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INTEGRATION OF CHARACTER BUILDING WITH H.R MOHAMAD MANGOENDIPROJO VALUES IN HISTORY LEARNING

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ABSTRACT

Character building in history learning has tendention about the quantity of teaching hours that caused students' moral decadence, character, and responsibility on the industry 4.0 era. The purpose of this study described implementation of the values of patriotism of H.R Mohamad Mangoendiprojo in history learning on standard competition or KD 3.8 and KD 3.9. The method of this study used qualitative descriptive research with a case study approach. The result of this study described the values of patriotism of H.R Mohamad Mangoendiprojo giving effect toward student character in SMA Negeri 1 Kibang to understand the values of nationalism, integration, and mutual cooperation in history learning.

KEYWORDS: H.R Moehamad Magoendiprojo, history learning, character building

INTRODUCTION

In the current era of modernization or what we recognize as industry 4.0, the issue of affectivity is increasingly complex, our mass media are often asking questions related to the problem of morality degradation, value systems, responsibility, honesty, and other applicable values in our society. We feel shocked and unprepared for the current situation. It is from an ongoing initiative on this subject. Whereas the current condition has been going on for quite a long time, our national development is more oriented towards pragmatic-economic issues rather than ideological-political issues as an effort made for nation and character building.

We feel shocked and unprepared for the current development situation reflected in the ongoing debate. Even though the debate of this conditions has been going on for quite a long time, perhaps even since the 2000s, our national development is more oriented towards pragmatic-economic issues rather than ideological-political issues as an effort made for nation and character building.

Unsurprisingly, our nation faces critical, acute, and systemic problems regarding moral degradation, character deterioration, responsibility, and even multidimensional national disorientation. It is occurred not only at the level of national leadership but also at the local level, down of the younger generation, including the students in SMA N 1 Kibang.

Based on observations done at SMA Negeri 1 Kibang, the character students is not under what the school wants reflected in cases of deviations in students' moral behaviour at school with all its variations such as truancy, fighting, being late for school, neatness in a uniform. (Source: Guidance Counselling Teacher for Academic Year 2021/2022). It is conformable with the history teacher said that, first, in terms of nationalism, many students tend to skip the flag ceremony held every Monday morning. Second, in terms of religion, many students do not do the zuhr prayer in congregation at school. Third, in terms of cooperation, many students refuse to jointly clean the classroom, yard, bathroom, etc. Finally, in terms of independence, many students cheat and even ask for others to do their work. Those degradation attitudes are commonly faced by students in general, in line with quality depression of social humanity. Indeed, these character issues matter therefore this article focus on increasing character building of students. Hasan (2012) found that character building can be integrated into the history learning curriculum by introducing the value of patriotism, historical event, and national event.

As history learning has been taught at different levels such as international and national levels, Kartodirdjo (1992) added that history learning has to be on a local level also or use a loco-centric approach. Thus, teachers are able to connect historical events with events in the local area. The linkage of material and discussion will involve not only the mind but also the emotional sense so that a continuous awareness will emerge between history and what is happening now.

From the description above, the author tries to appoint a national figure who was once a resident of Lampung, namely H.R Mohamad Mangoediprojo. It is done to observe on strengthening of character building for students in SMA Negeri 1 Kibang integrated with history learning in class XI IPS.

METHOD

This research is a type of descriptive qualitative research aiming to understand phenomena about what is experienced by research subjects, such as behaviour, motivation, perception, and action (Moeleong, 2006:6). This study uses a case study research strategy included in the qualitative data of the object of research, a brief history of the establishment of the object, geographical location of the object, vision, and mission, organizational structure, student condition teacher condition, state of facilities and infrastructure, the standard of assessment and implementation of history learning in class. In this study, the authors used two data sources, primary and secondary data sources.

Data was obtained from observations, interviews, and documentation. The analysis is systematic research from observations, interviews, and documentation to increase the researcher's understanding of the issues studied and present them as findings to others. The data analysis model used in this study is an interactive analysis model, which consists of data collection (researchers collect data related to research data, data reduction (grouping data according to data that has been collected), presentation of data (displaying data that has been analyzed), extracting conclusions and verification.

