

## INQUIRY MODEL DEVELOPMENT IN HISTORY LEARNING INTEGRATED WITH PATRIOTISM VALUE OF PRABU KARNA USING SEMIOTIC APPROACH TO IMPROVE NATIONALISM ATTITUDE

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### ABSTRACT

This research is aimed to describe the learning history model used all this time in the process of history learning, to develop inquiry model, and to test the effectiveness of inquiry model in history learning integrated with patriotism value of Prabu Karna (a puppet character) using semiotic approach to improve nationalism attitude of the students SMA N 2 Wonogiri. The research method used is research and development method. There are two types of data in this research, they are qualitative data and quantitative data. The literature study as well as field study is done during preliminary study stage. The data collection technique is done in this research by doing interview, observation, and documentation. The data analysis is done by collecting the data obtained from the interview, observation, documentation, and useful document archives. The result of this research is that the inquiry model in history learning integrated with patriotism value of Prabu Karna (a puppet character) has positive influence towards the improvement of students' nationalism attitude. The students are enthusiastic and interested in puppet characters who have positive values for life that one of them is called Prabu Karna. His patriotic and nationalistic soul is adjusted with the core competence, basic competence, and main subjects.

**KEYWORDS:** Inquiry Model, History Learning, Patriotism Value, Semiotic Approach, Nationalism.

### 1. INTRODUCTION

A nation is a group of people staying in certain areas and has legal independent government. Budiarto (2005: 10) stated that a nation is a territorial area where the people are governed and controlled by a number of officials to obey the constitution rules through monopolistic control from legal government.

Nationalism is a view of fostering the attitude to love a country based on historical equality and merged into one to maintain the loyalty of the nation and state. Nationalism can also be used as a nation's unifying tool for the sake of independence (Novitasari, 2013: 41). Unlike nationalism, patriotism arises after the formation of a nation based on nationalism. Patriotism in the spirit of nationalism, fulfills the life of the country, defends, and maintains the nation and state (Novitasari, 2013: 41).

Nationalism and patriotism values can be found in one of the Javanese puppet characters named Prabu Karna (Duke Karna). His patriotism values are written in a literary work called Serat Tripama by the fourth Raja Kadipaten Mangkunegaran, Kanjeng Gusti Pangeran Adipati Arya Mangkunegara IV. It contains noble values of warriors, heroism, loyalty, and country defense from three figures in Javanese puppet, namely Patih Suwanda, Raden Kumbakarna, and Prabu Karna (Adipati Karna).

The nature of patriotism, nationalism, and loyalty of Prabu Karna to his country should be good example for the material of history learning with inquiry model that places students not only as objects of the teachers, receiving materials, but also as subjects. By using scientific approach, the students will be able to observe, ask questions, collect information, process information, and communicate.

This study chose to use scientific approach because this is a mandatory approach based on the regulations of 2013 curriculum that contains of 5 steps which is the right choice to analyze the value of one character in a Javanese script. The application of nationalism values in SMA N 2 Wonogiri, especially for grade X students, has been done well in teaching and learning activities both in history learning and school activities outside the classroom like extracurricular activities. However, nationalism nature in grade X itself is considered low between other 2 grades seen in their attitudes when flag ceremony on every Monday.

Based on the result of interview with teachers, most students who do not follow the rules of ceremony is the students of grade X. They do not bring ceremonial attributes such as hats so that they should make their own ceremonial lines with other students without bringing completed ceremonial attributes. This shows that those group of students do not have nationalism nature in their soul.

The values of patriotism integration are integrated with compulsory lesson of history subjects for grade X in basic competence. It contains various theories analysis about the process of religion and culture development in Indonesia where puppet became one of media used for Islam dissemination. One of the famous figures who always uses it is Sunan Kalijaga.

Based on the problems above, the researcher intends to develop a learning model under the title: The Development of Inquiry Model in History Learning Integrated with Patriotism Value of Prabu Karna (A Puppet Character) Using Semiotic Approach to Improve Nationalism Attitude of the Students in SMA N 2 Wonogiri. Besides the problem above is the use of the puppet character values is expected to indirectly wake the young generation up that our culture named wayang or puppet is one of valuable cultures. It is a reminder that to know and understand our own culture means being able to maintain and preserve it.

