable and can used in research data collection .

The N-Gain test is utilized For evaluate improvement understanding participant educate , especially comparison between pre-test and post-test results in context understanding attitude nationalist-religious . N- Gain calculations are carried out use IBM Statistics 26 for Windows application . N-Gain test results data are displayed in table following :

Table 3. Results Test N- Gain

Class	Normal Gain	Interpretation
IV	0.82	Effective

Based on results analysis , the normal gain value obtained of 0.82. This value including in category effective , which means there is improvement significant to understanding attitude religious nationalist after implementation learning nationality based the concept of Darul Ahdi wa Shahadah in class IV of Cemengkalang State Elementary School .

Testing normality aim evaluate whether the pre-test and post -test data are distributed normally . In research In this case , the Shapiro Wilk method was chosen. remember insufficient data amount of 50. Data processing is carried out with IBM Statistics 26 for Windows help . Interpretation test results are based on values significance (sig). If sig value more big from 0.05, the data is considered normally distributed ; if more small , data is not normal. Test results normality served in table following :

Table 4. Results Test Normality

Class	Mark Significance (Sig)		Information
	Pre- Test	Post- test	
IV	0.348	0.153	Distributed in a way normal

Analysis show mark The significance of the pre-test data was 0.348 and the post-test data was 0.153, both above the 0.05 limit, so that can concluded that distribution of pre-test and post-test data in the study This normal .

Paired Sample T-Test is used For compare the average results of the pre-test and post-test, so that can known existence change significant to understanding attitude religious nationalist participant educate before and after treatment . This test requires normally distributed data as prerequisites , which have been filled through normality test previously . The calculation process done with IBM Statistics 26 for Windows. Analysis results can seen in the table following ;

Table 5. Results Test Paired Sample T- Test

T	df	Sig . (2- Tailed)
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Pair. 1	- 12,944	27	0.00
Pre-Test And Post – Test			

The significance value of 0.00 obtained from this test is far below 0.05. This indicates that there is a very significant difference between the pre-test and post-test results, so it can be concluded that there is an increase in understanding of nationalist-religious attitudes in fourth-grade students of Cemengkalang State Elementary School after being given treatment through national learning based on the Darul Ahdi concept and the Shahadah.

This research focuses on analyzing the influence of national learning that integrates "darul values" Ahdi and shahadah on the formation of understanding of nationalist and religious attitudes in fourth-grade students at Cemengkalang State Elementary School. The entire data collection process was carried out in five stages of meetings. In the first stage, a pre-test was conducted to identify the initial level of student understanding. The next stage included the active implementation of national learning in the classroom, which was then followed by activities to integrate national material in the Self-Strengthening Worksheet (LKPD). Students were given the opportunity to work on the questions that had been prepared, then asked to present the results of the LKPD discussion openly in front of their classmates. In the final stage, a post-test was conducted to assess the development of student understanding after the entire learning series was completed.

This research was supported by several relevant scientific concepts and methods. The instruments used underwent validity and reliability testing to ensure the accuracy and consistency of the measurement tools. Assessment of understanding improvement was conducted using the N-Gain test, while data distribution was tested using the normality test. Shapiro Wilk. The application of national education in the context of this research prioritizes the integration of nationalistic values with religious aspects, so that students can grow into individuals who love their nation and possess a high level of spiritual awareness. The measurement instrument, in the form of multiple-choice questions, has been proven valid and reliable, thus being able to objectively measure students' understanding.

The validity test results showed that twenty questions designed based on Wiggins' cognitive indicators, covering aspects of explanation, interpretation, application, perspective, empathy, and reflection, had met the validity requirements. All calculated R values for each question exceeded the R table of 0.361. The reliability of research instruments is a fundamental aspect, because it ensures that the measurement results are in accordance with the abilities that should be measured (Putri et al., 2023). Instrument validity consists of three dimensions, namely content validity, criterion validity, and construct validity. Content validity emphasizes the coverage of the question material to match the learning indicators. The reliability test also showed consistency of results, with reliability values exceeding the minimum limit of 0.6, indicating that the instrument is stable and can be relied upon to measure the same variables repeatedly (Ramadhan et al., 2024).

