

The Relationship Between Civic Education Learning Outcomes and Students' Nationalistic Attitudes in the Implementation of the Independent Curriculum at SMP Negeri 4 Kediri

Aldy Ardiansyah Purwono Putra ^{a*}, Agus Widodo ^b, Wikan Sasmita ^c

Universitas Nusantara PGRI Kediri, Kec. Mojoroto, Kota Kediri 64112, Indonesia

^a aldyardiansyah310@gmail.com, ^b aguswidodo@unpkediri.ac.id, ^c wikan.sasmita@unpkdr.ac.id

Abstract: Nationalism is one of the important values that must be developed among students through civic education. However, the influence of globalization and technological developments has created challenges in strengthening students' national character. This study aimed to determine the relationship between Civic Education (PKn) learning outcomes and students' nationalism attitudes at SMP Negeri 4 Kediri. The research employed a quantitative correlational approach using an ex post facto design. The population consisted of 365 seventh-grade students, while 60 students were selected as samples using purposive sampling. Data on PKn learning outcomes were obtained from students' report card scores, while nationalism attitudes were measured using a Likert-scale questionnaire. The instrument validity test indicated that all questionnaire items were valid, and the reliability test showed a Cronbach's Alpha coefficient of 0.855. Data analysis was conducted using the Pearson Product Moment correlation test. The results revealed that the significance value was 0.000 (<0.05) with a correlation coefficient of 0.590. These findings indicate a positive and significant relationship between PKn learning outcomes and students' nationalism attitudes. The higher the PKn learning outcomes achieved by students, the higher their nationalism attitudes tend to be. Therefore, Civic Education plays an important role in strengthening students' nationalism character.

Keywords: Civic Education, Learning Outcomes, Nationalism, Students, Correlation

INTRODUCTION

Education is a strategic tool in shaping students' character and national identity. One subject that plays a crucial role in this process is Civics Education (PKn). Through PKn learning, students are expected to not only cognitively understand civic concepts but also internalize national values in their daily lives. In the implementation of the Independent Curriculum, PKn learning is directed at developing students with character aligned with the Pancasila Student Profile, including a strong sense of nationalism.

Nationalism is a love for one's country, pride in one's nation, and a willingness to maintain the unity of the nation. Nationalism is crucial amidst the development of globalization, which brings with it various foreign cultural influences that can influence the national identity of the younger generation. Therefore, schools have a responsibility to instill national values through effective and meaningful learning processes (Nurul Huda, 2026).

Civics learning outcomes are one indicator of learning success, reflecting students' mastery of civics material. According to Laia, (2023), learning outcomes are behavioral changes achieved by students after participating in the learning process. In the context of Civics, learning outcomes encompass not only cognitive aspects but also affective and psychomotor aspects related to the formation of national character. Therefore, the better a student's Civics learning outcomes, the greater the likelihood of developing a nationalistic attitude.

Several previous studies have shown that Civics Education contributes to the development of students' nationalism and character. Kurnia *et al.*, (2022) for example, emphasized the role of Civics Education in strengthening national values through character-oriented learning, while other studies have examined the contribution of Civics learning to students' academic achievement (Wahyuningsih, 2022). However, these studies generally emphasize the role or implementation of Civics Education in developing nationalism or improving learning outcomes rather than directly examining the empirical relationship between students' Civics learning outcomes and nationalism attitudes. Therefore, an

empirical examination of the relationship between these two variables remains relevant, particularly at the junior high school level (Lickona, 2021).

The present study addresses this gap by examining the relationship between Civics learning outcomes and nationalism attitudes among seventh-grade students at SMP Negeri 4 Kediri. The study is situated within the contemporary implementation of Civics Education and focuses specifically on the empirical relationship between students' academic achievement and their nationalism attitudes. Thus, the novelty of this study lies not in introducing a new relationship between the variables, but in providing empirical evidence of the strength and direction of their relationship within the specific context of seventh-grade students at SMP Negeri 4 Kediri. This contextual evidence is expected to complement previous studies by demonstrating whether higher Civics learning outcomes are associated with stronger nationalism attitudes among junior high school students.

METHODS

This study used a quantitative approach with an ex post facto correlational design. The population of this study consisted of 365 seventh-grade students at SMP Negeri 4 Kediri who were distributed across 11 classes. The sample consisted of 60 students selected using purposive sampling. This technique was used because the study required respondents who met specific criteria relevant to the research variables. The criteria included students who were actively enrolled in grade VII, had participated in Civics learning during the 2025/2026 academic year, had documented Civics learning outcomes, and were able to complete the nationalism attitude questionnaire. These criteria were considered important because the study examined the empirical relationship between Civics learning outcomes obtained from students' report-card records and nationalism attitudes measured through a questionnaire. Thus, the selected participants had data appropriate for analyzing the relationship between the two variables.

