Strengthening Character Education: Strategies of Elementary Teachers in Fostering Nationalism and Patriotism among Elementary School Students

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A B S T R A C T

Background: Indonesia is currently facing challenges in the realm of character education, particularly concerning the declining sense of nationalism and patriotism among students. These values are fundamental in shaping responsible citizens who are committed to their nation's unity and development. Strengthening such character traits from an early age, especially at the elementary level, is crucial. **Objective:** This study aims to explore the strategies employed by teachers at SDIT Al-Qiswah, Bengkulu City, in fostering and strengthening the character values of nationalism and love for the country among elementary school students. **Method:** This research uses a qualitative field study approach. Data were collected through primary and secondary sources using observation, interviews, and documentation methods. The validity of data was tested using triangulation of sources and techniques, while the data analysis was conducted using an interactive model. **Result:** The findings indicate that teachers implement several strategies to strengthen students' nationalism and patriotism. These include role modeling, habituation, storytelling, discussions, school programs, the use of learning media, the application of rewards and punishments, and collaboration between teachers and students' parents. **Conclusion:** Teachers at SDIT Al-Qiswah effectively apply a variety of character education strategies to foster a spirit of nationalism and love for the country among students. These strategies are integrated into both the academic and extracurricular activities of the school. **Contribution:** This study contributes valuable insights for educators, policymakers, and curriculum developers on practical and culturally relevant methods to reinforce character education, particularly in cultivating national pride and patriotic values among elementary school students in Indonesia.

K E Y W O R D S

Strengthening Character Education; Nationalism; Patriotism

1. INTRODUCTION

Currently, Indonesia is experiencing a problem related to character education, such as the waning spirit of nationalism and love for the country (Werdiningsih, 2018; Andara et al., 2021). In everyday life, we find that students' national spirit and love for the country are generally still relatively low (Ardianti, et al., 2019), it can be seen from the large number of students who do not comply with school regulations, that do not study diligently, prioritize

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personal interests over group interests, lack of self-sacrificing attitudes for the sake of the nation, do not respect the opinions of others (Ernaningsih & Anomeisa, 2019), the emergence of radical attitudes and actions in students such as intolerance towards friends who are different from them, imitating foreign cultural dress styles that are different from the culture in Indonesia and lack of concern for the surrounding environment (Rohendi, 2016; Wahidin, 2017; Supriadi et al., 2020).

At present, Indonesia is experiencing a problem related to character education, such as the waning spirit of nationalism and love for the country (Solihati, 2017). Strong character is needed for children in determining the success of their lives (Pahlevi & Utomo, 2022). Character is a person's way of thinking, acting, and behaving and characterizes the habits displayed by that person. (Zubaedi & Utomo, 2021). In everyday life, we find that the spirit of nationalism and love for the country of students, in general, is still relatively low, it can be seen from the large number of students who do not comply with school regulations, do not study diligently, prioritize personal interests over group interests, lack of selfsacrificing attitudes for the sake of the nation, do not respect the opinions of others, the emergence of radical attitudes and actions in students such as intolerance towards friends who are different from their religion, imitating foreign cultural dress styles that are different from the culture in Indonesia and lack of care for the surrounding environment (Werdiningsih, 2018).

The urgency of character education must indeed be embedded in the world of education (Wicaksana, 2018). Character education is a system of instilling character va-lues in school residents which includes components of knowledge, awareness, or willingness and action to implement these values (Ngalu, 2019). Character education does not only teach students what is right and what is wrong (Purwanti, 2017). More than that, character education is an effort to instill good habits in students so that students understand, can feel, and want to do it (Sandowil, 2021).

School is an intuitive source of education that plays a very important role in realizing quality human resources (Sastrawan, 2019). Education is a conscious effort to shape character and behavior in a systematic, planned, and directed manner (Arifin, 2017). Education is not just a transfer of information about science from teachers to students, but a process of character building. Indeed, teachers play an important role in developing students' potential and instilling and shaping students' character (Rantauwati, 2020). Character education is a very important foundation of the nation and needs to be instilled early on in students. In providing strengthening character education to students, teachers need to use the right strategy to achieve optimal goals (Annisa et al., 2020). Choosing an inappropriate strategy will certainly be something that can damage the planting or strengthening of character education for students.