Analysis of student understanding improvements was conducted using the N-Gain test approach, the results of which showed a significant increase in scores and fell into the effective category. The average difference between the pre-test and post-test proved that national values-based learning had a significant impact on students' ability to understand the concepts of nationalism and religiosity. This finding is in line with research (Budiman et al., 2023) which confirms that integrating national values into the learning process can strengthen students' national identity. Strengthening concepts through participatory and experience-based learning methods empirically improves students' understanding of national and religious issues. Students not only gain knowledge but also learn through direct experience that can build a deep internalization of values.

Further statistical testing uses the Paired test. Sample T-test, by first ensuring the analyzed data is normally distributed through a normality test. The main objective of this test is to identify the average difference between pre-test and post-test scores for the variable of understanding religious nationalist attitudes. The test was conducted on two groups of paired data. The analysis results showed a significance of 0.00, indicating a very significant difference between students' understanding before and after the learning. This significant difference is empirical evidence that the learning intervention has a substantial positive impact.

The implementation of interactive and inclusive learning is one of the keys to the success of this research. Through various participatory activities, students are encouraged to be actively involved in building an understanding of national values. According to (Lailatul Nur Asri & Rachma Hasibuan, 2024), involving students in practical activities can increase engagement and strengthen their understanding of the material being taught. Teachers have a central role in ensuring the integration of nationalism and religiosity values into every aspect of learning, as well as accustoming students to continue to actively participate in various positive activities. Education based on national and religiosity values is very influential in shaping students' character with integrity (Ruwaitdah et al., 2024). A conducive learning environment also contributes to character building, because a positive atmosphere makes students more comfortable in interacting, expressing opinions, and increasing learning motivation. Emotional and social support from the surrounding environment strongly motivates students to be fully involved in the learning process (Habsy et al., 2023).

National learning with darul insight Ahdi wa The Shahadah has been shown to have a positive impact in instilling national and religious values in elementary school students. Activities such as group discussions, simulations of national events, and community projects are effective strategies for building student engagement. These activities enable students not only to understand theory but also to apply national concepts in their daily lives. Changes in attitudes are evident in student participation in various school activities such as flag ceremonies, social engagement, and awareness of emerging national issues in the community. National education has been shown to focus not only on cognitive aspects but also on shaping students' religious attitudes and character. Cultivating appreciative values for ethnic and religious differences and instilling the importance of tolerance are key pillars in creating harmony within the community.

Learning materials are not limited to theory but are reinforced with practices relevant to students' daily lives. Students are guided to internalize and apply national values through direct experiences that build their commitment to those values. National education effectively fosters a sense of patriotism, tolerance, and togetherness among fellow school members. As explained by (Ritonga et al., 2022), national education combined with religious values will strengthen students' character and foster a sense of responsibility towards the nation and state.

Implementation of national learning based on wahdatul The obligatory and syahadah values not only enhance students' academic knowledge but also shape their character as the nation's next generation, imbued with a love for their homeland. Implementing national education, which integrates various important values, can produce individuals with broad perspectives, integrity, and a strong commitment to national progress. Thus, national education provides a strong foundation for building a comprehensive national identity for elementary school students.

CONCLUSION

Study show that learning about Darul Ahdi Wa nation Shahadah impact big to understanding attitude nationalist and religious student school basic. Learning that combines values nationality and religion No only help student in get knowledge academic, but also plays a role in form loving character homeland and uphold tall religious values. Learning methods This become effective means For implant relevant moral and ethical values in life everyday learning this is very important For create a generation that has integrity and has commitment to nation, as well as capable contribute in development education character in Indonesia. Research results This Can become guidelines for educators in designing more learning programs better and better effective, and expected can increase quality education that focuses on the formation character strong nation and religion.

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