

Patriotism-Based Character Education in Early Childhood in Indonesia: A Systematic Literature Review

Elfiadi^{1),2)} Panggung Sutapa¹⁾ Nur Hayati¹⁾ Martha Christianti¹⁾

¹⁾Yogyakarta State University, ²⁾UIN Sultanah Nahrasiyah Lhokseumawe

Abstract

This study aims to systematically analyze the literature concerning the concepts, implementation, and impacts of patriotism-based character education in early childhood in Indonesia, drawing from recent research. The study follows a structured methodology comprising the formulation of research questions, development of a review protocol, systematic literature searches, screening and assessment of studies, data synthesis and analysis, and reporting and discussion of findings. Articles and literature were retrieved from the Scopus and Google Scholar databases, with additional support from the Publish or Perish 7 application. A total of 29 articles were selected for analysis based on the inclusion criteria. The results of this study reveal that patriotism-based character education in early childhood in Indonesia involves cultivating values of nationalism, national symbols, culture, history, Pancasila principles, and tolerance. These efforts engage cognitive, emotional, and social dimensions. Implementation is carried out using creative methods and media that incorporate hands-on experiences, such as traditional games, visits to historical sites, storytelling about national figures, folklore, and digital educational media. Furthermore, this type of education positively influences the development of national attitudes, cultural appreciation, social awareness, and environmental consciousness among young children. Recognizing limitations in the scope and nature of the available evidence, this review proposes that future research prioritize: methodological strengthening (e.g., longitudinal/quasi-experimental designs); expansion of contexts to underrepresented areas (such as 3T regions); critical evaluation of digital media; in-depth analysis of micro-pedagogical processes; and the development of culturally grounded learning models.

Keywords : *Patriotism, Character Education, Early Childhood*

Corresponding author, ¹⁾ elfiadi.2024@student.uny.ac.id

Introduction

Patriotism is integral to character education, involving moral, religious, and nationalistic values that shape loyal citizens (Eriawandi et al., 2023). It reflects a deep attachment to one's homeland (Dundar & Erman, 2021), including pride in the nation, respect for its symbols, and efforts to preserve culture and the environment (Maundeni, 2023). In the context of Indonesia, patriotism includes an appreciation for culture and diversity, as well as a commitment to maintaining national unity and cohesion (Fauzi et al., 2023), which gives rise to the obligation to defend the homeland (Ali, 2022). However, these studies tend to explain the dimensions of patriotism separately (cognitive, affective, and behavioral) or in a general context. A holistic synthesis that specifically frames the concepts, implementation, and impact of patriotism-based character education within Indonesia's early childhood education landscape still needs to be developed.

The growing influence of globalization demands the strengthening of national identity, one of which can be achieved through patriotism-based education from an early age (Djamali & Kharismawati, 2023). This initiative is crucial to prevent students from losing their sense of identity, ensuring that they maintain pride in their national affiliation, and enabling them to critically engage with and filter foreign cultural influences (Arapoglou, 2016; Zajda, 2017). The cultivation of patriotism-based character education is highly relevant during early childhood, as this developmental stage represents a foundational period for the formation of core values that will influence future behaviors and attitudes (Hand, 2011). This aligns with the Indonesian government's policy stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 20 of 2018, which highlights the importance of strengthening character education, including patriotism-based values, starting in early childhood, particularly at the kindergarten level (Kementerian Pendidikan dan Kebudayaan, 2018).

Therefore, this systematic literature review (SLR) aims to provide a comprehensive analysis of the concept, implementation, and impact of patriotism-based character education in early childhood in Indonesia.

A comprehensive understanding of these aspects is important because early childhood education, by instilling patriotism-based character, is expected not only to help children understand the symbols of the country, and preserve local culture, but also to grow up as citizens who care and are ready to contribute to advancing the nation (Harpiyani et al., 2022).

In addition, patriotism-based education helps cultivate a sense of pride in the nation's history and culture which are integral to national identity (Korotaeva & Belousova, 2018; Mokeyeva & Andreeva, 2016). Cultivating patriotism-based character education from an early age also positively influences children's awareness and sense of responsibility toward their country (Cross et al., 2020), as well as strengthening emotional ties to their culture and identity as Indonesian citizens (Yulianto et al., 2023).

As the challenges of globalization and foreign cultures become increasingly complex, a deep understanding of how patriotism-based character education is conceptualized and implemented for early childhood in Indonesia becomes crucial. Character education from an early age serves as the foundation for instilling moral values, responsibility, and patriotism (Duck, 1993; Lickona, 1992), while also building resilience to face future socio-cultural challenges. However, systematic literature reviews that comprehensively map the concept, implementation, and impact of such education within the Indonesian context remain limited. This gap underscores the need for an evidence-based synthesis to inform the development of contextually appropriate and effective pedagogical strategies and character education policies.

Method

This study used the Systematic Literature Review (SLR) method, a highly structured approach based on rigorous steps to identify, assess, and synthesize relevant research on a specific topic (Xiao & Watson, 2019). We conducted the SLR by (1) formulating research questions, (2) developing a review protocol, (3) conducting a systematic literature search, (4) screening and assessing studies, (5) synthesizing and analyzing data, and (6) reporting and discussing the results (Bettany-Saltikov & McSherry, 2024).

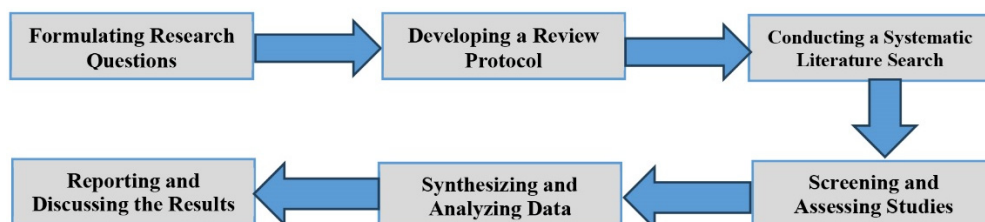


Figure 1. Steps of SLR Research

The following is a detailed description of each stage of the SLR research process undertaken in this study. These steps are outlined as shown in Figure 1 above and are described as follows:

Formulation of Research Questions

This SLR study formulates specific research questions (RQ) to narrow the scope of the review and ensure the relevance of the findings. The research questions of this study are as follows:

- 1) What is the concept of patriotism-based character education in early childhood?
- 2) How is patriotism-based character education implemented in early childhood?
- 3) What are the impacts of patriotism-based character education on early childhood?