The direction of the achievement of strengthening education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Sauri, 2016). Character education is a national movement to create schools that can foster ethical, responsible, and caring young people through exemplary and good character teaching through an emphasis on universal values that we all agree on (Komara, 2018). So character education should be a national movement that makes schools an agent to cultivate noble character values through learning and modeling (Wiliandani et al., 2016).

Strengthening character education serves to build strong human resources (Suwartini, 2017). With strong human resources, the character is also strong, with strong character and human resources, the goal of achieving cognitive goals will also be good (Soraya, 2020). Based on this, character education is needed to achieve educational goals (Anshori, 2017). Strengthening character education is a process of forming, transforming, and developing the potential of students throughout Indonesia to always think well, have good hearts, and behave well with the support of public involvement and cooperation between schools, families, and communities. Character education can simply be interpreted as a person's temperament, character, attitude, and personality by instilling good values so that these values are integrated and embedded in thoughts, hearts, and actions and their influence is seen in everyday life (Utomo & Alawiyah, 2022).

To achieve educational goals in the form of character development, the government has made several efforts to improve and develop education. One of them is the development of a curriculum that continues to change from year to year. Until now, the independent learning curriculum is seen as the right curriculum to develop the potential and character of students. SDIT AlQiswah Bengkulu City is an elementary school with an Islamic background that has a good predicate. Where based on observations that have been made by the author at SDIT Al-Qiswa Bengkulu City in September 2019, the author finds that SDIT Al-Qiswah has implemented strengthening character education in schools, this can be seen in the vision, mission, and objectives of the school itself which leads to the formation of student character. SDIT AlQiswah Bengkulu City is also famous for its polite students. To build the character of

national spirit and love for the country in students, this school also has extracurricular programs that lead to the formation of the character of national spirit and love for the country of students.

Based on this background, the purpose of this study is to find out the strategies of teachers at SDIT Al-Qiswah Bengkulu City in strengthening the character education of national spirit and love for the country in students. The focus of this research discusses the policies and strategies carried out by the school in embedding the character value education of national spirit and love for the country in students.

2. METHOD

2.1 Research Design

This type of research is field research, using a qualitative approach, a qualitative approach emphasizes its analysis of the deductive and inductive inference process and collects data, and then analyzes it. This research is a type of research that wants to export phenomena that cannot be done quantitatively which is descriptive (Satori, 2014). The thing that underlies the researcher's choice to use this type of research is that by using this type of research, more complete and indepth data will be obtained so that it has high credibility. This is following Sugiyono's opinion, which states that qualitative research methods are research methods used to research natural object conditions (Sugiono, 2014).

2.2 Research Location

This research was conducted at SDIT Al-Qiswah Bengkulu City. This research was conducted for approximately 1 (one) month and 14 days, namely October 06November 16, 2020 in the odd semester of the 2020/2021 academic year.

2.3 Data Source

2.3.1 Primary Data: Primary data is data obtained directly from the field. By using an interview system conducted with teachers at SDIT Al-Qiswah Bengkulu City.
2.3.2 Secondary Data: Secondary data is data obtained from interviews conducted with principals and students, as well as other sources of reference books that are always related to the problem on the object of research.

2.4 Data Collection

In this study, the researcher made himself the main research instrument, in finding data well in the field, an instrument grid was compiled according to its type. The data collection process is obtained through primary and secondary data sources. The data collection method uses three types, including:

2.4.1 Observation

Observation, which is the process of collecting data / information on the subject through the observation process, observation is divided into two forms, namely direct and indirect observation (Utomo et al., 2024). The observation method is used to observe the systematic recording of a phenomenon used to collect data in a study on the use of SDIT Al-Qiswah Kota Bengkulu teachers' strategies in strengthening the character education of students' national spirit and love for the country.

In this observation stage, researchers made observations using the 5W + 1H principle, namely: The researcher made observations about the strategy of the teacher of SDIT Al-Qiswah Bengkulu City in strengthening the character education of the spirit of nationality and love for the homeland of students. The informant who is the object of observation is the class teacher. This observation is carried out to find out whether there are problems related to the title of this research. Observations were carried out on October 29-30, 2020. The implementation of this observation was carried out at SDIT Al-Qiswah Bengkulu City. The observation process is carried out by directly observing the existing problems and then recording them.

