

**IMPLEMENTATION OF NATIONALISM VALUES OF KH. HASYIM ASYA'RI
STRUGGLE IN INDONESIAN HISTORY LEARNING AT MAARIF 1 KEBUMEN
VOCATIONAL HIGH SCHOOL**

Marzuki Nyamat, Wardo and Djono

Department of History Education, Postgraduate Program, Sebelas Maret University, Solo, Indonesia
Sebelas Maret University Surakarta, Indonesia

ABSTRACT

The purpose of this study are: (1) to find out the implementation of the nationalism values of KH. Hasyim Asy'ari struggle in learning Indonesian history, (2) to find out the obstacles in implementing the nationalism values of the struggle of KH. Hasyim Asy'ari in learning Indonesian history, (3) to find out the efforts made by teachers in overcoming obstacles when implementing the nationalism values of the struggle of KH. Hasyim Ash'ari in learning Indonesian history. The method used in this research is descriptive qualitative research method with naturalistic inquiry approach in Maarif 1 Kebumen Vocational High School. Data collection techniques consist of observation, interviews, and documentation. The results showed that: (1) the implementation of the nationalism values of the struggle of KH. Hasyim Asy'ari in the process of learning Indonesian history was carried out by compiling a syllabus and lesson plan (RPP) by incorporating into Indonesian historical material about the strategies and forms of the struggle of the Indonesian people in maintaining independence from Allied and Dutch threats consisting of stages of planning, implementation, and evaluation, (2) the obstacles experienced by teachers include: the ability of teachers in the learning process, student attitudes, and the time constraints, (3) efforts made by teachers that is continuously conveying the nationalism values of the struggle of KH. Hasyim Ash'ari in learning Indonesian history.

KEYWORDS: nationalism values, KH. Hasyim Asy'ari, Indonesian history learning.

INTRODUCTION

Quality learning can be obtained if the quality of human resources owned always changes for the better and is able to compete in a globalized world. There is a need to think about discussing the values of nationalism and be comprehensively applied in education (Ahlerup, 2011; Romanowski, 2015), because students are the young generation who will bring their nation towards better development. The values contained in nationalism have a very important meaning for education in Indonesia (Ikhwan, 2019; Nasution, 2018; Wibowo, 2020). These nationalism values are the foundation in the curriculum, and become a reference in the implementation of values that apply in school (Althof, 2006; Budde, 2017; Novianti, 2017).

In the modern era, radical ideas have emerged which have eroded the love of the motherland among the young generation (Nurdin, 2017; Weissbourd, 2003). The Indonesian nation is a nation that was born from the spirit of nationalism. The importance of nationalism values such as love of the

motherland, willingness to sacrifice, being proud of being an Indonesian nation, appreciating the services of heroes, and prioritizing unity (Aman, 2011) are continually instilled into all components of the nation including in education, one of them through learning Indonesian history in Vocational High Schools (Benninga, 2003; Billig, 2008; Ulger, 2014).

There is lack of a sense of nationalism of the students, for example the value of heroism, the nationalism and patriotism (Kondo, 2011). As for the basis of the statement, the lack of students who know and understand the figures of the movement that is in every lesson of Indonesian history. For this reason, students are expected to understand the values of the struggle inherited by the heroes, and no less important the values of nationalism which must always be passed on to each generation (Wineburg, 2001).

Teacher efforts that can be done are by renewing the use of learning materials that involve students in the learning process (Amrein, 2003; Davies, 2017), for example by strengthening Indonesian historical material that contains the values of nationalism (Boes, 2006; Najib, 2013). One of the learning materials that can be used is to include the nationalism values of the struggle of KH. Hasyim Ash'ari, because he is a figure who has the values of nationalism. Studying this figure, it is hoped that a sense of nationalism will emerge in students according to the values of nationalism in KH. Hasyim Ash'ari struggle against colonialism (Ubaku, 2014). KH. Hasyim Ash'ari is chosen, because he is a figure known by the spirit of nationalism which is religious nationalism (Fadli, 2019). Religious nationalism is in accordance with the first principle of Pancasila which symbolizes a religion that has been integrated into nationalism even though Islam as a religion with the largest adherents in Indonesia, does not make Islam the nation's ideology.

Based on observations made by researchers at Maarif 1 Kebumen Vocational High School, the learning process of Indonesian history is still dominated by national history with national history curriculum textbooks as a source of learning, while local history material that is close to the student environment is rarely carried out. Maarif 1 Kebumen Vocational High School is a school under the auspices of the Nahdlatul Ulama (NU) community organization. Then the teacher can maximize this potential by delivering the material of hero figures from NU circles who are also an additional subject matter about NU so that the absorption of material from teacher to student becomes more maximal.

