



## The Influence of Pancasila Education Learning on the Formation of Nationalism Character of Grade IX Students at UPT SMP Negeri 5 Tambang

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### ABSTRACT

This study is motivated by the low level of nationalism among students, reflected in their limited awareness of preserving local culture, lack of willingness to make sacrifices, low appreciation for the services of national heroes, tendency to prioritize personal interests over public interests, as well as a weak sense of patriotism and pride as Indonesian citizens. The aim of this study is to determine whether Pancasila Education has an effect on shaping the nationalist character of ninth-grade students at UPT SMP Negeri 5 Tambang. This research uses a descriptive quantitative approach, with data collection methods consisting of questionnaires and interviews. The data analysis results indicate a positive and significant effect of Pancasila Education on the development of students' nationalist character. This is evidenced by a calculated F-value of  $28.395 \geq F\text{-table } 4.04$  and a significance value of  $0.000 \leq 0.05$ . Therefore,  $H_0$  is rejected and  $H_a$  is accepted, indicating a significant simultaneous effect. The coefficient of determination analysis shows that 37.2% of the formation of nationalist character is influenced by Pancasila Education, while 62.8% is affected by other factors beyond the scope of this study.

## 1. Introduction

Indonesia has a variety of customs, languages, beliefs, ethnic groups, and skin colors. However, the sense of pride and love for these differences has begun to fade among the younger generation. Values that have been upheld since ancient times have now faded and are rarely demonstrated by young people, and one of the causes of this decline is the emergence of globalization. Globalization can bring us advancements in science and technology, but at the same time, our country is experiencing an alarming personality crisis (Apryani et al., 2023). Nowadays, most of the younger generation prefers to observe and imitate the culture of foreign societies, as they believe that foreign cultures are cooler. Therefore, character education is very important to instill in individuals, to promote a proper lifestyle, and to maintain harmony with the surrounding environment.

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The main factor contributing to the decline of nationalism is the widespread spread of globalization. The influx of foreign cultures into Indonesia has changed the mindset of the younger generation, causing them to lose sight of the traditions and culture passed down by their ancestors. Essentially, nationalism is a sincere feeling of love for one's country and homeland, as well as the desire to protect oneself from the influence of foreign cultures. However, the entry of foreign cultures has weakened the sense of nationalism, especially among the Indonesian people, affecting the extent to which the younger generation is committed to upholding the ideals and values of diversity (Kamila et al., 2023).

There are some members of the younger generation who may, perhaps unconsciously, have begun to imitate the habits of foreign societies that they frequently see on various social media platforms and the internet, such as Instagram, TikTok, Facebook, and others. The habits they tend to imitate include clothing styles, language, daily lifestyles, and even the fact that some Indonesians feel prouder when they are able to use foreign products rather than domestic ones (Pujasmara et al., 2021). From these points, we can understand that there are still many people who do not yet possess a sense of nationalism and do not fully understand the meaning of loving their homeland, as they feel more proud of foreign products and customs. To restore nationalism among the younger generation, the government must prioritize motivating and educating them so that nationalism continues to grow and develop. This process takes place through education and learning. The spirit of struggle and nationalism is very important to preserve, and it is hoped that the younger generation will participate in supporting independence. The main way to achieve this goal is through formal education (Kamila et al., 2023).

Education can be defined as a conscious effort carried out by an individual to develop their personality through activities aligned with the principles upheld within their society and culture. Education is very important for humans because it serves to improve the quality, interests, talents, and abilities inherent in each person. This aims to produce a qualified generation capable of contributing to the development of the nation. Through education, it is expected that every citizen can address various problems, whether personal or those arising in society, in a wise manner (Kartini & Dewi, 2021).

The government plays an important role in increasing the enthusiasm and motivation of the younger generation to develop their sense of nationalism, particularly through education and the learning process. Schools are strategic institutions for instilling and developing students' character, as educational institutions are responsible for fostering and enhancing nationalist character through classroom learning activities (Halimah, 2018). According to Nugraha (2017), Pancasila Education can strengthen the sense of nationalism. This occurs because Pancasila Education teaches various aspects aimed at shaping individuals into good citizens who love their country. In addition, this education emphasizes the importance of national defense awareness, identity formation, and the cultivation of the nation's moral values in the life of the nation.

