

Instilling Nationalism Values Through History Learning for Grade XI Students

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ABSTRAK

Isu nasionalisme yang mulai luntur di kalangan generasi muda diakibatkan oleh dampak negatif globalisasi. Pembelajaran sejarah menjadi salah satu solusi merevitalisasi nilai-nilai nasionalisme. Penelitian ini bertujuan untuk menganalisis proses penanaman nilai-nilai nasionalisme dalam pembelajaran sejarah, kendala yang dihadapi saat penanaman nilai-nilai nasionalisme dalam pembelajaran sejarah, dan upaya yang dilakukan dalam mengatasi kendala yang dihadapi guru saat penanaman nilai-nilai nasionalisme dalam pembelajaran sejarah. Penelitian berjenis kualitatif dengan studi kasus. Subjek penelitian yaitu kepala madrasah, guru sejarah, dan siswa kelas XI IPS. Teknik pengumpulan data: observasi, wawancara, dokumentasi. Teknik analisis data menggunakan model Miles & Huberman. Hasil penelitian menunjukkan bahwa proses penanaman nilai-nilai nasionalisme dalam pembelajaran sejarah melalui perencanaan, pelaksanaan, evaluasi. Kendala yang dialami adalah latar belakang siswa yang berbeda-beda, kesulitan untuk mengontrol penggunaan internet, pemberitaan media massa, belum adanya laboratorium sejarah. Upaya yang dilakukan guru yaitu menjadikan dirinya sebagai teladan dan motivator, mengadakan agenda wajib kunjungan ke tempat bersejarah, ikut serta dalam setiap acara peringatan hari besar nasional. Kesimpulan penanaman nilai-nilai nasionalisme dalam pembelajaran sejarah dapat dilihat dari aspek kognitif, afektif, psikomotorik dalam diri siswa.

ABSTRACT

The issue of nationalism which is starting to fade among the younger generation is caused by the negative impact of globalization. Learning history is one of the solutions to revitalize the values of nationalism. This study aims to analyze the process of instilling nationalist values in history learning, the obstacles encountered when instilling nationalist values in history learning, and the efforts made in overcoming the obstacles faced by teachers when instilling nationalist values in history learning. Qualitative type research with case studies. The research subjects were madrasa heads, history teachers, and students of class XI IPS. Data collection techniques: observation, interviews, documentation. Data analysis techniques use the Miles & Huberman model. The results of the study show that the process of instilling nationalist values in history learning is through planning, implementing, and evaluating. The obstacles experienced were students' different backgrounds, difficulties in controlling internet use, mass media reporting, and the absence of a history laboratory. Efforts made by the teacher, namely making himself a role model and motivator, holding an agenda for mandatory visits to historical sites, participating in every national holiday commemoration event. The conclusion of instilling the values of nationalism in history learning can be seen from the cognitive, affective, psychomotor aspects of students.

1. INTRODUCTION

Education is the most basic need in every human life. Education will improve the standard of human life and the quality of life is getting better. A good education will certainly determine a person's quality of life in the future (Basri et al., 2022; Henriksen et al., 2020; J. Setiawan et al., 2021). The purpose of national education is to educate the nation's life and develop human beings, namely humans who are full of devotion to God, have the knowledge, have a noble character, and are physically and mentally

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healthy (Abdi, 2020; Bunari et al., 2023; Waffak et al., 2022). National education goals can be achieved through a good learning process. In the learning process, students will be directly involved and are expected to improve their knowledge, skills, understanding, values, and attitudes for the better (Basri et al., 2022; Maryani et al., 2022). The meaning of learning is an effort made in helping a group of people or a person with the intention of creating an efficient and effective learning process. Learning is an activity carried out by the teacher so that all behavior changes for the better. In essence, the learning objectives themselves are the formulation of cognitive, affective, and psychomotor learning outcomes (Fahrudin et al., 2022; Surandi et al., 2020; Toraman, 2020), which of course are expected to be owned by all students after following the whole process of teaching and learning. History learning is a combination of learning and teaching activities that are devoted to learning about past events that contain character values (Bandarsyah, 2014; Sopacua et al., 2020). In this case, of course, history learning has an important role in the formation of student character, for example, the formation of the value of nationalism which will be useful in facing today's global challenges and in the stage of integrating these values, schools can perform in every subject including history lessons (Fitzsimons, 2015; Maulani et al., 2022; Johan Setiawan et al., 2020).