KH. Hasyim Ash'ari was one of the great ulama who had a role in the struggle against the Dutch colonialism (Ismail, 2011). KH. Hasyim Asy'ari influence became stronger when he founded a pesantren in Jombang and founded the Nahdlatul Ulama (NU) organization (Jamhari, 2003; Rochmat, 2002). KH Hasyim Ash'ari thoughts is often the cornerstone of the struggle of the Indonesian people. One of them is the spirit of jihad which is always kindled to free Indonesia from the clutches of the invaders (Shobirin, 2018). Jihad defends the truth and upholds justice is one of the attitudes that KH. Hasyim Ash'ari fought for (Zuhri, 2013).

According to Haidar (1998) there are four motives for the formation of the Nahdlatul Ulama organization by KH. Hasyim Ash'ari. First, religion as jihad fi sabilillah. Second, the responsibility of developing religious thought which is marked by efforts to preserve the teachings of the mahzab ahlussunah wal jama'ah (Ash'ari, 2011). Third, encouragement to develop the community through educational, social and economic activities (Muspawi, 2018). Fourth, political motives are marked by the spirit and values of nationalism. Then the values contained in KH. Hasyim Ash'ari is very complex covering religion, nationality, patriotism which are all contained in the values of nationalism and are suitable to be applied in KD 3.10 and KD 4.10 in learning Indonesian history in Class XI Vocational High School.

Previous research on nationalism was conducted by Muthoharoh (2012) regarding the application of nationalism in learning. The results of his research are about how the strategies used in the implementation of nationalism education through habituation, including integrating strategies through subjects, strategies through extracurricular activities, partnership strategies, and other development strategies. However, the research has not used figures as movers or pullers who have become icons in the application of nationalism.

Similar research was conducted by Nurhadi (2017), his research on how the nationalism value of KH. Hasyim Ash'ari. The results of his research explained about what are the nationalism values of KH. Hasyim Ash'ari. However, this research has not been applied in schools, especially in learning Indonesian history. Therefore, the author need to conduct research on the application of nationalism based on a character which can then be applied in the learning of Indonesian history.

Based on the description above, the researcher wants to know the nationalism values of KH. Hasyim Ash'ari. Researchers are interested in the writing with the title "Implementation of the Nationalism Values of KH. Hasyim Ash'ari Struggle in Indonesian History Learning at Maarif 1 Kebumen Vocational High School." This research was conducted because of the lack of student knowledge about the meaning of nationalism, and little research that discusses the implementation of the nationalism values of KH. Hasyim Ash'ari struggle into learning, especially in the subject of Indonesian history.

Research Method

This study uses descriptive qualitative research methods (Sukmadinata, 2005) with a naturalistic inquiry approach at Maarif 1 Kebumen Vocational High School. Use this approach because the research subjects are social phenomena within the educational environment. Naturalistic inquiry is very appropriate to be applied in this study by allowing learning activities to run naturally without the treatment or intervention of researchers (Firmansyah, 2015).

Determination of informants using purposive sampling techniques then developed again with the snowball sampling. Using a purposive sampling technique, finally a sample of the main informant was established: Mr. Subkhan as Principal of Maarif 1 Kebumen Vocational High School. Then the main informant suggested other informants namely: Mr. Novan as Indonesian history teacher class XI 1 and XI 2 and Mr. Indra as Indonesian history teacher class XI 3 and XI 4. As well as from students in class XI 1, XI 2, XI 3, XI 4 totaled four students were targeted for the study, which were first selected according to the needs and stability of researchers in obtaining data.

Data collection techniques consist of participant observation, namely systematic observation and recording of the phenomena studied by prioritizing direct data. In-depth interviews which aims to find out what is contained in the mind and heart of others, using unstructured interviews, because the researcher want to get more information about the implementation of the nationalism values of KH. Hasyim Asy'ari struggle in Indonesian history learning at Maarif 1 Kebumen Vocational High School, and Documentation will be more credible/trustworthy if supported by photo or picture documents (Sugiyono, 2015).

The validity of the data is carried out using triangulation techniques, which are techniques used in qualitative research to check and build validity by analyzing data from various instruments, consisting of triangulation of data sources and triangulation of methods (Patton, 2009).

The data analysis technique uses the model of Miles and Huberman (2017) which consists of: Reduction of data that is a form of analysis that is sharp, concise, focused, discarding unnecessary data, and verifying the final conclusions. Presentation of data is an effort to compile information that is organized in an effort to draw conclusions and take action, usually in the form of display of data using narrative text. Verification/conclusion that draws conclusions, is the final activity of the analysis, where at the beginning of data collection, an analysis begins to decide whether or not it has meaningful patterns, explanations, possible configurations, causal relationships, and propositions.

