
IMPLEMENTATION OF NATIONAL VALUES IN PREVENTING INTOLERANCE AND RADICALIZATION THROUGH LEARNING TO WRITE POETRY FOR JUNIOR HIGH SCHOOL STUDENTS IN SURAKARTA CITY DURING THE COVID-19 PANDEMIC

Raheni Suhita¹⁾
Budhi Setiawan²⁾
Ani Rakhmawati³⁾
Muhammad Rohmadi⁴⁾
Sri Hastuti⁵⁾
Kundharu Saddhono⁶⁾

¹⁾Universitas Sebelas Maret, rahenisuhita@staff.uns.ac.id

²⁾Universitas Sebelas Maret, kaprodipbi@staff.uns.ac.id

³⁾Universitas Sebelas Maret, anirakhmawati@staff.uns.ac.id

⁴⁾Universitas Sebelas Maret, mamad_r76@staff.uns.ac.id

⁵⁾Universitas Sebelas Maret, srihastuti69@staff.uns.ac.id

⁶⁾Universitas Sebelas Maret, kundharu_s@staff.uns.ac.id

Introduction

Schools are currently very vulnerable to being infiltrated by ideologies and movements of intolerance and radicalization. This is due to the disclosure of information in the era of globalization and there has not been a single specific policy to protect or protect schools from penetration of fragments and movements of intolerance and radicalism. In order to realize the protection of students in schools against the notion of intolerance and radicalism, the education of national values for school students is needed as a form of concern from all parties, be it the government, society, families, especially schools. National values education for students will be formed if all parties have awareness of the importance of national value education starting from an early age. The teacher is the most strategic position to shape the character of students. National value education in school students is the basis for initial formation because straightening a branch is much easier than straightening a tree, therefore the most effective national value education is education for school students at various levels (Budimansyah, 2010; Sadikin, 2019; Sukarmin et al., 2020)

The development of national values for school students must be carried out appropriately. If this cannot be achieved, the moral message that parents and educators will convey to students will be hampered. The development of national values in which there are moral values for school students can be carried out in three or three existing education centers, namely family, school, and community. In developing moral values for school students, it is necessary to be very careful. This is because school students are children who are in a concrete preoperational development stage as stated by Piaget (Mubasyiroh et al, 2017). Meanwhile, moral values are abstract concepts. So that in this case students cannot immediately accept what the teacher or parent teaches, which are abstract in nature, quickly. For this reason, parents and educators must be clever in choosing and determining the methods to be used to instill moral values in children so that the moral messages that the teacher wants to convey can actually arrive and be understood by students for their future life provisions (Nachiappan et al., 2017).

Schools as one of the pillars in the establishment of a nation must be properly and consistently maintained. The nation is an "imagined" community and even the smallest members of the nation do not know and do not know most of the other members, will not meet them face to face, maybe even do not know them. The most important thing in the continued existence of a nation is a feeling of togetherness and brotherhood as members of the nation's community. This emerged as a result of the strong roots of nationalism (Mahfud, 2014).

Nationalism is something that must be held for the sake of the establishment of the Indonesian nation and state. The Unitary State of the Republic of Indonesia (NKRI) is a "fixed price" for the continued existence of the nation. Pancasila is used as a philosophy of collective living behavior, which in addition to being the basis of a person's life discourse also has a contextual application in political, economic, socio-cultural, educational, and global stages of life in building the world. The UUD 1945 serves as a guideline for the order of national life, and Bhineka Tunggal Ika as a reference in addressing life together in a multicultural nation situation. Indonesia also has the sovereignty to carry out cultural independence (Rahmat, 2020; Satjipto, 2013).

According to Samuel Phillips Huntington, once commented at the end of the 20th century, that Indonesia was a country that had the greatest potential to be destroyed, after Yugoslavia and the Soviet Union at the end of the 20th century. Likewise Clifford Geertz, this Indonesianist

anthropologist once said; if the Indonesian nation is not clever in managing ethnic diversity, culture and ethnic solidarity, then Indonesia will break up into small countries (Sumarsono, 2001).