## 2. Literature Review and Thinking Framework

### 2.1. Literature Review

#### a. Nationalism

Nationalism is a kind of understanding to grow nation loving based on the equality of history to preserve and loyal to nation and state. Nationalism can be used as a tool to unite country for the sake of independence (Novitasari, 2013: 41).

According to Kartodirjo (1999: 7-8), the spirit of nationalism in the nation-state is imbued with 5 principles of nationalism namely, 1) unity in terms of territory, nation, language, ideology, government, economy, defense, security; 2) freedom, liberty, independence in matters of religion, speech, group, and organization; 3) equality in terms of legal standing, rights, and obligation; 4) personality like having self-esteem, pride, affection; and 5) achievement to realize prosperity, greatness, and humanity.

Widodo (2011: 19) explains that the indicators of patriotism or nationalism are first to protect the land and yard as well as the entire territory of Indonesia, to give both soul and body as Indonesian nation, to have patriotism, to protect the name of the nation and state, and to contribute to the country development.

From the opinions above, nationalism is broadly interpreted as an understanding or awareness of nationalism as a nation based on a sense of love for the homeland in achieving, maintaining, perpetuating identity, and integrating the strength of the nation.

#### b. History Learning

Learning is an activity done by a lecturer to change students' behavior into better (Darsono, 2000:24). Learning is also a process of interaction between teacher and students through teaching and learning process (Rohani dan Ahmadi, 1995:6). History learning has a picture of past events brought by teacher into the classroom and told to students about human history (Widja: 1989: 95).

The characteristics of history learning above conclude that history subject has important meaning in the formation of nation's dignified character and civilization as well as in the formation of Indonesian people who have sense of nationalism and love for the motherland. The moral value contained inside through teaching and learning process is expected to motivate the students so that they can become civilization with nationalism and are ready to defend the country. History learning should be imaginative learning which has a lot of benefits for the country. History learning might become a binder of Indonesian's nationalism construction, not just memorizing facts and year's numbers.

Through history learning, the students are expected to be able to develop their competences to think chronologically and to have knowledge about past events. So, they can understand the changing events of society both socially and culturally in this globalization era today. History learning will

actually give the students understanding that our civilization have various rich culture and we must respect as well as conserve it.

### **c. Inquiry Teaching Model**

Teaching model is a plan or pattern used to form curriculum (long-term teaching plan), to design teaching materials, and to guide the teaching learning activities in the classroom (Joyce & Weil in Rusman, 2013: 133). Teaching model should be designed to ease the process of teaching in the classroom. It is related with teacher and students, therefore, in designing teaching model, teacher should adjust to students' needs.

Inquiry comes from English which means questions and investigations. The main objective of inquiry is to develop intellectual skills, critical thinking, and problem solving. The most important thing in this method is to use an inductive approach in finding knowledge and to focus on students' activities. The students are free to ask questions or to express their opinions related to the presented materials because they all have the same opportunity to give answers to the questions asked.

The good thing in this inquiry-based learning is that the teacher does not have to always provide answers because the main goal in this learning base is to encourage students to think systematically, critically, logically, and analytically so that they can formulate their findings confidently (Gulo, 2008:11).

Another good thing is that the process of teaching and learning using this kind of method will not let the students do 3D: datang (coming in), duduk (sitting down), diam (keeping silence). Likewise, the teacher no longer acts as an orator who conveys learning material like reading demands in a demonstration. Teaching is guiding the students in learning activity and motivating them to learn. Students' activity is really needed in a teaching learning process because they are the subject who plan and do learning. It means that teacher is not an orator anymore, but a mediator (Daryanto & Mulyo, 2012:1).

This inquiry-based learning has some steps (Nurdiansyah, 2006:149-151), such as making orientation, formulating problems, forming hypothesis, collecting data, testing hypothesis, and concluding.

