

DEVELOPMENT OF NATIONALISM ATTITUDES IN HISTORY LESSON OF 11TH- STUDENT: STUDY CASE IN MADANIA HIGH SCHOOL -PARUNG BOGOR INDONESIA

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ABSTRACT

This research aims to determine the contribution of history lessons to nationalism attitude in the students of grade 11 in Madania High School, Bogor. Besides, it is also to find patterns of character education development in the ideal of learning history, and the last is to find the obstacles faced by the teachers in building the character of Nationalism through learning history. The research was conducted using qualitative methods through in-depth interviews and questionnaires for the students of grade 11 and the history teacher at Madania High School, Parung, Bogor. The Nationalism Attitude is an attitude that shows the balance of love of the people in a country and the harmony of culture and territory contained in a nation to create and will defend the country both internally and externally. The subjects of this research were the history teacher and the students of grade 11 at Madania High School each from The department of Natural Sciences and Social Sciences and the research was conducted during January 2020 through March 2020 school year. The methods used in this research was a qualitative method and using a case study approach. Based on the results of observations and in-depth interviews with the history teacher and the students in grade 11 at Madania High School, it can be concluded by the researcher, the most prominent aspects of Nationalism are attitudes of love the motherland, honesty, responsibility, leadership, cooperation, and tolerance. Also, the 11th-grade students at Madania High School stated that the history teacher performance had been very good and had succeeded in instilling a nationalism attitude through history lessons. Besides, students also suggest for the future history teacher to make history lessons more interesting by adding role-playing lessons when studying a subject in a history book and to add state defending material in history lessons.

Keyword: Development, History lessons, Nationalism Attitude

INTRODUCTION

History is one of the most influential lessons in nationalism attitude character (Amiruddin, 2018) the role of a history lesson in building the nation's character explained the thoughts of Simon Philip about the definition of character. In this article Simon Philip stated that "the nature of characters is a collection of values that lead to a system, after that it is passed with thought, attitudes, and

behavior that are being shown. However other opinions about a character in this article according to Doni Koesoema (2010) in his book character building: the strategy to educate children in the global era stated that character is the same with personality. In this article, personality is considered as a characteristic and style or in other words typical traits that come from people who originate from a character that is accepted by society.

Character is defined as something that is not passed from generation to generation, however, it is something that is built in stages from day to day through thinking and deeds. Other than that character also can be defined as a way of thinking, and to behave that is different from one and another. This article also explained Sartono Kartodirjo's thoughts that stated national history is a pour of collective experience that is the main character of a nation. Historical awareness is associated with the nation's character building is the seed of the next generation. Bryan Garvey and Mary Krug stated that in the history lesson the student:

- to gain knowledge about historical facts
- to gain the understanding about events/periods people in the past
- to get the ability to evaluate and detect historical works
- to learn about the technique of historical research
- to learn how to write down the history

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these five things is an explanation about the five concepts of national character building. The writer of this article conclude that character is a collection of values that leads to a system and it is based on thoughts, attitude, and behavior that is being shown.

Character in the big Indonesian dictionary History can be defined as follows : psychology / morals or character that differentiate one person to another based on character. According to Maxwell (2013) character is better than words and character is a choice that determines greatness. While Wynne (1998) stated that character marks how to focus on the applications of a good value, in actions or behavior. On the other hand Kamisa (1997) stated that the notion of character is mental, moral qualities that can make someone look different from others. Related to that topic Turmuzi (2011) revealed that start starting from the thought of three dimensions of history, the process of education, especially teaching history, is like inviting the students to look back with the aim of looking forward. So it can be concluded that by studying the values of community life in the past, it is expected that students seek or hold a selection of complex values in the present and in the future.

The research process or selection process clearly emphasizes the process approach, and demands that is more physical-mental activity and student creativity be created in learning history. In addition, teaching history gives deep understanding and skills. Related to this, according to Tukidi (2011) history teachers will be the first target in the forefront in the process of learning history in schools. It can be said that if history teachers are weak in providing motivation and innovation in teaching and learning in the classroom, the meaning of historical learning will not be conveyed properly. Therefore, history teachers must have broad and deep insights and have high motivation in the process of learning history so that the meaning contained in historical subjects can

be conveyed. The history teacher have an important role in developing the student's character as stipulated in the government law number 16/ year 2007 on the qualifications and competency standards. The teacher states that history teacher must master the scientific structure, scope and geographic objects ; distinguish historical approaches; mastering broad and deep historical material and showing the benefits of historical subjects.

In addition, the history teacher must assist in the process of internalizing positive values in students which cannot be replaced by any sophisticated educational media. Character education requires a living model that can only be found in teachers, especially history teachers (Munip, 2009) character education in history learning requires a teacher who can convey the meaning / values contained in the lessons. Because without a teacher, in this case the history teacher needs to re-explore the values that exist in the history of learning as a foothold to grow and develop a faded nation's character. Learning history that will be developed in this research is a history lesson based on national character, because history learning is one of the subjects that can develop national character so that the delivery of the material on history learning must be meaningful so that it can encourage and motivate students to have better character.

