

Educational Psychology: Patriotism and Educative Internalization through the National Anthem

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ABSTRAK

Banyak lagu, tetapi kurang unsur patriotisme dan edukatif. Kekurangan itu membuat struktur bangsa menjadi rapuh. Karena itu, diperlukan kesadaran dan rethinking untuk memetakan dan menjelaskan kepada masyarakat supaya tumbuh rasa patriotisme. Penelitian ini bertujuan menganalisis dan mekanisme internalisasi nilai lagu Indonesia Raya terhadap pembentukan sikap dan karakter santri pesantren. Penelitian kualitatif ini menggunakan metode studi kasus di pesantren unggulan. Data dikumpulkan melalui studi dokumen dan wawancara. Teknik analisis data menggunakan analisis deskriptif kualitatif. Penelitian ini telah menemukan bahwa internalisasi nilai-nilai patriotisme dalam lagu Indonesia Raya dapat membentuk sikap dan karakter santri pesantren. Model internalisasi patriotisme melibatkan pendidikan lirik lagu secara bertahap, pemahaman melalui tugas, dan menyanyikan lagu bersama-sama. Penting bagi pendidik dan orang tua untuk memilih lagu nasional yang sesuai dengan usia dan minat anak-anak, memahami makna lirik secara mendalam, dan membiasakan menyanyikan lagu nasional dalam kegiatan sehari-hari. Internalisasi nilai-nilai ini dapat menghasilkan generasi muda yang memiliki cinta tanah air yang kuat dan peduli terhadap bangsa dan negara. Penelitian tentang internalisasi patriotisme dan nilai-nilai edukatif melalui lagu nasional memiliki implikasi positif bagi pendidikan dan pembentukan karakter bangsa.

ABSTRACT

There are lots of songs, but they lack elements of patriotism and education. This deficiency makes the nation's structure fragile. Therefore, awareness and rethinking are needed to map and explain this to the public so that a sense of patriotism grows. This study aims to analyze and internalize the value mechanism of the Indonesia Raya song on the formation of the attitudes and character of Islamic boarding school students. This qualitative research uses the case study method at the leading pesantren. Data was collected through document studies and interviews. The data analysis technique uses descriptive qualitative analysis. This research has found that the internalization of patriotic values in the Indonesia Raya song can shape the attitudes and character of Islamic boarding school students. The internalization model of patriotism involves gradually educating song lyrics, understanding through assignments, and singing songs together. Educators and parents need to choose a national anthem that is appropriate for children's age and interests, understand the lyrics' meaning in depth, and make it a habit to sing the national anthem in their daily activities. Internalizing these values can produce young people who have a strong love for the motherland and care for the nation and state. Research on the internalization of patriotism and educational values through the national anthem has positive implications for education and the formation of national character.

1. INTRODUCTION

The existence of a song has a significant impact on the development of human psychology. Songs can influence and penetrate the minds of listeners (Panjaitan, 2020; Putri & Muttaqin, 2022). This is because songs have their own value, allowing listeners to absorb messages and serve as role models in their lives (Nelson et al., 2015; Vaiouli & Ogle, 2014). Every country has a national anthem (Boatwright, 2022). This song is official and serves as a symbol of a nation (Clark, 2022; Surjowati, 2021). In Indonesia, the national anthem was created to convey the history and spirit of Indonesia's struggle for independence.

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Indonesian patriotic songs are referred to as functional music, serving to cultivate patriotism in the hearts of the people (Silaghi-Dumitrescu, 2020; Asylum & Temaja, 2020). Nowadays, there are many songs, but they often lack elements of patriotism and education. This deficiency can make the nation's structure fragile. Therefore, there is a need for awareness and rethinking to map out and explain to the public in order to foster a sense of patriotism (Xiao et al., 2023). Efforts to minimize this issue can include communicating the importance of patriotic values to society for the well-being of the nation and the state for a better future (Djono, 2020; Iqbal, 2021; Wijayanto, Rahmat, Marzuki, 2018). This can be examined through the lens of educational psychology (Manson, 2019; Prasetyo & Anwar, 2021; Sullivan, 2022; Sundar, 2015).