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Nationalism has developed into a way of life that teaches the younger generation about the efforts made by Indonesian heroes to achieve independence. Therefore, the younger generation, as the successors of the nation, must always remember the sacrifices made by these heroes and take their spirit of patriotism as a role model in daily life. Considering that nationalism in Indonesia is currently facing an identity crisis, it is crucial to teach the values of nationalism to students so that they become reliable citizens in the future. Based on the explanation above, the purpose of this research is to determine whether there is an influence of Pancasila Education learning on the formation of students' nationalism character. Therefore, the researcher is interested in conducting a study entitled "The Influence of Pancasila Education Learning on the Formation of Nationalism Character of Grade IX Students at UPT SMP Negeri 5 Tambang.

## **2. Methodology**

The type of research to be conducted by the author is research using a quantitative method with a descriptive statistical analysis technique. According to Sugiyono (2017), descriptive statistical analysis is a technique used to analyze data by describing the data that has been obtained without the intention of drawing conclusions that apply generally. This research will be conducted from August 2024 to March 2025.

The population used in this study consists of all ninth-grade students of UPT SMP Negeri 5 Tambang, with a total of 50 students. According to Arikunto (2017), if the number of research subjects is fewer than 100, it is recommended to include all subjects as the sample. In this case, the study is categorized as a population study. However, if the number of subjects exceeds 100, sampling can be conducted using a proportion of 10–15%, 20–25%, or even more. Considering that the population in this study is fewer than 100 subjects, the sample used consists of the entire population of 50 students. Therefore, this study employs a total sampling method. The data collection techniques used in this research are questionnaires and interviews. The data obtained were then processed using statistical analysis with the assistance of IBM SPSS.

## **3. Results and Discussion**

### ***Results***

Pancasila Education is a form of education that focuses on the ideology of the Indonesian nation. The purpose of this education is to shape individuals to become good citizens who understand their rights and obligations as citizens, love their homeland, and possess the spirit of Indonesian nationalism (Akhyar & Dewi, 2022). Nationalism is an attitude and action that demonstrate loyalty, concern, and great respect for various aspects of a nation's life, such as language, physical environment, society, culture, economy, and politics. It prioritizes the needs and

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welfare of the nation and state above the needs of individuals or their groups (Oktaviana et al., 2021).

According to Nugraha (2017), Pancasila Education can enhance the sense of nationalism. This is because Pancasila Education teaches various aspects aimed at shaping individuals to become good citizens who love their homeland. In addition, this education also emphasizes the importance of awareness of national defense, the formation of identity, and the instillation of the nation's moral values in the life of the nation.

### a. Normality Test

Normality Test is a data analysis technique used to determine whether the data being used is normally distributed or not. In this study, the normality test employed is the One-Sample Kolmogorov-Smirnov Test. The results of the normality test, which indicate whether the data distribution is normal or not, can be seen in Table 1 below:

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
		50
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.17209892
Most Extreme Differences	Absolute	.109
	Positive	.109
	Negative	-.079
Test Statistic		.109
Asymp. Sig. (2-tailed)		.189 <sup>c</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source: Processed data (2025)

Based on Table 1 above, the significance value of the Pancasila Education Learning variable (X) on Nationalism Character (Y) obtained (Asymp.Sig = 0.189) is greater than the alpha value ( $\alpha = 0.05$ ), namely  $0.189 \geq 0.05$ . Thus, it can be concluded that the data of the Pancasila Education Learning variable (X) on Students' Nationalism Character (Y) are normally distributed.

### b. Linearity Test

Linearity testing aims to determine the relationship between the independent variable (Pancasila Education Learning) and the dependent variable (Students' Nationalism Character). This test is used to assess whether the two variables have a linear relationship or not. The testing is carried out for each variable using the Linearity Test, and the results are analyzed in the ANOVA table. The results of the linearity test, which indicate whether the data are linear or not, can be seen in Table 2 below:

Table 2. Linearity Test Results

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Karakter Nasionalisme * Pembelajaran Pendidikan Pancasila	Between Groups	(Combined) Linearity	1455.980	24	60.666	2.407	.017
		Deviation from Linearity	775.400	1	775.400	30.760	.000
			680.580	23	29.590	1.174	.347
	Within Groups		630.200	25	25.208		
	Total		2086.180	49			

Source: Processed data (2025)

Based on Table 2 above, the results of the linearity test using IBM SPSS 24 are presented. From the SPSS output of the linearity deviation test, it is shown that the significance value is 0.347. Since the significance value is greater than 0.05, namely  $0.347 > 0.05$ , it can be statistically concluded that the two data groups, Learning Activities of Pancasila Education (X) and Students' Nationalism Character (Y), have a relationship, and thus the two variables can be considered linear.

