

To cite this article: Faruq Hasan Asy'ari, Sariyatun and Triana Rejekiningsih (2022). IMPLEMENTATION OF HISTORY LEARNING TO BUILD STUDENTS' ATTITUDE OF NATIONALISM, International Journal of Education and Social Science Research (IJESSR) 5 (5): 502-511 Article No. 696, Sub Id 1113

IMPLEMENTATION OF HISTORY LEARNING TO BUILD STUDENTS' ATTITUDE OF NATIONALISM

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DOI: <http://dx.doi.org/10.37500/IJESSR.2022.5528>

ABSTRACT

The phenomenon of the disappearance of the nationalist attitude of Indonesia's young generation, especially among students, is increasingly visible. This is shown by students who fight, joke during ceremonies, come late to school, and their lifestyles are now dominated by foreign cultures, and prefer foreign cultures. This is a negative impact of globalization. This phenomenon must be immediately corrected, one of which is through history learning. The function of history learning is to provide historical material lessons to students so that they understand their identity and their environment. Meanwhile, specifically, the function of history learning is to teach historical concepts, teach intellectual skills, and provide historical material information to students. Thus, learning history can make students able to understand themselves, their culture, and will love their country so that they can build an attitude of nationalism in students. This study uses descriptive analysis method to analyze the data. In this study, data were obtained from articles, journals, books, and news sources in the mass media. The implementation of history learning to build students' attitudes of nationalism is by providing historical material, utilizing history learning media and using learning methods.

KEYWORDS: History Learning, Nationalism

I. INTRODUCTION

The world has entered the Era of Society 5.0, where an idea that expects humans to continue to develop in tandem behind the development of artificial technology. Science technology or science and technology is one of the important points that must be considered. The concept of independent learning which has been developed into a curriculum has relevance to the 21st century learning model which is more concerned with the needs of students (student-center) (Indarta et al, 2022: 3022). The phenomenon of globalization now that the development of technology from time to time has resulted in the loss of boundaries between countries (both politically, economically, and socially). In this era of globalization, technology is developing more rapidly and will continue to develop over time. Technology has also become a necessity or become daily food and has an important role in human life. Technology can be associated with nationalism according to its development. Nationalism in Indonesia is dwindling from time to time, this is inversely proportional to technology that is always developing. At first glance it seems that there is no relation between technology and nationalism, but

actually this nationalism is very dependent on sophisticated technology. Technology has a positive and negative impact on nationalism (Aisy et al, 2021: 7969).

Currently, Indonesia has various internal and external problems that must be faced and resolved. One of the problems faced is the waning of the spirit of nationalism in the younger generation. One of the fading of the spirit of nationalism in the younger generation is due to the influence of globalization. Many young people are easily influenced by foreign cultures, where if this culture is not selected and sorted, it will be contrary to the cultural norms of Indonesian society. Then not a few of today's young generation who do not learn and even forget Indonesian culture. This will result in the younger generation not paying attention to and ignoring the noble values of the Indonesian state (Hazimah et al, 2021: 4828). With this problem, the attitude of nationalism must be instilled in the younger generation, the majority of whom are still in school, with the hope that they will become good citizens, have knowledge, skills, and social care that are useful for themselves, society, and the country. Instilling an attitude of nationalism is very important. In the learning process, a teacher not only teaches the material but also conveys fun activities so that students grow with their attitude values. With students experiencing a decline in nationalism, this is one of the tasks of teachers, parents, and the government in instilling an attitude of nationalism for students (Nursamsi & Jumardi, 2022: 8344).

In an effort to instill an attitude of nationalism, education is the most important solution, because one of the functions of education is to develop national awareness as a mental power in the process of national development and identity. The structure of the national personality is composed of character traits that grow and become institutionalized in the process of experience throughout the life of the nation. Thus, his personality and identity rests on collective experience, namely on its history. In the context of forming national identity, history learning has a fundamental function (Kartodirdjo S, 1999: 45).