RESULT AND DISCUSSION

Implementation of Nationalism Values at Maarif 1 Kebumen Vocational High School

The implementation of nationalism values in Maarif 1 Kebumen Vocational High School is not only done in the learning process (Agboola, 2012), but can also be through school regulations. The results of an interview with the Principal, Mr. Subkhan, said: "Every morning at Maarif 1 Kebumen Vocational High School is required to sing the Indonesia Raya song before learning begins and for anyone who arrives late must stop at the place and join in singing the national anthem." This is intended so that students can understand the values of nationalism contained in the Indonesia Raya song, respecting the services of the heroes who have fought for Indonesia.

The process of implementing nationalism values is manifested in various school programs in learning, the implementation of nationalism values is carried out by internalizing the learning

material. If reviewed theoretically this is in accordance with the strategy of implementing education, because it integrates in learning. This integration has a positive impact because indirectly students will learn and instill the values of nationalism (Sutarmi, 2016).

An interview with the Principal Mr. Subkhan said: “At present the implementation of nationalism values in Maarif 1 Kebumen Vocational High School is carried out in an integrated manner using the 2013 curriculum in all subjects, especially the subjects of Indonesian History and PPKn. The intended integration includes the loading of nationalism values into the substance of Indonesian History and PPKn subjects.” Learning activities that facilitate the practice of values in every activity in the classroom and outside the classroom for each subject (Edmonson, 2009). The most important innovation implementation of nationalism values that is directly in contact with daily learning activities is the integration of nationalism values in the learning process.

The implementation of nationalism values in the learning process of Indonesian History and PPKn in schools is one of the widely applied models. Indonesian history lessons and PPKn have a mission in instilling nationalism values for students, so that students have an attitude of loving the motherland, are willing to sacrifice, are proud to be Indonesian, respect the services of heroes, and prioritize the unity of the Indonesian nation. Integration of inculcation of nationalism values in Maarif 1 Kebumen Vocational High School is through the subjects of Indonesian History and PPKn. Indonesian History Teacher and PPKn are expected to be able to bring students to have a high spirit of nationalism and patriotism, and can be an example of vocational high schools in Kebumen City.

Implementation of the Nationalism Values of KH. Hasyim Ash'ari Struggle in Indonesian History Learning at Maarif 1 Kebumen Vocational High School

Implementation of the nationalism values of the KH. Hasyim Asy'ari struggle in learning Indonesian history consists of three stages of activity, namely: the planning stage, the implementation stage, and the evaluation stage (Creswell, 2015)

Planning Stage

At the planning stage (Majid, 2013) the teacher makes a learning kit which includes a syllabus and lesson plan (RPP). The lesson plan is made by the teacher in the hope that the learning implementation can run systematically and can achieve the learning objectives that have been prepared (Lestari, Saraswati, & Muntholib, 2018; Warsono & Hariyanto, 2017). According to Hamalik (2011) the function of the learning planning stage is as follows: (1) gives the teacher an understanding of the learning carried out to achieve certain goals, (2) helps the teacher in clarifying thoughts about the values of learning and the procedures required, (3) assisting teachers in clarifying thoughts about the contribution of learning to educational goals, (4) helping teachers recognize students' needs, and motivating them, (5) reducing the risk of trial and error in the learning process, and (6) helping teachers always provide up to date material to students.

Indonesian history subject at Maarif 1 Kebumen Vocational High School refer to the 2013 curriculum, the material that is the focus of this research is the subject of the struggle of KH. Hasyim Asy'ari in maintaining Indonesia's independence. The results of an interview with teacher Novan said: "The material is in KD 3.10 analyzing the strategies and forms of the struggle of the Indonesian people in an effort to defend independence from Allied and Dutch threats, and KD 4.10 processes information about the strategies and forms of the struggle of the Indonesian people in an effort to maintain independence from threats Allied and Dutch and present it in the form of historical stories." Preparation of lesson plans (RPP) adjusts to the curriculum in force in Indonesia, supplemented by curricula in schools that are tailored to the characteristics of each student (Inderawati, 2012; Wentzel, 2002). When giving material, it is expected that the teacher gives a real example in order to be able to raise awareness of nationalism in students (Ortmann, 2009).

The condition of students in the classroom also influences the selection of media, methods and learning models used in the learning process (Sudjana & Rivai, 2005; Stallions, 2013). The research took place in four classes, among others: class XI 1, XI 2, XI 3 and XI 4. The class was a class where researchers conducted observations and research to find out the teacher's efforts in implementing the nationalism values of KH. Hasyim Ash'ari struggle in learning Indonesian history.

