RELATIONSHIP BETWEEN THE UNDERSTANDING OF INDONESIAN HISTORY AND THE NATIONALISM ATTITUDE OF STATE SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study aims to determine the relationship of understanding Indonesian history with the nationalism attitude of students of State Senior High Schools in Ngaglik District, Yogyakarta. This research is a type of correlational research that uses a quantitative approach. The research sample were 126 students, data collection using tests and questionnaires. Tests are used to reveal data about understanding Indonesian history, while questionnaires are used to reveal nationalism. The validity test of the instrument uses biserial point correlation and reliability test using the KR 20 formula. The data analysis technique uses quantitative descriptive analysis. Analysis prerequisite test includes normality test and linearity test. The hypothesis test uses Pearson product moment correlation. The results showed that there was a positive and significant correlation between the understanding of Indonesian history and the nationalism attitude of the students of State Senior High Schools in Ngaglik District, Yogyakarta. It shows that the $r_{calculation}$ is 0.447> r_{table} 0.176 with a significance level of 0.000 <0.05. Thus, the higher the understanding of Indonesian history, the higher the nationalism of students.

KEYWORDS: relationship, understanding of Indonesian history, nastionalm attitude

1. INTRODUCTION

The younger generations are indicated that the value of their love for the country is decreasing. According to a survey of national values conducted by the Central Bureau of Statistics, out of 100 people in Indonesia there are 18 people who do not know the title of the national anthem of the Republic of Indonesia, then 24 people from 100 people in Indonesia do not memorize the principles of Pancasila. In addition, there are 53 percent of Indonesians not memorizing the national anthem (Latif, 2017). One of the factors that diminishes the sense of nationalism is globalization (Sariyatun, 2018).

Globalization accompanied by a revolution in the field of ICT has an effect on the fading of the value of nationalism among the younger generation (Wuandari, 2010). Students as Indonesia's young generation are the backbone of the nation has been poisoned with various impacts caused by globalization (Sulistiyono, 2018). Students should be prepared to accept the changes, in order to be able to follow changes and adjust to stay in line with the flow of change as one of the Indonesian

citizens who interacts in the midst of community activities (Sever, 2019). Efforts can be made to foster nationalism in students through the educational process (Setiawan & Hadi, 2018)

Education has a huge contribution in the development and change of the nation (Toraman, 2019), because education is able to make people behave better and morally (Wibowo, 2015). Education is a human effort to develop all of potential (Setiawan & Wulandari, 2018; Rohman, 2019). The way that can be done is by following the learning process or by another process that is recognized and known by the community (Alfulaila, 2019). Education is able to make humans to mature themselves and as a need for human life (Nagda, 2004).

Education is the main key to the life of the Indonesian nation as an effort to educate the nation's children (Azis, Joebagio & Sudiyanto, 2018). Education can change the attitude of students to have a better character than before (Novianti, 2017; Fahruddin & Sugiyono, 2018). One form of education to answer this challenge is the implementation of Indonesian history subjects at the senior high school level (Setiawan & Aman, 2019). The history of Indonesia is a subject that instills knowledge, attitudes, values regarding the process of change and development of Indonesian society from the past to the present (Jain, 2014).

Learning Indonesian history in schools is carried out to build a scientific perspective with a time perspective and awareness of the core values of the nation to shape identity (Andrews, McGlynn & Mycock, 2010). The learning of Indonesian history as an element of the development of cultural nationalism is very functional to become a mediation in establishing relations between the elements of society in Indonesia that are of diversity and pluralism (Solehuddin, 2019).

Therefore, understanding Indonesian history can know deeply and be able to capture not only knowing, remembering the numbers of years and various historical events that are understood as a collective record of the past of the Indonesian people. A historical event is only directly meaningful in people's lives if the historical event can be understood objectively, listens to the causes of historical events, and tries to take lessons from what happened in the past (Sutimin, 2018).