Nationalism is closely related to the state of mind, where individual loyalty arises as a result of the existence of the nation-state. Deep attachments to one's native land, to local traditions of established territorial authority have existed in varying strengths throughout the historical process. The Indonesian state as a country that has faced various challenges of the times in various phases of history is formed as a strong country. The strength of the Indonesian state in a historical perspective strengthened when nationalism began to shift primordial traits and prioritize national interests. The importance of strengthening nationalism today is to maintain the noble identity of the Indonesian nation in the midst of globalization. Learning history is one of the keys to providing the basis for planting the identity of the nation's next generation in facing all the challenges and threats of globalization (Mahardika & Ramadhan, 2021: 78). History learning is now applying methods that are in accordance with the material to be delivered by utilizing history learning media. This has a positive impact, because it can evoke a sense of enthusiasm from students to learn history, especially about Indonesian history.

II. RESEARCH METHOD

This research uses descriptive analysis method to analyze the data (Sugiyono, 2014:21). The data were obtained by conducting library research by collecting and analyzing documents, articles, journals, research books related to the implementation of history learning to build students' nationalism attitudes. The data were reviewed and investigated in three stages; general, exploratory, and learning focus. This is a comprehensive material in an attempt to summarize the findings and summarize the results. The data are described and then analyzed with reference to the theory used to obtain an overview of the research focus.

III. RESULTS AND DISCUSSION

3.1 Definition of Implementation

Implementation in the Big Indonesian Dictionary is the implementation or application. As for implementation, according to Rosyad (2019: 176), it boils down to activities, actions, actions, or the existence of a system mechanism. Implementation is not just an activity, but an activity that is planned and to achieve the objectives of the activity. Furthermore, according to Rahmat (2017: 37) Implementation is a process or application to assess, evaluate and measure whether a theory or policy can run well or not, so it will be assessed whether or not there should be an evaluation of the theory or policy.

So, from some of the meanings of implementation stated above, it can be understood that implementation is an implementation or implementation activity that has been planned and carried out seriously based on certain theories, policies, and norms to achieve the objectives of the activity. Thus, the implementation cannot stand alone, but is influenced by other objects.

3.2 Understanding of History Learning

Learning is identified with the word "teaching" which comes from the basic word "ajar" which means instructions given to people so that they are known (to be followed) plus the prefix "pe" and the suffix "an" becomes "learning", which means the process, action, way of teaching or learning. teach so that students want to learn. Learning is a process of student interaction with teachers and learning resources in a learning environment. Learning is assistance provided by the teacher so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well (Djamaluddin & Wardana, 2019: 13). Then, success in the learning process can be seen through the level of success in achieving educational goals. With the achievement of learning objectives, it can be said that the teacher has succeeded in teaching. Thus, the effectiveness of a learning and learning process is determined by the interaction between these components (Pane & Darwis, 2017: 334).

Furthermore, the notion of history is the study of events or events in the past experienced by humans and reconstructing what happened in the past. This process is needed to get a picture of the phenomena that occur (Dangu et al, 2022: 4718). Then the notion of history can also be interpreted as something that happened; "it happens". Whether said or not, told or not, and recorded or not, what has happened is history. Meanwhile, in the next sense, history is an attempt to recount and explain what has happened. This understanding positions history as a field of science that takes all human activities and activities. (Miftakhuddin & Anwar, 2020:2). So it can be understood that history learning is a process of interaction between students and teachers in which they study events or events that have been experienced by humans in the past which are closely related to the present as a guide for moving forward.

History learning has a purpose, namely; (1) Awaken, develop and maintain the national spirit, (2) Awaken the desire to realize national ideals in all fields, (3) Awaken the desire to study national history and study it as part of world history, and (4) Raise children about the ideals of (Pancasila and the Education Law) and the struggle to realize these ideals for all time (Rulianto & Febri, 2018: 128). In addition, studying history can help students develop an understanding and appreciation of their heritage and traditions. Students are able to compare the progress of their country with other countries. History learning in schools aims to build students' personalities and mental attitudes, awaken awareness of a fundamental dimension in human existence (continuity of movement and continuous transition from the past to the future), lead students to the nature of honesty and wisdom in students, and instill love in students. nation and humanity. (Asmara, 2019: 109).