Based on the phenomenon above, that the school is the main pillar in the enforcement and unity of Indonesia, the service team proposes service activities related to the inculcation of national values and intolerance attitudes towards school students. This activity aims to overcome divisions in Indonesian society with an attitude of intolerance and prevent student radicalism, and considering that there are many separatist groups born in Indonesia, one way to break the chain of turmoil aimed at destroying the Unitary State of the Republic of Indonesia (NKRI) is by instilling the values of insight. Nationality towards school students. As with the current news that is currently full of cases in Papua (Mulia et al. 2020; Roziqi and Rosyidin, 2020; Kusumawardhani and Afriansyah, 2020).

Method Of Implementation

The place for the implementation of this service is Junior High School (SMP) in Surakarta City, Central Java Province, to be precise SMPN 4 Surakarta.

1. Preparation Stage

The implementation of this service is planned in 3 main activities, each of which has a different form of activity. These activities are as follows. This preparation stage is related to things that need to be prepared in the context of implementing this service. The initial preparation carried out is the initial survey to the service location or location to obtain initial data. After obtaining the initial data, then compiling a service activity plan in accordance with the conditions of the problems faced by teachers and students in the implementation of national values in SMP Kota Surakarta. At this stage, preconditions are also carried out in the implementation of national values in the Surakarta city school environment.

The personnel involved are the Service Team from the Research Group for Indonesian Language, Literature and Cultural Studies who understands Indonesian language learning, especially writing poetry. In addition, from the RG for the Study of Indonesian Language, Literature and Culture there were also 3 people who had passed the Taplai Education and Training from LEMHANNAS in 2019 and 2020 and 1 lecturer received Taplai training at the end of 2020 so that of course it was related to strengthening national values that had been mastered by good and also as a form of socialization and follow-up education from Lemhannas. The target of the service activities is 8 grade students at SMP N 4 Surakarta, with a total number of 25 students per class, so the total number of students involved in this service activity is 200 students. The teachers involved were 3 Indonesian language subject teachers who taught in class VIII.

2. Implementation Stage

The implementation stage is the essence of this award that will be carried out in schools. The results of data collection at school were then analyzed and classified things that could be combined as material for implementing national values for students of SMPN 4 Surakarta. Based on the results of this analysis, a training or mentoring is made for students in the implementation and implementation of national values. It is hoped that this training or mentoring can increase mutual awareness of nationalism and prevent intolerance and radicalization, especially for students of SMP N 4 Surakarta.

3. Evaluation Stage

The evaluation stage is the final stage of this service which will be carried out by the lecturer team with the service team regarding the evaluation of what students and teachers have done before and after the implementation of training and mentoring related to the implementation of national values in the school environment in preventing intolerance and radicalization among students of SMPN 4 Surakarta.

Result And Discussion

In every service activity carried out by Group Research, it must be directed in relation to the solution to existing problems. In the implementation of this service, the service team has indicators of the achievement of activities. The achievements of this service program product can be described in the following explanation (1) Social values program of nationality which is the implementation of 4 national consensus in schools in the city of Surakarta. With this dedication, it is hoped that students of SMPN 4 Surakarta will increasingly understand the values contained in the 4 national consensus, namely Pancasila, UUD 1945, Bhineka Tunggal Ika, and NKRI, (2) Students can implement the results of this experience so as to create a conducive atmosphere and can prevent the understanding of intolerance and radicalism of students of SMPN 4 Surakarta, (3) The teacher can assist in the application and implementation of national values through learning activities and giving examples to students in schools and in the community, (4) publication of books A collection of poems on the theme "Tanah Airku Indonesia" written by students of SMPN 4 Surakarta and in collaboration with teachers, (5) The issuance of a written or unwritten school regulation to be able to

implement these national values in the school environment, for example by singing national songs while starting the learning process in class and other exciting activities emphasize national values for teachers and students.

The results of this service program can be divided into 2 parts, namely the short term and the long term. In the short term, students and teachers in the city of Surakarta, especially at the junior high school level can improve their ability to implement national values that can ward off radicalism in schools, especially for students. Teachers and students are motivated to always implement national values in order to maintain the condition of the school environment. In the long term, it can continue to be carried out in order to provide sustainable education for national values aimed at teachers and students at the junior high school (SMP) level, especially in the city of Surakarta, Central Java. Especially with the existence of a national values education system programmed by teachers and students so that with the cultivation of a strong character it is hoped that it can continue to be used as the school environment as the main fortress of Pancasila which is implemented in the city of Surakarta to produce a tolerant and anti-radicalism youth generation.