Educational psychology focuses on describing, predicting, and controlling mental events and behavior (Matthews & López, 2020; Siregar et al., 2021). This field examines all components present in the process, both verbal and written. The process encompasses the communicator, the message, the reception and processing of the message, and the audience, which includes the characteristics of the audience and communication media (Krauss et al., 2008; Nakamura, 1969). Through this study, the messages/values conveyed through the national anthem can be accurately received and understood in their context (Alwi & Iqbal, 2022; Cross, 2014). However, in the current conditions, the level of patriotism among the people has declined (Omelchenko et al., 2015). There is a perception that national and patriotic songs are not 'modern,' causing the current younger generation to forget the spirit of patriotism contained in these songs (Utami et al., 2020; Yusa et al., 2021). The younger generation tends to prefer 'modern' songs with lyrics and melodies that are not educational. These songs often revolve around love stories, pleasure, and the hardships of life (Zang et al., 2023). Consequently, the mentality of this generation of music listeners is relatively fragile, lacking in resilience, and lacking in patriotism.

The flag-raising ceremony held every Monday is still a ceremonial activity and formality that is not fully understood in its true meaning. Mandatory songs like "Indonesia Raya" are often sung without effort to comprehend the meaning and philosophy contained within the song (Kurniawan, 2021). Many young generations are unaware of the history and chronology of these patriotic songs (Israpil & Suardi, 2021). It can be concluded that the level of patriotism in today's society has decreased, reflecting a crisis in the spirit of advocating for the nation's well-being. One way to address this is by popularizing and listening to national songs. Research on the Indonesian national anthem, "Indonesia Raya," has been conducted extensively, including the application of patriotic values from national songs in (Mat Daud & Ishak, 2022). Rahmatiya's research found that the values of nationalism and patriotism possessed by students, although not fully maximized, such as willingness to sacrifice, mutual help, honesty, courage, courtesy, discipline, and responsibility, can be further improved and developed to enhance the nationalistic and patriotic spirit within students (Rahmatiya & Zulfiati, 2020). Additionally, Supriyadi concluded that music can influence human behavior based on psychological theories (Rahmatiya & Zulfiati, 2020). This research is essential as it examines "Indonesia Raya" from an educational psychology perspective. Therefore, educational psychology serves as a tool to discover patriotic and educational values within national songs.

Educational psychology is closely related to the achievement of communication in the interaction process. The perspective of educational psychology has a very broad meaning. Psychology refers to communication as the transmission of energy from sensory organs to the brain; the process of receiving and processing information; and the process of mutual influence among various systems within the organism and between organisms. In the context of research, a series of school activities have educational orientations, including the singing of the national anthem "Indonesia Raya" during flag-raising ceremonies. Given this, the research goal of "Internalizing Patriotism and Education through National Songs" is to identify the extent to which national songs can be an effective means of instilling patriotism and enhancing educational knowledge among students. Some specific objectives of this research include understanding to what extent students comprehend the meaning of national songs and how this can enhance their love for their country. Additionally, it aims to determine the effectiveness of using national songs as a tool to internalize values of patriotism and education in students' daily lives. With these objectives, the research is expected to make a positive contribution to the development of new and more effective and innovative methods in education, particularly in fostering a love for one's country, instilling patriotism, and enhancing students' educational knowledge.

2. METHOD

This type of research is included in descriptive qualitative research. A method for answering problem formulations objectively and accurately regarding data, the nature of data, and the relationship between data and reality. Therefore, researchers used a qualitative approach with a descriptive type. The

internalization of patriotism and education through national songs uses a qualitative approach because the data from this research are in the form of words, analyzed in the form of descriptions or explanations, and the researcher is the main research instrument (Barada, 2013; Jaschke et al., 2018). This is used to describe, depict, or explain systematically, accurately, and factually the data studied.