### **d. Scientific Approach**

Learning model appears after all teaching and learning activities applied. One of approaches used in those activities is scientific approach. It is an approach using steps and scientific rules in teaching and learning process. The scientific steps applied such as finding problems, formulating problems, proposing hypothesis, collecting data, analyzing data, and concluding (Daryanto, 2014:51).

Learning using scientific method has characteristics namely; 1) student-centered, 2) science process skills involvement in constructing concepts, laws, or principles, 3) potential cognitive process involvement in stimulating students' high-level thinking development, and 4) ability of developing students' character. General steps of learning using scientific method are as follows; observing, asking, collecting information, processing information, and communicating.

## **e. Learning Development Design**

Designing teaching and learning activity should be adjusted to the needs, therefore, the design made can be a tool of problem solving in the process of learning. The process design is basically linear starting from determining needs, developing plans related to the needs, testing the plan, and evaluating. As stated by Sanjaya (2012: 65), learning design is a process to determine the goal of learning, strategy, and technique to achieve the goal and to plan the media used for the effectiveness of goal achievement.

There are many learning designs as education tool, however, this research uses developing design by Borg and Gall. These are 10 steps for developing research:

- Research and information collection such as literature review, classroom, and preparation of condition.
- Ability to plan, as well as to define, to state goal, to determine program order, and to test feasibility in small-scale.
- Initial product development such as teaching material and guide book to be analyzed.
- Initial field test, conducted from one to three schools using six until twelve subjects. The data of interview, observation, and questionnaire are collected and analyzed.
- Initial product revision is done by revising product based on the suggestions from the result of initial field test.
- The main of field testing is conducted within five to fifteen schools with thirty to one hundred subjects. The quantitative data about subject pre-test and post test performance are submitted. Therefore, the result will be evaluated in order that the goal of the program can be compared to data group control if necessary.
- Operational product revision, revised as suggested by the main of field testing.
- Operational field testing is done within ten to thirty schools with forty to two hundred subjects. The data of interview, observation, and questionnaire are collected and analyzed.
- Final product revision, revised as suggested by the operation field testing.
- The dissemination and implementation, product report in the professional meeting and journal, works with the publisher who assumes commercial distribution, and distributive monitor to provide quality control.

For the sake of this inquiry research development model in learning history integrated with patriotism values of Prabu Karna (puppet character) using semiotic approach to improve nationalism attitude of students in SMA N 2 Wonogiri. The development of learning history steps is reduced

becoming three steps such as preliminary study stage, learning model development stage, and model effectiveness stage through experiments.

## **f. Semiotics**

The term semiotics was first introduced in the world of philosophy at the end of 17th century by John Lock. The first person to study semiotics was Charles Sanders Pierce (1839 – 1914), however, his thinking was widely known in the 1930s (Dharma, 2012: 2). Semiotics comes from the Greek “Semeion” which means sign. Those signs convey information so that it will be communicative and be able to replace something else that can be thought of or imagined (Broadbent dalam Dharma, 2012:2).

Semiotics used as an approach in this research is to analyze the puppet character Prabu Karna such as his head position of the character (looking up, looking straight ahead, or looking down), his face color (black, red, white, gold, or blue), his eyes color (slanted dim or glared), and his lips shape (quietly closed with smile or opened).

## **g. Prabu Karna**

Prabu Karna is one of puppet characters who has hero values to defend his country. In the book of Mahabarata, it is told that Prabu Karna (Basukarna) was the son of Dewi Kunti with Dewa Surya. It was Dewi Kunti's mistake who recited the mantra of Adityahredaya. The mantra then called Dewa Surya and caused Dewi Kunti to pregnant a little baby. However, with Dewa Surya's supernatural power, Dewi Kunti gave a birth to their baby through ear so that she could still be virgin (Kapalaye, 2010: 200).