Development of the Review Protocol

The review protocol in this study was developed to ensure that the SLR process is conducted in a structured and transparent manner. The protocol includes inclusion criteria, such as articles published since 2019 that discuss patriotism, nationalism, and character education related to patriotism in early childhood in Indonesia. The 2019 restrictions were chosen to ensure that this review presents an analysis that is relevant to the current context of character education, given the dynamics of national education policies (such as the Regulation of the Minister of Education and Culture Number 20 of 2018 concerning the Strengthening of Character Education) as well as rapidly changing socio-cultural developments. In addition, the focus on cutting-edge literature allows the identification of current trends, challenges, and approaches in the implementation of patriotism-based character education in Indonesia. The articles analyzed must be indexed in Scopus or the Science and Technology Index (SINTA), available in both English and Indonesian, and accessible in full text. Specifically for SINTA, we included journals from accreditation ranks 1 to 5 to balance academic quality with comprehensive coverage of the emerging national literature. Exclusion criteria were applied to filter out irrelevant articles, including those published before 2019, those that are not available in full text, or those that do not focus on

patriotism-based character education in early childhood. The protocol also specifies that each selected article must be relevant and contribute to addressing the research questions.

Systematic Literature Search

We conducted a comprehensive literature search using the Scopus and Google Scholar databases, with the support of the Publish or Perish 7 application. The search term combinations utilized in both databases included: patriotism, nationalism, character education, and early childhood. To ensure the inclusion of relevant articles published in Indonesian and indexed in SINTA, searches in Google Scholar were conducted in both English and Indonesian, with a specific focus on SINTA indexed journal with accreditation ranks 1 to 5 (as per the review protocol). Furthermore, Boolean operators such as “AND” and “OR” were employed to refine and optimize the search results (Ely & Scott, 2006).

Table 1. *The search keywords used*

Database	Keywords
Scopus	Love for the homeland, nationalism, patriotism, early childhood, and Indonesia.
Google Scholar	Love for the homeland, nationalism, patriotism, early childhood, and Indonesia.

Screening and Assessing Studies

The article findings from the Scopus and Google Scholar databases were filtered according to the research needs using the Covidence application. Articles obtained from Google Scholar were then further screened to ensure that they were from SINTA-indexed journals, so only research with national reputation and standards was considered in this study. The subsequent screening process was conducted by aligning titles, abstracts, and keywords. Based on the search conducted through Covidence, the results are presented in the flow diagram shown in Figure 2 below:

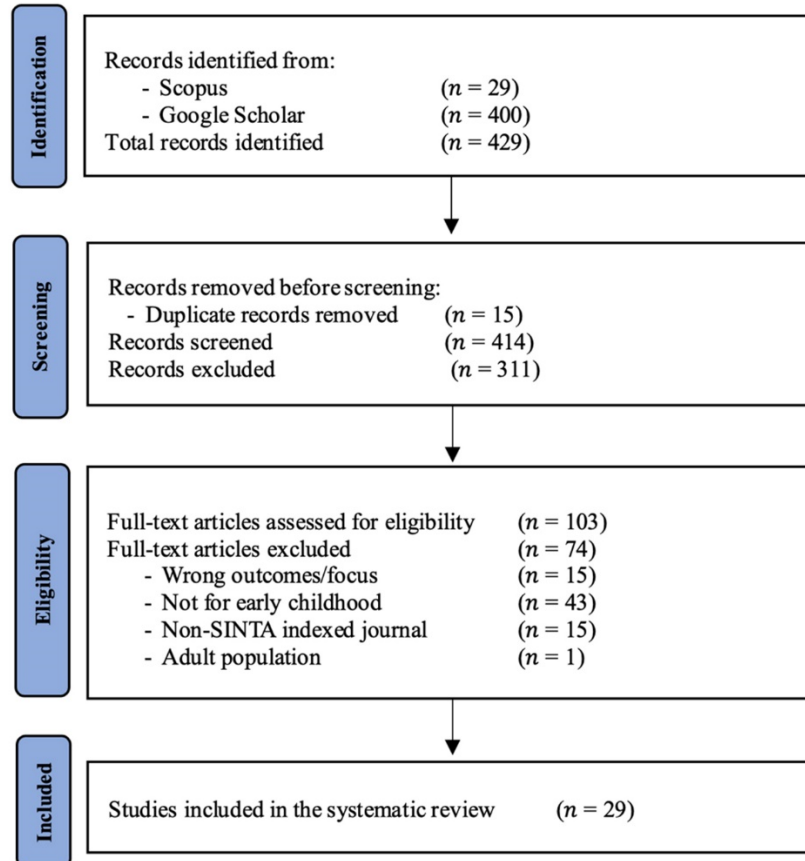


Figure 2. PRISMA 2020 Flow Diagram

The search process yielded 429 articles (Google Scholar: 400; Scopus: 29). After automatic duplicate removal using Covidence, 414 unique articles remained. A screening by title and abstract of these 414 articles resulted in 103 articles that met the initial inclusion criteria. The quality of these 103 articles was then critically appraised by two researchers independently using standard instruments adapted from the Joanna Briggs Institute (JBI) Critical Appraisal Checklist (Munn et al., 2019). This instrument evaluates four aspects: (1) relevance to the research question, (2) methodological clarity, (3) rigor of analysis, and (4) suitability of the context of early childhood education in Indonesia. To maintain inter-rater reliability, the two researchers calibrated through a pilot assessment of 10 articles. The results were compared and discussed until a consensus was reached on the application of the criteria

before continuing the self-assessment on the remaining articles. Any discrepancies in assessment are resolved through discussion or consultation with a third assessor. A total of 74 articles were excluded due to low methodological quality, limited relevance, or incompleteness (e.g., lack of access to the full text). Finally, 29 articles that passed the quality assessment and met all inclusion criteria were selected for in-depth analysis.