The subjects of this research come from Pesantren Ulumuddin and Misbahul Ulum in the city of Lhokseumawe. There are a total of 7 informants. The data source consists of national songs, and the research data consists of words or sentences from these data sources. The data related to patriotism and education in national songs were obtained from 32 national songs titled *Bangun Pemuda Pemuda, Indonesia Bersatulah, Mars Angkatan Muda, Bhineka Tunggal Ika, Indonesia Tetap Merdeka, Maju Tak Gentar, Teguh Kukuh Berlapis Baja, Indonesia Jaya, Indonesia Negaraku, Hari Merdeka, Rayuan Pulau Kelapa, Bendera Merah Putih, Berkibarlah Benderaku, Indonesia Tumpah Darahku, Tanah Airku, Gugur Bunga, Halo-halo Bandung, Indonesia Pusaka, Api Kemerdekaan, Aku Srikandi Indonesia, Suburlah Tanah Airku, Padamu Negeri, Satu Nusa Satu Bangsa, Mars Pelajar, Bendera Kita, Bagimu Negeri, Dari Sabang Sampai Merauke, Hymne Guru, Garuda Pancasila, Mengheningkan Cipta, Ibu Kita Kartini, dan Indonesia Raya*. Data collection was conducted through a document study of the lyrics of the national anthem, "Indonesia Raya." In addition to the document study, data were also gathered through interview techniques to capture the behavioral responses of students regarding the interpretation of the lyrics of "Indonesia Raya." The Research Instrument Grid is presented in Table 1.

Table 1. Research Instrument Grid Table

No	Indicator	Explanation
1	Understanding	Evaluating the students' comprehension of the lyrics of "Indonesia Raya" as whole and specific words used in the song
2	Emotional role	Assessing the emotional responses of the students to the lyrics of "Indonesia Raya."
3	Behavior	evaluating the behavior of the students while listening to or singing "Indonesia Raya," such as whether they show respect or enthusiasm when expressing the song's lyrics.
4	Influence	Assessing the impact or influence generated by the lyrics of "Indonesia Raya" on the students, including their attitudes and behaviors in daily life.

Furthermore, the data analysis process begins by reading and noting sentences that describe patriotic and educational values in national songs. Codes are assigned to the identified data, and all data found in the lyrics of national songs is collected. Finally, conclusions are drawn based on the analysis.

3. RESULT AND DISCUSSION

Result

Instilling patriotic values in students is one of the foundations of the curriculum at every level of education in Indonesia, including pesantren (Islamic boarding schools). There is widespread agreement that beyond academic instruction, pesantren play a fundamental role in shaping the character of students through the cultivation of religious and national values. The concept of student character encompasses values such as curiosity, achievement, virtue, and citizenship. Despite the importance of this topic, research aims to examine how the lyrics of the Indonesian national anthem, "Indonesia Raya," shape the patriotism of pesantren students. In this longitudinal study, we investigate the internalization of "Indonesia Raya." The presentation of these findings addresses (1) the educational psychology of patriotism in national songs and (2) the educational psychology of education in national songs.

The Educational Psychology of Patriotism in National Songs

*Indonesia is my nationality
my nation and my homeland
Let us cry out
United Indonesia (D1/CTA/IR)*

The data D1/CTA/IR contains the values of patriotism and love for one's homeland. Love for the homeland is evident in the lyrics segment "bangsa dan tanah airku" (my nation and homeland). The value of patriotism and love for one's homeland entails having a deep affection for one's own country, which includes feelings of loyalty, dedication, respect, pride, and a strong sense of reverence for the homeland

with all one's heart and soul. This excerpt from the lyrics indicates psychological communication about the close relationship between humans and the natural environment of Indonesia. Therefore, data D1/CTA/IR can be categorized as data representing the value of patriotism and love for one's homeland because it meets the criteria, namely, the presence of a strong attachment in that relationship.

*Garuda Pancasila
I am your supporter
Patriot proclamation
Ready to sacrifice for you (D8/RBBN/GP)*

The value of patriotism in data D8/RBBN/GP is characterized by a willingness to sacrifice for the nation and the state. Being willing to sacrifice for the nation and the state reflects a disposition that demonstrates readiness and selflessness in giving up something one possesses for the benefit of the nation and the state, even if it entails suffering for oneself. The willingness to sacrifice for the nation and the state is evident in the line "sedia berkorban untukmu" (ready to sacrifice for you). This line signifies that all elements of society who have accepted and agreed upon Pancasila have an obligation to uphold and protect Pancasila from being replaced by other ideologies. The Garuda, as the foundation of the state, is believed to always be supported by the Indonesian people and should always be upheld as evidence of the nation's sovereignty. Thus, there is psychological communication about a willingness to sacrifice for the nation in this data because it involves continuous sacrifice and dedication to the country.