The independent variable in this study is Civics learning outcomes (X), which are measured using report card scores for the even semester of the 2024/2025 academic year. The dependent variable is nationalism attitudes (Y), which are measured using a Likert-scale questionnaire consisting of 30 statements.

Data collection techniques were carried out through documentation and questionnaires. Documentation was used to obtain data on Civics learning outcomes, while the questionnaire was used to measure students' nationalistic attitudes. Validity test results showed that all instrument items had a calculated r-value greater than the r-table (0.254), thus all items were declared valid. Reliability testing using Cronbach's Alpha obtained a value of 0.855, indicating that the instrument has a very good level of reliability.

Data analysis was performed using descriptive and inferential statistics. Normality testing was performed using the One-Sample Kolmogorov-Smirnov Test, while hypothesis testing used Pearson Product Moment Correlation using SPSS version 24.

RESULTS AND DISCUSSION

Descriptive analysis showed that the Civics learning outcomes of students ranged from 85 to 96, with a mean of 90.42 and a standard deviation of 3.894. These results indicate that the students' Civics learning outcomes were relatively high, although the scores still showed variation among participants.

The majority of students (31 students (51.7%)) obtained a score of 95, while 26 students (43.3%) obtained a score of 96, and 3 students (5.0%) obtained a score of 94.

Description of Nationalist Attitude

The results of the descriptive analysis of the nationalism attitude variable showed an average score of 126.70 with a minimum score of 106 and a maximum of 147. The standard deviation of 8.526 indicates variations in nationalism attitudes among students. This finding indicates that students have a relatively high level of nationalism.

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		60
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	8.50419427
Most Extreme Differences	Absolute	.094
	Positive	.094
	Negative	-.077
Test Statistic		.094
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.
 d. This is a lower bound of the true significance.

The results of the One-Sample Kolmogorov-Smirnov Test show an Asymp. Sig. (2-tailed) value of 0.200. Since the significance value is greater than 0.05, the research data is normally distributed and meets the requirements for parametric analysis using Pearson Product Moment Correlation.

Hypothesis Testing

Correlations

		Hasil Belajar	Sikap Nasionalisme
Hasil Belajar	Pearson Correlation	1	.590**
	Sig. (2-tailed)		.000
	N	60	60
Sikap Nasionalisme	Pearson Correlation	.590**	1
	Sig. (2-tailed)	.000	
	N	60	60

**. Correlation is significant at the 0.01 level (2-tailed).

The Pearson Product Moment Correlation test results showed a correlation coefficient (r) of 0.590 with a significance level of 0.000. A significance level of less than 0.05 indicates a significant relationship between Civics learning outcomes and students' nationalistic attitudes.

The correlation value of 0.590 falls within the strong correlation category and indicates a positive direction. Therefore, the higher a student's Civics learning outcomes, the higher their nationalistic attitudes.

DISCUSSION

The descriptive findings indicate that the Civics learning outcomes of seventh-grade students at SMP Negeri 4 Kediri were relatively high. The scores ranged from 85 to 96, with a mean of 90.42 and a standard deviation of 3.894. These findings indicate that most students achieved relatively good academic performance in Civics, although differences in achievement were still present among the participants. The relatively high learning outcomes suggest that students generally demonstrated adequate mastery of the Civics learning material assessed in this study.

The students' nationalism attitudes were also generally high, as indicated by a mean score of 130.28. This finding suggests that the participants generally demonstrated positive attitudes toward national values. Such attitudes may be reflected in students' appreciation of national identity, commitment to unity, respect for diversity, and willingness to demonstrate behavior consistent with national values. These findings are relevant to the role of Civics Education, which is not limited to the transmission of civic knowledge but also seeks to develop students' attitudes and character as citizens.

The relatively limited variation in Civics learning outcomes should also be considered when interpreting the correlation between the two variables. Although the learning outcome scores varied from 85 to 96, the generally high level of achievement indicates that most participants had relatively similar academic performance in Civics. Consequently, the correlation coefficient should be interpreted within the characteristics of the sampled data and should not be understood as evidence that Civics learning outcomes are the sole determinant of students' nationalism attitudes. Other factors, such as family environment, school culture, peer relationships, and students' social experiences, may also contribute to the development of nationalism attitudes.

The Pearson Product Moment correlation analysis produced a correlation coefficient of 0.590 with a significance value of 0.000. This finding indicates a positive and statistically significant relationship between Civics learning outcomes and nationalism attitudes among seventh-grade students at SMP Negeri 4 Kediri. The positive direction indicates that students with higher Civics learning outcomes tended to demonstrate stronger nationalism attitudes. Based on the interpretation criteria used in this study, the correlation coefficient indicates a moderate relationship between the two variables.

