

## Analysis of the Love of the Country Character Education in Indonesia and Australia

Putri Mahanani  
Universitas Negeri Malang, Indonesia  
putri.mahanani.fip@um.ac.id

Adhimas Wahyu Agung Wijaya  
Wahana Visi Indonesia, Indonesia  
adhimaswij@gmail.com

Sa'dun Akbar  
Universitas Negeri Malang, Indonesia  
sadun.akbar.fip@um.ac.id

Eny Nuraisyah  
Universitas Negeri Malang, Indonesia  
eny.nuraisyah.fip@um.ac.id

### ABSTRACT

*Love the country is a very fundamental part of a country. Therefore, every country needs to maintain and increase the love of the homeland of its citizens to safeguard the ongoing state. Various experts state that the love of the country/nationalism is an important part of the life of the nation and the State. Furthermore, it was also revealed that at this time the attitude of love for the country in Indonesia had declined or faded. Therefore, it was necessary to find a solution to strengthen this character for guaranteed Indonesia country. This study aims to reveal the similarities and differences in the character curriculum of love country in Indonesia and Australia so that it can be an inspiration in developing a program to strengthen the love of the country character. As one of the best countries in building the love of the country in the world, the education system in Australia is very interesting to be analyzed and used as a reference in developing this character for developing countries like Indonesia. The design of this study generally used qualitative research with a grounded theory with descriptive type. The results of the study showed that there are 3 similarities and 6 differences in the implementation of a character education curriculum in Indonesia and Australia. The equation in terms of (1) planting concepts, the two countries together prioritize mutual respect and respect for differences; (2) commemoration of holidays, both countries have similarities in the application of learning by teachers, where the teacher gives the task of making certain works; (3) the implementation love of country, together students are invited to apply the love of the homeland in schools and around it. The difference lies in: (1) the main dimension, in Australia there are 3 dimensions, in Indonesia there are 5 main values of PPK; (2) organizing in schools, in Australia, love the country was enter in social science subjects, while in Indonesia were enter intracurricular, kokurikuler, and extracurricular activities; (3) the period of time, basic education in Australia is carried out in 7 levels, while in Indonesia there are 6 levels; (4) curriculum approach in schools, Australia is carried out with special subjects, namely social science consisting of history, geography and citizenship, in Indonesia the main focus on the subject of Pancasila education and citizenship; (5) the learning scheme of love the country, in Australia there are 4 main stages, in Indonesia it does not yet have a specific nature, it optimizes the "tripusat" function of education; (6) Evaluation, in Australia, are asked to make simple and clear conclusions. In Indonesia, the education office conducts regular monitoring and evaluation at least 1 (one) time in 1 (one) year on the Implementation in the Formal Education Unit. The results of this study can be followed up by constructing character education programs in various countries.*

**KEYWORDS:** Love Country, Nationalism, Education, PPK, Character

### 1.0 INTRODUCTION

Indonesia as part of the world is one of the countries in the developing category. Even though Indonesia has been independent for 75 years, we are still fighting to become a developed country. The existence of globalization and industry era 4.0 at this time in all countries makes Indonesia also must be able to adapt. One of them is the adaptation of the quality of human resources needed in the current era. To achieve this, one of the main efforts can be done in the field of education. In the long-term development plan (RPJP) of Indonesia in 2020-2025, it can be seen that one of the priorities of the program is to create

a society that is noble, moral, ethical, cultured and civilized based on the Pancasila philosophy. The main objective is to bring Indonesia into a developed country and still maintain Indonesia's independence or the continuity of the State.

To maintain the existence of a country, the character of loving the country is very much needed. Because, as is well known that the love of the country can bring someone to make various efforts for his country. Thus they will have high loyalty and are willing to sacrifice for the interests of the nation and their country, this is in line with what was conveyed by Astuti (2014) which states that the love of the country/nationalism is an important part of the life of the nation and the State. It was further explained that the attitude of loving the country in the nation's children declined. This is also supported by the definition of patriotism by the Ministry of National Education which states that patriotism is a way of thinking, behaving, and acting that shows loyalty, care, and high respect for language, the physical environment, social, cultural, economic, and political. nation (Samani and Hariyanto, 2012: 54).