2.4.2 Interview

The interview technique used by researchers is a structured interview, in which the researcher sets the problems and questions that will be asked to reveal data with the guidance of interview guidelines. However, researchers can also develop these questions to obtain more meaningful data. In collecting data with this technique, interviews were conducted with several informants, namely teachers, principals, and students at SDIT Al-Qiswah

Bengkulu City. This is to reveal data about the strategies of SDIT Al-Qiswah teachers in strengthening the character education of national spirit and love for students' home-land.

2.4.3 Documentation

Documentation is used to collect data through written relics, such as archives, and books on opinions, theories, arguments or laws, and others related to research problems. Although documents usually contain written or printed sentences, documents are not limited, they can be graphs, drawings, paintings, cartoons, photographs, etc. Documents used to obtain data in this study are in the form of archives, photos of the learning activity process, photos of observation, and interview activities.

2.5 Data Validity Check

To ensure data information and informant credibility, disclosure time, and field conditions, researchers triangulate, namely checking data from various sources in various ways and times.
1) Source triangulation. Source triangulation is done to get data from different sources with the same technique.
2) Triangulation technique. Triangulation of techniques is done utilizing researchers using different data collection techniques to get data from the same source. Researchers used participatory observation, indepth interviews, and documentation for the same data source simultaneously.

2.6 Data Analysis

Data analysis used in qualitative research is carried out during data collection and after the completion of data collection within a certain period. The technique used to analyze data in this study is a descriptive technique or more specifically using the interactive method. The data analysis model used by researchers is the Miles & Huberman interactive model. Here the researcher tries to make it clear by using a theory that has been tested, then the researcher analyzes the new findings so that they become clear by using the components of data analysis, namely data collection, data reduction, data display, and conclusion drawing.

2.6.1 Data Reduction

The data obtained in the field is quite a lot, and for that, it needs to be recorded in detail and thoroughly. As has been stated, the longer the researcher is in the field, the more the amount of data will be numerous, complex, and complicated.

In this study, researchers summarized the data that was considered important in the field so that the reduced data would provide a clearer picture and make it easier for researchers to find/collect further data. In its implementation, researchers can use electronic media aids by providing codes on certain aspects.

2.6.2 Display (presentation) of data

After data reduction, the next step is data presentation. After the data is reduced, the next data is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. The most commonly used to present data in qualitative research is narrative text.

2.6.3 Conclusion Drawing

Furthermore, the third step in analyzing qualitative data according to Miles and Huberman is concluding. Initial conclusions are provisional and will change if strong supporting evidence is found at the next data collection stage. But if the conclusions put forward are supported by valid and consistent evidence when researchers return to the field to collect data, then the conclusions put forward are credible.

3. RESULTS AND DISCUSSION

3.1 Result

In this study, there were 8 (eight) people interviewed, namely the principal, grade 1 teacher, grade 2 teacher, grade 3 teacher, grade 4 teacher, grade 5 teacher, grade 6 teacher, and students.

3.1.1 Teachers' Strategies in Embedding Character Education Strengthening

In strengthening the character education of national spirit and love for the country, the teacher's strategy is needed so that the message conveyed by the teacher can be easily understood by students and can be implemented by students in everyday life. The following strategies are used in instilling the spirit of nationalism and love for the country teachers, including:

1) Exemplary

Exemplary behavior by classroom teachers is given in direct and indirect forms. The direct example is that teachers at SDIT Al-Qiswah Bengkulu City throw garbage in its place, keep the environment clean, respect each other, speak good words, use good and correct Indonesian language in the school environment and orderly when participating in ceremonial activities, and use products made in Indonesia.

2) Habituation

Teachers at SDIT Al-Qiswah Bengkulu City use habituation strategies in instilling strengthening the character education of national spirit and love for the country in students, these habituation activities such as getting used to throwing garbage in its place, cleaning the environment, doing class picket activities, getting used to praying before and after learning, getting used to praying before and after eating, getting used to students respecting teachers, staff, and elders and respecting other people's opinions.

3) Storytelling

The teacher at SDIT Al-Qiswah Bengkulu City invites students to do good habits by telling stories at the beginning of each lesson, then students are invited to think about the wisdom that can be taken from the story so that students can contemplate, live and practice the lessons from the wisdom of the story in everyday life. All of these class teachers have similarities in using methods. The similarity is that they both use strategies in the form of stories in instilling the strengthening of national spirit character education and love for the country in their students.