Research carried out by the four classes is included in the material of Indonesian people struggle in maintaining independence from the threat of the Allies and the Dutch. The results of an interview with teacher Indra said: "Preparation of learning in class as an effort to implement the nationalism values of KH. Hasyim Ash'ari struggle according to him based on proper procedures. The teacher prepares special notes on local history material that will be taught about the history of the struggle of KH. Hasyim Ash'ari." This is because the material has not been included in the discussion material contained in the textbook (Harrison, 2001) or the Indonesian History Worksheet, the material is still new for teachers and students. But the teacher is not so difficult in presenting the material, because the material is very related to the subject matter that already exists, it's just that the scope of the subject is in the local history of the school environment (Kagan, 2001; Thomberg, 2008).

Implementation Stage

At the implementation stage of the nationalism values in Indonesian history learning (Wiriaatmaja, 2002) when they were about to start learning in class, the teacher gave apperception in the form of greetings and checking attendance for students who did not enter the classroom. It happened in all class XI that was the object, then the teacher explained the aims and objectives of learning. When delivering the material, the teacher begins by giving questions to students about who the leaders who fought to defend Indonesian independence from the Allied and Dutch threats and gave one example of a figure who led the struggle. There are students who are good and quite good at responding to questions given by the teacher. Students are asked by the teacher to explain the findings about who are the figures that struggling to defend Indonesian independence, after that the teacher explains

thoroughly the material taught that is based on the summary in the worksheet and student textbooks (Ayundari, 2018; Bohlin, 2005; O'Sullivan, 2019).

When the learning process takes place, the teacher uses a contextual approach. Contextual approach (Contextual Teaching and Learning) is a learning concept that helps teachers relate the material taught to students' real situations and encourage students to apply them in life (Nurhadi, 2003: 1). The results of the interview with teacher Novan said: "Besides using a contextual approach, the teacher also uses varied learning methods such as the Jigsaw cooperative method, questions and answers, lectures, and group discussions so that students are able to understand the material and are more enthusiastic in the learning process. The teacher gives students the opportunity to have an opinion related to the form of struggle of the Indonesian people in maintaining Indonesian independence." The students are also quite active in following the learning conducted by the teacher, although not all students can answer the questions given, but the question can provoke students to give their opinions, students also take a note when teacher explains the learning material.

When learning in class is taking place, there are several things that researchers observe from the learning process carried out by the teacher, besides the learning methods that have been described above. First, related to time management that is adjusted to the schedule that is 2 hours of study or 90 minutes. The use of time in each class provides the same portion, which is 10 minutes for opening lessons, 75 minutes for the core of learning and 5 minutes for closing. Second, the use of media in learning conducted by teachers is more frequent in lectures, questions and answers and writing summaries on the board. Third, the way teachers motivate students by linking learning material with the mandate to be conveyed by the teacher, the teacher also motivates students that nationalism values are important.

The results of an interview with teacher Indra, said: "That the nationalism values are very important to be applied in the learning process of Indonesian history. Especially now students are easily influenced by things that are not good, the values of nationalism can be taken from the struggle of KH. Hasyim Ash'ari." The values of nationalism include: the attitude of loving the motherland, willing to sacrifice, proud to be an Indonesian nation, respecting the services of heroes, and prioritizing unity (Nizar, 2017). When they want to close the lesson, the teacher of Indonesian history with students concludes the material that has been taught, then the teacher tells what material will be delivered at the next meeting, then closes with greetings.

The implementation of nationalism values in Indonesian history learning in schools is inseparable from the strategies used by the teacher itself (Bohlin, 2005; Naumescu, 2008; Tirri, 2009). Interview with teacher Novan: "Regarding the strategy of implementing the nationalism values of KH. Hasyim Asy'ari struggle in the process of learning Indonesian history. According to him that the learning system of Indonesia's history is very clear and leads to the formation of an attitude of nationalism, where the teacher always provides reinforcement, motivation that is reminiscent of important events

in the past. In addition, the teacher gives a real example of the form of nationalism in the school environment, by linking KH. Hasyim Ash'ari struggle material into the subject matter of the strategies and forms of the struggle of the Indonesian people in maintaining independence from Allied and Dutch threats." This is because history is the study of three dimensions of time, namely past life, present and future, so students can look back and appreciate more important events in the past to be used as learning.

Basically, the learning of Indonesian history has been recorded in every region throughout Indonesia that is struggling to defend Indonesia's independence, only the portion of their studies in this context is quite small. Therefore, it is better if the events regarding struggles in the area are examined in local history and conveyed through the study of Indonesian history as an effort to bring history lessons closer to the student environment (Lickona & Davidson, 2005). Through the 2013 curriculum, teachers can improvise learning including learning Indonesian history, so that teachers' efforts to instill the values of nationalism in each region can be achieved through the implementation of Indonesian history learning (Olibie, 2013).