The inculcation of Nationalism attitude in Madania High School was included in the school's vision and mission, one of which is living with a noble character. Where this is elaborated with a self confidence, focus on kindness, work with a full energy, have goals and plans, not being lazy, fill the day with quality, full of tolerance and always care for the shortcomings and build respect for everyone in a community. The attitude of nationalism in history lessons at Madania High School, especially for grade 11, based on the history teacher's information is taught through strengthening the attitude of patriotism, leadership, respecting others, valuing the struggles of the predecessors, and defending the country.

Nationalism is a sense of love and pride for the motherland or nation without degrading other nations or countries. Meanwhile, patriotism is a brave attitude,

willing to sacrifice, and never give up for the nation and country. In this globalization era, the attitude of nationalism and patriotism has declined, such as teenagers and young people of the nation today who are indifferent to the culture and issues of the Indonesian state. This is what encourages researchers to want to know more about how the attitude of nationalism in adolescents, especially high school students 11th grade and whether the attitude of nationalism is obtained from history lessons at Madania school.

METHOD

The method that is being used in this research is the Qualitative method using a case study approach. Qualitative method is a descriptive research method, according to Saryono (2010) qualitative method is a research method that is being used to find out, discover, describe, and explain the quality / features of social influences that cannot be explained, measured, or illustrated through a qualitative approach

RESULTS AND DISCUSSION

Madania School is an international school located in Bogor, this school was founded in 1995 and started a new school year in 1996, precisely on February 27, 1995. This school is using a blended curriculum/mix curriculum where Madelia's curriculum follows the national curriculum, the 2013 curriculum, and an additional curriculum with international content. This additional curriculum adopts the Cambridge curriculum for subjects, such as physics, chemistry, biology, and mathematics, for Natural Sciences. Then for the department of social sciences studies such as sociology, geography, History, Civic, and English. The 2013 curriculum uses a scientific approach but the approaches used by the teachers in Madania High School are diverse.

Based on observations and the interview with history teachers and the students of Madania High School, researchers see that the most prominent aspects of nationalism are patriotism, honesty, responsibility, leadership, and finally tolerance. As explained above,

Madania The inculcation of Nationalism attitude in Madania High School was included in the school's vision and mission, one of which is living with a noble character. Where this is elaborated with self-confidence, focus on kindness, work with full energy, have goals and plans, not being lazy, fill the dawith quality, full of tolerance and always care for the shortcomings and build respect for everyone in a community. The attitude of nationalism in history lessons at Madania High School, especially for grade 11, based on the history teacher's information is taught through strengthening the attitude of patriotism, leadership, respecting others, valuing the struggles of the predecessors, and defending the country. Activities undertaken by the history teacher to implement the attitude of nationalism in the 11th-grade history lesson are, among others, by watching a movie and choosing a topic related to the nationalism movement in Indonesia. Besides that, by attending a flag ceremony and commemorating the big day where the students took turns becoming flag risers, according to the students the activity was very popular because they could feel the struggle for the nation's independence by the heroes. Also, other activities include holding festivals at school that introduce various cultures and introducing various domestic products and that domestic products are no worse than foreign products. Implementation of Nationalism attitude in history lessons is by introducing national figures who inspire students to understand that Indonesia does not suddenly exist but through the struggle of the national heroes. These steps can lead to an attitude of nationalism that is an attitude of loving their country so that they want to do the best both for themselves, their nation, and their country.

The attitude of nationalism in Madania High School has been instilled since the first time the students entering schools in Madania, among others by teaching tolerance towards mutual respect between religious communities, cooperation between students, and the surrounding environment. These things are done to strengthen the nationalism attitude in every student. Nationalism attitude in Madania High School is also being applied

in History lessons; the task of implementing nationalism in students is the responsibility of the history teacher in Madania High School. The steps taken by the history teacher at Madania High School are by making a syllabus and lesson plans (RPP) every year and the implementation will focus on the syllabus that has been made. One of the learning activities³ is by giving assignments to students to make a mind map after the students read the material provided in the history book. According to information from the history teacher after participating in the activity the students understand more about the nationalism movement in Indonesia. The system of implementing the nationalism attitude in Madania High School, especially in 11th grade, involves one history teacher. Implementation of nationalism attitude in history lessons can be seen from the tasks given by the teacher to their students. At the evaluation stage, Madania High School is done by evaluating attitude assessment, knowledge assessment, and finally the skills assessment which is finally combined and included in the student's report card, which will be given t parents when the semester at school ends.