Synthesizing and Analyzing Data

The synthesis and data analysis step aims to organize the findings from the selected articles based on the journal name, research questions, methodologies used, and the database and index of the journals in which the articles were published. Below are the results of the extraction from the selected articles, presented in Table 2:

Table 2. *The results of the extraction from the selected articles*

No	Journal Name	RQ	Methodology	Database	Index	Year
1	Jurnal Obsesi: Pendidikan Anak Usia Dini	RQ 1	Quantitative	Google Scholar	Sinta	2022
2	Jurnal Pelita PAUD	RQ 2	Qualitative	Google Scholar	Sinta	2022
3	Jurnal Dimensi Pendidikan dan Pembelajaran	RQ 3	Quantitative	Google Scholar	Sinta	2022
4	Jurnal Pengabdian pada Masyarakat	RQ 2	Qualitative	Google Scholar	Sinta	2023
5	Jurnal Obsesi: Pendidikan Anak Usia Dini	RQ 2	Qualitative	Google Scholar	Sinta	2024
6	Jurnal Abdimas Mutiara	RQ 2	Qualitative	Google Scholar	Sinta	2022
7	Jurnal Obsesi: Pendidikan Anak Usia Dini	RQ 1	Qualitative	Google Scholar	Sinta	2022
8	Jurnal Visi Ilmu Pendidikan	RQ 2	Quantitative	Google Scholar	Sinta	2019
9	Journal of Educational Innovation and Public Health	RQ 3	Qualitative	Google Scholar	Sinta	2023
10	Actualization of Cultural Playground Educational	RQ 2	Qualitative	Scopus	Scopus	2022
11	Jurnal Pendidikan Tambusai	RQ 3	Qualitative	Google Scholar	Sinta	2022
12	International Conference on Education	RQ 3	Qualitative	Google Scholar	Sinta	2023
13	East Asian Journal of Multidisciplinary Research	RQ 2	Qualitative	Google Scholar	Sinta	2024
14	Advances in Social Science, Education and Humanities Research	RQ 2	Qualitative	Scopus	Scopus	2021

15	Journal of Education Research	RQ 3	Qualitative	Google Scholar	Sinta	2022
16	International Conference on Education	RQ 3	Qualitative	Google Scholar	Sinta	2023
17	Jurnal Basicedu	RQ 3	Qualitative	Google Scholar	Sinta	2023
18	Jurnal Al Amar	RQ 2	Qualitative	Google Scholar	Sinta	2022
19	Jurnal Kajian Pendidikan Kewarganegaraan	RQ 3	Qualitative	Google Scholar	Sinta	2023
20	Jurnal Pengabdian pada Masyarakat	RQ 1	Qualitative	Google Scholar	Sinta	2023
21	Journal of Humanities and Social Studies	RQ 3	Qualitative	Google Scholar	Sinta	2024
22	Journal of Social Science and Religion	RQ 3	Qualitative	Google Scholar	Sinta	2020
23	European Journal of Educational Research	RQ 3	Qualitative	Scopus	Scopus	2021
24	Tylor & Francis Group	RQ 2	Qualitative	Scopus	Scopus	2019
25	International Conference Education	RQ 1	Qualitative	Google Scholar	Sinta	2023
26	Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini	RQ 1	Qualitative	Google Scholar	Sinta	2022
27	Jurnal Pendidikan	RQ 1	Qualitative	Google Scholar	Sinta	2023
28	Jurnal Iqra': Kajian Ilmu Pendidikan	RQ 2	Qualitative	Google Scholar	Sinta	2022
29	Abdimas: Jurnal Pengabdian kepada Masyarakat	RQ 1	Qualitative	Google Scholar	Sinta	2024

Based on the results of the data extraction, synthesis, and analysis presented in Table 2 above, it can be concluded that the selected articles are relevant to answer the research questions (RQs). Specifically, 7 articles address RQ 1, 11 articles address RQ 2, and 11 articles address RQ 3. The majority of the articles employ qualitative research methods, are sourced from the Google Scholar database, and are indexed in SINTA. The findings from these articles contribute significantly to answering the research questions.

In closing, this SLR methodology is designed to maximize rigor and minimize bias. A systematic search across various databases, the application of strict inclusion/exclusion criteria (including age restrictions and a focus on indexed journals), as well as a screening and critical appraisal process conducted by two independent researchers were implemented to ensure the transparency, credibility, and completeness of the resulting literature synthesis.

Results

This section presents the research findings in response to the research questions posed. The selected articles are systematically analyzed and categorized to provide comprehensive answers to these questions.

The concept of patriotism-based character education in early childhood (RQ 1)

Analysis of the seven articles addressing RQ1 reveals that the concept of patriotism-based character education.

Table 3. *Findings from RQ.1: The Concept of Patriotism-Based Character Education in Early Childhood*

Authors and Publication Year	Database and Index	Findings on the concept of patriotism-based character education
Aji, 2022	Google Scholar and SINTA	The concept of patriotism-based character education includes the introduction of national symbols, national identity, and respect for Indonesia's cultural diversity.
Fadlillah, 2022	Google Scholar and SINTA	The concept of patriotism-based character education includes the introduction of cultural elements (such as traditional houses, batik, and performing arts).
Oktanisa, 2023	Google Scholar and SINTA	The concept of patriotism-based character education includes the introduction of national symbols, such as traditional gates, images of cultural figures, and distinctive Indonesian architectural elements.
Rahmawati, 2022b	Google Scholar and SINTA	The concept of patriotism-based character education includes the introduction of local cultural elements and traditional games.
Kurniawan, 2023	Google Scholar and SINTA	The concept of patriotism-based character education includes the introduction of environmental awareness, such as disposing of waste in designated places.
Safitri, 2023	Google Scholar and SINTA	The concept of patriotism-based character education includes the introduction of national symbols, the values of <i>Pancasila</i> , and respect for history and heroism.
Oktaviani, 2024	Google Scholar and SINTA	The concept of patriotism-based character education includes the introduction to Indonesia's diversity, education on the history of heroism, recognition of national symbols, and the concepts of diversity and tolerance.

