



Internalizing Love for The Country Through Batik Making Activities for Early Childhood In Kartini Biru Kindergarten

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Abstract

This study aims to describe the process of internalizing the value of patriotism (love for the homeland) in early childhood through batik-making activities at TK Kartini Biru Karang Anyar, Jati Agung District, South Lampung Regency, Academic Year 2024/2025. The background of this study is based on the importance of instilling national values from an early age through culture-based learning approaches. This research employed a descriptive qualitative method with data collection techniques including observation, interviews, and documentation. The research subjects consisted of teachers and children aged 5–6 years. The results show that the internalization process of patriotism values is carried out through stages of understanding, direct experience, habituation, and value reinforcement in batik-making activities. Teachers utilize batik as a learning medium to introduce traditional Indonesian batik motifs, explain their symbolic meanings, and instill awareness of preserving national cultural heritage. The learning process is systematically designed through planning, implementation, and evaluation stages while considering children's developmental characteristics. Children are actively involved in the process, from creating simple patterns, coloring motifs, to understanding the meaning behind batik designs. This activity not only improves fine motor skills but also fosters a sense of pride in national culture. The evaluation results indicate improvements in cultural knowledge, appreciation of national culture, and children's interest in cultural activities. Therefore, batik-making activities are proven to be an effective strategy for internalizing patriotism values in early childhood education.

Keywords : Batik, Early Childhood, Internalization, Patriotism

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INTRODUCTION

Early childhood education is the primary foundation for developing character and individual identity in the future. At this stage, children are in a phase of rapid development, encompassing cognitive, affective, and psychomotor aspects. Therefore, early childhood education should not only focus on mastering knowledge but also on instilling character values, including patriotism. In the context of growing globalization, the challenges of instilling national values are increasingly complex. Children are exposed from an early age to various foreign cultures through digital media, which has the potential to shift local cultural identities if not balanced with appropriate education (Widiyono, 2022).

Love for one's country is an important character value to instill from an early age because it is related to the formation of national identity, pride in national culture, and responsibility in maintaining the integrity of the nation. This value cannot be instilled instantly through theoretical learning; it requires a continuous process of internalization through real-life experiences. Internalization of values involves the stages of understanding, appreciation, habituation, and reinforcement, so that the values become part of the individual's identity. In the context of early childhood education, this process needs to be carried out through concrete, enjoyable activities that are appropriate to the child's developmental stage.

One relevant approach to instilling patriotism is through local culture-based learning. This approach allows children to learn and experience firsthand the nation's rich culture as part of their identity. Culture-based learning not only provides knowledge but also fosters emotional attachment to that culture. This aligns with the opinion of Oktaviana et al. (2022), who stated that experiential learning through cultural activities can enhance understanding and shape children's character more effectively than abstract learning.

Batik, a globally recognized part of Indonesia's cultural heritage, holds immense potential as a learning medium for instilling patriotism. Batik not only possesses aesthetic value but also carries symbolic and philosophical meanings that reflect the values of Indonesian society. Each batik motif has a specific meaning that can be used as an educational tool to introduce children to the nation's culture. Batik-making, particularly tie-dye batik, can be introduced to early childhood because the process is simple, safe, and engaging. Through this activity, children not only learn about art but also directly engage in a cultural process that embodies national values.

Several previous studies have shown that cultural integration in learning has a positive impact on children's character development. Research by Jasmine and Wulandari (2024) showed that wearing traditional clothing such as the kebaya can foster a sense of pride in national culture in early childhood. Wartini et al. (2019) also found that culturally based educational games can increase patriotism through children's active involvement in learning activities. Furthermore, Widiyono (2022) stated that drawing batik motifs can instill character values such as perseverance, responsibility, and pride in national culture. Another study by Oktaviana et al. (2022) showed that the practice of tie-dye batik significantly enhances students' patriotism and creativity.

However, most of these studies still focus on outcomes or improvements in specific indicators, such as attitudes or skills, without deeply examining the process of value internalization. However, the success of instilling values is determined not only by the final outcome, but also by how systematic and sustainable the process is. Furthermore, there is limited research specifically examining the internalization of patriotism through batik-making activities in early childhood, particularly those that highlight the role of teachers in designing, implementing, and evaluating culture-based learning.

Based on the results of a pre-survey conducted at Kartini Biru Karang Anyar Kindergarten, Jati Agung District, South Lampung Regency, it was found that batik-making activities have been implemented as part of the learning process. However, in practice, these activities have not been able to fully instill the value of patriotism optimally. This is evident in the fact that some children still do not understand the cultural meaning behind batik-making and only participate in the activity as an artistic activity. This condition indicates a gap between learning objectives and implementation in the field, particularly in the aspect of internalizing values.

This gap serves as an important basis for this research. This study focuses not only on the results but also on the process of internalizing patriotism through batik-making activities. Thus, this study seeks to provide a more comprehensive understanding of how national values can be effectively instilled through a culture-based learning approach.