Characteristics of historical subjects in senior high school, that history lessons have a strategic meaning in the formation of character and civilization that are dignified and in the formation of Indonesian people who have a sense of love for the country (Aman, 2011). Indonesian history subjects in the 2013 curriculum aim to develop a sense of nationality, love for the country, and critical appreciation of the achievements of the Indonesian people in the past. Nationalism is needed in the development of student education in schools (Tavakolizadeh, 2011). It aims to make students aware of the responsibility of being the next generation that is competent to build this nation (Adetiba & Rahim, 2012). Other goals are the foundation of the nation that is able to strengthen the joints of the nation in the midst of the incessant process of globalization that has hit all corners of the country (Subaryana, 2012).

The influence of globalization among students makes unprepared young generation toward change to lose its national identity. This is what causes nationalism among students to fade. Cultural uniformity in the current era ultimately shifts the identity of each nation. The fading of the identity of a nation implies that the existence of a nation's identity will be threatened. Understanding Indonesia's history is very important for the formation of nationalism attitudes (Chaiklin, 2012). Through understanding Indonesian history, there will be an awareness of students that history has played a role in the formation of life in the present and in the future.

Through history, human is able to appreciate all forms of mistakes and try not to repeat them. Knowledge of past history will help someone in solving various kinds of problems that occur today. Less optimal learning of history, understood history separately, and not in the fullest sense, makes a lack of nationalism in students.

The results of observations in schools as a place of research are still often encountered a number of problems associated with the low attitudes of students' nationalism (Kushaev, 2009). The low attitude of nationalism of students in schools, such as when carrying out ceremonies, many students still talk to their fellow students, and were not serious while singing Indonesian national anthem (Guven, 2019). Students should take part in the ceremony well and solemnly for their own encouragement, as the effect of understanding how the struggle of the heroes seized the Indonesian people from the invaders.

Students must have an attitude of nationalism because it is related to building the character of a nation. Nationalism needs to be possessed by every Indonesian citizen, especially in senior high school students to realize the importance of nationalism in the life of society and the state (Todosijević, 2001). In addition, as students, they should have an attitude of nationalism to look at the better future. Based on the description above, the researcher wants to prove whether there is a relationship between the understanding of Indonesian history and the attitude of nationalism and how much the relationship between the two.

Various studies have been conducted on the attitude of nationalism. Previous research focused on world history and Indonesia (Gunawan, 2012) as well as on perspectives on cultural diversity (Susanto, 2012). This study focuses on efforts to investigate the relationship of understanding Indonesian history lessons with the attitude of nationalism of students. The author believes that high understanding of Indonesia history lessons will influence students' nationalism (Anggraeni, Indrus & Anggraeni, 2016

Research Method

This study uses a quantitative approach with the correlational type of research. Correlational research is to find the relationship between two variables without giving treatment to the subject to be studied

(Hasan, 2002). This research was carried out in all State Senior High Schools in Ngaglik Sub-District, namely 1 State High School and 2 State Senior High School of Ngaglik, Sleman, Yogyakarta. The research was conducted on October 12, 2019 until January 17, 2020. The population in this study were 187 students in these two schools, using calculation formulas from Isacc and Michael to get a sample of 126 students. In determining the number of sample members for each school and class, by drawing the names of students. Each member of the population has the opportunity to become a member of the sample (Riduwan & Akdon, 2015). Data were analyzed quantitatively using product moment correlation analysis techniques, using SPSS version 21.

The instrument used in this study was a test of understanding Indonesian history and questionnaire on nationalism attitude. Tests of understanding Indonesian history in multiple choice forms with five alternative answers, namely a, b, c, d, and e with regard to aspects of memory, understanding, application, analysis, synthesis and evaluation. Each respondent was instructed to choose the correct answer among the alternative answers given. For the correct answer a score of 1 (one) is given, while the wrong answer is given a score of 0 (zero).

Questionnaire on nationalism attitude using dichotomy interval scale only with 'yes' and 'no', because researchers want to get a firm answer to a problem being asked. Therefore, the alternatives are positive and negative answers.