Based on the findings from Table 3 above, it is evident that the concept of patriotism-based character education in early childhood encompasses a holistic approach. The concept instilled in young children through patriotism includes the introduction to national symbols. Children in early childhood should be introduced to Indonesian national symbols, such as the flag, the emblem, and other distinctive cultural identities in order to foster a sense of pride in their homeland (Aji & Wangid, 2022; Oktanisa, 2023). Other studies also found that the concept of patriotism taught to children is closely linked to appreciation for cultural diversity through the introduction of traditional houses, traditional games, and regional clothing (Fadlillah et al., 2022; Rahmawati, 2022b). Furthermore, the cultivation of the concept of patriotism also teaches children the awareness of environmental preservation (Kurniawan et al., 2024). Their study highlights that environmental awareness is also a part of the concept of patriotism, where children are introduced to the importance of maintaining cleanliness and environmental sustainability. Furthermore, the introduction of the concept of patriotism encompasses the values of Indonesian nationalism, such as the values of *Pancasila*, respect for history and national heroes, as well as the importance of tolerance in national life (Oktaviani et al., 2024; Safitri et al., 2023). Overall, this concept is designed to cultivate a sense of patriotism from an early age through an educational approach that integrates the recognition of cultural values, moral principles, environmental awareness, and national history.

A critical synthesis of the seven articles reveals that while there is a consensus on the holistic scope of the concept, there is significant variation in emphasis that correlates with the context of the study. Studies that focus on the formal school environment tend to emphasize the integration of abstract values such as national history and *Pancasila* (e.g., Safitri et al., 2023). On the other hand, game-based or media-based research emphasizes the introduction of material cultural elements and local wisdom (e.g., Fadlillah et al., 2022). Methodologically, all studies studied are descriptive-qualitative. None of them tested the proposed conceptual framework through a quantitative or mixed-methods approach, therefore the empirical validation and generalization of the findings was limited. Furthermore, the review identifies critical analytical gaps: (1) the absence of discussion of how early childhood processes abstract national concepts, and (2) the dynamics between the cultivation of national identity and the recognition of local diversity that are typical of Indonesia have not been explored. Thus, the existing literature has mapped out conceptual areas, but the empirical foundation and depth of its philosophical analysis still need to be developed.

The implementation of patriotism-based character education in early childhood (RQ2)

Based on the analysis of the selected articles, 11 articles contributed to answering the research question (RQ 2), which discusses the implementation of patriotism-based character education in early childhood.

Table 4. Findings from RQ.2: The Implementation of Patriotism-Based Character Education in Early Childhood

Authors and Publication Year	Database and Index	Findings on the implementation of patriotism-based character education in early childhood
Dedeh & Mayasarokh, 2022	Google Scholar and SINTA	Patriotism-based character education is implemented through traditional games such as <i>Engklek</i> , habituation, flag ceremonies every Monday, and the celebration of national holidays.
Anggraeni, 2021	Google Scholar and SINTA	Patriotism-based character education is implemented through activities such as visits to historical or cultural sites, as well as the sharing of national historical stories.
Ali, 2024	Google Scholar and SINTA	Patriotism-based character education is implemented through storytelling activities using folk tale books as media.
Farida, 2019	Google Scholar and SINTA	Patriotism-based character education is implemented through storytelling activities about national hero figures.
Miranda, 2019	Google Scholar and SINTA	Patriotism-based character education is implemented through storytelling using animated videos featuring historical sites and places of worship as symbols of diversity.
Rahmawati, 2022a	Scopus	Patriotism-based character education is implemented through traditional games, such as <i>congkak</i> , <i>engrang</i> , <i>bakiak</i> , <i>rangku alu</i> , and <i>gasing</i> .
Jaya, 2024	Google Scholar and SINTA	Patriotism-based character education is implemented through digital educational games based on local culture, which include games on regional songs, traditional clothing, and the <i>Garuda Pancasila</i> .
Fadlillah, 2021	Scopus	Patriotism-based character education is implemented through culture-based games that include traditional clothing and regional dances.
Nasem et al., 2022	Google Scholar and SINTA	Patriotism-based character education is implemented through the use of media featuring images of revolutionary heroes.
Mahmudah, 2019	Scopus	Patriotism-based character education is implemented through regional songs such as " <i>Manuk Dadali</i> ," whose lyrics convey themes of love for the homeland.
Asrial, 2022	Google Scholar and SINTA	Patriotism-based character education is implemented through traditional game " <i>petak umpet</i> ".

The implementation of patriotism-based character education, as synthesized from 11 studies, employs a diverse range of creative and culturally relevant methods. Traditional games such as *congklak*, *enggrang*, *bakiak*, and *rangku alu* are used to introduce national values in a fun and engaging manner that is appropriate for the children's world (Asrial et al., 2022; Dedeh & Mayasarokh, 2022; Rahmawati, 2022a). In addition, educational visits to historical sites, the use of folklore, and storytelling about national heroes are common approaches employed to introduce children to Indonesian culture and history in an engaging and meaningful way (Ali et al., 2024; Anggraini et al., 2021; Farida & Rasyid, 2019; Nasem et al., 2022). Additionally, an effective approach to instilling the character of patriotism in the modern era can be achieved through the use of digital media such as animated videos and culture-based educational games (Jaya & Pamungkas, 2024; Miranda, 2019). In addition, the integration of local arts and culture is also used to instill the character of patriotism in early childhood. The importance of arts and culture, such as regional songs with nationalist themes and culture-based games involving traditional clothing and regional dances, plays a significant role in cultivating the love for the homeland character (Fadlillah et al., 2021; Mahmudah, 2019). Through these diverse methods, children are not only introduced to national symbols but also actively engage in experiential learning, enabling them to internalize and comprehend the values of nationalism within the context of their everyday lives.

However, a critical synthesis of these findings reveals some crucial patterns and limitations. First, there is a polarization in the approaches used: conventional physical-based methods (traditional games, visits) and digital methods (animated videos, educational games) are reported separately, without any studies examining their integration or comparative effectiveness. Second, from the aspect of depth of implementation, most studies (e.g., Dedeh & Mayasarokh, 2022; Nasem et al., 2022) focus more on describing the activities carried out than analyzing in-depth pedagogical processes, such as teacher-child interactions, value scaffolding, or method adjustments based on the child's developmental stage. Third, the validation of the success of the implementation is still weak. Claims of effectiveness (e.g., "fun", "meaningful") are supported primarily by teacher observation and reflection, without robust outcome measurements or measurable indicators of achievement. In addition, the review identified contextual gaps: although methods such as traditional games were mentioned in general, there was no analysis of how to adapt the content to reflect the specific

local cultural diversity outside of Java, or how these methods were applied in areas with limited resources. Thus, although the map of implementation methods has been richly drawn, the evidence regarding pedagogical effectiveness, sustainability, and equal access still requires more in-depth and empirical investigation.