RESULTS AND DISCUSSION

Character building on students is obligatory for schools to apply based on the government education curriculum. Therefore, SMA Negeri 1 Kibang, located in Lampung Timur, has visions and missions of learning based on strengthening character building. In order to do so, SMA Negeri 1 Kibang learning program adds character values, and the teacher includes materials that strengthen character building. In the case of historical learning, materials such as the role of the patriot figure were added, one of which is H.R Mohamad Mangoendiprojo.

1. The Role of H.R Mohamad Mangoendiprojo in Maintaining Independence

Magoendiprojo started his career as a Defender of the Fatherland Army or (PETA) or soldier, at the age of 38 he passed the PETA army test, in the Surabaya area H.R Mohamad mangoendiprojo entered the Dancho group with the oldest age he was appointed. In early August 1943, H.R Mohamad mangoendiprojo was dispatched to Bogor to participate in the Educational Training of Daidancho candidates for two months. His decision to become a soldier was supported by his wife, who began understanding her husband's national aspirations.

On September 30, 1945, there was a siege at the Don Basco Armory belonging to the Japanese government in Surabaya. The incident involved members of the People's Security Agency (BKR), youths, and students who all gathered to storm the Don Basco Arms Building. On the night of September 30, 1945, R. Mohamad and Bung Tomo negotiated with the Japanese government so that the Japanese would hand over weapons to the Surabaya youth. They both succeeded in quelling the anger of members of the People's Security Agency (BKR), youths, and students who had to wait. After the negotiations went on hard, finally the weapons were successfully handed over to the Surabaya government (Moekhardi, 1993: 72).

On October 5, 1945, the Indonesian government replaced the People's Security Agency (BKR), which had previously been formed during the session of the Preparatory Committee for Indonesian Independence (PPKI), changed to the People's Security Army (TKR). The formation of the People's Security Army automatically changed the structure of the formation of the People's Security Agency become the People's Security Army, as was the case with other cities in Surabaya, following a decree issued by the President of the Republic of Indonesia, Drg. Moestopo as chairman of the East Java People's Security Agency, ordered "Moestopo to arrange several members of his staff, among others, as follows: Chief of Staff chaired by: Soejatmo, Army Affairs chaired by: R. Mohamad, Naval Affairs were chaired by Admadji, Griya War affairs are chaired by: Katamhadji, and the Finance section is led by: Soerajo" (Maeswara, 2010: 37).

After the formation of the People's Security Army (TKR) in Surabaya, British troops, AFNEI, came to the city of Surabaya. At that time, the atmosphere in Surabaya was condemned after the siege of the Don Basco Armory. The arrival of British troops in Surabaya under the leadership of Brigadier General Mallaby on October 25, 1945, was politically accepted in Surabaya and Jakarta. They

received the arrival of the allies with caution and full vigilance, knowing that the people of Surabaya had not entirely accepted the arrival of the British. As a result, a great battle on October 28-30, 1945, destroyed one British troop brigade scattered in Surabaya (Moekhardi, 2020: 63). Raden Mohamad Mangoendiprojo is one of the figures who formed the Surabaya People's Security Agency. At that time, he received a call from Doel Arwono as chairman of the Indonesian National Committee in Surabaya. From that call, he got involved in efforts to defend the independence of Surabaya (Moekhardi, 1993: 60).

2. The Role of H.R Mangoendiprojo as Lampung Resident

Mohamad Mangoendiprojo became a Lampung Resident (regent) starting November 1, 1955. In the early days of being a resident, Mohamad faced a fairly critical problem, such as managing transmigrants from the former National Tjadian Corps (CTN). As part of the concept of national defense at that time, the term "cadangan/reserve" itself began known during the liberal democracy period (1950-1959) under the name of the Corps Tjadian Nasional (CTN) until the Enforcement of Military Conscription. This CTN member who transmigrated to Lampung was hostile to Mohamad Mangoendiprojo because they were unhappy with his policies. However, in the end, both parties realized they had fought in the armed sector, which led deliberation approach to calm down the hostility. The CTN hostile in Lampung was finally solved through cooperation between the Ministry of Internal Affairs and the Ministry of Defense.