History learning has the aim that all students are able to train their critical power to understand historical facts correctly and are based on a scientific approach and scientific methodology (Effendi, 2022; Pramono et al., 2021; C. B. Utomo & Wasino, 2020). Building students' awareness of the importance of time and place of events which are processes of the past, present, and future. In addition, there are other goals that will foster appreciation and respect for each student on their historical heritage as evidence of the existence of an Indonesian civilization in the past. Of course, it will foster an understanding of how the formation of the Indonesian nation today has gone through a long historical process and is still being processed in the future (Adli & Fatimah, 2019; Wibowo et al., 2020). And most importantly raise awareness in each student as a part of the Indonesian nation who will have a sense of pride and love for the homeland that can be implemented in all areas of good life (Basri et al., 2022; Fantula et al., 2021).

History learning has a strategic meaning in shaping the character and civilization of a dignified and useful nation in shaping the Indonesian people to have a sense of nationality and love for the homeland. History subjects are subjects that in the process impart knowledge, attitudes, values, processes of change and development of Indonesian society, and knowledge from the past to the present (S. Kawuryan et al., 2022; Retnawati et al., 2018). In previous research state history is part of an independent science group (Clark & Peck, 2019). The noble goals of history taught at all school levels are: to instill a sense of love for the homeland, tolerance, and the spirit of nationalism. Through history learning, a teacher helps students to cultivate a sense of nationalism, especially among students (Kasih et al., 2017; Suhirman et al., 2020). Teachers have a big role in this because they are considered to be role models for students, so the teacher's role is a means of instilling a sense of nationalism (Jumardi, 2017; Kurniasih et al., 2018; Muhtarom, 2020).

Based on the observation process, nationalism is reflected in every pattern of teaching history which always inserts the value of nationalism in the classroom. Nationalism is a fundamental thing for the Indonesian people because the role of nationalism has guided and led the Indonesian people in living their lives (Boso et al., 2021; S. P. Kawuryan et al., 2021). Therefore, to bring the Indonesian nation towards a more modern direction of life based on the nation's commitment, it is necessary to have a national insight from each human being himself. However, the presence of foreign cultural elements that enter Indonesia is enough to influence the mindset of the Indonesian nation itself. From the beginning, the Indonesian people have never refused the entry of any foreign cultural elements, it just needs to be emphasized that the Indonesian people do not prohibit the entry of cultural elements as long as these foreign cultural elements do not fade or damage the sense of nationalism, but it is hoped that these elements can enrich Indonesian culture.

Therefore, Indonesia needs to prepare human resources who are more professional, tough-minded, and ready to use. The way that can be used to support it is by improving the quality of national education, because Indonesian students are the starting point for the formation of a nation. It becomes less in accordance with the nation's personality if many students deviate and do not recognize their own nation. So it is necessary to foster a sense of nationalism that needs to be applied from an early age. Instilling the value of nationalism is a small part of the education plan (A'mar, F., & Eleyan, 2022; Pradana et al., 2021). The cultivation of the value of nationalism can shape the character of a nation, therefore education efforts can take place to shape the attitudes and character of students (Hart, 2021; Heong et al., 2011; Hidayat et al., 2022). It becomes ideal learning if history learning is able to teach students to think about history by using the historical method itself and using the past in studying the present as well as the future. Able to teach students to be able to think critically and creatively, strengthen

the existing sense of nationalism, and provide mental training for students. Teachers must also instill noble values among each student such as learning to work together, a sense of love for justice, a sense of friendship, and love for the homeland (Priamantono et al., 2020; Varenina et al., 2021). Through history learning can help humans in solving various problems and equip the future by looking at the past. In addition, it can be used to foster a sense of nationalism in students which can be caused by several things and is a driving factor for the importance of increasing the value of nationalism in learning history in schools (Amtu et al., 2020; Maksun et al., 2021). Through history learning strategies, students are expected to have an insight as well as a deep understanding of the diversity in social life. And the important point in carrying out history learning is knowing various ways or methods to instill the values of heroism, identity, love for the homeland, and the character of fellow students (Takenaka & Soga, 2019; Yudiana, 2020; Zalik & Saidi, Mahmuda, 2020). Research on inculcating the values of nationalism in learning has been carried out by previous study in social studies learning (E. P. Utomo, 2017). Instilling the values of nationalism in history learning at MA Darul Ma'arif Natar South Lampung, focuses on the process of learning history and the pattern of inculcating the values of nationalism in history learning (Lestari et al., 2018; Rochmat & Trisnawati, 2017). These two things are differences and novelties from previous research. The research objectives were to analyze the process of instilling nationalist values in history learning, the obstacles encountered when instilling nationalist values in history learning, and the efforts made in overcoming the obstacles faced by teachers when instilling nationalist values in history learning.