The impact of patriotism-based character education in early childhood (RQ3)

Based on the analysis of the selected articles, 11 articles were found to contribute to answering the research question (RQ 3), which discusses the impact of patriotism-based character education on early childhood.

Patriotism-based character education demonstrates a positive impact on early childhood development, as evidenced by the findings from 11 selected articles. The values of patriotism not only enhance children's pride in their country, but also play a crucial role in fostering awareness of the importance of local culture and cultural diversity. Children who are taught to recognize local culture begin to feel proud of Indonesia (Gutiawati & Wulansari, 2022; Istiyani & Wibowo, 2020), while Hidayat et al. (2023) emphasize that such education is closely related to the love and appreciation for national heroes and the country. Additionally, character education also contributes to the development of environmentally conscious behavior. Children taught to maintain cleanliness and manage waste demonstrate changes in their behavior, showing increased concern for the surrounding environment (Kurniawan, 2023). The instillation of patriotism-based character education also fosters an increased understanding among children of the nation's history and national symbols. Children exposed to nationalist values develop a greater appreciation for the importance of preserving Indonesia's culture and history, as well as a deeper understanding of the meaning behind national symbols, such as the flag and the emblem (Baswara et al., 2023; Luthfillah & Rachman, 2022). In addition, this character education fosters a sense of respect for national traditions and heroes. Children who are introduced to national symbols and the history of the nation's struggle demonstrate respect and pride towards Indonesia (Fikri & Hidayatullah, 2022; Lsitiani et al., 2023; Sitanggang et al., 2023; Suarno et al., 2021; Uliasari & Kristiana, 2024). From the findings, it can be clearly seen that patriotism-based character education significantly influences the development of national pride, historical awareness, and respect for cultural heritage and the nation's heroes among young children.

Table 5. Findings from RQ.3: The impact of patriotism-based character education on early childhood

Authors and Publication Year	Database and Index	Findings on the impact of patriotism-based character education in early childhood
Gutiawati, 2022	Google Scholar and SINTA	Children become more appreciative of and attached to local culture, developing a sense of pride as part of the Indonesian nation and respecting the cultural diversity in Indonesia.
Kurniawan, 2023	Google Scholar and SINTA	Children begin to show concern for the environment, with an increased awareness of maintaining cleanliness and properly managing waste.
Fikri, 2022	Google Scholar and SINTA	It enhances children's sense of pride of their country, helps recognize and understand their identity as Indonesian citizens, and introduces them to national heroes.
Hidayat, 2023	Google Scholar and SINTA	It fosters a sense of love and pride for Indonesia, increases children's discipline in participating in flag ceremonies, and helps them become acquainted with national heroes.
Luthfillah, 2022	Google Scholar and SINTA	It helps children recognize national symbols and develop pride for Indonesia, fostering a sense of responsibility toward the country and demonstrating care for the nation.
Baswara, 2023	Google Scholar and SINTA	Children begin to show pride in their cultural heritage, have greater value on the history and culture of Indonesia, and become more aware of the importance of preserving the nation's culture and history.
Sitanggang, 2023	Google Scholar and SINTA	Children begin to appreciate the struggles of Indonesia's heroes, showing respect for national traditions and symbols.
Lstiani, 2023	Google Scholar and SINTA	There is an increased understanding among children of national symbols, fostering a sense of pride in their country, Indonesia.
Uliasari, 2024	Google Scholar and SINTA	Children develop a deep understanding of Indonesia's national symbols (such as the flag and coat of arms), fostering a sense of pride in their country.
Istiyani, 2020	Google Scholar and SINTA	Children begin to display pride in their country and respect for national symbols, while also developing a sense of ownership and a commitment to preserving the nation's cultural heritage.
Suarno, 2021	Scopus	Children develop a deeper understanding and appreciation for their national identity, including national symbols, national history, and the values of nationality. They express pride in Indonesia, even while living abroad.

Although the findings consistently report positive impacts, this synthesis reveals important limitations in the existing evidence base. Substantively, claims about impacts such as increased national pride or cultural awareness are often declarative and dependent on educator perceptions, with the support of direct empirical evidence of measurable changes in children's behavior or attitudes still very limited. From a methodological perspective, the

dominance of qualitative designs (case studies, observations) throughout studies limits the capacity for generalizations and, more crucially, for establishing causal relationships. There are no longitudinal or experimental studies that test impact resistance. Furthermore, the contextual aspects of these impacts are poorly explored. Potential variations in impacts, for example, between urban and rural settings or in specific populations such as children of migrant workers are not analyzed comparatively. Therefore, conclusions about impacts tend to be homogeneous and less nuanced. Thus, although indications of positive impacts are consistently reported, the evidence underpinnings require consolidation through more rigorous methodologies, objective outcome measurement, and more sensitive exploration of contextual diversity in Indonesia.

Discussion and Conclusion

This review identifies three main foundations of patriotism-based character education in early childhood in Indonesia: conceptual holism, implementation creativity, and consistency of positive impact findings. The following discussion critically interprets the dialectics, constraints, and strategic implications that emerge from these foundations.

Critical Interpretation, Comparative Analysis, and Thematic Synthesis

The findings on the holistic concept, which encompass both national and local values, reveal a central, unresolved dialectic. This is the tension between fostering a cohesive national identity and respecting Indonesia's profound cultural diversity. While the existing literature often presents these two aspects in harmony, it overlooks how such tensions are mediated in practice. This is especially pertinent in border areas or indigenous communities, where loyalty to local identity may clash with the dominant national narrative. Without recognizing and studying these dynamics in depth, patriotism education risks becoming a subtle instrument of assimilation or failing to address local complexities. Although the tension between national and local identities is a universal dilemma in civic education (Banks, 2008; Kymlicka, 1996), it finds unique and complex expressions within Indonesia's diverse context.