The FKIP UNS service team in this activity chose SMPN 4 Surakarta. SMPN 4 Surakarta is part of the Junior High School in Surakarta City and is a secondary education institution that seeks to implement national values in order to prevent intolerance and radicalization of its students. Based on interviews with the Principal, School Representatives, and Teachers, this school has its own uniqueness or characteristics that differentiate it from other schools of the same level. These characteristics then become a supporting factor in the implementation of planting national values in students. Its uniqueness or characteristics are: first, prioritizing the education of virtue, which is what is emphasized in its vision and mission. Second, in the form of local (Javanese) children's culture education, and children are also trained in coloring batik paintings that have been provided by the school (Team Observation, 2020). Then the third, the teacher's treatment of students like parents to their children, and the attitude of students towards their teachers like children to their parents. Fifth, given special education, one of which is special education, introducing culture, visiting historical sites such as the Borobudur Temple, museums, palaces and others. The last thing that makes this school unique is the location of the school in the city center which, whether consciously or not, will greatly influence the attitudes and character of students (Suhita et al, 2020).

Based on the description in the situasi analysis, the service team is interested in carrying out further dedication in implementing national values in order to prevent intolerance and radicalization among students of SMPN 4 Surakarta, Surakarta City. The problems faced by schools today can be said to be a national identity crisis. Today's youth (including junior high school students) are more proud to use foreign or westernized things and leave the culture of Indonesia and its region. Coupled now with the phenomenon of bullying which adds to the problems of teenagers. Bullying if allowed to have an impact on the morality of the nation, including an impact on attitudes of intolerance and radicalization. Therefore, it is felt important to inculcate national values for young children, especially junior high school (SMP) children.

With this service activity, it is hoped that the knowledge and experience gained from the results of this service can be a meaningful and important contribution to educational institutions, in cultivating national values for school students, especially in SMP N 4 Surakarta. The cultivation of national values begins in the learning process in the classroom in Indonesian. With the problem in the situation analysis, of course, activities that are felt directly by students are designed to be related to the application and implementation of national values to prevent intolerance and radicalization. In the Indonesian language subject, the material that is of great interest to students is writing poetry. Therefore, this service program seeks to integrate national values in preventing attitudes of intolerance and radicalization through learning to write poetry. The results of writing poetry by students of SMPN 4 Surakarta were then collected and published in an anthology of poetry written by students with the title "Tanah Airku Indonesia"

The success of this service certainly has an impact on Sebelas Maret University as the organizer. This activity reflects that one of the higher education responsibilities to the community is manifested in these service activities, especially those related to the application of national values in the educational environment. This activity also reflects that the need to strengthen national values is very much needed in the school environment as a means of preventing acts of radicalism among students. This is one of the academic responsibilities for the lecturer team or service as a form of dedication of knowledge that has gained knowledge in tertiary institutions.

This service activity was carried out between the Research Group for Indonesian Language, Literature and Cultural Studies FKIP UNS and the service partners of SMP N 4 Surakarta. The role of partners is very important in this service activity. Apart from being the object of service, namely students and teachers, partners also provide quite a lot of support, including providing a place for socialization programs and implementation of community service. All leaders and extended families of SMP N 4 Surakarta fully support this activity. The desire to continue this community service program is also a commitment of the big family of SMPN 4 Surakarta even though this service program has been completed. Therefore, the success of this service program is certainly due to the

collaboration of the FKIP UNS Indonesian Language, Literature and Cultural Studies Research Group with the large family of SMPN4 Surakarta who strongly support this service program from preparation to implementation of this service activity.

The important role of community service partners in this activity provides motivation for the service team to fully carry out this activity so that it runs smoothly and successfully. Since the preparation, the partners are very supportive and provide full support, for example preparing facilities and infrastructure and providing support to students and teachers to make this service activity a success.

Conclusion

Based on the research results, the problem of intolerance and radicalization in schools is already a symptom in the city of Surakarta. In the beginning, the bullying phenomenon was the beginning of an attitude of intolerance and radicalization. This must be prevented immediately so that it does not spread further, which will become seeds of intolerance and radicalization. The implementation of this service is certainly based on the results of research that has been carried out the previous year so that problems in schools related to attitudes of intolerance and radicalization can be resolved properly which in the end will also build strong national values at the level of the educational unit. With the solidity of these national values in students who are the nation's next generation, it is hoped that in the future the Indonesian nation will become advanced and strong and can compete with other countries.

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