2. METHOD

This study used qualitative approach for the type of case study. Data sources employed in this study consisted of teacher and student as informants, while the documents consisted of syllabus and lesson plans, and documentation was in the form of photographs to capture the observed phenomena. Data collection techniques were carried out by using three techniques, namely observation, interviews and document methods (Pratiwi, 2020). Data validity test was done by two triangulation techniques, namely source triangulation and technical triangulation. The triangulation of sources was done by interviewing informants who were considered to have knowledge of the formulated problems and the technical triangulation was performed by checking the same data in different ways, namely through interviews, observation, and documentation. Data analysis techniques using the model consisting of data collection, data reduction, data display, and conclusion (Miles & Huberman, 2007). The model is show in Figure 1.

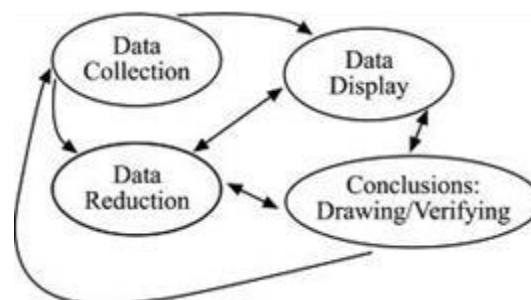


Figure 1. Analysis Interactive Model From Miles & Huberman

In the first model analysis, data collection was carried out the result from interviews, observations, and documentation. Data reduction was performed to classify data from interviews, observations, and documentation. Display of the data was conducted after data reduction process, which was presented in the form of descriptive text. The next analysis was drawing conclusions by looking at the meaning of data relationships obtained from interviews, observations, and documentation.

3. RESULT AND DISCUSSION

Result

School Efforts in Instilling the Value of Nationalism

The head of MA Darul Ma'arif said that "instilling the value of nationalism is not only done through learning, but also through school regulations. For example, every morning at MA Darul Ma'arif before learning starts, it is mandatory to sing the national anthem Indonesia Raya and anyone who is late

must stop in place and sing the song". In addition, facilities and infrastructure that support the inculcation of nationalist values, such as in each class, are installed with photographs of national heroes. The inculcation of the values of nationalism is taught orally and starts from small things, such as teaching good manners, respecting each other, respecting teachers, and honesty. For example, when researchers conducted research at MA Darul Ma'arif, there were students who bowed their heads and were greeted when they walked in front of the teacher or passed by the teacher, some students also bowed. This shows that the actualization of character values that have been instilled by the teacher has been applied by students in their daily behavior at school. The inculcation of the values of nationalism is also through extracurricular activities such as scouting, this is intended to train students to be nationalists, have togetherness, discipline, responsibility, and honesty. Other extracurricular activities that lead to the love of domestic products bring local culture to life, for example, the Sigeh Penguten Prayer Dance, typical of Lampung Efforts to instill the value of nationalism are also carried out outside the school environment such as participating in the flag ceremony commemorating Indonesia's independence day as a member of Paskibra at the sub-district level. Every 3 years MA Darul Ma'arif has the opportunity to send students as members of Paskibra, usually those who get the assignment are class XI. Another example is on MA Darul Ma'arif's birthday, the school held a ceremonial activity that was attended by all school members and attended by several school boards. The attendees who took part in the ceremony wore various traditional Indonesian traditional clothes.