The relationship can be understood from the role of Civics Education in developing students' understanding of national values and civic responsibilities. When students acquire a better understanding of concepts related to Pancasila, citizenship, national identity, rights and obligations, and life within a diverse society, this knowledge can provide a cognitive foundation for developing attitudes consistent with national values. In this sense, Civics learning outcomes may reflect not only students' mastery of academic material but also their exposure to concepts that are closely related to citizenship and nationalism (Slameto, 2020).

This finding is consistent with previous studies that have highlighted the relationship between Civics Education and the development of students' national values and character. Atliko & Asih, (2019) reported a positive relationship between Civics learning and students' nationalism, while Kurnia et al., (2022) emphasized the role of Civics Education in strengthening national values through character-oriented learning. The present finding complements these studies by showing that students' Civics learning outcomes are also empirically associated with their nationalism attitudes at the junior high school level. Thus, the findings provide contextual evidence that academic achievement in Civics is related to, although does not solely determine, the development of students' nationalism attitudes.

Nevertheless, the findings should not be interpreted as evidence of a causal effect of Civics learning outcomes on nationalism attitudes. The correlational design only establishes the direction and strength of the relationship between the variables. Students' nationalism attitudes may also be shaped by experiences outside classroom learning, including family environment, school culture, peer interaction, social experiences, and exposure to information through digital media. Therefore, the relationship identified in this study should be understood as one component of the broader educational and social processes involved in the development of nationalism attitudes (Lenaini, 2021).

CONCLUSION

Based on the research results, it can be concluded that there is a positive and significant relationship between Civics learning outcomes and nationalistic attitudes in seventh-grade students at SMP Negeri 4 Kediri. The Pearson Product Moment Correlation test showed a correlation coefficient of 0.590 with a significance level of 0.000 (<0.05). This finding indicates that the higher the Civics learning outcomes achieved by students, the higher their nationalistic attitudes. The implications of this research suggest that Civics learning needs to be continuously optimized as a means of strengthening students' national character. Schools can develop contextual, reflective, and experience-based learning programs to strengthen the internalization of nationalistic values in students' daily lives.

REFERENCES

- Atliko, & Asih, S. S. (2019). Hubungan Disiplin Belajar dan Sikap Nasionalisme dengan Hasil Belajar PKN. *Joyful Learning Journal*, 8(1), 12–18.
<https://journal.unnes.ac.id/sju/index.php/jlj/article/view/32271>
- Kurnia, H., Maya, A. B. L., & Paiman, P. (2022). Peran Pendidikan Pancasila dan Kewarganegaraan dalam Membangun Jiwa Nasionalisme Siswa SMA Muhammadiyah Mlati Sleman. *Academy of Social Science and Global Citizenship Journal*, 2(2), 45–60.
<https://doi.org/10.47200/aossagcj.v2i2.1573>
- Laia, J. K. (2023). UPAYA PENINGKATAN HASIL BELAJAR PPKN MELLUI PENERAPAN MODEL PEMBELAJARAN TIM PENDENGAR DI KELAS VIII SMP NEGERI 1 O'O'U TAHUN PEMBELAJARAN 2022/2023. *Jurnal Pendidikan Pancasila dan Kewarganegaraan*, 4(1), 28–41.
<https://doi.org/10.57094/jpkn.v4i1.820%0A>

- Lenaini, I. (2021). Teknik Pengambilan Sampel Purposive dan Snowball Sampling. *HISTORIS: Jurnal Kajian, Penelitian dan Pengembangan Pendidikan Sejarah*, 6(1), 33–39. <https://doi.org/10.31764/historis.v6i1.4075>
- Lickona, T. (2021). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Bantam Books.
- Nurul Huda, A. (2026). *PENGARUH KEMAMPUAN BERPIKIR KRITIS, MINAT BELAJAR DAN GAYA BELAJAR TERHADAP HASIL BELAJAR MATA PELAJARAN EKONOMI KELAS XI SMA NEGERI 1 PUNGGUR TAHUN AJARAN 2024/2025*.
- Slameto. (2020). *Belajar dan Faktor-Faktor yang Mempengaruhinya* (Edisi Revisi, Cetakan 6). PT Rineka Cipta.
- Wahyuningsih, B. Y. (2022). Analisis Penurunan Motivasi Belajar Mahasiswa dan Faktor-Faktor yang Mempengaruhinya di Masa Pandemi COVID-19. *YASIN: Jurnal Pendidikan dan Sosial Budaya*, 2(1), 140–151. <https://doi.org/10.58578/yasin.v2i1.216>