KH. Hasyim Asy'ari struggle defended Indonesia's independence containing the values of nationalism. Nationalism values such as the attitude of loving the motherland will be owned by students after they know the struggle KH. Hasyim Asy'ari in maintaining Indonesia's independence. Students will also have a proud attitude by seeing the figure of KH. Hasyim Asy'ari who sacrificed his life for independence. The importance of implementing the values of nationalism in students as a basis in growing student awareness to love their own people, namely the Indonesian people and appreciate KH. Hasyim Asy'ari in protecting the integrity of the Indonesian people from the Dutch threat.

Based on the results of research conducted by researchers, shows that the implementation of the nationalism values of KH. Hasyim Asy'ari struggle in the process of learning Indonesian history in class XI students at Maarif 1 Kebumen Vocational High School has been well implemented. Results of interviews with 4 grade IX students. "It can be seen from some of the students who have been interviewed that they can give real examples of the application of nationalism values that they have done in their daily lives at school and at home, including: maintaining the good name of the school, following the ceremony with khitmad, singing Indonesia Raya song every morning before lessons start, proud to speak in good and right Indonesian, respecting differences with friends and prioritizing common interests."

Evaluation Stage

Based on the results of research obtained from teachers regarding the evaluation of the implementation of the nationalism values of KH. Hasyim Asy'ari struggle in learning Indonesian history in class XI students at Maarif 1 Kebumen Vocational High School. Indicating that the assessment of learning does not appear to be an assessment of the values of nationalism, the RPP

only includes assessment techniques: (1) written test, (2) assignment, and (3) observation. As for the instrument form, they are: (1) essay, (2) homework, and (3) observation sheet in the form: presentation observation sheet, and discussion observation sheet. Likewise, in the closing learning activities there is no specific assessment for the values of nationalism. It's just listed the teacher carrying out the test assessment and giving assignments to students. The results of interviews with teacher Novan and teacher Indra, said: "So far I have only conducted assessments by giving tests, assignments, observations of student behavior. I have not yet fully understood how to provide an assessment of the values of the nationalism of the KH. Hasyim Asy'ari struggle which has been invested in the learning process activities in the classroom."

Barriers to the Implementation of Nationalism Values of KH. Hasyim Ash'ari in Indonesian History Learning at Maarif 1 Kebumen Vocational High School

Obstacles in the implementation of nationalism values of KH. Hasyim Ash'ari in learning Indonesian history, namely:

a. Teacher

KH Hasyim Asy'ari struggle material. in the syllabus and RPP of Indonesian history is not listed, but in general there is only material about the strategy and form of the struggle of the Indonesian people in maintaining independence from Allied and Dutch threats. This material contains strategies and forms of struggle from various regional figures in Indonesia who fought to defend independence from Allied and Dutch threats, including the struggle carried out by KH. Hasyim Ash'ari. History teachers at Maarif 1 Kebumen Vocational High School often do not realize how important it is to present local historical events that exist around their school environment through syllabus planning and lesson plans in Indonesian history subject.

b. Student

Students are one of the main components of success in the process of learning Indonesian history, without students learning Indonesian history would not have been carried out. Implementation of the nationalism values of the struggle of KH. Hasyim Asy'ari in the learning process of Indonesian history is not only influenced by the ability of teachers, but also by students. Students have different educational backgrounds, so they are influenced by their families and the community around them (Berkowitz & Bier, 2005; Wulandari, Wijayanti & Saliman, 2019), so that the values of nationalism in students are not the same between one another. This difference causes a different response from each student during the implementation of the nationalism values of KH. Hasyim Asy'ari Struggle in the process of learning Indonesian history. Another obstacle is that some students do not pay attention to the teacher when explaining the material.

c. Limited time

According to the teacher, the material in Indonesian history learning is very much, while the time available is felt to be lacking, moreover there is other the local historical material that a teacher

wants to teach at the school where he teaches. When the learning process takes place there is an announcement from the school so the learning process stops for a moment. The unexpected things that occur during the learning process are not mistakes, but in reality these things can cause the learning process to stop and not in accordance with the plans that have been made.

Efforts to Overcome Obstacles in the Implementation of the Nationalism Values of KH. Hasyim Ash'ari Struggle in the Learning Process of Indonesian History at Maarif 1 Kebumen Vocational High School.

