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ABSTRAK

Penelitian ini bertujuan untuk menganalisis representasi nilai nasionalisme dalam Buku Ajar Pendidikan Pancasila kelas IV SD terbitan Buku Ajar X, mengidentifikasi nilai-nilai yang terkandung, serta mengevaluasi sejauh mana penyajiannya mencerminkan keberagaman budaya Indonesia. Metode penelitian menggunakan pendekatan kualitatif deskriptif, yang menelaah teks, praktik wacana, dan praktik sosial. Data diperoleh melalui dokumentasi teks, ilustrasi, dan aktivitas pembelajaran dalam buku ajar, yang dianalisis berdasarkan indikator nilai-nilai nasionalisme yang meliputi cinta tanah air, gotong royong, toleransi, serta bangga sebagai Bangsa Indonesia. Hasil penelitian menunjukkan bahwa buku ajar memuat nilai-nilai nasionalisme, namun penyampaiannya lebih banyak bersifat implisit melalui cerita, ilustrasi, dan instruksi kegiatan. Nilai yang paling dominan adalah cinta tanah air, yang ditampilkan melalui upacara bendera simbol negara, dan disiplin sekolah. Gotong royong direpresentasikan melalui kegiatan kebersamaan seperti membersihkan kelas atau kerja bakti, sedangkan toleransi tergambarkan melalui ilustrasi kerukunan antar umat beragama, misalnya pecalang Bali yang menjaga keamanan saat umat Islam melaksanakan ibadah. Kebanggaan sebagai bangsa Indonesia ditunjukkan melalui pawai budaya, tarian tradisional, dan pakaian adat. Meskipun Keberagaman budaya Indonesia hadir dalam Buku Ajar, representasinya masih bersifat simbolis tanpa penjelasan yang mendalam.

Kata kunci: buku ajar, nasionalisme, analisis wacana kritis, Pendidikan Pancasila, sekolah dasar

Mamluatur Rohmah. 2025. Analysis of the Instillation of Nationalism Values in Textbooks for Fourth Grade Students. Thesis, Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Trunojoyo University, Madura. Advisor: Agung Setyawan

ABSTRACT

This study aims to analyze the representation of nationalism values in the Pancasila Education Textbook for grade IV elementary school published by Buku Ajar X, identify the values contained, and evaluate the extent to which the presentation reflects the diversity of Indonesian culture. The research method uses a descriptive qualitative approach, which examines texts, discourse practices, and social practices. Data were obtained through documentation of texts, illustrations, and learning activities in the textbook, which were analyzed based on indicators of nationalism values including love of the homeland, mutual cooperation, tolerance, and pride as an Indonesian nation. The results of the study indicate that the textbook contains nationalistic values, but the delivery is more implicit through stories, illustrations, and activity instructions. The most dominant value is love of the homeland, which is displayed through the flag ceremony as a symbol of the state, and school discipline. Mutual cooperation is represented through collective activities such as cleaning the classroom or community service, while tolerance is depicted through illustrations of harmony between religious communities, for example, Balinese pecalang who maintain security when Muslims perform worship. Pride as an Indonesian nation is shown through cultural parades, traditional dances, and traditional clothing. Although Indonesia's cultural diversity is present in the textbook, its representation is still symbolic without in-depth explanation.

Keywords: textbooks, nationalism, critical discourse analysis, Pancasila Education, elementary schools