Love of the country is supposed to be owned by all citizens, including Indonesian citizens for the Indonesian State. However, this does not always happen. Based on the results of research conducted by Muchtar (2015), it can be seen that the love of the homeland of Indonesian citizens is still in a sufficient category. The research was based on the results of a study on the understanding of students about the character of the love of the homeland is still in the quite good category with the acquisition of 76.19%. This indicates that the love of their homeland is not too strong. Budimansyah's research results (2010) also stated that globalization challenges the power of applying elements of national identity. Based on these results it can be seen that the sense of love for the next generation of homeland still needs to be developed

As a country, of course, it is necessary to develop the quality of love of the citizens' homeland. Each country also has its pattern to develop the nationalism of its citizens. Some countries have the highest average homeland love value. Countries included in the top 5 of the highest are (1) Australia, (2) Canada, (3) Finland, (4) Austria, (5) Singapore (Suzuki, 2009). Research related to the curriculum in force in Australia shows that Australia has strong identities and values and will continue to have political significance and can exist together with emerging global identities and values (Walsh, 2008). Based on this, it is certainly very interesting if the curriculum can be explored further to improve the quality of the Indonesian people's homeland.

Australia's curriculum studies are always conducted openly. From 1999 to 2019, research studies relating to the education curriculum in Australia can be stated that Australia continues to develop, monitor and evaluate the curriculum that applies in the country. An ongoing Australian monitoring and evaluation curriculum was also obtained from research conducted on a national initiation project in drug education (NIDE) in 1999. The results showed that overall, people in all jurisdictions, at all levels of involvement in drug education, considered NIDE as a profitable project. In general, NIDE has contributed greatly to the evolution of school drug education in Australia (Richard Midford, 1999). Another research result is the impact of students coming from China for the internationalization of the curriculum in Australia. The results show that the presence of Chinese learners encourages to internationalize the existing curriculum but this process can reduce academic standards if the economic priorities of the Corporate University are permitted to not neglect the ethics of education (Sue McGowan, 2008). Studies on improving the curriculum can also be seen in the waste management sector in Australia. This study presents how Australia will adopt the UK system for education and training in the waste management sector and discusses how Australia identifies curricula with this and which pedagogical approaches are most suitable for developing the skills of effective waste management practitioners in the industry. and for those who have graduated from college (G.Davis, 2008).

A good curriculum in Australia is also supported by the quality of qualified teachers. This can be seen from the identification and evaluation of teacher knowledge about child abuse and neglect. The results were obtained that the teacher was very innovative in teaching about child abuse and neglect. They can use the knowledge they have and adapt it from knowledge obtained from various personal and professional sources to suit their specific challenges and situations. Although this approach is competent and innovative, it also has shortcomings in knowledge. The implications of this research serve as a foundation for curriculum development to build the professional reputation of teachers to deal well with cases of child abuse and neglect (Farrell, 2008). Landscape surveys or views over a 5-year period, an examination of how teachers and the teaching of shared history in Australia, built in Australian academic literature states that based on this review, it is increasingly difficult for ideas about non-native perspectives as dominant and teachers as active but non-critical participants in the process (Weuffen, 2019). Based on the above study, it

can be concluded that Australia as a developed country so far has been paying attention to its educational curriculum including the handling of the character of its citizens. Therefore, the education curriculum in Australia is very possible to be adapted for developing countries to improve the quality of their citizens.

The curriculum in Indonesia is also constantly changing. This can be examined from the range since Indonesia's independence in 1945, Indonesia has experienced ten changes to the curriculum. (1) The Indonesian education curriculum was formed and has begun to be implemented as the 1947 curriculum; (2) 1953 curriculum; (3) 1964 curriculum; (4) The 1968 curriculum; (5) 1975 curriculum; (6) 1984 curriculum; (7) 1994 curriculum; (8) 2004 competency-based curriculum; (9) 2006 education unit level curriculum; and (10) the 2013 curriculum (Lestary, 2015).