Efforts made by the teacher in overcoming these obstacles include:

a. Teacher

The teacher must be able to present local historical events that are around where he teaches. Even though it does not exist in syllabus and lesson plan, the teacher must take the initiative to include local historical events in the Kebumen area in Indonesian history learning. Can be included in KD 3.10 material about the strategy and form of the struggle of the Indonesian people in an effort to maintain independence from the threat of the Allies and the Dutch. KD 4.10 processes information about the strategies and forms of the struggle of the Indonesian people in an effort to maintain independence from Allied and Dutch threats and presents them in the form of historical stories. Can be instilled in KD 3.10 and 4.10, for example local historical events in Kebumen, regarding the struggle for nationalist values KH. Hasyim Asy'ari defended Indonesia's independence in learning Indonesian history. The ability of teachers is needed in presenting past events to take the values of nationalism contained in the KH. Hasyim Ash'ari struggle material. The teacher must also become a role model for students what nationalism values that can be taken from the struggle of KH. Hasyim Asy'ari and can do it in daily life, such as being loving the motherland, willing to sacrifice, proud to be an Indonesian nation, respecting the services of heroes, and prioritizing unity.

b. Student

Efforts are made in dealing with obstacles from students by way of delivering the values of nationalism continuously to students, so students always remember the services of the heroes who have fought for the state and nation of Indonesia, especially KH. Hasyim Ash'ari services. To overcome students who do not pay attention to the material in the learning process of Indonesian history, teachers must be able to apply various models, strategies or variations of teaching methods so that there are variations when delivering material. The existence of variations in learning will be able to bring students to remain passionate in learning and always give a positive response to the material they receive. Thus, the quality of the process and the results of historical learning are also influenced by students' attitudes during the ongoing teaching and learning activities.

c. Limited time

Efforts made in dealing with the constraints of time constraints, according to the teacher apparently do not always provide nationalism values in the classroom but also give outside the hours of history

lessons. The school took part in this matter, such as at Maarif 1 Kebumen Vocational High School, every morning, they were required to sing the Indonesia Raya song before learning began. These habits reflect the values of nationalism.

CONCLUSION

Based on the results of the study it can be concluded that the implementation of the nationalism values of the struggle of KH. Hasyim Asy'ari in learning Indonesian history in class XI students at Maarif 1 Kebumen Vocational High School has been well implemented. At the planning stage, the teacher prepares a syllabus and lesson plan (RPP) by incorporating local historical material of the struggle of KH. Hasyim Asy'ari in defending Indonesia's independence into Indonesian historical material contained in KD 3.10 and KD 4.10 analyzed the strategies and forms of the struggle of the Indonesian people in an effort to maintain independence from Allied and Dutch threats and presented them in the form of historical stories. At the implementation stage of learning, teacher uses varied learning methods such as the contextual approach (Contextual Teaching and Learning), Jigsaw type cooperative methods, questions and answers, lectures, and group discussions so that students are able to understand the material and are more excited in the learning process. In the evaluation stage, it consists of assessment techniques in the form of: written tests, assignments, and observations. As for the instrument form, it includes: essay, homework, and an observation sheet in the form: a presentation observation sheet, as well as a discussion observation sheet. Constraints encountered during the implementation of the nationalism values of the struggle of KH. Hasyim Ash'ari in learning Indonesian history, there are: the ability of teachers in the learning process, some students do not pay attention to the material and the lack of allocation of lesson time. The efforts made by teachers to overcome these obstacles, teachers must be able to present local historical events into learning history, and continuously instill the values of nationalism in the learning of Indonesian history

REFERENCE

- Agboola, A. & Tsai, K. C. (2012). Bring Character Education Into Classroom. *European Journal of Educational Research*, 1 (2), 163-170.
- Ahlerup, P & Hansson, G. (2011). Nationalism and Government Effectiveness. *Journal of Comparative Economics*, 39 (3), 431-451.
- Althof, W & Berkowitz, M. W. (2006). Moral Education and Character Education: Their Relationship and Roles in Citizenship Education. *Journal of Moral Education*, 35 (4), 495-518.
- Aman. (2011). *Model Evaluasi Pembelajaran Sejarah*. Yogyakarta: Ombak.
- Amrein, A.L., Berliner, D.C. (2003). The Effects of High-Stakes Testing on Student Motivation and Learning. *Educational Leadership*, 60 (5), 32-38.
- Asy'ari, H. (2011). *Risalah Ahlussunnah Wal Jama'ah*. Ciganjur: LTM PB NU dan Pesantrem.
- Ayundari, L. (2018). Relevansi Nilai-nilai Perjuangan K.H. Masjkur dalam Pembelajaran Sejarah Berbasis Pendidikan Karakter bagi siswa MA di Malang. *Jurnal Sejarah Indonesia*, 1 (1), 40-52.