3.3 Nationalism Concept

Nation comes from the Latin nation, which was developed from the word nascor (I was born), so at first the nation was interpreted as "a group of people born in the same area" (group of people born in the same place) (Ritter, 1986: 286). Nationalism has multiple meanings; it depends on the objective and subjective conditions of each nation. Therefore, nationalism can be interpreted as a sense of love for the homeland, race, language or culture, so in this case nationalism is the same as patriotism. Nationalism is a desire for political independence, safety, and national prestige. Nationalism is a mystical devotion to an obscure; sometimes even supernatural social organism called the nation or the Volks whose unity is superior to its parts. Nationalism dogma which teaches that individuals only live for the country and the country for the sake of the country itself. Nationalism is the doctrine that states that one's own nation must be dominant or supreme among other nations and must act aggressively (Shafer 1955: 6).

Nationalism has the value of a deep feeling that can only be felt, thought about, and lived by the people who live in a country to defend and defend their country. In this case, the value of nationalism can be interpreted as ideals, hopes and imperatives for the future of a country, in which the future of this country is independent of differences in ethnicity, religion, class and others (Kurniawan et al, 2021:146). The spirit of nationalism is needed to exist in Indonesia. High nationalism from the

younger generation, so that the function of nationalism is to make positive and best behavior for the country. In the last decade, there has been a tendency to deplete the spirit of nationalism among the younger generation (Widiyono, 2019:20). A person can be said to have a high level of nationalism if he loves his motherland very much, greatly appreciates the services of the heroes, is very willing to sacrifice for the interests of the country, prioritizes unity and integrity, and greatly values differences. Indicators of a person can be said to have a moderate level of nationalism if they love their homeland enough, respect the services of heroes enough, are willing to sacrifice enough for the interests of the country, prioritize unity and integrity enough, and respect differences enough. While the indicator of a person's level of nationalism is low, if someone does not love the homeland, does not appreciate the services of heroes, is less willing to sacrifice for the interests of the country, does not prioritize unity and integrity, and does not respect differences (Trianto, 2019:335).

3.4 Implementation of History Learning to Build Students' Attitude of Nationalism

a. Provide historical material

Learning Indonesian history will be meaningful if in the learning process the teacher can channel the values of heroism and maintain the prevailing order in society. The order in question is a social order that is in accordance with the culture of the Indonesian state. Indonesian history learning materials are sourced from national history, namely the history of the political integration process that formed a national state called the Republic of Indonesia. The scope of Indonesian historical material sources is very wide covering all periods of Indonesian history, where the source material can be in the form of national or regional level events or figures, both of which have an equally important position in the course of Indonesian history (Anggoro et al, 2020: 48).

The historical material contains the values of heroism, exemplary, pioneering, patriotism, nationalism, and an unyielding spirit that underlies the process of forming students' attitudes, character, and personality. In addition, historical material contains a treasure trove of state civilizations, including the civilization of the Indonesian state. The material is a basic educational material for the process of forming and creating the civilization of the Indonesian state in the future. Instilling awareness of unity and brotherhood as well as solidarity to become the glue of the state in facing the threat of state disintegration. Terms with moral teachings and wisdom that are useful in overcoming the multidimensional crises faced in everyday life. Historical material is also useful for instilling and developing a responsible attitude in maintaining balance and environmental sustainability (Aman, 2011:34).

From the above statement in the implementation of history learning to build students' attitudes of nationalism, the teacher can convey historical material which includes past events to provide understanding to students, so that students have broad insight about the importance of nationalism. Thus, students can build an attitude of nationalism in themselves.

b. Utilizing history learning media

In the process of learning history for the 21st century generation of students, history teachers can adapt strategies, models and teaching methods based on the characteristics of that generation. Teachers can no longer teach with conventional, standard or mediocre learning strategies. Teachers as much as possible to be innovative by enriching and updating knowledge and skills to be able to present interesting and interactive history learning activities by utilizing technology. The 21st century history learning model will rely more on technology, especially the internet, to support the learning process. Where students will be required to be active and independent in forming 4C skills, namely critical thinking, communication, collaboration, and creativity (Indarta et al, 2021: 4342).