The result of the variable validity of test of understanding Indonesian national history showed as many as 18 questions declared valid because the correlation value > 0.254, while 7 items were invalid. The results of the variable validity of nationalism attitudes questionnaires showed that 22 statements were valid because the correlation value was > 0.254, while the 3 questionnaires were invalid. Reliability testing in this study used the KR 20 coefficient formula. Instruments are said to be reliable if they have a reliability coefficient of 0.6. The results of reliability testing for instruments of understanding Indonesian national history and nationalism have values greater than 0.6, so it can be concluded that all instruments used are reliable. Then, the collected data is processed and analyzed with descriptive techniques, analysis prerequisite test and hypothesis testing.

Analysis prerequisite tests include normality test and linearity test. The normality test of the data is done by using the Kolmogorov-Smirnov Test with data collection guidelines if the Kolmogorov-Smirnov-Z value is greater than the critical value or the p value > 0.05, then the data distribution is normal. Data linearity test uses coefficient F test with data retrieval guidelines if the Fvalue $<$ Ftable then data is linear. Hypothesis testing uses product moment correlation. The testing criteria in this study are as follows: Ho is rejected if rvalue $>$ rtable and p > 0.05.

RESULT AND DISCUSSION
RESULT
Descriptive Analysis

Descriptive data presentation was carried out before the data was analyzed to prove the hypothesis with data from 126 respondents. The results of this study were obtained through descriptive analysis with the following steps: First, giving a score of each respondent's answer by means of scoring, the scale given to the respondents was in the form of a two-interval dichotomous scale with the choice of right / wrong answers and yes/no. Test placement is done by giving a number symbol that also shows its weight that is the answer to score 1 for the right answer and score 0 for the wrong answer. Filing the positive statement questionnaire scores 1 for answers yes and score 0 for no answers, negative statements get the opposite score.

Second, analyze descriptively the variables which include distribution of mean data, median, mode, standard deviation, maximum value, and drinking value. Then the data is analyzed using descriptive statistics. The benchmark is made to find out the tendency level category of the research variable data. The category benchmarks used were the criteria for interpreting the scores grouped in the very low, low, medium, high and very high categories (Azwar, 2016). Descriptive data presentation includes:

a. Understanding of Indonesian History Variables (X).

The independent variable used in this study is the understanding of Indonesian history variables. The first variable data is obtained through closed questions. The value used in this question is 0 to 1. The number of questions in this variable is 18 questions. The questions are divided into several question level criteria, namely C1- C6 (Arifin, 2016).

The results of the description analysis on variable data understanding Indonesian history obtained a minimum value = 4; maximum value = 18; mean = 11.41; median = 12.00; mode = 13; standard deviation = 2,967. Then the number of classes can be calculated using the formula $1 + 3.3 \log n$, where n is the number of respondents. From the calculation it is known that n = 126, so that it is obtained class $1 + 3.3 \log 126 = 7.93$. The number of interval classes 7 or 8, on this occasion 8 interval classes are used. The data range is calculated using the maximum value formula - the minimum value is then added to 1, so that the data range of 18-4 = 14 + 1 = 15 is obtained.

Thus it is known that the range of data is obtained by an interval of 15. Calculating class length is divided by the number of classes, which is $15 \div 8 = 1.8$ rounded to 2. The interval class calculation above can be arranged in the following table 1.

Table 1 - Frequency Variables Distribution of Indonesian Historical Understanding

Interval Class	Frequency	Percentage

4 – 5	4	3.2%
6 – 7	11	8.8%
8 – 9	18	14.3%
10 – 11	28	22.2%
12 – 13	35	27.8%
14 – 15	22	17.4%
16 – 17	6	4.8%
18 – 19	2	1.6
Amount	126	100%

The table above shows that there are 8 interval classes in understanding Indonesian history. In the first interval as many as 4 students (3.2%), the second interval is 11 students (8.8%), the third interval is 18 students (14.3%), the fourth interval is 28 students (22.2%), the fifth interval as many as 35 students (27.8%), the sixth interval as many as 22 students (17.4%), the seventh interval as many as 6 students (4.8%), and the eighth interval is 2 students (1.6%).