- Benninga, J.S. (2003). The Relationship of Character Education Implementation and Academic Achievement in Elementary School. *Journal of Research in Character Education*, 1 (1), 19-32.
- Berkowitz, M. W., & Bier, M. (2005). Character education: Parents as partners. *Educational Leadership*, 63 (1), 64-69.
- Billig, S.H. Jesse, D., & Grimley. (2008). Using Service Learning to Promote Character Education in a Large Urban District. RMC Research, Denver. *Journal of Research in Character Education*, 6 (1), 21-34.
- Boes, T. (2006). Modernist Studies and the Bildungsroman: A historical survey of critical trends. *Literature Compass*, 3 (3), 1-14.
- Bohlin, K. E. (2005). *Teaching Character Education through Literature: Awakening the Moral Imaginations in Secondary Classrooms*. Oxon, New York: Routledge Falmer.
- Budde, J., Weuster, N. (2017). Class Council Between Democracy Learning and Character Education. *Journal of Social Education*, 16 (3), 52-61.
- Creswell, J. (2015). *Riset Pendidikan: Perencanaan, Pelaksanaan, dan Evaluasi Riset Kualitatif dan Kuantitatif Edisi Kelima*. Yogyakarta: Pustaka Pelajar.
- Davies, I., Grammes, T., & Kuno, H. (2017). Character is the Continuously Defined Way of How Man Relates to the World. *Journal of Social Science Education*, 16 (3), 2-7.
- Edmonson, S., Tatman, R., & Slate, J. R. (2009). Character Education: A Critical Analysis. *International Journal of Educational Leadership Preparation*, 4 (4).
- Fadli, M, R. (2019). Dari Pesantren untuk Negeri: Kiprah Kebangsaan KH. Hasyim Ay'ari. *Jurnal Islam Nusantara*, 3 (1), 307-338.
- Fitzsimons, E. (2015). Character education: A role for literature in cultivating character strengths in adolescence. *Master of Applied Positive Psychology*, 8 (1), 135-150.
- Haidar M. A. (1998). *Nahdlatul Ulama dan Islam di Indonesia: Pendekatan Fiqih dalam Politik*. Jakarta: Gramedia Pustaka Utama.
- Hamalik, O. (2011). *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem*. Jakarta: Bumi Aksara
- Harrison, A. G. (2001). How do teachers and textbook writers model scientific ideas for students? *Research in Science Education*, 31 (3), 401-435.
- Inderawati, R. (2012). The development of literary appreciation instrument in building students' character. *Sino-US English Teaching*, 9 (2), 937-945.
- Ikhwan, A. Q & Anzumi, N. (2019). Teacher and Student Ethic Concept: A Study Toward the Thought of K.H. Hasyim Asy'ari. *Journal of Research in Islamic Education*, 1 (1), 1-10.
- Ismail, F. (2011). The Nahdlatul Ulama: Its Early History and Contribution to the Establishment of Indonesian State. *Journal of Indonesian Islam*, 5 (2), 247-282.
- Jamhari, J. (2003). Mapping Radical Islam in Indonesia. *Studia Islamika*, 10 (3), 1-28.
- Kagan, S. (2001). Teaching for Character and Community. *Educational Leadership*, 59 (2), 50-55.
- Kondo, T, Wu, X. (2011). A Comparative Study of Patriotism as a Goal of School Education in China and Japan. *Journal of Social Science*, 10 (1): 23-32.

- Lestari, S. U., Saraswati, U., & Muntholib, A. (2018). Penanaman Nilai-nilai Nasionalisme dalam Pembelajaran Sejarah Lokal Perjuangan Rakyat Sukorejo Kelas XI di SMA Negeri 1 Sukorejo. *Indonesian Journal of History Education*, 6 (2), 205-215.
- Lickona, T. Davidson, M. (2005). *Smart and Good High Schools: Integrating Excellence and Ethics for Success in School, Work, and Beyond*. Washington DC: Character Education Partnership
- Majid, A. (2013). *Perencanaan Pembelajaran Sejarah: Pengembangan Standar Kompetensi Guru*. Bandung: PT Remaja Rosdakarya.
- Miles, M. B & Huberman, A. (2007). *Analisis Data Kualitatif Buku Sumber tentang Metode-Metode Baru*. Terjemahan Tjetjep Rohendi Rohisi. Jakarta: Universitas Indonesia.
- Muspawi, M. (2018). K.H. Hasyim Asy'ari: The Reformer of Islamic Education of East Java. *Jurnal Pendidikan Islam*, 7 (1), 147-163.
- Muthoharoh, A. I & Suprayogi, T. (2015). Pendidikan Nasionalisme melalui Pembiasaan di SD Negeri Kuningan 2 Semarang Utara. *Jurnal Unnes*, 1 (1), 1-12.
- Nasution, S. N. (2018). Spirit of Nationalism, Education and Moral Religion. *International Journal of Linguistics, Literature and Culture*, 5 (1), 24-31.
- Najib, I.N.A. (2013). Penanaman Sikap Nasionalisme Melalui Mata Pelajaran Muatan Lokal Wawasan Kebangsaan Pada Siswa Kelas VIII di SMP N 1 Nglegok Kabupaten Blitar. *Jurnal Pendidikan Kewarganegaraan*, 2 (1), 1-21.
- Naumescu, A.K (2008). Science Teacher Competencies in a Knowledge Based Society. *Acta Didactica Napocensia*, 1 (1), 99-130.
- Nizar, M.C. (2017). Pemikiran KH. Hasyim Asy'ari tentang Persatuan. *Endogami: Jurnal Ilmiah Kajian Antropologi*, 1 (1), 63-74.
- Novianti, N. (2017). Teaching Character Education to College Using Bildungsromans. *International Journal of Instruction*, 10 (4), 255-272.
- Nurdin, E. S. (2017). Civic Education Policies: Their Effect on University Students' Spirit of Nationalism and Patriotism. *Citizenship, Social and Economics Education*, 16 (1), 17-34.
- Nurhadi, R. (2017). Pendidikan Nasionalisme-Agamis dalam Pandangan K.H. Ahmad Dahlan dan K.H Hasyim Asy'ari. *Cakrawala: Jurnal Studi Islam*, 7 (2), 121-132.
- Olibie, EI, Akudolu, LR. (2013). Toward a Functional Citizenship Education Curriculum in Nigerian Colleges of Education for Sustainable Development in the 21st Century. *American International Journal of Contemporary Research*, 3 (8), 95-102.
- Ortmann, S. (2009). Singapore: The Politics of Inventing National Identity. *Journal of Current Southeast Asian affairs*, 28 (4), 23-46.
- O'Sullivan, S. (2019). Books to live by: Using Children's Literature for Character Education. *The Reading Teacher*, 57 (7), 640-645
- Patton, M. Q. (2009). *Metode Evaluasi Kualitatif*. Yogyakarta: Pustaka Pelajar.
- Rochmat, S. (2002). Dinamika Pondok Pesantren Gontor dalam Modernisasi. *Jurnal Penelitian Humaniora*, 7 (2), 27-46.
- Romanowski, M. (2015). Through the Eyes of Teachers: High School Teachers' Experiences With Character Education. *American Secondary Education*, 34 (1), 6-23.