The novelty of this research lies in its focus on the process of internalizing patriotism through batik-making activities in early childhood. This research examines the stages of internalization in depth, including understanding, direct experience, habituation, and reinforcement of values in learning activities. Furthermore, this study highlights the role of teachers as facilitators in creating meaningful learning experiences for children. With this approach, this research is expected to provide theoretical contributions to the development of character education studies as well as practical contributions to the implementation of learning in early childhood education institutions.

Conceptually, this study starts from the assumption that batik-making activities as a culture-based learning variable can be an effective medium for internalizing patriotism in early childhood. The variables examined in this study include batik-making activities as the independent variable and internalization of patriotism as the dependent variable. The method used is a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation, allowing researchers to obtain in-depth data regarding the processes occurring in the field.

Based on the above description, the purpose of this study is to describe the process of internalizing a sense of love for the homeland through batik activities in early childhood at Kartini Biru Karang Anyar Kindergarten, Jati Agung District, South Lampung Regency, in the 2024/2025 academic year. This research is expected to contribute to the development of culture-based learning and serve as a reference for teachers in designing learning activities that can effectively instill national values from an early age.

METHOD

This study employed a qualitative approach with a descriptive approach. This approach was chosen to deeply understand the process of internalizing patriotism in early childhood through batik-making activities in a natural context within the school environment. Qualitative research allows researchers to comprehensively explore the meanings, processes, and experiences of the subjects, resulting in results that are not only descriptive but also interpretive (Sugiyono, 2019). The research was conducted at Kartini Biru Karang Anyar Kindergarten, Jati Agung District, South Lampung Regency, in the 2024/2025 academic year. The subjects were class teachers and students aged 5–6 years. Subjects were selected purposively, based on the consideration that the teachers and students were directly involved in the batik-making activities that were the focus of the research. Purposive sampling technique was used because it enabled the researcher to obtain relevant data that aligned with the research objectives (Moleong, 2018). Data collection techniques in this study included observation, interviews, and documentation. Direct observations were conducted during the learning process, particularly during batik-making activities, to assess student involvement, teacher-student interactions, and the stages of value internalization. In-depth interviews were conducted with class teachers to obtain information on the planning, implementation, and evaluation of batik-making activities, as well as strategies used to instill patriotism. Documentation was used to supplement the data, including photos of activities, learning notes, and students' work. The use of these three techniques aimed to obtain valid data through triangulation of sources and methods (Sugiyono, 2019).

The primary instrument in this study was the researcher herself (*human instrument*), who served as both data collector and data analyst. Additionally, supporting instruments were used, including observation guidelines, interview guides, and documentation sheets compiled based on indicators of internalization of patriotism in early childhood. These indicators encompass aspects of cultural understanding, respect for culture, and involvement in cultural activities. The use of these instruments aims to assist the researcher in directing the data collection process and maintaining focus on the research objectives (Moleong, 2018).

The research procedure was carried out through several stages: preparation, implementation, and data analysis. In the preparation stage, the researcher conducted a preliminary study and developed research instruments. The implementation stage involved collecting data through observation, interviews, and documentation during the batik-making activities. These activities were carried out in stages according to the school's learning schedule. Furthermore, in the data analysis stage, the researcher processed the data continuously from the beginning of data collection until the research was completed.

The data analysis technique used in this study refers to an interactive analysis model consisting of three stages: data reduction, data presentation, and conclusion drawing (Miles & Huberman, 2014). Data reduction is carried out by selecting, focusing, and simplifying data relevant to the research. Data presentation is done in the form of narrative descriptions to facilitate understanding of the processes that occur. Next, conclusions are drawn based on patterns, relationships, and findings that emerge during the data analysis process. To ensure data validity, this study employed triangulation techniques, including both source and method triangulation. Source triangulation was conducted by comparing data obtained from teachers and students, while method triangulation was conducted by comparing the results of observations, interviews, and documentation. Furthermore, the researcher conducted member checks with informants to ensure that the data obtained reflected the actual situation. These steps were taken to increase the validity and reliability of the research data (Sugiyono, 2019).

This research method has several limitations, including the limited timeframe and the limited scope of the study, which was conducted at a single educational institution. Furthermore, qualitative research relies heavily on researcher subjectivity in interpreting data, despite efforts to maintain objectivity through triangulation. Therefore, the results of this study cannot be broadly generalized, but they can serve as a contextual reference for similar research in different settings. With this approach, the research is expected to be able to provide an in-depth picture of the process of internalizing a sense of love for the homeland through batik activities in early childhood, so that it can become a basis for developing culture-based learning strategies in early childhood education institutions.

RESULTS AND DISCUSSION

The results of this study indicate that the process of internalizing patriotism in early childhood at Kartini Biru Kindergarten, Karang Anyar, through batik-making activities occurs gradually and is integrated into learning activities. This process is not only evident in the final results, namely children's batik creations, but also in changes in children's attitudes, understanding, and involvement during the activities. The main findings of this study indicate that internalization of values occurs through four main stages: understanding, direct experience, habituation, and reinforcement of values. At the comprehension stage, teachers introduce batik as part of Indonesian culture using a simple and contextual approach appropriate to the children's age. Children are introduced to various Indonesian batik motifs and their symbolic meanings. Although children's understanding is still at a basic level, such as recognizing shapes and colors, this forms the initial foundation for the internalization of values. This finding aligns with the notion that instilling values in early childhood should begin with the introduction of concrete concepts before moving on to more abstract meanings (Moleong, 2018).