*Kita tetap setia tetap sedia
Mempertahankan Indonesia
Kita tetap setia tetap sedia
membela negara kita (D13/KS/HM)*

Educational psychology related to patriotism in the form of social loyalty is evident in data D13/KS/HM. Social loyalty represents an attitude where individuals prioritize and set aside their personal egos for the sake of the nation. Social loyalty is characterized by the phrase "kita tetap setia tetap sedia" (we remain loyal and ready). The efforts made by heroes to defend the country serve as an example for future generations to ensure that the nation remains safe from disruptions or threats from other countries. This concept embodies the psychological aspect of social loyalty and patriotism, emphasizing the importance of placing the interests of the nation above personal concerns.

*Gagah megah satria nusantara
Pantang mundur selangkah jua
Dalam membela bangsa (D20/PM/AK)*

The value of patriotism of the never give up type is found in the D20/PM/AK data. Never give up are values that are consistent when encountering obstacles or problems that are overcome without giving up. Never giving up is characterized by "never turning back". D20/PM/AK data shows an attitude of never giving up, not being afraid to defend the nation even if you lose the battle, but still believing that defeat will not always be permanent. If you continue to fight without giving up, victory will surely await you soon. Thus, the D20/PM/AK data is included in the value of never giving up patriotism.

Educational Psychology in National Songs
*Sungguh indah tanah air beta
Tiada tandingnya di dunia
Karya indah Tuhan Maha Kuasa (D1/NEA/IP)*

D1/NEA/IP data is classified as a religious educational value that shows an expression of gratitude for the beauty of God's almighty creation. Gratitude is a form of true gratitude. Gratitude is part of feelings of relief, joy, pride, and others. This can be seen in lines (1) and (2), which contain praise and pride for the homeland where he lives, which reveals that the homeland where he lives has a beauty that is unmatched in the world. Next, line (3) contains the acknowledgment that God is all-powerful and great over all his creation.

*Tanah airku tidak kulupakan
Kan terkenang selama hidupku (D2/NEM/TA)*

The moral educational value regarding the love of one's homeland for their country is reflected in the data D2/NEM/TA. The attitude of patriotism is evident through behaviors that defend the homeland. This can be seen in the lyrics above, which express a love for one's homeland by not forgetting their place of birth or residence and stating that their homeland will be remembered throughout their life. This demonstrates that the love for one's homeland is profound, and wherever a person may wander, they will continue to love their hometown, which is their birthplace in Indonesia. Indonesia, as a nation consisting of a group of islands dominated by the ocean from Aceh to Papua, has a philosophy that encompasses the diversity of local wisdom. The broad interpretation of Indonesia's territory in the symbolism of land and water is encapsulated in the term "Tanah Air" (homeland). The blending of meanings in "Tanah Air" is also referred to as "Kendi Nusantara." From a spiritual and historical perspective, the homeland is also a representation of prosperity and has the ability to provide a sense of strength.

Maju tak gentar membela yang benar
Maju tak gentar hak kita diserang (D5/NEM/MTG)

Data D5/NEM/MTG falls within the moral educational value associated with bravery. Bravery is the quality of being willing to defend the truth at any risk and being afraid to do what is wrong. In other words, bravery entails having a strong heart and great self-confidence. This is evident in the lyrics above, which contain a call to move forward with enthusiasm and never give up defending something considered good and right. It also encourages a spirited and unyielding advance when someone's rights are under attack or forcibly sought by others.