The results of a study on curriculum changes from a material curriculum to a competency-based curriculum have also been carried out. The results of the research study can be concluded that the 2013 curriculum change policy is based on internal and external challenges faced by the Indonesian people to prepare a productive, creative, innovative and effective generation. This curriculum was formed to improve the shortcomings of the previous curriculum. This curriculum was developed to strengthen three aspects, namely cognitive, affective and psychomotor. These changes also bring changes in the learning system, especially in terms of learning models in the form of thematic-integrative, scientific approaches, active student strategies, and authentic assessment (Machali, 2014).

Curriculum research and the love of the country have been carried out by several people. However, there are differences between this research and previous research. The difference is in the context of (1) the field of curriculum, namely the field of basic education (2) the origin of the curriculum, namely Australia and Indonesia; (3) the characters studied are the love of the country. The results of this study are expected to be useful for policymakers related to the education curriculum because it provides a more detailed picture of the basic education curriculum in the two countries. Thus it can be input for the organizers of basic education to create programs to increase the love of the citizens' homeland.

## **2.0 METHOD**

This study uses a qualitative research type with a grounded theory type with a qualitative descriptive type. In this study, the researcher acts as the main instrument that takes, analyzes and concludes research results. Data collection techniques using documentation techniques. Analysis of the data used ranging from data reduction, data display, and data verification (Sugiyono, 2011). The main activity undertaken is to study the basic education curriculum used by the State of Australia. This curriculum study is carried out using documentation instruments. The next activity is in the form of data analysis and analysis of curriculum data in Indonesia regarding the development of a love for the country. Various data generated will be reduced and then grouped according to the focus of the study categorically. Furthermore, the interpretation is based on categorized data. The interpretation in question is giving meaning to the various symptoms described interpreted based on the perspective of the object and the perspective of the researcher.

The analysis data was help with nvivo progam. This program help to more describe about the research, especially for the difference curriculum beside Australia and Indonesia. This program was help to make code and then the percentage about the curriculum in the curriculum document. So that we can get the describe more complete.

## **3.0 RESULTS**

### **3.1 The cultivation love of the country in Australia's basic education curriculum**

The basic education curriculum in Australia is divided into 3 main dimensions: subjects (learning areas), general capabilities and cross-curriculum priorities.

Table 1. Dimensions of the Australian Curriculum

3 Dimensions of the Australian Curriculum		
Learning Areas	General Capabilities	Cross-Curriculum Priorities
<b>Social Sciences (History, Geography, Citizenship)</b> <b>Economics and Business</b> <b>Art (Drama, Media, Music and Visual)</b> <b>English</b> <b>Mathematics</b> <b>Science (Natural Sciences)</b> <b>Information and communication technology</b> <b>physical education</b>	Literacy	Aboriginal
	Numeracy	Australian and Asian relations
	ICT	Sustainability
	Critical and Creative Thinking	
	Personal and Social Capacity	
	Ethics	
	Introduction to Intercultural Understanding	

Source: ACARA (2019)

In the Australian curriculum, nationalism lessons are studied specifically in social science which includes history, geography, and citizenship). But besides that nationalism is learned through intercultural introduction lessons and the introduction of aboriginal culture (indigenous to Australia).

The sense of nationalism and patriotism in Australia through the curriculum was developed through 4 stages. The first stage is the existence of traditions and values that shape society. The second stage is how the dynamics of the community and economic development. The third stage is how the community, ideas, places can be accepted as an integral part and then connected or connected. The final stage is how the community learns to be responsible and participate in the community to create an agreement.

The values of patriotism in the Australian curriculum are learned through history, geography, and citizenship. There are seven basic education levels. Starting from class one to seven. In history lessons, students learn about how the state of Australia was formed, including respecting the Aboriginal culture. Besides, students deepen how the democratic process in Australia. Not only focus on things that come from the noble values of the Australian nation, but they also learn about how society develops over time including global influence in its society. Students in Australia learn about different kinds of differences that make up Australian culture.