Determination of variable tendency, after the minimum value (X_{min}) and maximum value (X_{max}) is known, namely 0 and 18. The ideal mean value (Mi) is searched by the formula Mi = ½ (X_{max} + X_{min}), looking for ideal standard deviation (SDi) with the formula Sdi = 1/6 (X_{max} - X_{min}). Based on the norm reference above, the ideal mean variable of understanding Indonesian history is 9. The ideal standard deviation is 3. The tendency distribution table can be made based on these calculations, while the tendency distribution of the variables of understanding Indonesian history is presented in table 2.

Table 2-Results Of Categorization Test Of Indonesia Historical Understanding Variable

Score	Freq	Percent	Criteria
> 13.5	30	23.8%	The Very High Category
10.5< X ≤13.4	52	41.3%	The High Category

7.5 < X ≤ 10.4	29	23.0%	The Moderate Category
4.5 < X ≤ 7.4	14	11.1%	The Low Category
≤ 4.4	1	0.8%	The Very Low Category
Amount	126	100%	

The table above shows that there are 30 students (23.8%) in the very high category of understanding Indonesian history, 52 students (41.3%) in the high category, 29 students (23.0%) in the moderate category, 14 students (11.1%) in the low category, and 1 student (0.8%) in the very low category.

b. Nationalism Attitudes Variable (Y).

The dependent variable contained in this study is the nationalism attitude variable. The nationalism attitude variable data was obtained through a closed questionnaire. The number of scores used in this questionnaire is a score of 0 to 1. The number of statement items in this variable is 22 statements. The statement items are divided into two criteria consisting of positive statements and negative statements.

The results of the description analysis on the nationalism attitude variable data obtained a minimum score of 6; maximum score of 22; mean = 16.19; median = 16.00; mode = 16; standard deviation = 3.286. The number of classes can be calculated using the formula $1 + 3.3 \log n$, which n is the number of respondents. From the calculation, it is known that n = 126 so that it is obtained class $1 + 3.3 \log 126 = 7.93$. The number of interval classes 7 or 8, on this occasion 7 class intervals are used. The data range is calculated using formula the maximum value - the minimum value is then added to 1, so that the data range of 22 - 6 = 16 + 1 = 17 is obtained.

Thus, it is known that the range of data is obtained by the interval of 17. Calculating the class length, namely the range divided by the number of classes, namely $17 \div 7 = 2.4$. In the preparation of this table, the length of class 3 is used to make it more communicative. The calculation of the interval class can be arranged into a frequency distribution table in table 3 as follows.

Table 3 - Distribution of Frequency of Nationalism Attitude Variables

Interval Class	Frequency	Percentage

4 – 6	1	0.8%
7 – 9	3	2.4%
10 – 12	13	10.4%
13 – 15	31	24.6%
16 – 18	44	34.9%
19 – 21	32	25.4%
22 – 24	2	1.6%
Amount	126	100%

The table above shows that there are 7 interval classes in nationalism. In the first interval as many as 1 student (0.8%), the second interval is 3 students (2.4%), the third interval is 13 students (10.4%), the fourth interval is 31 students (24.6%), the interval The fifth is 44 students (34.9%), the sixth interval is 32 students (25.4%), and the seventh interval is 2 students (1.6%).

Determination of variable tendency, after the minimum value (X_{min}) and maximum value (X_{max}) is known, namely 0 and 22. Ideal mean value (Mi) is sought with the formula Mi = ½ (X_{max} + X_{min}), looking for ideal standard deviation (SDi) with the formula Sdi = 1/6 (X_{max} - X_{min}). Based on the norm reference above, the ideal mean of Nationalism Attitude variable is 11. The ideal standard deviation is 3.67. Tendency distribution tables can be made based on these calculations, while presented in table 4.