4) Discussion

Teachers at SDIT Al-Qiswah Bengkulu City invite students to discuss so that students can think critically about the problems given. In addition, the discussion can provide lessons for students that every human being has rights and obligations, respect for differences, and consensus in making a decision.

5) School Program

To achieve the desired goal, SDIT Al-Qiswah Bengkulu City has programs specifically designed to realize the purpose of cultivating the character of national spirit and love for the country in students. These programs include the smile and greeting program, Monday ceremonies, and ceremonies on national holidays, holding competitions, working together to keep the school environment clean, and extracurricular activity programs.

6) Use of media

Teachers at SDIT Al-Qiswah Bengkulu City use learning media in instilling the strengthening of national spirit character education and love for the country in students. The media used by teachers are pictures and videos.

7) Reward and Punishment

Teachers at SDIT Al-Qiswah Bengkulu City use a strategy in the form of reward and punishment in instilling strengthening the character education of national spirit and love for the country in students. The purpose of using a reward strategy is to strengthen students' positive behavior so that students feel motivated to always do good things. Meanwhile, the purpose of the punishment strategy is to weaken negative behavior so that students become deterrents and do not repeat these bad actions.

8) Teacher Cooperation with Parents of Students

One of the teacher's strategies in instilling strengthening the character education of students' national spirit and love for the country is done by organizing cooperation between the school and parents or guardians of students. The forms of this cooperation are:

a) Teachers and parents hold a meeting at the beginning of the new school year. In the meeting, the teacher gives directions to parents about the importance of character education for students at home.

b) The school involves parents or guardians of learners in the school community, such as the parents' committee for character education planning.

c) Teachers and parents have direct personal communication to talk about the development of character education in learners.

The findings reveal that all teachers of SDIT AlQiswah Bengkulu City have used several strategies in strengthening the character education of national spirit and love for the country to students. The six teachers stated that the strategies used were role modeling, habituation, storytelling, discussion, school programs, lectures, use of learning media, rewards and punishments, and collaboration with parents.

3.1.2 Factors Supporting Strengthening Character Education

These factors are students' learning styles in learning, the existence of learning media, the cooperation between teachers and parents, the existence of training for teachers in efforts to strengthen character education, and the existence of programs that lead to the formation of the character of national spirit and love for the country of students.

1) Student learning style

Students learning styles are a factor that can support the provision of strengthening character education for students. For example, when the teacher asks students to do an assignment, the students will do it. Then if the teacher is giving directions to students, students will follow these directions. With the learning style of students who are active, disciplined, and obedient to the rules, teachers find it easier to instill the character values of national spirit and love for the country in students.

2) The existence of learning media

A supporting factor in strengthening the character education of students' national spirit and love for the country is the existence of learning media. The learning media used by classroom teachers are image and video media. Examples of its application such as teachers using audiovisual media (videos) in introducing traditional clothing and traditional dances.

3) Cooperation between Teachers and Parents

The existence of cooperation between teachers and parents is needed to monitor the level of development of student's character education. The forms of cooperation between teachers and parents/guardians of students at SDIT Al-Qiswah Bengkulu City are teachers and parents holding a meeting at the beginning of the new school year. During the meeting, teachers give directions to parents about the importance of character education for students at home. The school involves parents or guardians of learners in the school community, such as parent committees for character education planning as well as teachers and parents communicating directly in person to talk about the development of character education in learners.

4) Training for teachers in character education strengthening efforts

Training for teachers in strengthening the character education of students has been conducted several times at SDIT Al-Qiswah Bengkulu City, one of which was held on August 21-22, 2022. This training is carried out so that teachers become more aware of what character education is so that teachers can understand and provide character education properly to students, to achieve the desired goals.

5) Programs that Lead to Student Character Building

In strengthening the character education of national spirit and love for the country, some programs lead to the formation of the character of national spirit and love for the country. SDIT Al-Qiswah Bengkulu City implements special programs in strengthening character education in students. These programs are the smile and greet program and the scout, dance, and pencak silat extracurricular programs.

3.2 Discussion

Based on the results of the research, it can be stated that the teacher of SDIT Al-Qiswah Bengkulu City has implemented strengthening the character education of national spirit and love for the country to students. Teachers use several strategies in instilling the strengthening of national spirit and patriotism character education to students.