Based on the current curriculum in Australia, the curriculum in the context of enhancing the love of the country in classroom learning is carried out through student portfolios. For example in classroom learning, for example in grade 3 elementary school students have to identify Australian differences in the past and present. Students must also identify the relationship between the person (human) where he lives and the characteristics of the place he lives. The following are examples of students' best portfolios of learning in grade 3 elementary schools (ACARA, 2019).

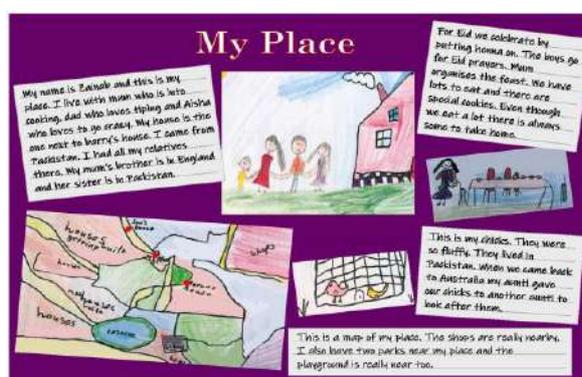


Figure 1: Example of the best results of grade 3 elementary school students in Australia  
 Source: ACARA (2019)

In the example of student work above, it can be seen that education in Australia not only values local culture but also the culture from which students come. This is because students in Australia are large

as multi-cultural students, coming from anywhere but living side by side in Australia. In the example of the application of other learning regarding the cultivation of a sense of love for the country, grade 3 elementary school students have also learned the concept of "harmony" and how the love of the country was formed. Students answer that harmony can be realized by mutual respect and respect for one another. In the learning process in Australia, students are provoked/stimulated to give their opinions. Students have also studied inquiry since childhood. An example is the portfolio of students learning to write letters and express their opinions about the bush / green meadow which turned into housing. Students think that although building a house is important, it must pay attention to the environmental ecosystem. Australian students also learn how holidays are celebrated by various communities. One of the celebrated holidays is Anzac Day. Anzac Day is an Australian holiday which pays homage to Australian heroes and intermediaries who have struggled to maintain peace throughout the world. In this case, students are given the task to write text to commemorate Anzac Day (ACARA, 2019).

Love of the country is also done through supporting lessons and across the curriculum. Besides going through the main lessons namely history, geography and citizenship (humanities and social science). Students also learn through dimensions of general abilities and priorities across the curriculum. In this case, students indirectly learn deeply about how to behave properly to have an impact on society (ACARA, 2019).

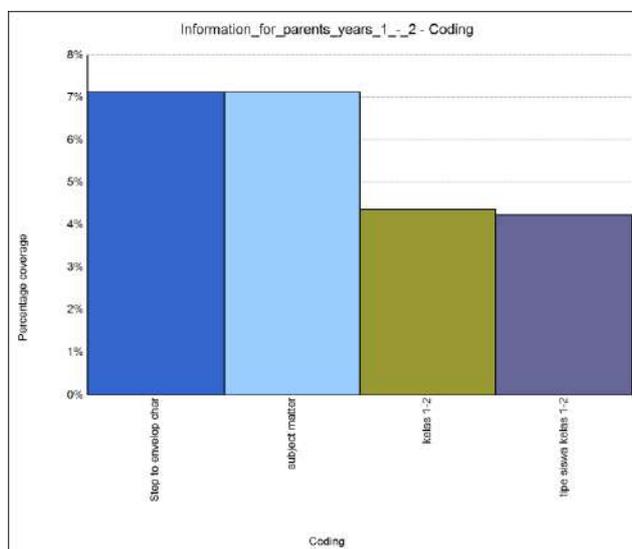


Figure 2: Percentages of Australia Curriculum (Source: Information for Parents years 1-2)