Dewi Kunti, who was still a little girl, was confused by the baby then put him into a basket and let that little baby go away through the river. The baby was found by a royal cart cabman of Astina and was taken care of until teenager. Then he came to study to a knight who was also a Brahmana named Resi Parasurama until became a strong powerful man. His identity as Dewi Kunti's son made him the oldest brother of the Pandawa (Puntadewa, Werkudara, Arjuna, Nakula, Sadewa).

Meanwhile, people knew him as a son of a cabman so he was not allowed to touch the level of a nobleman or a knight life. He has ever been disgraced when he wanted to learn from Resi Drona who was known as a royal teacher of Astina princes (Pandawa and Kurawa) and refused to teach Prabu Karna because Resi Drona was a teacher of royal blood only.

One day, Basukarna wanted to join a competition in Pancala kingdom. The competition was about whoever from royal blood could take up the main weapon (large bow) of Pancala kingdom and has the highest magic power in archery using that weapon, could propose marriage to a princess of Pancala kingdom named Dewi Drupadi. Karna won the competition but then he was known as the

son of a cabman, his winning was canceled and finally Arjuna (Janaka or Pandawa member) won that competition.

When a big war of Baratayudha, his loyalty, patriotism, and nationalism was tested. The big war was between Kurawa and Pandawa. He had to choose whether to defend Kurawa and his country (Awangga) or Pandawa (his brothers from another father). He knew that Pandawa were his brother just before Baratayudha war through Kresna who asked him to join Pandawa his own brothers instead of declaring war against them. Prabu Karna also just knew that Kunti was his mother. Kunti then asked Karna to not fight with his brothers and told him to join up.

In the middle of confusion, he chose to defend his country because he had bonded of an oath that he would always defend his best friend Duryudana who ever helped him. However, he also told Kunti that he promised to not kill his brothers. His got big loyalty, patriotism, and nationalism that although he would fight with his brothers, he remained on his oath to defend his country but was also able to promise his mother to not kill his own younger brothers.

## 2.2. Thinking Framework

It is expected in this research that the manuscript of Serat Tripama in which there is a Javanese song (macapat) containing the story of Prabu Karna's patriotism can be a means of gaining knowledge, increasing students' understanding of patriotism, and enhancing students' nationalism. To lead this research to its objectives, a literature review is needed as a preliminary study for the theoretical basis and document collection.

The next stage of this research is to conduct a preliminary study of the research in SMA N 2 Wonogiri to see the way of the teacher's teaching in delivering materials to the students, to have interview with the history teacher about history teaching method and to have interview with the students about nationalism and their teacher's teaching way of history lesson. Besides that, documentation is also done by taking pictures of teaching and learning activities, collecting teacher's lesson plan, the syllabus, and other teaching media.

Inquiry model in history learning integrated with patriotism values of Prabu Karna using semiotic approach is used in teaching and learning history to put students as subjects. It lets them involve in teaching learning process, formulate the hypothesis, gather data, test the hypothesis, and conclude. The students' perspective about nationalism and patriotism values in the manuscript of Serat Tripama used in teaching model will make the discussion in the classroom more alive. The thinking framework in this research of history learning model development integrated with patriotism values of Prabu Karna (puppet character) is as follows.