3.2.1 Character of National Spirit

The spirit of nationalism is a way of thinking, acting, and having an insight that has the interests of the nation and state above the interests of self and group (Listyarti, 2012). The spirit of nationality that arises in the soul of the Indonesian people is based on a sense of nationality and national understanding. The sense of nationality is a form of love that gives birth to the spirit of the togetherness of its owner (Lestyarini, 2012).

In nationality, we recognize the existence of race, language, religion, territorial boundaries, culture, and others. The sense of nationality is a sublimation of the youth oath that unites the determination to become a strong nation, respected and respected among the nations of the world. The bond of national values that have been deeply embedded in the life of the Indonesian people, which is a sense of love for the country, defending the country, and the spirit of patriotism of the nation, has begun to fade. The cultural values of helping each other, mutual respect for differences, and willingness to sacrifice for the sake of the nation that was once firmly embedded in the hearts of people known for their strong national spirit are increasingly thinning (Wartoyo, 2016). A simple example of the application of national spirit in education is the participation of students in participating in flag ceremonies, students' awareness during the raising of the red and white flag, students' awareness of cooperation, students' awareness of respecting differences, students' awareness in complying with applicable norms and students' awareness in sacrificing for the sake of the nation and state (Fatmawati, 2018).

3.2.2 Character of Love for the Country

Love for the country is an attitude, way of thinking, and doing that shows loyalty, care, and high appreciation for the nation, and the nation's physical, social, cultural, economic, and political environment.

If religion is defined as a way of life, it should play a role in the reality of life. In this context, the reality that Indonesia is a pluralistic nation requires elements of the nation to maintain and care for unity and integrity (Widjaja, 2020). This is where the principle of love for the country must be strengthened (Hidayah, 2015). The values of loving the homeland in students can be realized through several things such as teaching students to study hard (Pramita & Listyaningsih, 2022), teaching Indonesian and interpreting Indonesian when studying, singing Indonesian compulsory songs, teaching traditional dances, presserving Indonesia such as keeping the environment clean and not littering and maintaining natural balance such as planting trees.

The homeland is not just the place of birth, but also includes the place where we live. It can also be understood that loving the homeland means loving the land of birth and the place where we live. Every human being has a love for his homeland so that he feels comfortable living in it, always misses it when he is away from it, defends it when it is attacked, and will be angry when his homeland is criticized. Thus, loving one's homeland is a basic human trait.

The cultivation of character values is given not only to teach knowledge about how to behave well and correctly but more than that, namely as a process of instilling and developing noble values through culture and dignity (Utomo et al, 2022). Judging from its achievements, strengthening character education (Khamalah, 2017) has several objectives, namely:

1) Build and equip students as Indonesia's golden generation in 2045 with the spirit of Pancasila and good character education to face the dynamics of change in the future.
2) Developing a national education platform that puts character education as the main spirit in organizing formal, non-formal, and informal education by taking into account the diversity of Indonesia.
3) Rehabilitating and strengthening the potential and competence of educators, education personnel, students, and the family environment in implementing strengthening character education (Hariyanto et al., 2019).

The results of the research findings show that the teachers of SDIT Al-Qiswah Bengkulu City have implemented strengthening the character education of national spirit and love for the country in students. In instilling the strengthening of national spirit and patriotism character education in students, teachers use several strategies. This strategy is used to facilitate teachers as well as students in transferring knowledge and receiving knowledge that has been taught by the teacher. The strategies used by teachers of SDIT Al-Qiswah Bengkulu City are by giving good examples or role models to students, getting used to being good and doing praiseworthy things, telling stories about things related to the character of national spirit and love for the country, using learning media, using strategies in the form of rewards and punishments, cooperation between teachers and parents or guardians of students and using school programs related to national spirit character education and love for the country.

In the implementation of strengthening the character education of the spirit of nationalism and love for the homeland of students at SDIT Al-Qiswah Bengkulu City, there are several supporting factors to support the success of strengthening the character education of the spirit of nationalism and love for the homeland of students. These factors include the learning style of students in good learning, the existence of learning media, good cooperation between teachers and parents or guardians, training for teachers in Strengthening Character Education efforts, and

school programs that lead to the formation of student character. Character is an important aspect of the self-image of each individual. Character is a combination of all human traits that are permanent and become a special mark to distinguish one person from another (Utomo & Pahlevi, 2022).