A comparative analysis with international studies enriches this understanding. While Indonesia emphasizes traditional games and visits to historical sites, approaches differ elsewhere. In Australia, for instance, early childhood national education focuses more on integrating national pedagogy and state symbols into daily activities (Millei, 2019). In Poland, greater emphasis is placed on practical activities and visits to historical monuments to instill patriotic values (Jakubowska & Olek-Redlarska, 2017). Despite these variations, a fundamental similarity exists: the use of hands-on experience as a key catalyst for value learning. Through a thematic synthesis, the implementation strategies in Indonesia can be grouped into four main categories: (1) hands-on, experience-based methods (e.g., games, visits); (2) the integration of local cultural content; (3) the use of creative and digital media; and (4) a holistic approach engaging cognitive, emotional, and social domains. This categorization clarifies that while Indonesian practices share core pedagogical principles with international counterparts, such as experiential learning, they remain distinctive. Their distinctiveness lies in a strong emphasis on contextualizing local wisdom and employing a diverse array of methods.

However, this rich map of methods actually covers the gap between activity innovation and pedagogical depth. Claims of effectiveness such as "fun" or "meaningful", remain dominated by teachers' perceptions and lack of analysis of the actual process of value learning, such as scaffolding, teacher-child interaction, and reflection. In addition, the evidence on the impact is still preliminary. The consistency of positive impact reports is questionable given the dominance of qualitative design and reliance on subjective measurements. The absence of longitudinal or experimental studies weakens claims regarding causal relationships and impact resilience.

Implications: From Criticism to Strategic Direction

Building on the identification of conceptual dialectics and methodological limitations above, this section formulates strategic recommendations for future policies and practices:

1. For Policy (Ministry of Education and Culture): Guidelines need to evolve from a general one to an operational pedagogical framework. This framework should: (a) emphasize the translation of abstract values into concrete learning experiences appropriate to the child's developmental stage; (b) provide contextual examples from various regions; and (c)

explicitly integrate the principles of multicultural inclusion and access justice, including for disadvantaged, frontier, and outermost (3T) areas.

2. For Practice (Early Childhood Education Teachers): Teacher training must move beyond an introduction of activities to the development of value scaffolding competencies. Teachers need the skills to design, guide, and reflect on the value learning process in each activity, as well as to carry out simple, authentic assessments.

Conclusion

This systematic review affirms the strategic value of early patriotism-based character education as the foundation for the formation of national identity and socio-cultural awareness in Indonesia. The analysis delineates three foundational pillars of this field: (1) conceptual holism integrating state symbols, Pancasila values, and local wisdom; (2) creative implementation through traditional games, historical visits, and digital media; and (3) a consistent pattern of reported positive impacts on children's national pride and cultural appreciation.

Consequently, this review makes a dual contribution to the literature on early childhood education, with particular implications for the Asia-Pacific region. First, it synthesizes scattered evidence into a coherent conceptual framework, providing a structured map of the current landscape in Indonesia. Second, and more significantly, this synthesis does not stop at mapping; it explicitly identifies critical gaps in the existing evidence base, particularly regarding methodological rigor and contextual diversity. By uncovering these gaps, this review transcends mere description and establishes a clear, actionable research agenda, thereby setting an essential foundation for more rigorous and context-sensitive future studies.

Limitations and Future Research

This review acknowledges two levels of limitations. First, procedural limitations: the time coverage (2019–2024) and database selection may introduce selection bias, while terminology variations may result in the omission of pertinent studies. Second, and more fundamental, are the limitations inherent in the body of primary literature reviewed. These

inherent limitations, in turn, form the basis for formulating a forward-looking research agenda.

Based on the synthesis of findings and the identification of these limitations, future research should prioritize the following directions: (1) strengthening methodological foundations through longitudinal, mixed-methods, and quasi-experimental approaches utilizing standardized measurement tools; (2) expanding contextual exploration to underrepresented areas such as border regions, indigenous communities, and Disadvantaged, Frontier, and Outermost (3T) regions, with an explicit inclusion of analysis of family roles; (3) critically examining the integration of digital media (e.g., educational games or augmented reality) focusing on pedagogical effectiveness and accessibility; and (4) conducting in-depth investigations of micro-pedagogical processes, such as teacher-child interactions and value scaffolding practices; and (5) developing and validating learning models based on local wisdom through research and development (R&D) approaches.

References

- Aji, A. P., & Wangid, M. N. (2022). Kontribusi pola asuh orang tua pada penanaman karakter cinta tanah air anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 2718-2724. <https://doi.org/10.31004/obsesi.v6i4.1135>
- Ali, M., Hafidz, N., Prawening, C., & Nanda, Y. A. (2024). Rekonstruksi dan kontestasi cerita rakyat Banyumas dwi bahasa (Jawa-Indonesia) untuk mengembangkan karakter cinta tanah air anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 8(5), 1095-1108. <https://doi.org/10.31004/obsesi.v8i5.6178>
- Ali, Y. F. (2022). Strengthening nationalism and love of homeland in the global era through citizenship education as national defense education. *Jurnal Civics: Media Kajian Kewarganegaraan*, 19(2), 255-261. <https://doi.org/10.21831/jc.v19i2.53371>
- Anggraini, P., Widodo, J., & Putra, C. (2021). Maintaining local wisdom aa nationalism measurement. *Proceedings of the First International Seminar Social Science, Humanities and Education, Isshe 2020, 25 November 2020, Kendari, Southeast Sulawesi, Indonesia*. <https://doi.org/10.4108/eai.25-11-2020.2306711>
- Arapoglou, E. (2016). Gönül Pultar, ed. *Imagined identities: Identity formation in the age of*