- Shobirin, M. (2018). Pesantren, Nationalism and Integration. *Review of Islam in Southeast Asia*, 1 (1).
- Stallions, M. A., & Yeats, K. (2003). Enhancing Character Education for Tomorrow's Teacher, Today: A Connected Learning Partnership Model. *Florida Association of Teacher Educators Journal*, 1(3), 250-260.
- Sudjana, N & Rivai, A. (2005). *Media Pengajaran*. Bandung: Sinar Baru Algesindo.
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Afabeta
- Sukmadinata. (2005). *Metode Penelitian Pendidikan*. Bandung: Remaja Rosda Karya.
- Sutarmi, Raharjo, & Pramono. (2016). Implementasi Pelaksanaan Pendidikan Karakter sebagai landasan wawasan kebangsaan di SMA Negeri 1 Kendal, Kabupaten Kendal. *Jurnal of Educational Social Studies*, 5 (2), 136-144.
- Thomberg, R. (2008). Values Education as The Daily Fostering of School Rules. *Research in education*, 80 (1), 52-62.
- Tirri, K. (2009). Character Education and Giftedness. *High Abilit Studies*, 20 (2), 117-119.
- Ubaku, KC, Emeh, CA, Anyikwa, CN. (2014). Impact of Nationalist Movement on the Actualization of Nigerian Independence 1914-1960. *International Journal of History and Philosophical Research*, 2(1): 54-67.
- Ulger, M., Yigittir, S., & Ercan, O. (2014). Secondary School Teachers' Beliefs on Character Education Competency. *Procedia-Social and Behavioral*, 131, 442-449.
- Warsono & Hariyanto. (2017). *Pembelajaran Aktif*. Bandung: PT Remaja Rosdakarya.
- Weissbourd, R. (2003). Moral Teachers, Moral Students. *Educational Leadership*, 60 (6), 6-11.
- Wineburg, S. (2001). *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press.
- Wibowo, B.P., Wulandari, T., & Setiawan, J. (2020). Relationship Between The Understanding of Indonesian History and The Nationalisme Attitude of State Senior High School Student. *International Journal of Education and Social Science Research*, 3 (1), 158-172.
- Wiriaatmaja, R. (2002). *Nasionalitas, Etnisitas, dan Integrasi Bangsa dalam Pembelajaran Sejarah*. Bandung: Universitas Pendidikan Indonesia.
- Wentzel, K.R. (2002) Are Effective Teachers Like Good Parents? Teaching Styles and Student Adjustment in Early Adolescence. *Child Development These*, 73 (1), 287-301.
- Wulandari, T., Wijayanti, A.T., & Saliman. (2019). Pendidikan Karakter dalam Keluarga Melalui Pola Asuh Orang Tua. *Jurnal Kependidikan*, 3 (1), 129-142.
- Zuhri, S. (2013). *Berangkat dari Pesantren*. Yogyakarta: LKiS.