Wahai ibu kita Kartini putri yang mulia
Sungguh besar cita-citanya bagi Indonesia (D7/NEM/IKK)

Data D7/NEM/IKK falls within the moral educational value of respecting heroes. As citizens of Indonesia, it is mandatory to respect the struggles of the heroes who fought for Indonesia's independence by emulating the attitudes of these heroes and commemorating significant events in the nation's history. This is evident in the lyrics above, which describe Ibu Kartini as a noble princess. It is well known that Ibu Kartini, or Raden Ayu Kartini, was a Javanese figure and a national hero of Indonesia. Kartini is recognized as a pioneer in the empowerment of indigenous Indonesian women. Additionally, the lyrics convey the great aspirations of Kartini for Indonesia. During the pre-independence era, Kartini was one of the female heroes who fought to elevate the status of women in that period. The internalization of Indonesia's national anthem, "Indonesia Raya," in Islamic boarding schools (pesantren) can be achieved through various methods. First, it involves educating and teaching the lyrics and meaning of the anthem to the students (santri). The process of teaching the lyrics of "Indonesia Raya" to the Santri can be done gradually. The pesantren administration can appoint a program coordinator to introduce the anthem and its significance. Teachers can then teach the lyrics step by step, ensuring that students understand the meaning of each verse. Subsequently, group singing practice sessions can be organized, and feedback can be provided to correct any errors. Innovations in teaching can also be incorporated by providing visual aids such as video clips or animations to facilitate the students' understanding (Ge et al., 2021). This approach not only helps in instilling a sense of national pride and identity but also contributes to the students' understanding of the anthem's cultural and historical significance in Indonesia.

Secondly, providing opportunities for Santri to learn and understand the meaning of the anthem can be accomplished through discussion and lectures. In addition to this, the instructors of the anthem can assign tasks such as individual or group singing exercises to reinforce mastery of the lyrics and build self-confidence. Teachers can personally demonstrate a sense of nationalism by emphasizing the importance of respecting the national anthem and providing examples of situations where it should be sung (Molin, 2017; Prenger & Schildkamp, 2018). Furthermore, teachers can be creative with the anthem, such as by creating variations with different rhythms or modifying the lyrics to suit specific needs. This multifaceted approach helps in deepening the students' connection with the national anthem, fostering a stronger sense of patriotism, and ensuring they understand the anthem's significance in Indonesian culture and history. Thirdly, teaching Santri to sing "Indonesia Raya" together is a way to express their love and respect for the country. Another effort to strengthen the patriotism of Santri is to teach them the history of the nation so that they become familiar with and understand the country's history and culture. Pesantren also regularly participate in Independence Day events and perform national anthem renditions. The actualization of the values of "Indonesia Raya" encourages Santri to respect and uphold the noble values of the nation, such as tolerance, unity, and cooperation. Indirectly, Santri are able to make positive

contributions to their communities and the surrounding environment (Zuo et al., 2021). Santri is also encouraged to participate in positive activities for the progress of the nation. By integrating these practices into the education system within pesantren, it helps instill a strong sense of patriotism, national identity, and civic responsibility among the santri, contributing to their personal development and the betterment of society as a whole.

Fourthly, providing opportunities for Santri to perform "Indonesia Raya" at significant events such as Independence Day celebrations, opening ceremonies, and more is a way to reinforce their love for the country. Pesantren are typically filled with various activities, and these events often begin with the singing of the national anthem. Activities within pesantren that involve singing "Indonesia Raya" include New Academic Year Introduction Assemblies, Organizational Transitions, Annual Meetings, and various other training activities. The integration of "Indonesia Raya" into the routine activities of pesantren, such as the opening of prayers or during educational sessions, is a common practice. The integration of the pesantren curriculum with national elements provides santri with opportunities to master and deepen their knowledge of the national language. Indirectly, Santri can also become acquainted with and understand Pancasila as the foundational philosophy of the nation. Through these initiatives, it is hoped that Santri will come to understand and internalize a sense of nationalism and become the next generation with a strong sense of national pride. By these means, it is anticipated that Santri will understand and appreciate the meaning of "Indonesia Raya" as a beloved and revered national anthem.

