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## An Analysis of the Instillation of Nationalism Values in Fourth-Grade Students' Instructional Textbooks

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### Abstract

*This study aims to analyze the instillation 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 the following indicators: 1. Love for the homeland 2. Mutual cooperation 3. Tolerance 4. Proud to be Indonesian. 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 Pancasila Education, Elementary Schools.



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## 1. Introduction

Instructional textbooks play a strategic role in shaping students' knowledge, attitudes, and character within the education system. At the elementary school level, textbooks function not only as sources of academic content but also as instruments for instilling ideological and moral values aligned with national education goals. One of the essential values that must be instilled from an early age is nationalism.

The instillation of nationalism values is crucial in fostering students' love for their homeland, sense of unity, tolerance, and national identity, particularly in the context of globalization, which may weaken students' attachment to national values. Textbooks, as the primary learning resources used daily in classrooms, have significant potential to influence students' perspectives and character formation.

Previous studies indicate that nationalism values in textbooks are often presented implicitly through reading texts, illustrations, and learning activities. However, implicit value presentation may limit students' understanding if it is not reinforced through instructional practices. Therefore, a critical examination of how nationalism values are instilled in instructional textbooks is necessary. This study addresses this gap by analyzing the instillation of nationalism values in fourth-grade students' instructional textbooks using a critical discourse analysis perspective.

In the Indonesian educational context, instructional textbooks are not neutral learning materials but are embedded with ideological meanings that reflect curriculum policies and national education objectives. Textbooks function as instruments through which the state transmits values, norms, and collective identities to students. At the elementary school level, where students are in a critical stage of character development, textbooks play a significant role in shaping students' understanding of citizenship, social responsibility, and national belonging.

The instillation of nationalism values through textbooks is increasingly important amid rapid globalization and the expansion of digital culture. Exposure

to global values may influence students' attitudes and potentially weaken their attachment to national identity if not balanced with strong character education. Therefore, instructional textbooks are expected to introduce nationalism values that emphasize love for the homeland, appreciation of cultural diversity, cooperation, and respect for social differences as part of everyday learning experiences.

However, the presentation of nationalism values in textbooks is often indirect and symbolic, relying on narratives, illustrations, and activity instructions rather than explicit explanations. This condition raises questions regarding how effectively these values are communicated and internalized by students. By applying Fairclough's Critical Discourse Analysis, this study seeks to uncover how nationalism values are discursively constructed within fourth-grade instructional textbooks and how these constructions relate to broader social and ideological practices in elementary education.

## **2. Method**

This study employed a qualitative descriptive research design. The research object consisted of instructional textbooks used by fourth-grade elementary school students. Data collection was conducted through documentation techniques focusing on textual content, visual illustrations, and learning activities that contain nationalism values.

Data analysis was carried out using Norman Fairclough's Critical Discourse Analysis model, which includes three stages: (1) text analysis to examine linguistic choices, symbols, and visual elements; (2) discourse practice analysis to understand how texts are produced and consumed in the learning process; and (3) social practice analysis to interpret the relationship between textbook discourse and broader social and ideological contexts. Data validity was ensured through repeated reading, careful observation, and theoretical triangulation.

### **3. Result and Discussion**

The results of the analysis show that nationalism values are instilled through three main forms: narrative texts, visual illustrations, and learning activities. The value of love for the homeland is instilled through the introduction of national symbols such as the Indonesian flag, the Garuda Pancasila emblem, and stories related to national events. Illustrations depicting flag ceremonies and disciplined school activities further strengthen this value.

The value of mutual cooperation is instilled through learning activities that emphasize teamwork, such as group discussions, collaborative assignments, and school cleanliness activities. Meanwhile, tolerance and unity are represented through texts and images portraying cultural, ethnic, and religious diversity within Indonesian society.

From the perspective of social practice analysis, the instillation of nationalism values in instructional textbooks reflects the state's effort to shape citizens who uphold national identity and social cohesion. However, these values are largely presented implicitly, which places greater responsibility on teachers to contextualize and reinforce the meaning of nationalism values during classroom instruction. Thus, instructional textbooks function as ideological tools that subtly instill nationalism values through normalized social practices in education.

From the textual analysis perspective, the instillation of nationalism values is reflected in the selection of words, sentence structures, and themes that emphasize collective identity and civic responsibility. Linguistic expressions related to obedience, respect, and togetherness appear repeatedly in instructional texts, positioning nationalism as a natural and unquestioned aspect of students' daily school experiences.

Visual illustrations serve as an effective medium for reinforcing nationalism values, particularly for elementary school students who tend to learn through visual stimuli. Images depicting flag ceremonies, traditional clothing, and communal activities visually strengthen the textual messages conveyed in the textbook. These illustrations function as symbolic representations that simplify complex national concepts into easily recognizable forms for students.

At the level of discourse practice, the textbook is designed to be implemented through teacher-guided classroom activities. Learning tasks such as group discussions, collaborative projects, and reflective questions encourage students to engage actively with the content. However, because nationalism values are mostly presented implicitly, the role of teachers becomes crucial in interpreting and explaining these values so that students can understand their deeper meaning.

In terms of social practice, the representation of nationalism values in instructional textbooks reflects broader governmental efforts to promote social cohesion and national unity within a multicultural society. The emphasis on harmony and tolerance aligns with Indonesia's pluralistic context. Nevertheless, the representation of cultural diversity tends to remain symbolic, with limited critical discussion regarding social inequalities or cultural complexities.

Overall, the findings indicate that instructional textbooks function not only as pedagogical tools but also as ideological instruments that shape students' perspectives on nationalism. By embedding nationalism values within routine learning activities and narratives, textbooks contribute to the reproduction of dominant national ideologies. This highlights the importance of critical textbook use in classrooms so that nationalism values are not merely introduced but also critically understood and meaningfully internalized by students.

#### **4. Conclusion**

This study concludes that instructional textbooks used by fourth-grade students contain the instillation of various nationalism values, including love for the homeland, mutual cooperation, tolerance, unity, and national pride. These values are embedded in texts, illustrations, and learning activities presented in the textbooks. However, the predominantly implicit presentation of nationalism values requires active teacher involvement to ensure that students meaningfully understand and internalize these values. Therefore, critical awareness in selecting and utilizing instructional textbooks is essential to optimize the instillation of nationalism values in elementary education.

## Appendix A

**Table A1.** Analytical Framework of Nationalism Values in Fourth-Grade Instructional Textbooks.

No.	Nationalism Value	Analytical Description
1.	Love for the Homeland	Discourse related to national identity expressed through the use of state symbols, national ceremonies, school discipline, and narrative texts that emphasize loyalty, respect, and responsibility toward the nation.
2.	Mutual Cooperation	Discursive representations of collective actions such as collaborative learning activities, classroom and school-based communal work, and narratives promoting shared responsibility and social solidarity.
3.	Tolerance	Textual and visual representations emphasizing respect for religious, ethnic, and cultural diversity, including portrayals of social harmony and peaceful coexistence among different social groups.
4.	Pride in Being Indonesian	Representations of national pride through cultural expressions such as traditional clothing, dances, cultural events, and narratives that highlight Indonesia's cultural heritage and national identity.

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