The next stage is hands-on experience through tie-dye batik activities. Children are actively involved in the entire process, from tying the fabric, dyeing, and observing the resulting motifs. This direct involvement provides a meaningful learning experience because children not only receive information but also experience the cultural process in action. Observations show that children demonstrate high enthusiasm throughout the activity and begin to express joy and pride in their work. These findings support previous

research that suggests that experiential learning is more effective in instilling values than lecture methods (Oktaviana et al., 2022).

Furthermore, the habituation stage is evident in the repeated implementation of batik-making activities during learning activities. This habituation plays a crucial role in reinforcing previously introduced values. Children, who initially only followed instructions, begin to show initiative in selecting colors and creating simple patterns. Furthermore, children begin to recognize that these activities are part of Indonesian culture. This demonstrates that the value of patriotism is being instilled through consistent habituation. This finding aligns with the theory that habituation is an effective strategy in character education because values that are repeated continuously are more easily internalized by individuals (Widiyono, 2022).

The final stage is value reinforcement, where the teacher provides explanations and reflections on the activities that have been carried out. The teacher emphasizes that batik is an Indonesian cultural heritage that must be protected and preserved. At this stage, children begin to show pride in their national culture, as evidenced by their enthusiasm when sharing their work with their friends and teachers. Furthermore, some children begin to associate batik-making with Indonesian identity, albeit in a simple form. This demonstrates that the internalization process occurs not only in the cognitive but also in the affective aspect. In relation to the research problem formulation, these results indicate that batik-making activities are effective as a medium for internalizing patriotism because they integrate knowledge, experience, and attitudes into a cohesive learning process. These findings reinforce previous research suggesting that culture-based activities can foster nationalism in early childhood (Jasmine & Wulandari, 2024; Wartini et al., 2019). However, this study further contributes by emphasizing the internalization process, rather than just the end result.

In terms of the significance of the findings, this study demonstrates that internalizing the value of patriotism cannot be achieved simply through information, but requires children's active involvement in real-life cultural experiences. Batik-making activities are an effective medium because they connect cognitive (knowledge of batik), psychomotor (batik-making skills), and affective (pride in culture) aspects. Thus, culture-based learning plays a strategic role in early childhood character education. However, several factors influence the success of this internalization process. One of these is the teacher's role in designing and implementing learning. Teachers who are able to explicitly link batik-making activities to national values will be more successful in instilling patriotism. Conversely, if the activity is simply presented as an artistic activity without explaining its meaning, the internalization process will be less than optimal. Furthermore, the learning environment and the availability of resources also influence the effectiveness of batik-making activities.

The findings of this study also raise the possibility of an alternative explanation: that increasing children's sense of pride is influenced not only by batik-making activities but also by other factors such as family environment, media, and other learning experiences. However, based on observation and interview data, batik-making remains the dominant factor providing direct experience in introducing children to culture.

The implication of this research is the importance of integrating culture-based learning into early childhood education curricula. Teachers need to develop learning strategies that focus not only on skills but also on instilling values. Furthermore, educational institutions need to support cultural activities as part of ongoing learning programs. This research also provides a practical contribution in the form of a model of the stages of value internalization that can be applied to other learning activities.

However, this study has limitations, including its limited scope at a single educational institution and limited timeframe. Furthermore, the qualitative approach employed relies heavily on the researcher's interpretation, despite triangulation to ensure data validity. Therefore, further research is recommended to develop quantitative or mixed methods

approaches and involve a broader range of subjects to allow for broader generalization of the results. Thus, this study demonstrates that batik-making not only serves as an artistic activity but also as an effective medium for internalizing patriotism in early childhood. This process occurs gradually through meaningful learning experiences and is supported by the teacher's active role in guiding culture-based learning.

CONCLUSION

Based on results research that has been carried out at Kartini Biru Kindergarten, Karang Anyar, can concluded that the process of internalizing feelings of love homeland to children age early through activity batik ongoing in a way planned, systematic, and sustainable. Activities batik No only functioning as a development medium fine motor skills, but also as means planting values culture Indonesian nation. Internalization process This happen through stages understanding, experience direct, habituation, and reinforcement value, which is visible from involvement active child in get to know batik motifs, understand meaning color and shape, as well as show attitude proud to Indonesian culture. Thus, the value Love homeland not only understood in a way cognitive, but also starting embedded in attitudes and behavior child. In a way implementation, activities batik done through stages prepare tools and materials, manufacturing pattern, canting, coloring, rolling, and finishing. This series of processes give experience concrete and fun learning for children, so that support the internalization process mark optimally. In addition to training skills, activities This is also an effective medium For implant awareness will importance maintain and preserve culture nation. Thus, batik can become a learning strategy based effective culture in internalize the feeling of love homeland to children age early.

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