### c. Hypothesis Test (F-Test)

The F-test is used to determine whether there is an effect of variable X (Pancasila Education learning) on variable Y (Nationalism Character). The results of the hypothesis test, which indicate whether variable X (Pancasila Education learning) has an effect on variable Y (Students' Nationalism Character), can be seen in Table 3 below:

Table 3. Results of the Hypothesis Test (F-Test)

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	775.400	1	775.400	28.395	.000 <sup>b</sup>
	Residual	1310.780	48	27.308		
	Total	2086.180	49			

a. Dependent Variable: Karakter Nasionalisme

b. Predictors: (Constant), Pembelajaran Pendidikan Pancasila

Source: Processed data (2025)

Based on Table 3 above, it is known that the simple linear regression significance test shows that  $F_{\text{calculated}} > F_{\text{table}}$ , namely  $28.395 > 4.04$ . Therefore,  $H_0$  is rejected and  $H_a$  is accepted, which means that variable X (Pancasila Education Learning) has an influence on variable Y (Students' Nationalism Character).

### d. Simple Linear Regression Test

The simple linear regression test is used to examine the effect of variable X (Pancasila Education Learning) on variable Y (Students' Nationalism Character). The results of the simple linear regression test using SPSS version 24 can be seen

in Table 4 below:

Table 4. Simple Linear Regression Test

Model		Coefficients <sup>a</sup>		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	5.392	8.886		.607	.547
	Pembelajaran Pendidikan Pancasila	.532	.100	.610	5.329	.000

a. Dependent Variable: Karakter Nasionalisme

Source: Processed data (2025)

Based on Table 4 above, the results of the simple linear regression test show that the constant value obtained is 5.392, which means the consistency value of the variable is 5.392, and the regression coefficient value of X is 0.532, indicating that for every 1% increase in the value of the Pancasila Education learning variable, the value of nationalism character increases by 0.532. The regression coefficient is positive, which means that the influence of Pancasila Education learning (variable X) on the formation of students' nationalism character at UPT SMP Negeri 5 Tambang (variable Y) is positive.

#### e. Coefficient of Determination

The coefficient of determination is used to measure the extent of the influence of variable X (Pancasila Education Learning) on variable Y (Students' Nationalism Character). The results of the coefficient of determination in this study can be seen in Table 5 below:

Table 5. Coefficient of Determination

Model	Model Summary <sup>b</sup>			Std. Error of the Estimate
	R	R Square	Adjusted R Square	
1	.610 <sup>a</sup>	.372	.359	5.226

a. Predictors: (Constant), Pembelajaran Pendidikan Pancasila

b. Dependent Variable: Karakter Nasionalisme

Source: Processed data (2025)

Based on Table 5 above, it is explained that the value of (R) is 0.610. From the output, the coefficient of determination (R Square) is 0.372, which means that the influence of the independent variable (Pancasila Education Learning) on the dependent variable (Students' Nationalism Character) is 37.2%. Meanwhile, 62.8% (100% - 37.2%) is influenced by other variables that were not examined in this study.

## Discussion

The purpose of this study is to determine whether Pancasila education has an effect on the development of nationalism character in ninth-grade students at UPT SMP Negeri 5 Tambang. The data processing results for variable X (Pancasila education

learning) can be seen in Figure 1 below:

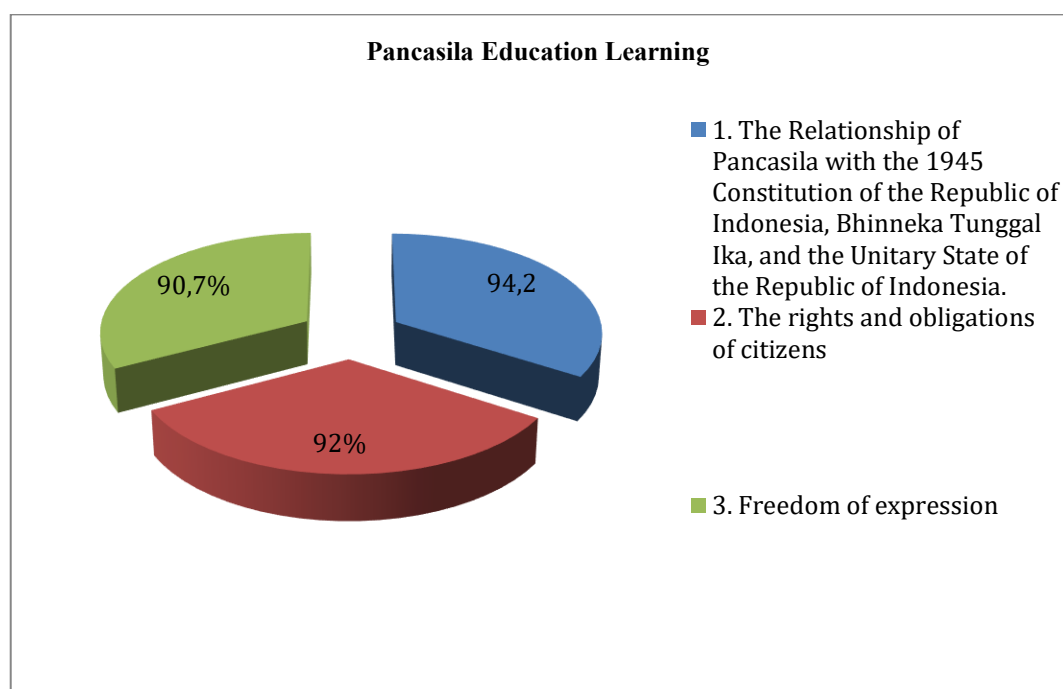


Figure 1. Recapitulation of the Distribution of the Pancasila Education Learning Variable

Variable X (Pancasila education learning) contains 3 indicators. The first indicator, 'The Relationship of Pancasila with the 1945 Constitution of the Republic of Indonesia, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia,' has a percentage of 94.2% in the 'very good' category, and there is 1 sub-indicator with the highest percentage of 98% (Pancasila as the foundation of the state).

Variable X (Pancasila education learning) has 3 indicators within it. The second indicator is "Rights and obligations of citizens." Rights are the authority or ability to obtain and carry out something that rightfully belongs to us. This can be understood as something we often do or receive without interference or being taken away by others, whether by force or by other means. Meanwhile, obligations are things that we must fulfill in order to obtain the rights or authority that belong to us. In some situations, obligations arise as responsibilities that we must carry out after receiving certain rights (Santoso et al., 2023). The indicator of citizens' rights and obligations has a percentage of 92% in the "very good" category, with one sub-indicator having the highest percentage of 98% (efforts to respect citizens' obligations).

Variable X (Pancasila education learning) has three indicators, with the third indicator being 'Freedom of Expression.' Freedom of expression is the right of every citizen as part of human rights. Every citizen is free to express their opinions or thoughts without interference from anyone (Prahara et al., 2023). The indicator of freedom of expression has a percentage of 90.7% in the 'very good' category, and

there is one sub-indicator with the highest percentage of 90% (public information transparency functions as a tool to enhance the effectiveness of public oversight of government implementation). Furthermore, to see the processed data results of variable Y (Student Nationalism Character), please refer to Figure 2 below:

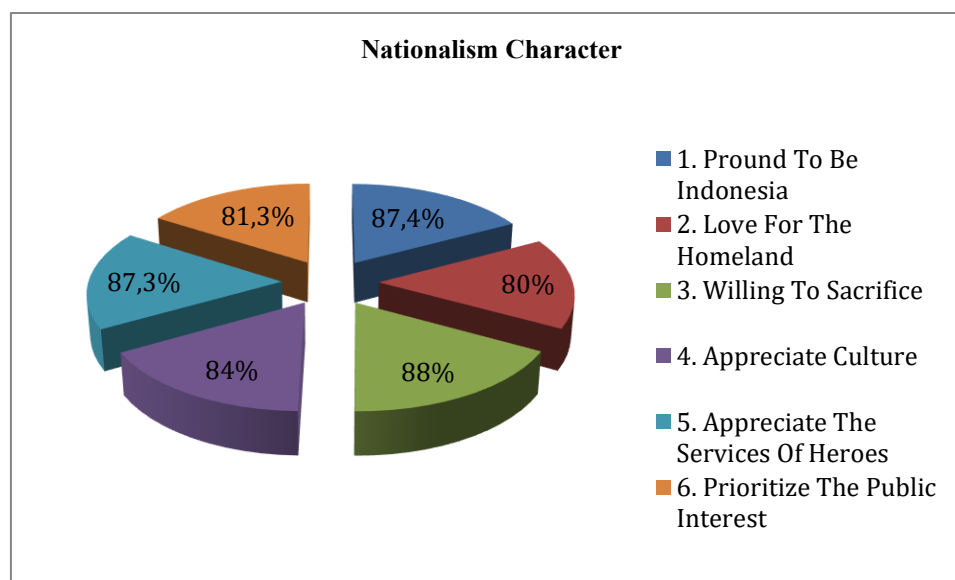


Figure 2. Recapitulation of the Distribution of the Nationalism Character Variable

Variable Y (Nationalism Character) has 6 indicators, with the first indicator being "Proud to Be an Indonesian". Being proud as an Indonesian citizen is a way to show gratitude to the homeland, culture, works of art, and all that Indonesia possesses (Hanafi, 2018). The indicator of being proud to be Indonesian has a percentage of 87.4% in the "very good" category, and there is 1 sub-indicator with the highest percentage of 96% (proud to use domestic products).