Discussion

The psychological approach to communication includes the following 4 aspects. First, **Sensory Reception of Stimuli** : Communication originates from the five senses exposed to various forms of data as stimuli. Stimuli can take the form of people, messages, sounds, images, colors, etc.—anything that influences (Angraini et al., 2019; Turner & Bhugra, 2010; Wati & Yulsyofriend, 2019). Second **The Mediating Process Between Stimulus and Response**: The stimulus is then processed within our minds, allowing us to draw conclusions about the underlying processes based on the observable response. For instance, if we observe someone smiling, clapping, and jumping, we can infer that they are happy (Alwi & Iqbal, 2022; McMillan, 2021). Third, **Prediction of Responses**: Educational psychology also examines how past responses can predict future ones. It's essential to understand an individual's response history before making predictions about their future responses (Alwi & Iqbal, 2022). *Fourth*, confirmation of response. Confirmation refers to the environment's or another person's response to the original response of the original response of the organism. The presentation of research results indicates that, from 32 national songs, educational psychology findings reveal the following themes: (1) **Patriotism**: This theme encompasses elements such as love for the homeland, willingness to sacrifice for the nation and country, social loyalty, resilience, and courage. (2) **Educational**: This theme includes aspects related to religion, gratitude, moral values of patriotism, moral courage, moral appreciation for heroes, moral honesty, moral responsibility, moral firmness, the character of national spirit, the character of love for the homeland, the character of hard work, the character of appreciating achievement, and social togetherness. Educational psychology in national songs can provide new understanding and knowledge about patriotism. This is very useful for readers because it can provide new information and knowledge about the types of patriotism values which include (1) love of the homeland, (2) willingness to sacrifice for the nation and state, (3) social loyalty, (4) never giving up, (5) courage. These five values are divided into 4 categories, namely (1) love of the homeland and willingness to sacrifice for the sake of the nation and state, including in psychological – spiritual operationalization; (2) social loyalty in psychological-social operationalization; (3) never giving up is included in the psychological-emotional operationalization; and courage – psychological – historical – invitation (Hew et al., 2020; Kirsch et al., 2020; Phillips & McMillan, 2011). These four categories are the internalization and operationalization of the spirit of patriotism through the song Indonesia Raya. The value of patriotism, love of the homeland, is an attitude and behavior that reflects a sense of pride, care and appreciation for the nation and state (Barrington et al., 2003; Ikhsan, 2017; Priyoutomo, 2016). The value of patriotism about love for the homeland is found in the national song, namely my nation and homeland, I am proud of you, until the end I close my eyes, the land of my blood, we love you, I really love this beautiful country, you are the land of our souls and bodies. Thus, the lyric fragment is a phrase found in the value of patriotism about love for one's country which has been open coded in students' responses to the spirit of patriotism.

Patriotism in the context of love for one's country is interpreted as a student's inner calling to protect Indonesia from various actions that threaten national unity. (Barrington et al., 2003; Ikhsan, 2017; Priyoutomo, 2016; Suharman, 2022). There is a calling from within the students' souls to serve the country, maintain the integrity of the Republic of Indonesia, and defend the country. Emotionally, a person will be tied to the land of his birth and the environment in which he grew up. The resulting psychological

consequence is a willingness to sacrifice for the sake of the nation and state. The attitude and behavior that arises from a sense of willingness to sacrifice is a sincere attitude of prioritizing the interests of others over personal interests. Love for the nation is a form of nationalism (Chabiba et al., 2022; Paul Goode, 2016; Sutaryanto, 2016). In addition, being willing to sacrifice for the interests of the nation and state is a willingness to sacrifice energy, time, thoughts and materials for the interests of the nation which includes participation in fighting all forms of threats to state sovereignty and participating in the struggle to build a better country. (Musafiyono, 2014; Retnasari & Hidayah, 2020; Wicaksana, 2015). This value is marked as a part of our country's service to you, ready to sacrifice for you, cash in the promise of service, those who died as teenagers, patriots, heroes of the nation. Indonesian citizens consist of various types of religions, ethnicities and customs. These heterogeneous conditions form a social environment that respects each other (Thiede & Gray, 2017). Without tolerance, there is the potential to create problems in society. The manifestation of our temple of remaining faithful remains available in the form of social loyalty which ensures the stability of the social order. The value of patriotism, social loyalty, is an attitude carried out to prioritize, prioritize and put aside one's personal ego for the sake of the nation. Social loyalty is a mental attitude that a person or a community has, which is sensitive to their social environment so that it encourages them to care about carrying out actions for the benefit of their social environment. (Närvänen et al., 2020). The value of patriotism regarding social loyalty in the national song is based on the findings, namely remain loyal, promise loyalty, promise you, swear loyalty, be willing, promise devotion, I will continue to defend. Therefore, the lyric fragment above is a finding of the value of patriotism regarding social loyalty. Furthermore, the value of patriotism, never giving up, is an action in the form of consistent values when meeting obstacles or problems that are overcome without giving up. (Djono, 2020; Metro, 2017).