The teacher's role is very important in shaping the personality of students who have a nationalistic attitude. A teacher in the learning process is not just conveying material, but also must strive to make the subject matter presented also become a fun activity, one of which is by utilizing history learning media. The higher the teacher's ability to carry out the teaching and learning process, the higher the success of the teacher in instilling an attitude of nationalism to students (Utami et al, 2017: 84). Learning media designed by history teachers are basically to provide stimulation to students in studying history so that students are more interested in studying historical materials (Susilo & Sofiarini, 2020: 83).

Learning media is the media used in learning, which includes teacher aids in teaching and means of carrying messages from learning sources to recipients of learning messages (students). As presenters and distributors of messages, learning media in certain cases can represent teachers in presenting learning information to students. It is further agreed that what is meant by learning media is not just physical objects, but everything that already contains learning material, which allows someone to use it to learn in order to gain knowledge, skills, or change attitudes. Some examples of learning media include traditional media (whiteboards, textbooks, handouts, modules, demonstration sheets, worksheets, real objects, OHP slides, video tapes or films, and teachers), mass media (newspapers, magazines, radio, television, etc.), and cinema), and new ICT-based learning media (computers, CDs, DVDs, interactive videos, internet, multimedia systems, and video conferencing (Suryani, 2016: 187-188).

From the above statement in the implementation of history learning to build students' attitudes of nationalism, teachers can use history learning media to make it easier to convey national history material. History learning media has benefits as a tool to convey historical material, especially to visualize national historical events in such a way that it makes it easier for students to capture and appreciate the picture of the historical events of the Indonesian state. Thus, students understand the importance of national history which can build an attitude of nationalism in students.

c. Applying learning methods

Method comes from the Greek, methados comes from two syllables meta which means through and hodos which means way. In English it is called a method and according to the KBBI the notion of a method is an orderly way used to carry out a job so that it is achieved as desired or a systematic way of working to facilitate the implementation of an activity in order to achieve the specified goals (Wirabumi, 2020: 107). Designing an interesting history lesson requires the creativity of a history teacher. Especially in conveying historical material to students. History teachers are required to provide innovation in designing meaningful and interesting learning systems, so that students' enthusiasm for learning arises. Therefore, history teachers should apply appropriate learning methods, by adjusting the characteristics and needs of students, which makes the history learning process activities no longer monotonous, rigid and boring (Azizeh, 2021: 90). Broadly speaking, the methods that have been applied by teachers in history learning are lectures, questions and answers, discussions, experiments, demonstrations, guidance or tutorials, problem solving, and assignment.

In order for history learning to be successful, the application of the method used should be based on matters that are closely related to the students' daily lives, so that the learning process will be more meaningful and enjoyable for students accompanied by emotional and fun memories without having to feel pressured to always have fun. imagine that history lessons are only rote material, so that students can make history as facts that are not to be memorized but also raise awareness in themselves to explore further the meaning of various historical events, especially national history (Prawitasari, 2016: 146).

From the above statement in the implementation of history learning to build students' attitudes of nationalism, teachers can apply learning methods that are in accordance with the national history material presented to students. With the application of appropriate national history learning methods, it will create conditions for learning history that allow students to gain convenience in learning. In addition, it serves to make it easier to present historical learning media. Thus, students will gain an understanding of national history that will build an attitude of nationalism in students.

IV. CONCLUSION

The current era of globalization must be balanced with the cultivation of an attitude of nationalism in the younger generation, the majority of whom are still in school. Instilling an attitude of nationalism is very important. In the learning process, a teacher not only teaches the material, but also conveys fun activities so that students grow with their attitude values. The structure of the national personality is composed of character traits that grow and become institutionalized in the process of experience throughout the life of the country. Thus, his personality and identity rests on collective experience, namely on its history. History learning has now applied the method by utilizing history learning media. There are three implementations of history learning to build students' nationalism attitudes, namely providing historical material, utilizing history learning media and using learning methods.

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