Table 4 - Results of Categorization Test of Nationalism Attitude Variables

Score	Freq	Percent	Criteria
> 16.5	62	49.2%	The Very High Category
12.8 < X ≤ 5.4	47	37.3%	The High ategory
9.2 < X ≤ 2.7	13	10.3%	The Moderate Category
5.5 < X ≤ 9.1	4	3.2%	The Low Category

≤ 5.4	0	0%	The Very Low Category
Amount	126	100%	

The table above shows that in the nationalism attitude variable there are 62 students (49.2%) in the very high category, 47 students (37.3%) in the high category, 13 students (10.3%) in the moderate category, 4 students (3.2%) in the low category, and the very low category does not exist.

Analysis Prerequisite Test

Before statistical analysis is carried out, the assumption test or analysis prerequisite test first includes the normality test and linearity test. The use of the normality test is to find out whether the data is normally distributed or not. Linearity test is to find out whether the independent variable used as a predictor has a linear relationship or not with related variables.

a. Normality Test

The need for a normality test is to find out whether the data is normal or not (Razali & Yap, 2012). from each variable which consists of an understanding of Indonesian history and nationalism attitude. The technique used in this normality test is with the Kolmogorov-Smirnov test obtained asymp numbers. sig. (2-tailed) (Oktaviani & Notobroto, 2014). This value is compared with 0.05 (in this case using a significance level of 5%). Guidelines for decision making are carried out with guidelines if the significance value is> 0.05, the data distribution is normal (Permana, Nuriah & Umasih, 2017). The results of the analysis of the normality test can be seen in the following table:

Table 5 - Result of The Smirnov Kolmogorov Test

Variable	KS-Z	P	Notes
X	1.217	0.103	Normal
Y	1.110	0.178	Normal

From the table above it can be seen that the significance value is 0.103> 0.05 for the variable understanding of Indonesian history and the significance value of 0.178> 0.05 for the nationalism attitude variable. It can be said that the two variables are normally distributed, because they have a significance value greater than 0.05 at (p> 0.05). So, this data has fulfilled the requirements for analysis,

b. Linearity Test

Linearity test aims to determine whether the independent variable with the dependent variable has a linear relationship or not (Sugiyono, 2017).

To test the linear relationship between the independent variable (X) and the dependent variable (Y) so that the coefficient test F is carried out. The criteria applied to express linearity is if the value of F_{count} is smaller than the F_{table} value and the significance value is greater than 0.05, the data has a relationship which is linear (Herni, 2018). The results of the linearity test analysis can be seen in the following table.

Table 6 - Results of Linearity Test

Variable	F_{Count}	F_{Table}	Sig	Notes
X-Y	1.584	1.83	0.100	Linear

The table above shows that the results of the calculation of understanding Indonesian history and nationalism attitudes are 1.584, $F_{count} < F_{table}$ with F_{table} value = 1.83 and significance level> 0.05, between understanding Indonesian history with nationalism attitudes having sig. 0.100. Thus, the relationship between the understanding of Indonesian history and nationalism is linear,

Hypothesis Test

The analysis prerequisite test results that have met the specified criteria and conditions can be tested by the hypothesis. The use of this analysis is to examine whether there is a relationship between the understanding of Indonesian history and the attitude of nationalism. Data analysis was carried out by Pearson product moment analysis (Arikunto, 2010). The guideline for decision making in this study is (a) If the r_{count} is greater than r_{table}, the hypothesis is accepted; (b) If the r_{count} is smaller than r_{table}, the hypothesis is rejected. The sample in this study were 126 students with a significance level of 5%, then obtained a table of 0.176.

To see whether there is a relationship between the above variables (X and Y), the hypothesis is tested. Pearson product moment correlation between understanding history of Indonesia with nationalism attitudes of $r_{count} = 0.447$. Then the calculation is consulted with $r_{table} = 0.176$, then the r_{count} is greater than r_{table}. This shows that there is a positive relationship between understanding Indonesian history and nationalism. The significance value between the variables of understanding

Indonesian history with nationalism is 0,000. A significance value of 0,000 is smaller than 0.05 so it can be written 0,000 <0,05. This shows that there is a significant relationship between understanding Indonesian history and nationalism. The level of closeness between the understanding of Indonesian history and the attitude of nationalism has a moderate level of relationship because it is located between the values of 0.40-0.599.