The value of patriotism about never giving up contained in the national song is based on the found words, namely, never back down, rise up as a knight, but remain upright. Therefore, the lyric fragment above is a finding of the value of patriotism about never giving up. Furthermore, the internalization of the value of "never giving up" is echoed through an attitude of facing problems strongly, militantly and with solutions. The mental condition of students is easily fragile when faced with problems. Through the lyrics of never going back, going forward without being afraid, the students dare to solve problems, not run away from them. The attitude of courage is reflected in the lyrics of going forward without being afraid, that there is no injustice to be feared. After the war, the nation's orientation was liberation from various forms of colonialism in the economy, education or other aspects. A form of progressive behavior that is not afraid is to defend the nation's sovereignty through work in science. Courage can also be translated through an invitation to continue the spirit of freedom from various forms of colonialism. Apart from that, the value of patriotism, courage, is an act of fighting for something that is considered important and being able to face everything that can get in the way, even though there are obstacles because you believe in the truth. (Suhaya et al., 2021; Utami et al., 2020). Courage is the determination to maintain an attitude that is believed to be an obligation and responsibility, even if it is not approved or even actively opposed by the environment. The value of patriotism about courage in the national song is based on the found words, namely, go forward without being afraid, do not waver, my soul resists obstacles, we are on the front line fighting for work, a thousand obstacles on the winding road, brave white and pure, even death threatens us, fire burns within knight's chest. Thus, the lyric fragment is the result of the discovery of the patriotism value of courage. This research has implications for increasing awareness of the importance of patriotism education. This research can increase the awareness of policy makers and education practitioners regarding the importance of internalizing patriotism and educational values through national songs in the school environment. This can encourage efforts to improve school curricula that are more oriented towards the values of nationalism and patriotism. Apart from that, it can strengthen national identity and national identity. Through national songs, students can learn to recognize and appreciate national symbols and the history of the nation's struggles. National songs can help increase students' feelings of love for their homeland, because national songs contain strong messages of nationality and patriotism. This can help raise the spirit of nationalism and a sense of responsibility in students to help advance the nation. National songs can also help improve students' understanding of Indonesian, because national songs usually use Indonesian well and correctly and contain rich vocabulary. By internalizing the values of patriotism through national songs, students can be more enthusiastic and active in participating in flag ceremonies at school.

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internalizing the values of patriotism through national songs, students can be more enthusiastic and active in participating in flag ceremonies at school. This can help increase student participation in national activities at school. This research has several limitations, including research subjects that may only be carried out on certain groups such as students. Therefore, the study results cannot be generalized to a wider population. Measuring the internalization of patriotism and education through national songs is also difficult to do, especially when linked to academic results. Apart from that, this measurement can also be influenced by other factors such as the social environment and family influence. To overcome these limitations, it is best to carry out a good research design by paying attention to appropriate research methods and accurate measurements, as well as controlling variables that influence research results. In addition, research results must be interpreted carefully and linked to the relevant context.

4. CONCLUSION

This research has found that the internalization of patriotism values in the song Indonesia Raya can shape the attitudes and character of Islamic boarding school students. The internalization model of patriotism involves gradual education of song lyrics, understanding through assignments, and singing songs together. It is important for educators and parents to choose national songs that are appropriate to children's age and interests, understand the meaning of the lyrics in depth, and get used to singing national songs in daily activities. Internalization of these values can produce a young generation who has a strong love of their homeland and cares about the nation and state. Research on the internalization of patriotism and educational values through national songs has positive implications for education and the formation of national character. However, The limitations of this research lie in the single research subject, so the results cannot be generalized, and internalization measurements are difficult to carry out. Therefore, good research design is needed by paying attention to appropriate research methods, accurate measurements, and controlling variables that influence research results.

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