The results of the study concluded that the teachers of SDIT Al-Qiswah Bengkulu City have implemented strengthening the character education of national spirit and love for the country in students. In instilling the strengthening of national spirit character education and love for the country in students, teachers use several strategies. This strategy is used to facilitate teachers as well as students in transferring knowledge and receiving knowledge that has been taught by the teacher. The strategies used by teachers of SDIT Al-Qiswah Bengkulu City are by giving good examples or role models to students, getting used to being good and doing praiseworthy things, telling stories about things related to the character of national spirit and love for the country, using learning media, using strategies in the form of rewards and punishments, cooperation between teachers and parents or guardians of students and using school programs related to national spirit character education and love for the country.

4. IMPLICATIONS AND RECOMMENDATIONS

The following are the implications and contributions of the results of this study, among others:
1) The results of this study can add insight into the knowledge of readers in general about the strategies of SDIT Al-Qiswah teachers in Bengkulu City in strengthening the character education of students' national spirit and love for the country, as well as knowing the pa factors that can support the strengthening of character education of students' national spirit and love for the country;
2) As a basis for further research related to the strategy of SDIT Al-Qiswah teachers in Bengkulu City in strengthening character education for students' national spirit and love for the country;
3) For researchers, the results of this study can be used as an opportunity for researchers to add insight, knowledge, and understanding as well as a form of practice in applying the knowledge that has been obtained.
4) For teachers. The results of this study can increase teachers' knowledge about strategies in Strengthening Character Education for students' national spirit and love for the country, as well as knowing the factors that can support the strengthening of character education for students' national spirit and love for the country;
5) For Students. The use of appropriate strategies from teachers for students in strengthening the character education of national spirit and patriotism is expected to make students easily understand the knowledge and messages conveyed by the teacher and become individuals who have the character of national spirit and patriotism.
6) For Schools. The results of this study are expected to be a positive contribution to the school.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

Based on the results of the study, the following are the research limitations that researchers encountered while conducting the study, among others:
1) The focus of this research only examines the strategies used by SDIT Al-Qiswah teachers in strengthening the character education of national spirit and love for the country;
2) Only reviewing the supporting factors in strengthening the character education of national spirit and love for the country;
3) Data collection is only based on interviews and documentation so it contains subjective elements;
4) Access to data collection is limited so researchers cannot obtain maximum data.

Research recommendations. For future researchers, it is expected to develop the scope of research in more detail, considering that the research carried out has not been able to fully describe the overall strategy of elementary school teachers in instilling the spirit of nationalism and love for the country in students.

6. CONCLUSIONS

Based on the results of the research and discussion, it can be concluded that SDIT Al-Qiswah Bengkulu City has effectively implemented strategies for strengthening character education, particularly in cultivating a sense of nationalism and patriotism among its students. This effort reflects the school's commitment to instilling national values at an early stage of education. The implementation is aligned with the objectives of character education and is tailored to meet the developmental needs of elementary students. Teachers play a central role in this process, using a variety of pedagogical approaches to ensure these values are internalized.

To achieve this, teachers at SDIT Al-Qiswah employ eight key strategies. These include serving as role models, establishing positive habits through daily routines, using storytelling to convey moral lessons, and engaging students in discussions related to national identity. In addition, school programs are designed to support character development, and various forms of instructional media are integrated into learning activities. The use of a reward and punishment system further reinforces desirable behaviors, while strong collaboration between teachers and parents or guardians ensures that these values are nurtured both at school and at home.

Furthermore, several supporting factors contribute to the successful implementation of character education at the school. These include students' active learning styles and receptiveness to moral instruction, the availability and effective use of educational media, and consistent cooperation between educators and families. The school also supports teachers through professional development programs and training focused on character education. Additionally, structured school programs explicitly aim to build a sense of national pride and patriotism, ensuring a comprehensive and sustained approach to value-based education.

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Author Contribution Statement

All researchers can work according to their respective tasks. The first author plays a role in developing the research framework, and the second author collects data in the field. All data presented and reported in this article are original according to and based on data that researchers have obtained in the field, therefore researchers guarantee and are responsible for the authenticity of the data.

Conflict of Interest Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Ethical Approval Statement

The author declares that this study was conducted in accordance with research ethics principles and has received ethical approval from the author's institution, including respect for participants' autonomy, confidentiality of data, and ensuring their safety and well-being, as outlined in the applicable research ethics guidelines.

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