Variable Y (Nationalism Character) has 6 indicators, with the second indicator being 'Love for the Homeland.' Love for the homeland is a person's feeling toward their own nation and country, as well as pride in the language, culture, and customs of their nation, which is manifested by preserving and maintaining them (Fauziah, 2017). The love for the homeland indicator has a percentage of 80% in the 'very good' category, with one sub-indicator having the highest percentage of 96% (studying the stories of national heroes).

Variable Y (Nationalism Character) has 6 indicators, with the third indicator being "Willingness to Sacrifice." Willingness to sacrifice refers to when someone is willing to give their time, energy, thoughts, material resources, and effort for the sake of the nation (Trianto & Sari, 2019). The willingness to sacrifice indicator has a percentage of 88% in the "very good" category, and there are 2 sub-indicators with the highest percentage of 88% (helping friends who have difficulty understanding learning materials and lending stationery to friends in need). Variable Y (Nationalism Character) has 6 indicators, with the fourth indicator being 'Appreciating Culture.' Cultural diversity should be viewed with wisdom and

respect. This is very important because the identity of a society is essentially shaped by various cultural elements, such as food, clothing, beliefs, and others (Irawati, 2020). The indicator of appreciating culture has a percentage of 84% in the 'very good' category, and there is one sub-indicator with the highest percentage of 88% (studying the existing culture).

Variable Y (Nationalism Character) has 6 indicators, with the fifth indicator being "Appreciating the Services of Heroes." Students are taught heroic values such as sacrifice, courage, resilience, magnanimity, and patriotism or love for the country. Attitudes that demonstrate heroic dedication include respecting and obeying parents and teachers. Participating in the commemoration of national events and Heroes' Day is a way to honor the services of heroes (Untari, 2018). The indicator of appreciating the services of heroes has a percentage of 87.3% in the "very good" category, with one sub-indicator having the highest percentage of 92% (participating in the commemoration of national holidays).

Variable Y (Nationalism Character) has 6 indicators, with the sixth indicator being 'Prioritizing the Public Interest.' Prioritizing the public interest means sacrificing personal interests for the sake of the collective good. The interests of the broader community and the nation are included in the category of public interest (Hidayat et al., 2017). The indicator of prioritizing the public interest has a percentage of 81.3% in the 'very good' category, with 2 sub-indicators having the highest percentage of 84% (respecting friends' opinions and cooperating in cleaning the classroom or school environment).

Based on the results of the above analysis and discussion, it shows that Pancasila education has a positive influence on the formation of nationalist character. This indicates that the better students' understanding of Pancasila education, the more it will shape a strong nationalist character, which can foster awareness and national pride among students, help them understand Pancasila values, and enable them to become good and responsible citizens while appreciating Indonesia's history and culture. Therefore, Pancasila education must be implemented properly and seriously to develop students who are well-rounded and possess a strong sense of nationalism.

This study aligns with the research conducted by Fierna Janvierna Lusie Putri entitled *The Role of Pancasila Education in Shaping Students' Character in Schools*. The study indicates that Pancasila education plays a significant role in shaping students' character in schools. Through Pancasila education, students can understand and develop a sense of nationalism, appreciate cultural diversity, and become aware of their rights and responsibilities as Indonesian citizens. The implication of this study is the need for greater attention to Pancasila education in both formal and non-formal education. Pancasila education should also be implemented systematically and integrated into the curriculum, supported by innovative and effective teaching methods (Putri et al., 2023).

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#### 4. Conclusion

Based on the results of the analysis and discussion above, it can be concluded that Pancasila education has a positive influence on the development of nationalist character. This illustrates that the better students' understanding of Pancasila education, the more it will shape a good sense of nationalism, which can foster national awareness and pride among students, help them understand the values of Pancasila, become good and responsible citizens, and appreciate Indonesia's history and culture. Therefore, Pancasila education must be implemented properly and seriously to cultivate students who are virtuous and possess a strong nationalist character.

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