The coefficient can be generalized or can apply to the population where the sample was taken, namely 126 respondents. The analysis that has been done is explained that this first hypothesis is acceptable, that is, there is a positive and significant relationship between the understanding of Indonesian history and the attitude of nationalism. The closeness of the relationship between understanding Indonesian history and nationalism has a moderate level of relationship. The results of the calculation of the equation for the correlation of understanding Indonesian history with the attitude of nationalism are presented as follows:

Table 7 - Analysis Results of the Correlation of Indonesian History Understanding (X) With Nationalism Attitude (Y)

Correlation	N	Correlation Coefficient *Pearson Product Moment*	*P Sig*	Notes
X – Y	126	0.447	0.000	Positive and Significant

DISCUSSION

This study discusses the relationship between understanding Indonesian history and nationalism. The research that has been done shows several results that have been analyzed. From these results the discussion is carried out as follows:

Based on data processing it is known that the average understanding of Indonesian history of students as a whole is seen from the number of average values of 11.41 in the high category. Partial contributions to understanding Indonesian history with nationalism attitudes give an overview of the correlation coefficient of 0.447 with a significant level of 0.000 <0.05. The understanding of Indonesian history has a positive and significant relationship with the attitude of nationalism, so that if the understanding of Indonesian history is high, the nationalism attitude of students will be higher.

This study is similar to the research conducted by Salsabila (Salsabila, 2018). The study shows that there is a positive correlation between understanding Indonesian history and the nationalism of students. If students' understanding of the history of Indonesia is high, the higher the attitude of nationalism, the nationalism attitude of students in the study is a positive thing gained from understanding the history of Indonesia.

There is a connection between Indonesian history and nationalism (Arikunto, 2009). Tugiyono clarified the theory from Arikunto that instilling an understanding of the Indonesian nation's past was one of the goals in learning Indonesian history at school (Tugiyono, 2004). The research relationship that is intended, namely understanding is the process that makes a knowledge belong to him and will ultimately affect the process of thinking and acting individually. The ability to understand is very important to achieve procedural knowledge, namely to understand the meaning or concept, situation and facts that he knows. So from that this understanding will shape the mindset and behavior of students.

Instilling an understanding of the Indonesian past is one of the goals in learning Indonesian history at school (Anis, 2015). Students need to be given an understanding of the history of the Indonesian nation to foster an attitude of nationalism through appreciation of the values of our nation's past. By examining various historical events in Indonesia to build collective memory in students, so that they know the history of their nation, are able to recognize their national identity and make it a foundation in building the life of the nation and state in the present and the future.

Education is a process of internalizing values including the value of nationalism, understanding is one of the important aspects of the process of internalizing the value of nationalism. Understanding history in this case the history of Indonesia is a process of planting nationalism through awareness of the historical reality that shapes national identity.

CONCLUSION

Based on data analysis and discussion, the following conclusions are drawn: There is a positive and significant correlation between the understanding of Indonesian history and the attitude of nationalism. This is evidenced by the correlation coefficient value that is positive at 0.447, that is (r count> rtable) = (0.447> 0.176). It shows that there is a positive relationship between understanding Indonesian history and nationalism. The significance value between understanding Indonesian history and nationalism is obtained at 0.000 less than 0.05 (0.000 <0.05). This shows that there is a significant relationship between understanding Indonesian history and nationalism. Based on the results of the research and conclusions outlined above, there are several suggestions that were conveyed, among others: Understanding of Indonesian history lessons has a positive and significant relationship with the attitude of nationalism, so the teacher should pay more attention to students' nationalism. The teacher must be able to instill a good understanding of Indonesian history to students so that the nationalism of students becomes high.

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