At first, the Lampung region, known as the rice producer, was located in South Sumatra Province. As Mohamad Mangoendiprojo led the Lampung district, Lampung faced the calamity of rice scarcity. This difficulty has put Lampung under a burden to fulfil the local needs and the other Areas of South Sumatra, such as Palembang. Therefore, Mohamad Mangoendiprojo immediately acted to retrieve Lampung residents' prosperity and reported to the Governor of South Sumatra, proposing the problem of trading rice from Lampung to other areas be brought under control.

However, Mohamad Mangoendiprojo's proposal was ignored, then he decided to bring out a critical decision prohibiting the trade of rice outside the Lampung area. This decisive action then placed Mohamad Mangoendiprojo in a reprimand from the Minister of Home Affairs, who was directly involved in handling the rice scarcity issue in Lampung. For this reason, Mohamad Mangoendiprojo was inspired to make a movement in Lampung dealing with the rice scarcity issue. This movement was initiated to demand the status of Lampung districts become a province separated from the province of South Sumatra. It started with three regents in Lampung, who all originally came from the district ZaenalAbidinPagarAlam, A Somad, and Hasan Basri issued a political manifesto in the form of a "petition" that asked the central government to make Lampung a Level I Autonomous Region (Province). All three regents dan Mohamad Mangoendiprojo signed the petition supporting the demands.

Concerning the political policy, the surrounding community was eager to fight for the wishes of Lampung as a province. Finally, in 1964, with all spirit of society, the movement succeeded in getting Lampung officially declared a province. When the status of the province was inaugurated, Mohamad Mangoendiprojo had retired as Lampung Resident as of July 1, 1962, with the last rank of Group F VI. Resident Mohamad Mangoendiprojo's initiative was continued by his successor, Resident Zaenal Abidin Pagar Alam.

3. Strengthening Character Building in History Learning

Character building on students is closely related to the learning process at school. As a teacher, learning material taught to students significantly impacts their understanding. In history lesson, student character building can be done by learning the patriotism value of an inspirational figure. In an interview with Mr. Agus Riduan, S.Pd (a teacher of history learning at SMA N 1 Kibang), he said that the learning applied to students included strengthening character education following government regulations and the school's vision and mission. Materials inserted character building such as the proclamation, the beginning of independence, and others. The other material also included figures to serve as role models, such as the character H.R Mohamad Mangoendiprojo. It was deemed successful by Mr. Riduan Agus S.Pd. because the character H.R Mangoendiprojo is someone who is Javanese and is a figure in Lampung. Almost 90% of SMA N 1 Kibang are Javanese, so this figure motivates and inspires students at SMA Negeri 1 Kibang.

The researcher also interviewed students with the initials S.P. He said that the figure of H.R Mohamad Mangoendiprojo motivated him to be more nationalistic in everyday life and in working together. In addition to Ananda S.P, another student with the initials B.L.R who felt motivated by H.R Mangoendiprojo's attitude of high integrity and never giving up, he also said that this was an example in everyday life. Apart from the two, many other students are motivated by the figure of H.R Mangoendiprojo.

CONCLUSION

The integration of patriotism of H.R Mohamad Mangoendiprojo in history learning could reinforced students' character. Firstly, is knowledge, H.R Mohamad Mangoendiprojo was explained by history teacher as Lampung Resident, H.R Mohamad Mangoendiprojo is Javanese people who succeeded to make Lampung as a new province in Indonesia. The patriotism of H.R Mohamad Mangoendiprojo is regardless of both ethnicity and race, because the spirit of nationalism was attached by him. The experience could be an inspiration for students in SMA N 1 Kibang that are a Javanese majority. So that, the integration of the attitude of nationalism exceeds tribalism and chauvinism. Secondly is Integrity, the patriotism of H.R Mohamad Mangoendiprojo solved the problems of CTN transmigration. The example is an embodiment of integrity that could be imitated by students to promote common interests. Thirdly is mutual cooperation, when H.R Mohamad Mangoendiprojo argued Lampung as a new province, who cooperated with the Lampung regents, societys, and others. Now, In the midst of the individualistic attitude of the young generation, The values of patriotism of

H.R Mohamad Mangoendiprojo could be a real example for students in SMA Negeri 1 Kibang to solve it.

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