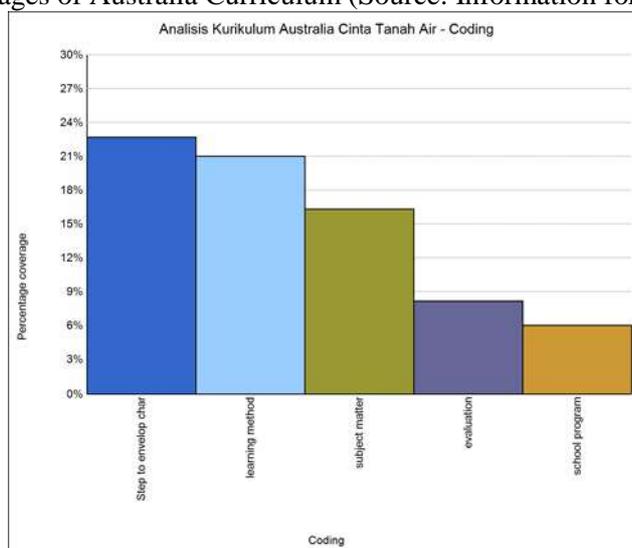


Figure 3: Percentages of Australia Curriculum (Source: ACARA 2019)

Based on the review that has been done, it can be seen that in general, the curriculum in Australia has included 5 of the 6 coding fields that were carried out. The five things that are most dominantly discussed are the character development steps. After that talk about subject matter, evaluation, school programs, and learning methods. The character development step in Australia is systematically packaged which consists of 4 major steps. These four steps are gradually adapted in school. Supported by the teacher's skill in packaging inquiry learning, making students' characters develop more optimally

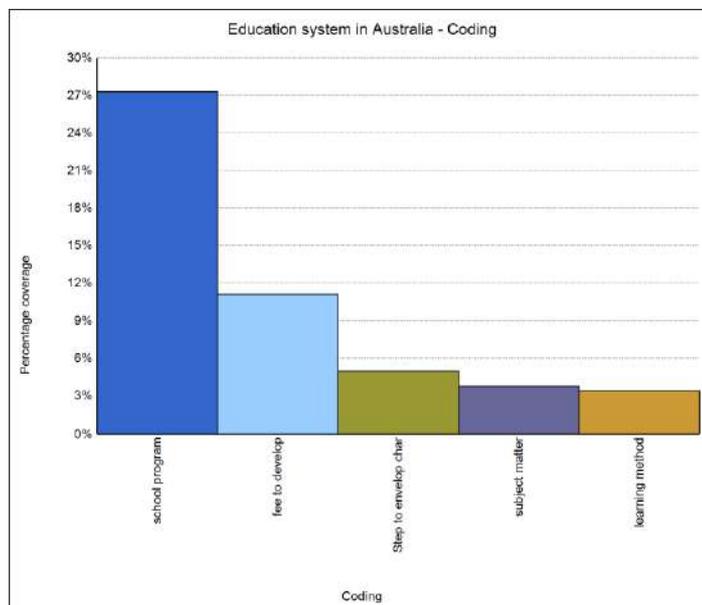


Figure 4. Percentage of Australia Curriculum

Source: Education system in Australia (Australia's Education System Wide, 2017)

In this chart we can find fields that have not been revealed in the two previous sources, namely regarding the cost of education in Australia. In the education system file in Australia, has been disclosed about the costs that need to be prepared for parents who will send their children to school, especially at the level of primary education which ranges from \$ 1,000 - \$ 20,000. In this document, the most widely expressed is the school program on age management starting from Kindergarten to 12th grade.

### 3.1.2 The cultivation of homeland love in the Indonesian basic education curriculum

The love of the country in Indonesia is specifically outlined in the Strengthening Character Education (PPK) policy. Before developing PPK, what underlies this policy is the presence of unfavorable characters from community members so that it needs to Revitalize Character Education. This revitalization pattern is seen in the Grand Design of Character Education Development in 2009. The pattern is contained in the following figure:

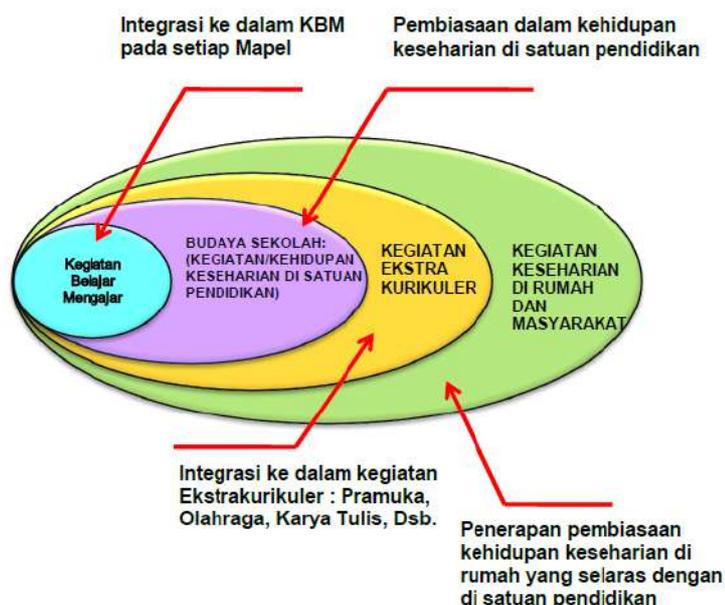


Figure 5: Grand Design in 2010  
 Source: Ministry of National Education (2009)

The pattern of character education development is carried out one of them through learning activities, school culture, extracurricular activities and activities in the community. The above pattern has been implemented since the enactment of the Education Unit Level Curriculum (KTSP) and the 2013 Curriculum in the period 2013 to 2016. However, because it is felt that the implementation of the policy has not been running optimally and has not produced as expected, improvements were made so that a new policy Strengthening Education emerged Character (PPK). PPK has 5 main values, namely Religious with 12 sub-values, Nationalism with 10 sub-values, Mutual Cooperation with 9 sub-values, Integrity with 8 sub-values, and Mandiri with 8 sub-values. Thus, in PPK, there are 5 main values and 47 sub-values. This policy comes into force in 2017 and schools and teachers are expected to be able to adapt to the presence of KDP. The patriotism developed in the curriculum in Indonesia is included in the sub-values of the Nationalist core values.

The principles of development and implementation of KDP include: universal moral values, holistic, integrated, participatory, local wisdom, 21st-century skills, fair and inclusive, in harmony with the development of learners and measured. With the focus of the KDP movement covering the program structure, curriculum structure, and activity structure. KDP itself is carried out through 4 bases of movements, namely (1) Class-based KDP; (2) KDP based on school culture; (3) community-based KDP; (4) community-based PPK. Learning activities are usually also influenced by important days of the State. Students are usually asked to make certain works to commemorate the big day. In its application in schools, students are also asked to show their love for the country through their actions and words in school and the community.

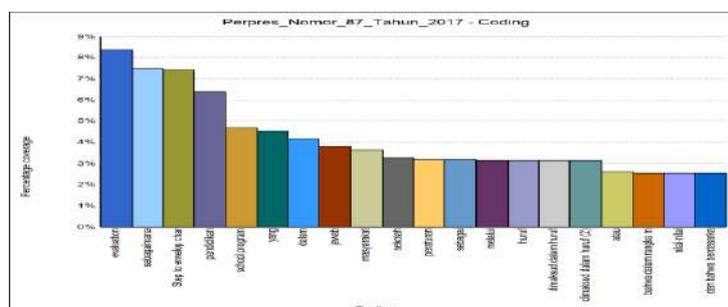


Figure 6: Curriculum in Indonesia  
 Source: Perpres Nomor 87 (2017)

Based on the review that has been done, it can be seen that in general, the curriculum in Australia has included 5 of the 6 coding fields that were carried out. The five things that are most dominantly discussed are the character development steps. After that talk about subject matter, evaluation, school programs, and learning methods. The character development step in Australia is systematically packaged which consists of 4 major steps. These four steps are gradually adapted in school. Supported by the teacher's skill in packaging inquiry learning, making students' characters develop more optimally

#### 4.0 DISCUSSION

The character can be defined as an individual or group form as a unitary state (Douglas, 2016). A character must be built and developed consciously from day to day through a process that is not instant and is not innate from birth. For that, the characters are very possible to be changed and developed. Furthermore, it is also stated that character education through schools is not merely the learning of knowledge, but more than that, namely the cultivation of moral, ethical values, aesthetics, noble character (H. Gunawan, 2012). The love of the country is one of the fundamental characteristics of the interests of the nation and state. Without this character, the survival of the nation and state can be threatened.