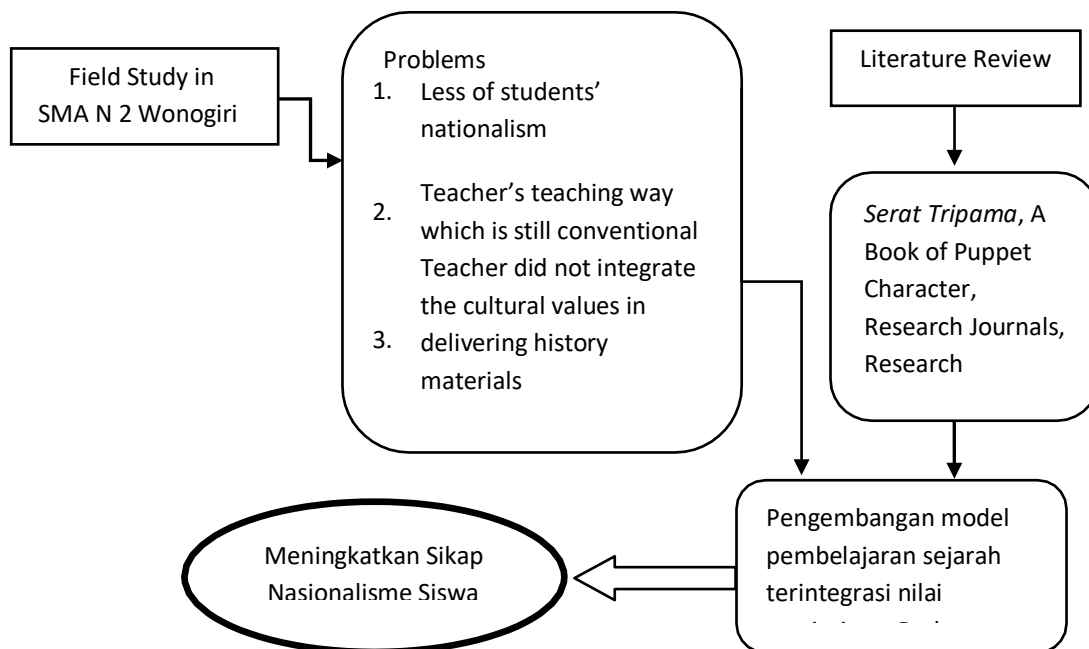


Figure 1 Thinking Framework

### 3. Research Method

This research uses research and development method. According to Borg and Gall (1983:772), research and development (R&D) is defined as a process used to develop and validate education products.

This research is intended to produce an inquiry model integrated with learning patriotism values of a puppet character Prabu Karna using semiotic approach to improve students' nationalism attitude. The result of the product is a learning model that can be used as a reference for teachers in teaching and learning process in the classroom. Furthermore, this research is aimed to improve students' nationalism attitude. The product result will be in the form of syntax learning, material handout, lesson plan, and assessment sheet.

There are two types of data in this research such as qualitative data and quantitative data. The literature study as well as the field study is done in preliminary study stage. The data collection technique used in this research is interview, observation, and documentation. The data is analyzed by collecting the data obtained from interview, observation, documentation, and document archives used. The next stage is to discuss the data namely selecting, focusing, and transforming the raw data to make it easier to understand.



In this research, the result product is inquiry model draft in history learning integrated with patriotism values of Prabu Karna (puppet character). This learning model is created as one of solutions to improve students' nationalism attitude in SMA N 2 Wonogiri. In arranging this inquiry model draft, it is based on the result of literature review and the compatibility integration of developed characteristics model. The preparation basis used as a reference is syntax, social system, reaction principles, support system, and impacts.

#### **4. The Description of Research Result and Discussion**

The preliminary research is conducted by the research in early February 2019. The aim is to collect as many as information about history learning model applied in SMA N 2 Wonogiri. The things that should be observed in this preliminary research is history learning method applied in the classroom and the material delivered to the students. The discussion of the preliminary study result is as follows; 1) the analysis of teacher and students need toward the developed model, 2) literature review, and 3) field study containing observation result, interview, and document analysis.

From the analysis result of the needs toward teacher and students, the researcher then has a deal with the history teacher to collaborate in developing a history learning model that can improve students' nationalism attitude. In improving students' nationalism attitude, culture sources containing the spirit of nationalism values used to have the patriotism values of a puppet character in Mahabarata story, Prabu Karna which has been adjusted to the core competence and basic competence in the syllabus.

Before conducting the expert model validation test and the implementation test, the researcher designs which model to develop first. This model is still in the form of an initial draft of learning syntax which is still being validated by the expert and tested on limited space in the classroom.

After conducting a series of trial results and making step-by-step improvement to the syntax, the final results of the integrated learning model draft of the patriotism value of Prabu Karna (puppet character) has a slight change. In general, it is not much different from the intial draft designed by the researcher, there are only improvement in several stages.