- globalization, foreword by Nur Alman. *European Journal of American Studies*.
<https://doi.org/10.4000/ejas.11177>
- Asrial, A., Syahril, S., Kurniawan, D. A., & Zulkhi, M. D. (2022). Response, peace-loving characters and homeland love characters: Integrating traditional game of petak umpet. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 7(1), 275-294.
<https://doi.org/10.25217/ji.v7i1.2064>
- Banks, J. A. (2008). Diversity, group identity, and citizenship education in a global age. *Educational Researcher*, 37(3), 129–139. <https://doi.org/10.3102/0013189X08317501>
- Baswara, D., Rumandhani, A. E., Julfian, J., Adika, M., Aji, A. C., Handayani, T., & Fitria, M. (2023). The role of education in cultivating patriotism among children at ICC muar. *International Conference on Education for All*, 1(1), 109-112.
- Bettany-Saltikov, J., & McSherry, R. (2024). *How to do a systematic literature review in nursing: A step-by-step guide (3rd ed.)*. Open University Press.
- Cross, B. E., Davis, B., Irby, D. J., Lee-Nichols, M. E., Lensmire, A., Lensmire, T. J., Miller, E. T., Tanner, S. J., & Tierney, J. D. (2020). *Whiteness at the table: Antiracism, racism, and identity in education*. Rowman & Littlefield.
- Dedeh, E., & Mayasarokh, M. (2022). Penanaman nilai karakter cinta tanah air pada anak usia dini melalui permainan tradisional engklek. *Jurnal Pelita PAUD*, 7(1), 207-212.
<https://doi.org/10.33222/pelitapaud.v7i1.2193>
- Djamali, M. F., & Kharismawati, I. (2023). Development of e-book learning media in introducing science for early childhood. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(6), 6937-6949. <https://doi.org/10.31004/obsesi.v7i6.5410>
- Duck, L. (1993). Educating for character: How our schools can teach respect and responsibility. *Childhood Education*, 69(4), 250-252.
- Dundar, H., & Erman, Y. (2021). My homeland: Kyrgyzstan bishkek secondary school students' opinions about homeland. *International Journal of Psychology and Educational Studies*, 8(1), 14-23. <https://doi.org/10.17220/ijpes.2021.8.1.200>
- Ely, C., & Scott, I. (2006). *E-book-essential study skills for nursing: E-book-essential study skills for nursing*. Elsevier Health Sciences.
- Eriawandi, D., Saptono, S., & Sugiyono, Y. K. (2023). Application of the react model containing ethnomathematics of Javanese scripture to develop the character of love of homeland and student learning outcomes. *International Journal of Research and Review*,

- 10(11), 296-306. <https://doi.org/10.52403/ijrr.20231134>
- Fadlillah, M., Rahmawati, I. Y., & Setyowahyudi, R. (2021). The concept of a cultural playground for implementing patriotism in early childhood. *1st International Conference of Education, Social and Humanities*, 233-237. <https://doi.org/10.2991/assehr.k.211028.123>
- Fadlillah, M., Rahmawati, I. Y., & Setyowahyudi, R. (2022). Desain playground budaya sebagai media untuk menanamkan cinta tanah air pada anak usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 3361-3368. <https://doi.org/10.31004/obsesi.v6i4.2380>
- Farida, N., & Rasyid, H. (2019). The effectiveness of project-based learning approach to social development of early childhood. *Proceedings of the International Conference on Special and Inclusive Education*, 369-372. <https://doi.org/10.2991/icsie-18.2019.67>
- Fauzi, A., Hidayat, M., Fitriastari, S., Iswandi, D., Maesaroh, S., Zein, S. F., & Mukhlisin. (2023). A comparative study of character education content in Indonesian and the Netherland national curricula. *4th Annual Civic Education Conference*, 970-978. https://doi.org/10.2991/978-2-38476-096-1_102
- Fikri, M. I., & Hidayatullah, S. (2022). Nilai karakter kebangsaan pada lirik lagu anak di taman kanak-kanak. *Jurnal Pendidikan Tambusai*, 6(1), 8174-8182. <https://jptam.org/index.php/jptam/article/view/3681>
- Gutiawati, T. A., & Wulansari, B. Y. (2022). Pengembangan tema budaya lokal Ponoragan untuk membentuk karakter cinta tanah air dalam kurikulum PAUD. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 10(2), 167-181. <https://doi.org/10.24269/dpp.v10i2.4050>
- Hand, M. (2011). Patriotism in schools. *Impact*, 2011(19), 1-40. <https://doi.org/10.1111/j.2048-416X.2011.00001.x>
- Harpiyani, R., Hendriana, B., & Vinayastri, A. (2022). Development of “love the motherland” digital storybook for early childhood. *Jurnal Teknologi Informasi Dan Pendidikan*, 15(2), 38–50. <https://doi.org/10.24036/jtip.v15i2.605>
- Hidayat, A., Firdaus, F., Montella, S. D., Prakoeswa, F. R. S., Widyastuti, E., & Wicaksono, B. H. (2023). Nurturing patriotism among participants of sb ami al rahmah. *International Conference on Education for All*, 1(1), 113-116. <https://proceedings.alptkptm.org/index.php/iceduall/article/view/16/16>

- Istiyani, D., & Wibowo, A. M. (2020). Internalizing nationalism awareness in early childhood islamic education institution with the spirit of aswaja an-nahdliyah. *Analisa: Journal of Social Science and Religion*, 5(02), 251-266.
<https://doi.org/10.18784/analisa.v5i02.1168>
- Jakubowska, E., & Olek-Redlarska, Z. (2017). Civic and social competences and the patriotic education of small children. *Rocznik Teologii Katolickiej*, 16(2), 141-159.
<https://doi.org/10.15290/rtk.2017.16.2.09>
- Jaya, M. P. S., & Pamungkas, J. (2024). Integrating national values in educational games: A phenomenology study at methodist kindergarten 5 Palembang. *East Asian Journal of Multidisciplinary Research*, 3(6), 2271-2282.
<https://journal.formosapublisher.org/index.php/eajmr/article/view/9514>
- Kementerian Pendidikan dan Kebudayaan. (2018). Regulation of the minister of education and culture of the republic of Indonesia number 20 of 2018 on strengthening character education in formal education institutions. In *Kementerian Pendidikan dan Kebudayaan*.
- Korotaeva, E. V., & Belousova, S. S. (2018). On the issue of Indicators in children patriotic education at preschool age. *European Proceedings of Social and Behavioural Sciences*, 43, 596–601. <https://doi.org/10.15405/epsbs.2018.07.79>
- Kurniawan, A. (2023). Mengelola sampah sebagai wujud cinta tanah air di tpa randu alas, Sardonoharjo, Yogyakarta. *Journal of Educational Innovation and Public Health*, 1(1), 1-10. <https://doi.org/10.55606/innovation.v1i1.662>
- Kurniawan, I. D., Septiningsih, I., Suyatno, A. C., & Setyani, L. B. (2024). *Building the soul of Indonesian nationalism from children through strong character education*. 31-35.
<https://allinnovationjournal.com/assets/archives/2024/vol6issue1/6005.pdf>
- Kymlicka, W. (1996). *Multicultural Citizenship: A liberal theory of minority rights*. Oxford University Press.
<https://doi.org/10.1093/0198290918.001.0001>
- Lickona, T. (1992). *Educating for character: How our schools can teach respect and responsibility*. Bantam.
- Lsitiani, F. E., Mujahidah, A., Janah, M. U., & Puspita, A. M. I. (2023). Analisis implementasi nasionalisme pada peserta didik di ra aisyiyah kutukulon. *Civilia: Jurnal Kajian Hukum Dan Pendidikan Kewarganegaraan*, 2(6), 111-121.
<https://jurnal.anfa.co.id/index.php/civilia/article/view/1399>