Planning Stage

When viewed in the learning process, the planting of the values of nationalism in history learning includes three stages of activity, namely, the planning stage, the implementation stage, and the evaluation stage. At the planning stage the teacher makes learning tools which include the syllabus and lesson plans (RPP). The learning implementation plan is made by the teacher with the hope that the implementation of learning can run systematically and can achieve the learning objectives that have been prepared. The preparation of the lesson plan (RPP) adapts to the applicable curriculum in Indonesia, complemented by a curriculum in schools that is tailored to the characteristics of each student. When giving the material, the teacher is expected to provide real examples that can raise awareness of nationalism in students. The condition of students in the classroom also affects the selection of media, methods, and learning models used in the learning process. The study took place in three classes, including class XI IPS 1, XI IPS 2, and XI IPS 3. This class is a class where researchers conduct observations and research to determine the efforts of teachers in instilling the values of nationalism in history learning. The research conducted in the three classes included the material of the Indonesian people's resistance to European colonization (Portuguese, Spanish, Dutch, British) until the 20th century. Preparation of learning in the classroom as an effort to instill the values of nationalism in history learning. The way in instilling the values of nationalism according to the history teacher must pay attention to what media, strategies, or methods are appropriate for inserting the values of nationalism and adapted to the subject matter.

Implementation Stage

Based on an interview with a history teacher at MA Darul Ma'arif, to support the process of inculcating the values of nationalism, it must be supported by facilities and infrastructure such as using an LCD to display power points or playing movies/videos and don't forget to bring speakers so that the sound is loud and clear, students become happy and not bored. The material displayed to instill the values of nationalism is the material of the Indonesian people's resistance to European colonialism, this material is very appropriate by playing videos to make it more touching when they follow the lessons and penetrate their souls (Interview on July 25, 2022). From the observations, it is clear that the explanation of the Indonesian people's resistance to European colonialism is adjusted by choosing methods, media, and strategies. This material is more suitable to use the socio-drama method so that students can feel the historical mindedness (soul of the era). The selection of the right media and strategies in learning is very important to further increase students' interest in learning history, so that the insertion of the values of nationalism can run smoothly.

As an example of a summary of the lesson plans compiled by a history teacher regarding the material "The Indonesian National Resistance against the Europeans", the indicator is to describe and analyze the Indonesian people's resistance to Europeans in various regions. By using various lecture learning methods, discussions, film screenings, questions and answers, and assignments. The strategy used by history teachers is asking students to formulate all the feelings they feel after studying the theme and put them into poetry, rhymes, and historical short stories. Students may choose to express in what form, and from here the teacher can assess the extent to which the values of nationalism are possessed by each student. The values of the nation's character that are inserted into the material are religion, honesty,

hard work, independence, national spirit, and love for the homeland. History teachers always mention this at the beginning of learning because this character value is to be achieved. After the teacher plays the film/shows pictures of important figures or historical objects related to the material. The history teacher invites students to reflect on what we must do to honor all the services of the heroes who have sacrificed, and how to realize the values of nationalism so that they can be applied in everyday life. Thus, it is hoped that the inculcation of the values of nationalism in students through history learning can be successful. With a high interest in learning, students will find it easier to find meaning from the material displayed. The teacher conveys the material in a relaxed way, but remains in the context of the subject matter and does not forget to take advantage of all available technology, starting from the internet, and LCD to display films/videos about the material being taught.

The following is an interview with one of the students of class XI IPS 1, IPS 2, IPS 3 "I actually don't like history lessons, but now I like it, because the history teacher is fun, always brings speakers and plays movies/videos according to the learning material, I feel proud of the struggles of national figures, from the screening of these films/videos we can learn about the spirit of nationalism, patriotism, never giving up, and of course respecting the struggles of national figures". In instilling the values of nationalism, it is not enough to do it in the classroom, but it must also be carried out outside the classroom. The results of an interview with a history teacher "a mandatory agenda for class XI IPS students is a study tour to historical places, so students can see firsthand the historical heritage. The teacher gives group assignments to report on the results of these observations, and travel but gain knowledge. History teachers try to do their best the implementation the inculcation of the values of nationalism. The results of interviews with history teachers "for assignments so that students can easily interpret themes, I often ask students to formulate their feelings on the themes/learning materials that have just been studied, for example about the struggle of the Indonesian people against European colonialism, poured through poetry and short stories. Besides, students are happy and excited to do it and the teacher can know the creativity of each child. This is the creativity that emerges from a teacher, it is considered effective to find out the extent of students' attention to nationalism. In line with that, a student explained "with such a task, we are enthusiastic about learning history and at the same time being able to interpret the values of nationalism contained in the material". The history teacher also assigned students to make horizontal and downward crossword puzzles in groups because the material was quite a lot and the students admitted that they really enjoyed learning while playing. Learning history should not be boring, but make it fun, so that students don't get sleepy.