After the interview that is conducted by the researcher to the history teacher the researcher can conclude that the implementation of the Nationalism attitude has been implemented well, especially in the values of patriotism, honesty, tolerance, responsibility, leadership, and finally cooperation. Based on the syllabus and learning implementation plan (RPP) used by history teachers in Madania High School the nationalism attitude has been integrated into all subjects that have been taught and delivered, especially in history lessons. Based on the results of classroom observations conducted by the researcher, learning that takes place in this class is sufficient and the material delivered by the teacher to her students is clear, taught, and delivered. The application of nationalism in the classroom can take the form of cooperation when working in groups, tolerance with one and another, and to develop the potential of one another. Another example that can be taken is when a classmate makes a mistake and the

student does not hesitate to reprimand his friend. From the results of observations on history subject teachers, it can be concluded that history teachers have succeeded in implementing nationalism attitude through history lessons.

Based on to interview it can be seen that the impact of implementing the nationalism attitude taught by history teachers at Madania High School has been well embedded, namely the character of cooperation, honesty, leadership, tolerance, love of the motherland, and responsibility. The implementation of nationalism attitude in Madania High School especially in 11th grade has long been developed in Madania High School. Nine out of eleven students who have been interviewed there are only nine people who are interested in history lessons while two of the nine children disliked history lessons on the grounds of unattractive learning. And most of the 11th-grade students at Madania High School think that historical education should be planted as early as possible.

From the 11 students who were interviewed, one of them thought that the purpose of studying history is to know the past and not to repeat the mistakes of our elders. Some 11th-grade students at Madania High School think that historical understanding is not evenly distributed among each student because everyone's understanding is different and maybe the lessons that are being learned and taught are the same but they have a different understanding. Some 11th-grade students of Madania High School thought that democracy in Indonesia had gone well but other students thought that even though democracy in Indonesia had gone well, the democracy in Indonesia is not perfect, such as passing presidential election every five years, but some things still make democracy in Indonesia does not work well, such as The House Of Representatives whose way of working is not optimal and has not considered the interests of the people they represent.

The influence of foreign culture is one of the factors why nationalism in Indonesia has faded, based on the interview conducted by the researcher, it can be concluded that the 11th-grade students of Madania High School

think that foreign culture is very influential on Indonesian culture. The filtering process needs to be carried out so that western culture that enters Indonesia will not damage the national cultural identity of our nation. All of the positive and negative impacts of the entry of foreign culture in Indonesia depended on how we select the foreign culture. The importance of the role of the community and government in maintaining Indonesian cultural values so as not to be influenced by foreign cultures that is negative. All of the 11th-grade students of Madania High School declare their responsibilities as Indonesian citizens towards the nationalism movement in Indonesia. Ethnic, racial, and religious differences are related to the fostering of tolerance and one of the 11th-grade students of Madania High School believes that ethnicity, race, and religion are important for identity but besides that, the Indonesian people do not distinguish people based on ethnicity, race, and religion. Despite this dispute misunderstanding between tribes is still common today. According to one of the 11th-grade students of Madania High School the dispute that occurred between tribes occurred because of an internal factor and if not stopped could lead to state disunity.

The nationalism movement in Indonesia was a movement that helped liberate the Indonesian people from the hands of Dutch Colonialism. Six out of eleven students that have been interviewed by the researcher of this research understood from historical learning that the national movement in Indonesia began in the 20th century when a sense of unity grew against the Dutch colonial government, which is most visible during the youth pledge day which took place in 1928. With the event that the Indonesian people went through who had struggled symbolically began to fight together and unite to realize an independent Indonesia. The attitude of nationalism is an attitude that is often built through history lessons, one of the 11th-grade students of Madania High School believes that building nationalism attitude can be reached by participating in activities such as raising flag ceremonies because this activity fosters a sense of love for the motherland and carry the good name of Indonesia.

CONCLUSION

The results of the interviews and observations showed that students already consider the work of the history teacher as good and have a responsibility and they have successfully instilled Nationalism attitude into history lessons. The teacher is always on time, the teacher has a high attitude of discipline. In their learning activities, the teacher often asks their students to be more active through class discussions, the teacher also has integrated the nationalism attitude into the history subject in accordance to the lesson plan (RPP) and syllabus related to the nationalism attitude. The teacher also uses a lot of learning media such as world maps, pictures, and other instruments that can be used by the teacher. Planning to make a lesson plan consists of making a syllabus and the lesson plan itself; the two things are designed and arranged together by the history teacher at Madania High School, Bogor. The implementation phase of the lesson passes the stage of delivering the material, figuring the learning strategies / instructional media that will be used in accordance with the learning objectives that can arouse the interests of students. And the last part is an evaluation phase that is being carried through three stages.

The aspects of nationalism that stand out more are love for the homeland, honesty, responsibility, leadership, cooperation, and the last part is tolerance. Based on the observation of the researcher the activities carried out by the history teacher to implement the nationalism attitude in 11th-grade history lessons are among others by watching a movie and choosing a topic related to the nationalism movement in Indonesia, attending the flag ceremony on every Mondays, and commemorating on big day activities where students take turns becoming flag risers, festivals at schools that include various cultures, introducing various domestic products and that domestic products are not more good than foreign products, also by wearing Batik on every Wednesdays. Another implementation of nationalism attitude in history class is by introducing national figures

who inspire students to understand that Indonesia does not suddenly exist but through the struggle of the nation's heroes.

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