- Luthfillah, N., & Rachman, B. (2022). Pentingnya penanaman nilai-nilai nasionalisme dan patriotisme pada anak usia dini. *Journal of Education Research*, 3(1), 35-41.
<https://jer.or.id/index.php/jer/article/view/74>
- Mahmudah, S. R. (2019). Cultivating the spirit of nationalism through the song “Manuk Dadali.” In *21st Century Innovation in Music Education*. taylorfrancis.com.
<https://doi.org/10.1201/9780429024931-37>
- Maundeni, W. B. (2023). Literature study: The value of the character of love for the motherland in science learning. *Journal Evaluation in Education (JEE)*, 4(3), 110-119.
<https://doi.org/10.37251/jee.v4i3.334>
- Millei, Z. (2019). Pedagogy of nation: A concept and method to research nationalism in young children’s institutional lives. *Childhood*, 26(1), 83-97.
<https://doi.org/10.1177/0907568218810078>
- Miranda, D. (2019). Pengembangan video animasi berbasis karakter cinta tanah air untuk anak usia dini. *Jurnal Visi Ilmu Pendidikan*, 11(2), 12.
<https://doi.org/10.26418/jvip.v11i2.32565>
- Mokeyeva, E. V, & Andreeva, I. N. (2016). Civic and patriotic education of pre-school children. *International Journal of Environmental and Science Education*, 11(9), 2223-2236. <https://doi.org/10.12973/ijese.2016.600a>
- Munn, Z., Barker, T. H., Moola, S., Tufanaru, C., Stern, C., McArthur, A., Stephenson, M., & Aromataris, E. (2019). Methodological quality of case series studies. *JBIR Database of Systematic Reviews and Implementation Reports*, 18(10).
<https://doi.org/10.11124/JBISRIR-D-19-00099>
- Nasem, N., Fahimah, N., & Hartanti, E. (2022). Upaya meningkatkan rasa cinta terhadap tanah air melalui media gambar pahlawan revolusi pada kelompok b paud ar rohmah kecamatan jayakarta. *Jurnal Al-Amar: Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen Dan Pendidikan*, 3(1), 57-68.
<https://ojs-steialamar.org/index.php/JAA/article/view/143>
- Oktanisa, S. (2023). Mengenal tanah air melalui metode bercerita dan permainan bagi anak usia dini. *Jurnal Pengabdian Kepada Masyarakat Nusantara*, 4(4), 4746-4750.
<https://ejournal.sisfokomtek.org/index.php/jpkm/article/view/2210>
- Oktaviani, P. S., Hadiana, O., Heriyana, T., & Nurhayati, T. (2024). Strengthening the character of love for the motherland through friday nationalism activities for Indonesian

- children in Sentul, Malaysia. *ABDIMAS: Jurnal Pengabdian Masyarakat*, 7(1), 34-41.
<https://journal.umtas.ac.id/index.php/ABDIMAS/article/view/4143/1953>
- Rahmawati, I. Y., Cahyono, H., & Wahyudi. (2022a). Actualization of cultural playground educational game tools as strengthening love for the country in early children. *Proceedings of the 7th Progressive and Fun Education International Conference*, 3-11.
https://doi.org/10.2991/978-2-494069-71-8_2
- Rahmawati, I. Y., Wahyudi, W., Cahyono, H., & Fadlillah, M. (2022b). Ape tradisional: Penanaman rasa cinta tanah air berbasis etnomatematika pada anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 7058-7068.
<https://doi.org/10.31004/obsesi.v6i6.3512>
- Safitri, F., Nurmelinia, N., Hidayah, N., & Wariyatun. (2023). The nationalism attitudes of students at tanzil village lindungan school in Malaysia. *International Conference on Education*. <https://proceedings.alptkptm.org/index.php/iceduall/article/view/4>
- Sitanggang, R. F., Simanullang, R. A. Z., Siregar, Y. P., Ananda, D. S., & Yunita, S. (2023). Peran lagu nasional dalam peningkatan karakter cinta tanah air pada anak. *Jurnal Basicedu*, 7(6), 4133-4140. <https://jbasic.org/index.php/basicedu/article/view/6422>
- Suarno, D. T., Suryono, Y., & Zamroni, Z. (2021). Equalization access to education as an effort to foster the nationalism of Indonesian migrant workers' children in border areas. *European Journal of Educational Research*, volume-10-2021(volume-10-issue-4-october-2021), 1825-1837. <https://doi.org/10.12973/eu-jer.10.4.1825>
- Uliasari, N., & Kristiana, D. (2024). Introduction of reog Ponorogo culture to stimulate patriotism for 3-4 years old children. *Journal of Humanities and Social Studies*, 2(01), 122-129.
- Xiao, Y., & Watson, M. (2019). Guidance on conducting a systematic literature review. *Journal of Planning Education and Research*, 39(1), 93-112.
<https://doi.org/10.1177/0739456X17723971>
- Yulianto, Moch. I., Majid, I. A., Cahyono, H., & Sunarto, S. (2023). Installation of the character of love for the country through the study (study of Indonesian labor children in Malaysia). *Qalamuna: Jurnal Pendidikan, Sosial, Dan Agama*, 15(2), 543-552.
<https://doi.org/10.37680/qalamuna.v15i2.2395>
- Zajda, J. (2017). *Globalisation and national identity in history textbooks* (Vol. 16). Springer Netherlands. <https://doi.org/10.1007/978-94-024-0972-7>