Evaluation Stage

Based on interviews with history teachers at MA Darul Ma'arif, the evaluation carried out in terms of inculcating the values of nationalism includes cognitive, affective, and psychomotor aspects. Implementation of the evaluation for maximum results in instilling the values of nationalism is by paying attention to the minimum completeness criteria (KKM = 76), making multiple choice questions, and essay questions for cognitive aspects. For the affective aspect or attitude, if students who make mistakes are immediately reprimanded and given sanctions so that they are deterrents, for this the teacher tries to identify each student through observation. For the skill aspect, by making poetry, rhymes, and historical short stories.

Obstacles Experienced by History Teachers in the Process of Instilling the Values of Nationalism

In the process of inculcating the value of nationalism in history learning, there are several obstacles encountered by history teachers, including: First, the different backgrounds of students. Students are one of the main components in the history learning process, without students, the learning process will not be carried out. Students have different backgrounds, it is found that students are selfish because they come from well-to-do families and are used to getting what they want easily, encouraging children to be individualistic and not care about each other because they have everything, as a result, it is difficult to mingle and socialize with friends. . Therefore, the inculcation of the value of nationalism must be from the family environment (parents) and the environment where students live, all of which greatly influence. The second is the difficulty in monitoring or controlling the use of the internet. The following is a narrative from a history teacher, "This sophisticated development of science and technology also has an impact on students' mindsets and is affected by globalization which tends to be more negative than positive if it is not controlled. With the internet, everyone can access anything and anywhere with just a cellphone (mobile). Meanwhile, parents and teachers will not be able to supervise and control 24 hours a day. The third is reporting in the mass media (lack of examples from national figures). Most of them only show negative things that should not be shown to the general public which is a bad example for student development.

Efforts made by History Teachers in Overcoming the Obstacles that arise in Instilling the Values of Nationalism

Efforts made by history teachers in overcoming the obstacles that arise are by setting themselves as role models for their students, holding a mandatory agenda of visits to historical places, then by trying to be a motivator for their students and always participating in every event commemorating major holidays national. MA Darul Ma'arif made a study tour for class XI a mandatory agenda for students, this was intended so that students could see firsthand and listen to direct explanations about the historical places visited. Adding experience and exploring the curiosity of each student, after the visit is over, the class will continue with a discussion about the historical place. Thus, students will love the history of their nation more and slowly begin to implement the values of nationalism in their lives.

The implementation of the teacher as an example is carried out theoretically and in practice directly. For example: the teacher comes to class always on time, is assertive, and conveys learning honestly. The history teacher tries not to be corrupt in teaching time, arrives on time, is honest in delivering the material, and wants to straighten things out that are considered controversial. Teachers can be motivators by giving enthusiasm and motivation to students. History teachers always remind us that there are no stupid people in this world, there are only lazy people. On the sidelines of learning, the history teacher often plays motivational videos for students such as the Kick Andy Show video whose theme can raise students' enthusiasm. Examples of other films such as "pursuit of dreams", a child from the Indonesia-Papua region can become a mathematician because of his tenacity and enthusiasm. MA history teacher Darul Ma'arif Natar always tries to do his best, by exploring other bright ideas to instill the values of nationalism in students. First, students are made to like the lesson first, and if that is the case then instilling the value of nationalism will not be too difficult. As expressed by the students of class XI IPS 1 IPS 2, IPS 3 agreed to say that "after studying history with a teacher who is humble and has many strategies in teaching, we become aware that history is important. Bung Karno once said never to forget history, especially when presented with videos, and films accompanied by music, only by studying hard can we repay the services of heroes who have died.