Based on the results of the research above shows that there are 3 similarities and 6 differences in the application of the character education curriculum in Indonesia and Australia. Similarities in terms of (1) the concept of planting, the two countries together prioritize mutual respect and respect for differences; (2) commemorating holidays, the two countries have similarities in the application of learning by teachers, where teachers give the task of making certain works; (3) the implementation of the love of the state, together students are invited to apply the love of the country in the school and its surroundings. As the results of a review of the Australian education curriculum in grade 3 elementary schools show that students have learned the concept of "harmony" and how the love of the country was formed. Students answer that harmony can be realized by mutual respect and respect for one another. This is also supported by the Indonesian motto "Unity in Diversity" which means different but still one too. This motto also always underlies every activity and educational curriculum in Indonesia. This is supported by the statement that Unity in Diversity as the key and unifying the diversity of the Indonesian nation is a characteristic of the unity of the nation of Indonesia as a multicultural country (Lestari, 2016).

The curricula of the two countries also have similarities in teacher instruction for their students in commemorating national historic days. They are usually asked to make certain works to commemorate national holidays. This is consistent with the results of a study by Widayani (2016) that integrating the value of patriotism into the culture of schools conducted by teachers in the classroom, for example during the Kartini Day celebration on April 21st, students were asked to wear traditional clothes. This is also in line with the results of studies obtained in the Australian State curriculum. One of them is that Australian students learn how the holidays are celebrated by various communities. One of the celebrated holidays is Anzac Day (ACARA, 2019)

The difference lies in: (1) main dimensions, in Australia there are 3 dimensions, in Indonesia there are 5 main KDP values; (2) organizing in schools, in Australia the country's love is included in social science subjects, while in Indonesia it is included in intracurricular, curricular and extracurricular activities; (3) time period, basic education in Australia is carried out at 7 levels, whereas in Indonesia there are 6 levels; (4) curriculum approach in schools, Australia is carried out with special subjects, namely social science which consists of history, geography and citizenship, in Indonesia the main focus is on the subject of Pancasila education and citizenship; (5) the learning scheme of the state of love, in Australia there are 4 main stages, in Indonesia does not yet have a special nature, it optimizes the function of "tripusat" education; (6) Evaluation, in Australia asked to make conclusions that are simple and clear. In Indonesia, the education office conducts routine monitoring and evaluation at least 1 (one) time in 1 (one) year regarding Implementation in the Formal Education Unit.

One difference that stands out is one of the dimensions of the two countries. Australia's basic education curriculum to instill the character of loving the country has 3 dimensions, namely subjects, general abilities, cross-curriculum priorities. While in Indonesia, the character of patriotism is included in one of five dimensions, namely Nationalism on Strengthening Character Education (PPK). Another quite clear difference is in the stages or schemes. In Australia, it has been stated that it consists of four main stages, namely (1) traditions and values that shape society, (2) how the dynamics of community and economic development, (3) how society, ideas, places are accepted as an integral part and then connected,

(4) how the community learns to be responsible and participate in the community to create an agreement. While in Indonesia does not yet have a specific stage but embodied in optimizing the function of "tripusat" education, namely family, school and community.

## 5.0 CONCLUSION

Similarities in the curriculum for basic education in Australia and Indonesia can be seen in: (1) the concept of planting; (2) commemorating national holidays; (3) the implementation of love for the country. The difference lies in: (1) the main dimensions; (2) organizing in schools; (3) time period; (4) curriculum approach in schools; (5) homeland love learning schemes; (6) Evaluation.

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