The adjustment to the strategic steps used such as inquiry are refined to combine with the lesson plan in curriculum 2013. The final result of learning model draft integrated with patriotism values of Prabu Karna (puppet character) is expected to be able to improve students' creativity in study group, to improve students' cooperation in the positive form, and to improve students' social interaction.

The next trial is on a big group of 36 students in one classroom. In this big group trial stage, the researcher demonstrates the learning model in the classroom. The subject teacher also accompanies when the model application in this trial stage is applied. After the students are following the materials using the model developed by the researcher, the students then are asked to fill a questionnaire of students' response towards the model.

Assessing the model developed by the researcher and giving suggestion will be important for the researcher. The trial stage of small group and big group is crucial because it is to determine how the final product of history learning model integrated with patriotism values of Prabu Karna will be formed after trial and product revision.

Based on the development stage done and tested, then the next stage is to test the effectiveness of the developed model. This is done to make sure of the effectiveness of inquiry model in history learning integrated with patriotism values of Prabu Karna (puppet character) in improving students' nationalism. To know the result, the researcher does a series of statistics test. In this case, the researcher uses SPSS serial 22. Before doing the effectiveness test or hypothesis test (t test), therefore, the first thing to do is pre requisite tests such as normality test and homogeneity test.

The normality test is done to figure out whether the sample used in this research has been normally distributed or not. The normality test of the learning result data is calculated by using Shapiro-Wilk test. The use of the test is because the sample total in the classroom is not more that 40 students. Before doing the calculation, the hypothesis of test is determined in the following description:

H<sub>0</sub> = The data is distributed normally

H<sub>1</sub> = The data is not distributed normally

After the calculation done using IBM SPSS 22, the next stage is to compare  $D_{count}$  with  $D_{table}$ , if the score sig from the normality test is more than  $\alpha$  (sig > 0,05), then H<sub>0</sub> is accepted. It can be said that the data is distributed normally. However, if the score of sig from normality test is less than  $\alpha$  (sig > 0,05), then H<sub>1</sub> is accepted or the data is not distributed normally.

Based on the normality test result, all of the experiment class and controlled class have significant score more than 0.05 that is 0.322 for the experiment class and 0.943 for the controlled class. There is also the result showing that whole classes are distributed normally.

The second stage is homogeneity test using Levene. Based on the analysis result, it is known that the significant score of 0.068 or more than 0.05. The significant score of both classes which will be this research is homogeneous.

The last stage is effectiveness of the model test or hypothesis test which can be called as t test. The result of t test shows that the result in experiment class before treatment is 71.83 for questionnaire 1 and 60.31 for questionnaire 2. After treatment, the experiment class has increasing score 82.50 for questionnaire 1 and 63.50 for questionnaire 2. Those results show that there is improvement in the experiment class after the treatment of the model developed by the researcher.

For the comparison result between experiment class and controlled class in the end of the test or posttest, it is shown that the experiment class gets the result 82.50 (questionnaire 1) and 63.50 (questionnaire 2). Meanwhile, the controlled class in the posttest gets the result 69.28 (questionnaire 1) and 61.80 (questionnaire 2). Those results show that the effectiveness of the model toward the class with treatment (experiment class) and the class without treatment (controlled class).

## 5. CONCLUSION

After all those research explanations above, it can be concluded relating to the research and the learning model development integrated with patriotism values of Prabu Karna (puppet character) that it is able to improve students' nationalism attitude.

Based on the conclusion, it can be implied both theoretically and practically. For theoretic implication, the use of inquiry model in history learning integrated with patriotism values of Prabu Karna (puppet character) can improve students' nationalism attitude. The values of patriotism and nationalism in Prabu Karna delivered in the form of narration can improve students' nationalism attitude and can bring to awareness that nationalism is important.

Meanwhile, the practical implication shows the result that the inquiry model in history learning integrated with patriotism values of Prabu Karna (puppet character) has positive impact toward the improvement of students' nationalism attitude. The students are very enthusiastic and interested in puppet characters which possess positive values for life. One of the characters named Prabu Karna has patriotism and nationalism attitude, adjusted to core competence, basic competence, and main subject.

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