Discussion

The inculcation of nationalist values at MA Darul Ma'arif, Natar is not only done through learning, but also through school regulations. For example, every morning at MA Darul Ma'arif, before learning starts, the national anthem Indonesia Raya is required to be played and anyone who is late must stop in place and join in singing the song. According to research conducted by previous study singing Indonesian songs is an effective way of fostering an attitude of nationalism in students (Lestari et al., 2018). In addition, facilities and infrastructure that support the inculcation of nationalist values such as photographs of national heroes are installed in each class. This shows that the actualization of character values that have been instilled by the teacher has been applied by students in their daily behavior at school. Instilling the values of nationalism is also through extracurricular activities such as scouting, which is intended to train students to be nationalists, and have the nature of togetherness, discipline, responsibility, and honesty (Berkowitz, 2021; Endaryati et al., 2020). Every 3 years MA Darul Ma'arif has the opportunity to send students as Paskibra members, usually, those who get the assignment are class XI. This is supported by research, that state Paskibra's extracurricular activities can foster an attitude of nationalism in students (Haryati, 2018).

When viewed from the learning process, the inculcation of nationalism values in history learning includes three stages of activity, namely the planning stage, the implementation stage, and the evaluation stage. At the planning stage, the teacher makes a learning tool that includes a syllabus and a lesson plan (RPP). This agrees with the results previous research, that the lesson plan is made by the teacher with the hope that the lesson can run systematically and achieve the learning objectives that have been prepared (Rochmat & Trisnawati, 2017). At the implementation stage, to support the process of instilling nationalist values in history learning, must be supported by facilities and infrastructure such as using LCDs to display power points or showing films/videos and not forgetting to bring speakers so that the sound is loud and clear, students become happy and not bored. The material displayed in an effort to instill nationalist values is material from the Indonesian people's resistance to European colonialism, this material is very appropriate by playing the video so that it is more touching when participating in lessons and penetrates into their souls (Gläser-Zikuda et al., 2020; Suharso, 2017). At the evaluation stage, for maximum results in instilling the values of nationalism, pay attention to the minimum completeness criteria, create multiple choice questions, and describe questions for cognitive aspects. For affective or attitude aspects, if students make mistakes they are immediately reprimanded and given sanctions to be a deterrent, for this the teacher tries to identify each student through observation. For the skill aspect, by writing poetry, rhymes, and historical short stories. Instilling the

values of nationalism in history learning, there are several obstacles experienced by history teachers including: different student backgrounds, difficulties in monitoring or controlling internet use, mass media coverage (less examples of national figures), and the absence of a history laboratory. This agrees with the results of previous research, that the provision of historical space is primarily to dynamic history learning into living learning, reflection in students' souls, and generating perspectives for the present and the future (Fimansyah & Kumalasari, 2015).

What must be remembered is that there is a greater emphasis on students' own creativity in organizing, filling, and utilizing this historical space. The efforts made by history teachers in overcoming the obstacles that arise in instilling the values of nationalism in history learning are by setting themselves as role models for their students, holding mandatory visits to historical places, trying to be a motivator for their students, and always participate in every event commemorating national holidays. MA Darul Ma'arif made a study tour for class XI a mandatory agenda for students, this was intended so that students could see firsthand and listen to direct explanations about the historical places visited. Adding experience and exploring the curiosity of each student, after the visit is over, the class will continue with a discussion about the historical place. This is supported by previous research, that students will love the history of their nation more and slowly begin to implement the values of nationalism in their lives (Setianto, 2019). Teachers can be motivators by giving enthusiasm and motivation to students. The novelty found in this study is that the process of instilling nationalist values in the history learning process is carried out using various strategies such as formulating students' feelings through caricatures, short stories, and poetry in order to explore the extent to which nationalist values are possessed by students. The use of caricatures, short stories, and poetry is still very rarely applied by history teachers in the history learning process, especially in cultivating an attitude of nationalism.

4. CONCLUSION

The process of inculcating the values of nationalism in history learning has been carried out well through learning preparation (RPP), implementation of learning (using various strategies such as formulating students' feelings through teaching and learning). Caricatures, short stories, and poetry to explore the extent of the nationalism values possessed by students and utilize various media adapted to learning objectives such as films and video documentaries, and evaluations (in the form of written tests, observations, attitudes). The obstacles experienced by history teachers in the process of inculcating the values of nationalism include students' different backgrounds, difficulty in supervising or controlling the use of the internet, mass media coverage, and the absence of a history laboratory. The teacher's efforts to overcome the obstacles that arise in the process of instilling the values of nationalism are to make himself an example for his students, hold mandatory agenda of visits to historical places, then by trying to be a motivator for students, and always participating in every event commemorating national holidays.

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